

... Regis University



Regis College adopted Regis University as its institutional name effective July 1, 1991.

~ Bulletin 2001-02

2002-2003 Bulletin

Regis University is in the process of developing a variety of health care programs to serve the increasing needs of the community for well-prepared professionals in the health care system.

~ Bulletin 1991



Career Programs offers degrees at three levels: Associate, Bachelor and Master. These degree programs have been expressly designed to meet the needs and career goals of working adults.

~ Bulletin 1983-84

TABLE OF CONTENTS

STATUS OF THE BULLETIN

The content of this document is provided for the information of the student. It is subject to change from time to time as deemed appropriate by the University in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

NONDISCRIMINATION

In accordance with its Jesuit Catholic mission, Regis University is committed to maintaining a humane atmosphere in which the civil rights of every individual are recognized and respected. Regis University complies with all local, state, and federal nondiscrimination laws and regulations in the provision of educational services and in employment practices.

EFFECTIVE FALL SEMESTER 2002 - SUMMER SEMESTER 2003

TABLE OF CONTENTS

Jesuit Colleges and Universities	7
General Information	9
Regis University	11
Student Life	21
Enrollment Services	27
Financial Aid	27
Student Accounts	35
Office of the University Registrar	38
Academic Calendar, 2002-2003 Academic Year	50
Regis College	55
Undergraduate Program	57
Undergraduate Degree Offerings	57
Extraordinary Academic Programs	59
Academic Information	68
Academic Programs	73
Programs of Study	75
Accounting	75
Astronomy	77
Biology	77
Business Administration	83
Catholic Studies	87
Chemistry/Biochemistry	88
Communication	91
Computer Science	94
Criminal Justice	96
Economics/Political Economy	97

Education	100
English.....	107
Environmental Studies.....	110
Fine Arts	113
Geology.....	117
Hispanic Studies	117
History/Politics.....	117
Honors Program.....	122
Humanities	123
Kinesiology.....	123
Learning Support.....	124
Mathematics.....	125
Modern and Classical Languages and Literature.....	127
Neuroscience	130
Paracurricular Program.....	132
Peace and Justice Studies.....	133
Philosophy.....	134
Physical Education.....	136
Physics	137
Pre-Health Science	138
Psychology.....	140
Religious Studies	143
Sociology.....	146
Women's Studies	148
Graduate Program.....	150
Master of Arts in Education: Learning and Teaching (MAE).....	150
Linguistically Different Learner Endorsement Programs	155

School for Health Care Professions	161
SHCP Degree and Certificate Offerings.....	163
General Information.....	164
SHCP Undergraduate Programs.....	172
Bachelor of Science in Health Care Administration.....	172
Bachelor of Science or Certificate in Health Information Management.....	174
The Department of Nursing.....	176
Bachelor of Science in Nursing.....	176
SHCP Undergraduate Course Descriptions.....	179
SHCP Graduate Programs.....	185
Master of Science in Clinical Leadership for Physician Assistants.....	185
Master of Science in Health Services Administration.....	188
Master of Science in Nursing.....	192
Doctor of Physical Therapy.....	199
School for Professional Studies	211
SPS Undergraduate Degree Offerings.....	213
SPS Graduate Degree Offerings.....	213
Teacher Education Offerings.....	214
General Information.....	215
SPS Undergraduate Program.....	219
General Information.....	219
Programs of Study.....	226
Bachelor of Arts Degrees.....	226
Communication.....	226
Liberal Arts.....	227
Organizational Development.....	227
Religious Studies.....	228
Social Science.....	229

Bachelor of Science Degrees	229
Accounting	229
Applied Psychology	230
Business Administration	230
Computer Information Systems	231
Computer Networking	232
Computer Science	232
Finance	233
Human Resource Management	233
Management of Communications and Media Technology	234
Marketing	234
SPS Undergraduate Course Descriptions	236
SPS Graduate Programs	252
General Information	252
Master of Arts in Liberal Studies (MLS)	256
Master of Business Administration (MBA)	262
Master of Nonprofit Management (MNM)	274
Master of Science in Computer Information Technology (MSCIT)	280
Master of Science in Management (MSM)	290
SPS Teacher Education	296
Administration and Faculty	315
Board of Trustees	317
Officers of Administration	317
Regis University Faculty	317
Regis College	317
School for Health Care Professions	320

School for Professional Studies	325
University Librarians	347
Index	349

JESUIT COLLEGES AND UNIVERSITIES

(Founding Date in Parentheses)

Alabama	Spring Hill College, Mobile (1830)
California	Santa Clara University (1851) University of San Francisco, San Francisco (1855) Loyola Marymount University, Los Angeles (1914)
Colorado	Regis University, Denver (1877)
Connecticut	Fairfield University, Fairfield (1942)
District of Columbia	Georgetown University, Washington (1789)
Illinois	Loyola University of Chicago, Chicago (1870)
Louisiana	Loyola University of New Orleans, New Orleans (1912)
Maryland	Loyola College in Maryland, Baltimore (1852)
Massachusetts	College of the Holy Cross, Worcester (1843) Boston College, Boston (1863)
Michigan	University of Detroit-Mercy, Detroit (1877)
Missouri	Saint Louis University, St. Louis (1818) Rockhurst College, Kansas City (1910)
Nebraska	Creighton University, Omaha (1878)
New Jersey	Saint Peter's College, Jersey City (1872)
New York	Fordham University, New York City (1841) Canisius College, Buffalo (1870) Le Moyne College, Syracuse (1946)
Ohio	Xavier University, Cincinnati (1831) John Carroll University, Cleveland (1886)
Pennsylvania	Saint Joseph's University, Philadelphia (1851) University of Scranton, Scranton (1888)
Washington	Gonzaga University, Spokane (1887) Seattle University, Seattle (1891)
West Virginia	Wheeling Jesuit College, Wheeling (1954)
Wisconsin	Marquette University, Milwaukee (1881)

(Seminaries and high schools are not included in this list.)

LESUIT COLLEGES AND UNIVERSITIES

(Founding Date in Parentheses)

Alabama	St. Vincent College, Mobile (1820)
California	St. Clare University (1851) University of San Francisco, San Francisco (1863) Loyola Marymount University, Los Angeles (1914)
Colorado	Regis University, Denver (1877)
Connecticut	Fairfield University, Fairfield (1862)
District of Columbia	Georgetown University, Washington (1789)
Illinois	Loyola University of Chicago, Chicago (1870)
Louisiana	Loyola University of New Orleans, New Orleans (1912)
Maryland	Loyola College in Maryland, Baltimore (1862)
Massachusetts	College of the Holy Cross, Worcester (1863) Boston College, Boston (1863)
Michigan	University of Detroit Mercy, Detroit (1877)
Missouri	St. Louis University, St. Louis (1818) Bourbon College, Kansas City (1919)
Nebraska	Creighton University, Omaha (1876)
New Jersey	Saint Peter's College, Jersey City (1872)
New York	Fordham University, New York City (1864) Catholic College, Buffalo (1870) The College of St. Rose, Buffalo (1949)
Ohio	Xavier University, Cincinnati (1825) John Carroll University, Cleveland (1863)
Pennsylvania	Saint Joseph's University, Philadelphia (1867) University of Scranton, Scranton (1886)
Washington	Corcoran University, Seattle (1887) Seattle University, Seattle (1891)
West Virginia	Wheeling Jesuit College, Wheeling (1861)
Wisconsin	Marquette University, Milwaukee (1881)

(Seminaries and high schools are not included in this list.)

Ad Majorem Dei
For The Greater Good
The Jesuit Motto

GENERAL

REGIS UNIVERSITY

INFORMATION

Regis University is a comprehensive university that includes Regis College, the highest level of education in the United States for Health Care Professionals, all accredited in the United States. At the Lower Campus, students receive an undergraduate education in the College of Arts and Sciences.



THE SEAL OF REGIS UNIVERSITY

Over the years, the seal has evolved through the following:

- The Latin inscription, *Regis Universitate*, translates as "University of Regis" and names the University and its sponsoring organization, the Cistercians.
- The crown is a symbol of the University's patron, St. John Francis Regis. The word *Regis* in Latin means "of the King."
- John Francis Regis, a Jesuit, founded Regis in the Father language, was a Jesuit who lived 1687-1748. Known as the "Father of the Poor," he was a teacher, missionary and defender of the faith in the United States. A monument stands at the site of his burial in the Alps.
- 1877 is the founding year of the University.
- The mountain is a symbol both of the Rocky Mountains and of the mountains in the Medal Center where St. John Francis Regis lived and worked.

REGIS COLLEGE HISTORY

The founding dates of Regis College are 1863 and 1864. The college was founded by the Society of Cistercians in 1863 and the Sisters of St. Ann in 1864.

The motto of Regis and the motto of the Society of Cistercians are: *Ad Majorem Dei Gloriam*. This motto is an important part of the Regis tradition and is a reminder to all Regis students and faculty to use their knowledge and skills for the greater good of others. The motto also reflects the values of Regis faculty and staff, who are committed to excellence and integrity.

REGIS COLLEGE CHANGE TO REGIS UNIVERSITY

Regis College changed its name to Regis University in 1997. The name change was approved by the Board of Trustees on July 1, 1997.

The University's mission is to provide a liberal arts education and to offer a variety of professional programs. The University is committed to academic excellence and to the development of its students. The University offers a variety of programs, including undergraduate and graduate programs in the liberal arts, business, education, health care, and professional studies. The University also offers a variety of extracurricular activities, including sports, clubs, and organizations. The University is committed to the development of its students and to the advancement of the human race.

Regis currently serves students in both graduate and undergraduate programs through five academic units at four campuses: Denver, Colorado Springs, Pueblo, and Las Vegas. The University is committed to providing a high quality education and to the advancement of the human race.

GENERAL INFORMATION

Ad Majorem Dei Gloriam
"For The Greater Glory of God"
The Jesuit Motto

REGIS UNIVERSITY

Regis University is a coeducational university that includes Regis College, the School for Professional Studies and the School for Health Care Professions, all conducted in the Jesuit tradition at the Lowell campus, Denver, Colorado, and at other institutional sites in Colorado and Nevada.



THE SEAL OF REGIS UNIVERSITY

Symbols used in the seal include the following:

- The Latin *Universitas Regisiana Societatis Jesu* translates as "Regis University of the Society of Jesus" and names the University and its sponsoring organization, the Jesuit Order.
- The crown is a symbol of the University's patron, St. John Francis Regis. The word *regis* in Latin means "of the King."

John Francis Regis, *Jean-Francois Regis* in his native language, was a Jesuit saint who lived 1597-1640. Known as the "Father of the Poor," he was a teacher, missionary and champion of the outcast in the *Massif Central*, a mountainous district of France located west of the Alps.

- 1877 is the founding date of the University
- The mountains are symbolic both of the Rocky Mountains and of the mountains of the *Massif Central* where St. John Francis Regis lived and worked.

- The letters *IHS* are the Greek letters *Iota, Eta, Sigma*-the first three letters of the word "Jesus." The letters *IHS* within a sunburst comprise the seal of the Society of Jesus. The Jesuit seal is found on the pediment at the front entry of Main Hall, Lowell campus.
- The alternating stripes (originally red and gold) are from the shield of the Onaz-Loyola family. St Ignatius Loyola, born in 1491, founded the Jesuits in 1540.
- The motto "Men And Women In Service Of Others," in Latin *Homines Ad Serviendum Aliis*, is an expression used to describe the purpose of Jesuit education: to form men and women who use their knowledge and energies in the unselfish service of others. The motto also expresses the desire of Regis' faculty and staff to be of service to students and the community.

REGIS COLLEGE CHANGE TO REGIS UNIVERSITY

Regis College adopted Regis University as its institutional name effective July 1, 1991.

The academic structure of the institution retains Regis College as the name of the unit offering the traditional undergraduate program, which offers a full range of programs in the liberal arts, sciences, business, and education. Additionally, one graduate program is offered through Regis College. The School for Professional Studies serves adult learners through a spectrum of innovative professional undergraduate and graduate degree programs (e.g., business administration and computer science undergraduate programs and master's degree programs in management, computer information technology and liberal studies). The School for Health Care Professions offers undergraduate programs in nursing, health information management, and health care administration. Graduate programs are offered in nursing, physical therapy and health services administration.

Regis currently serves students in both graduate and undergraduate programs through three academic units at seven campuses. Current campus locations are: Northwest Denver (Lowell), Boulder, Interlocken/Broomfield, Colorado Springs, Fort Collins, Southeast/DTC, and Las Vegas, Nevada.

REGIS UNIVERSITY HISTORICAL HIGHLIGHTS

- 1877 Regis University, then known as Las Vegas College, was established in Las Vegas, New Mexico.
- 1884 A second venture, known as Sacred Heart College, was started in Morrison, Colorado, while Las Vegas College continued to operate in Las Vegas, New Mexico.
- 1887 Las Vegas College and Sacred Heart College were combined and moved to the newly completed Main Hall in Denver, Colorado, where the joint operation was known as the College of the Sacred Heart.
- 1888 Classes began with 75 students on September 5.
- 1889 The College was empowered to confer university and college degrees by an Act of the State Legislature of Colorado on April 1.
- 1890 Ten degrees were awarded.
- 1911 The gymnasium, now known as the Robert J. O'Sullivan Center, was completed behind Main Hall.
- 1921 On April 19, the Articles of Incorporation were amended to change the name of the College to Regis College. The North Central Association of Colleges and Schools granted accreditation as a junior college.
- 1922 Regis purchased an additional 40 acres of land, extending the campus to its present boundaries of Federal and Lowell Boulevards on the east and west, Regis Boulevard (formerly West 50th Avenue) and West 52nd Avenue on the south and north, totaling 90 acres.
- 1923 Carroll Hall student residence and an addition to Main Hall were completed.
- 1924 Lay members joined the Jesuits on the faculty of Regis College.
- 1937 Regis Men's Club was created as a lay board to advise Jesuit Trustees on publicity, advertising, facilities and alumni relations.
- 1944 The dramatic effect of World War II on enrollment was shown when Regis graduated three students.
- 1945 Coeducational evening classes were established.
- 1949 The building which now houses the St. John Francis Regis Chapel was completed.
- 1951 Loyola Hall, main classroom building, was completed.
- 1952 Regis received accreditation from the North Central Association of Colleges and Schools to grant four-year degrees.
- 1956 The first female faculty member was hired.
- 1957 Regis had its first graduating class of more than 100 students. O'Connell Hall student residence and the Student Center were completed. Renovation of other major campus buildings, extensive renovation of campus facilities and re-landscaping were completed.
- 1958 The *Civis Princeps* award was created to recognize outstanding citizens of Colorado.
- 1960 The Regis College Field House was completed.
- 1963 The Student Center was substantially enlarged.
- 1964 DeSmet Hall student residence was completed.
- 1966 A \$2.2 million capital fund-raising campaign was completed, and the Science Building and Dayton Memorial Library (built with a grant from Mrs. Elizabeth Dayton) were completed.
- 1968 The status of Regis College was changed to that of a coeducational institution, effective September 1.

2002 - 2003 Regis University Bulletin

- 1972 West Hall student residence was completed. David M. Clarke, S.J., became the 22nd President of Regis College and the first President to hold office by virtue of a vote of the Board of Trustees, rather than by appointment by the Provincial and approval by the Trustees.
- 1973 The American Association of University Professors was voted as the collective bargaining agent for the Regis College undergraduate faculty.
- 1974 The United States Army Medical Equipment and Optical School program was established.
- 1975 Carroll Hall was renovated and became the residence for the Regis Jesuit community.
- 1977 Centennial Year. Regis Career Education Program (RECEP), the first accelerated undergraduate program for adults, began in Colorado Springs, Colorado, at the request of Fort Carson.
- 1978 The President's Council was established. MBA (Master of Business Administration) was established as the first graduate program.
- 1979 The High School and College became separate corporations under separate leadership. The Regis Career Education Program II (RECEP II) program was established in Denver.
- 1980 The \$5 million Campaign for Commitment was completed.
- 1981 The campus at Colorado Springs, Colorado, was established.
- 1982 The old gymnasium was renovated and dedicated as Robert J. O'Sullivan Center to house the Regis College Theatre and offices for RECEP II. The Master of Arts in Adult Christian Community Development (MAACCD) program was established.
- 1983 The administrative reorganization was carried out: four Vice Presidents directly under the President; Academic Dean for Campus Programs and Academic Dean for Career Programs directly under the Academic Vice President. The Southeast campus was established. Renamed the Denver Tech campus in 2001, it is now located at Harlequin Plaza in Englewood, Colorado.
- 1984 The campus at Sterling, Colorado, was established.
- 1986 The campus at Loveland, Colorado, was established.
- 1987 The Coors Life Directions Center, built with a grant for the Adolph Coors Foundation, was completed.
- 1988 Regis assumed responsibility for Loretto Heights College and campus, and moved Nursing and University Without Walls programs from the Loretto Heights campus to the Lowell campus. A Regis University student was recognized as an American Rhodes Scholar.
- 1989 The College completed the \$15 million "Commitment to the Future" development program by raising \$16.5 million. The Boulder, Colorado, campus was established.
- 1990 The Wyoming campuses at Cheyenne and Gillette were established. Regis Jesuit High School moved to Parker and Arapahoe Roads in southeast Denver and the College purchased and occupied the high school buildings and grounds.
- 1991 On July 1, Regis College became Regis University with three constituent schools, Regis College, the School for Professional Studies and the School for Health Care Professions.
- 1992 The Board of Trustees named Michael J. Sheeran, S.J., President of Regis University, and David M. Clarke, S.J., Chancellor. Through a cooperative agreement with Colorado Mountain College, campuses were established in Glenwood Springs, Colorado, and Steamboat Springs, Colorado.
- 1993 Michael J. Sheeran, S.J., was inaugurated as the 23rd President of Regis University. On August 12, Pope John Paul II and United States President William Jefferson Clinton met in the President's Dining Room in Carroll Hall. Regis University School for Professional Studies introduced an accelerated bachelor's degree completion program in business administration through Mind Extension University (the Education Network), a subsidiary of Jones Education Networks, Inc. Regis College English faculty member Joanne Karpinski received a Fulbright Professorship to teach at Moscow University. *USA Today* named Regis University student Hung Pham to its College All-Academic Team.

- 1994 Regis College Chemistry faculty member Surendra Mahapatro received a Fulbright Professorship to teach in Belize, South America.
- 1995 School for Professional Studies faculty member Matjaz Bren received a Fulbright Professorship to teach in Slovenia.
- 1996 Regis University in conjunction with the PeaceJam Youth Conference hosted Nobel Peace Prize recipients Betty Williams and Rigoberta Menchu Tum.
- 1997 Regis received a \$3 million gift from an anonymous donor in memory of alumnus Father. C.B. "Woody" Woodrich's service to the poor and indigent. It is the largest single gift in Regis University history. The campus at Fort Collins, Colorado, was established to serve northern Colorado more effectively. Dayton Memorial Library was rededicated after a \$5 million renovation. Nobel Peace Prize recipient His Holiness the 14th Dalai Lama of Tibet visited Regis.
- 1998 Nobel Peace Prize recipients Archbishop Desmond Tutu and Mairead Corrigan Maguire visited Regis. Regis University received the charter to host the first American Chapter of the Gerard Manley Hopkins, S.J., Society. The society honors and studies the works of Hopkins, a Jesuit poet who did much of his writing in Ireland. School for Professional Studies faculty member Jonathan Hochberg received a Fulbright Professorship to teach in Uruguay. The Board of Trustees approved internal restructuring that created the position of Provost and Vice President for Academic Affairs. The Institute on the Common Good was established.
- 1999 The School for Health Care Professions hosted former American Red Cross President Elizabeth Dole as the keynote speaker marking the 10th anniversary of the school. Regis University was recognized for leadership in the field of student character development in *The Templeton Guide: Colleges that Encourage Character Development*. The University was one of 100 college and universities named to Templeton's Honor Roll. Campuses at Las Vegas, Nevada, and Interlocken in Broomfield, Colorado, were established. Nobel Peace Prize recipient Jose Ramos-Horta visited Regis.
- 2000 *USA Today* named Regis University student Charity Tillemann-Dick to its College All-Academic Team. The Center for the Study of Accelerated Learning is inaugurated in the School for Professional Studies. The Institute on the Common Good brought Nobel Peace Prize winner Oscar Arias to Regis. The Arboretum at Regis University was dedicated on the Lowell campus.
- 2001 For the seventh consecutive year, *U.S. News & World Report* named Regis a top school among colleges and universities in the western United States. Head Men's Basketball Coach Lonnie Porter, Colorado's winningest men's college basketball coach, surpassed his 400th win and was inducted into the Colorado Sports Hall of Fame. Nobel Peace Prize winners Adolfo Perez Esquivel and Elie Wiesel visited Regis. New Ventures separated and became a not-for-profit corporation of Regis University.
- 2002 Judy Williams became the tenth Nobel Peace Prize winner to visit Regis since 1996. Residential townhouses were built to accommodate 180 students in two-story townhouse apartment "flats."

HISTORY OF REGIS UNIVERSITY

In 1540, when Ignatius Loyola founded the Society of Jesus—a community of companions and scholars resolved to serve their fellow men—a guiding principle of the Society was that it would meet the needs of its age and would “form leaders who would carry forth into their personal and professional lives a mission of service to others.” For four centuries, the Jesuit fathers have been perfecting an educational tradition of academic excellence, value-centered education and service to the community.

The Society of Jesus (Jesuits) is an international Roman Catholic religious order of priests and brothers known for its missionary and educational work. The Jesuit education network extends to more than 2,000 institutions of various types and levels, including 177 universities and 356 high schools. Ten thousand Jesuits and nearly 100,000 lay people provide education for more than 1,800,000 students in 56 countries around the world. In the United States there are 46 Jesuit high schools and 28 Jesuit colleges and universities.

Regis University has continued the Jesuit tradition since 1877, when a band of Jesuit missionaries from Naples, Italy, carved out a college on the edge of the desert in New Mexico, and named it Las Vegas College.

In 1884, Bishop Joseph P. Machbeuf of the Diocese of Denver, eager to have a respected school for boys in Colorado, persuaded the Jesuits to open a new college in Morrison, Colorado, named Sacred Heart College. In 1888, when the Morrison site proved too remote, Dominic Pantanella, S.J., the first president, moved the college, now combined with Las Vegas College and known as College of the Sacred Heart, to its present location in northwest Denver where it included the College and an associated Jesuit high school.

Through an 1888 act of the Colorado state legislature, the College was empowered to confer college degrees, and the first graduation exercises were in 1890. In 1917, the College established a four-year curriculum separate from the high school and, in 1921, the high school and College were renamed “Regis” in honor of St. John Francis Regis, a 18th century Jesuit missionary from the mountains of France.

Main Hall, built in 1887, was the only building on the campus until expansion began in 1911 with the addition of the gymnasium (Robert J. O’Sullivan Center). Today, the Regis University Lowell campus is comprised of 16 buildings on 90 acres.

Regis was initially accredited by the North Central Association of Colleges and Schools (NCA) in 1921. In 1952, Regis was accredited by the NCA as a four-year, degree-granting college. Student enrollment has increased steadily, with a large expansion coming immediately after World War II as a result of the G.I. Bill. Recognizing the need for educating men and women together, the College became a coeducational institution in 1968. In 1979, because of the expanding needs of high school and college education, Regis Jesuit High School and Regis College became independent institutions.

In 1977, Regis College began to offer selected programs to adult learners through classes at Fort Carson and Peterson Air Force Base and in temporary facilities at St. Mary’s High School in Colorado Springs, Colorado. Since that time, Career Programs (currently named School for Professional Studies) has expanded to include master’s degree programs in Business Administration, Computer Information Technology, Education, Liberal Studies, Management and Nonprofit Management as well as a wide choice of undergraduate majors, offered at several campus and off-campus locations. In 1981, Regis acquired a permanent location to house its Colorado Springs programs.

In 1981, the Board of Trustees established “The National Commission of the Future of Regis College” to examine the College’s purposes and develop a plan for its future needs. Drawing upon the expertise of distinguished corporate, civic, religious and educational leaders, the National Commission offered 257 recommendations, which outlined for the Board of Trustees an imaginative and vigorous vision of Regis. The result was the development, implementation and successful completion of the College’s largest fund-raising effort in history—the \$15 million “Commitment to the Future.”

The Commitment to the Future was a key element in assuring the future success of Regis University. In addition to that major effort, the University is fortunate to include among its resources the funds contributed by individuals, corporations and foundations in general support of the University and in support of specific programs.

In 1988, Health Care Programs were established at Regis University when Regis acquired Loretto Heights College. Three years later (1991), the Health Care Programs became the School for Health Care Professions.

THE MISSION OF THE UNIVERSITY

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen our commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning, and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: “How ought we to live?”

As a consequence of Ignatius Loyola’s vision, particularly as reflected in his *Spiritual Exercises*, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We

further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

UNDERGRADUATE CORE EDUCATIONAL EXPERIENCE

Framework and Goals

From its origins in the Renaissance and Reformation, Jesuit education has provided leadership in bringing the traditions of Christianity and classical learning in fruitful engagement with new developments in thought and culture. This task remains central at Regis University, where the core educational experience seeks to provide all undergraduate students with Jesuit liberal arts education. The core educational experience challenges students to reflect on tradition, continuity, and change, and to explore the question "How ought we to live?" in terms of the development of Western thought from classical to contemporary.

Inspired by Catholic tradition and Ignatian spirituality, the core educational experience at Regis celebrates the essential goodness of the world and the joy of learning. This education is grounded in the belief that faith and reason are complementary; it emphasizes the basic values of human dignity, diversity, freedom, and justice; and it promotes the formation of conscience and character through imaginative and critical discernment. The core educational experience aims to develop the whole person. It seeks not only to enable students to meet the challenges and goals of their personal and professional lives, but also to cultivate their leadership in service to others and in work for the common good.

The Regis University core educational experience engages students in an academic environment that both models and nurtures the beliefs, commitments, and goals that are central to Jesuit liberal arts education. The mentoring relationship between faculty, staff, and students is central to this experience. While required core courses are essential to the core educational experience, core goals and themes inform all academic majors and professional programs, as well as campus and community activities.

Characteristics of the Core Educational Experience

The specific structure of the core educational experience varies within each of the University's three schools because of the different student populations and instructional formats in Regis College, the School for Professional Studies, and the School for Health Care Professions. Nonetheless, the core educational experience in all three schools is characterized by:

- ***Development of the Whole Person***

The core educational experience is designed to nurture the whole person: head, heart, and hands; intellect,

sensibility, and skills. The whole person, however, is not understood in terms of an isolated self. Rather, Regis seeks to develop leaders whose compassion and concern for others inspires them to contribute to the common good.

- ***Academic Challenge***

Regis University is committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. The core educational experience is designed to strengthen students' skills in critical reading and thinking, speaking and writing, research and scholarship, and the use of information technologies. Students are encouraged to become partners in a collaborative process of learning and discovery.

- ***Liberal Arts Foundation***

The core educational experience promotes literacy in the major academic disciplines: the arts, the humanities, the natural sciences, and the social sciences. By giving students and opportunity to explore the questions, methods, and understandings of different disciplines, the core educational experience establishes a broad foundation for more specialized studies.

- ***Integration***

The core educational experience challenges students to integrate new learning with prior knowledge and personal experiences. It seeks to strengthen habits and skills of integration, thereby encouraging students to become life-long learners and to achieve more comprehensive understandings of truth.

- ***Ethical Inquiry and Reflection***

By challenging students to examine the ethical dimensions present in all of their studies, the core educational experience seeks to cultivate the habit of critical reflection on values. Students are encouraged to reflect upon crucial human concerns and to strengthen values that lead to sound decisions and just actions.

- ***Spirituality and Religion***

Rooted in the Roman Catholic tradition, Regis University is committed to integrating faith with learning. The core educational experience fosters a critical appreciation of religious questions and spiritual experience. While special attention is given to Catholic philosophical and theological tradition, the core educational experience also involves exposure to other philosophical and religious traditions. It encourages mutual respect and genuine dialogue in the context of a shared search for meaning.

- ***Concern for Social Justice***

The core educational experience seeks to nurture a life of service for the common good and a commitment to work toward a more just and peaceful world. By challenging students to develop the analytical skills necessary to understand relationships of power and privilege in contemporary society, the core educational experience

strives to cultivate respect for human diversity and a special concern for the poor and the oppressed.

• **Global Awareness**

While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizons and outreach. Thus, the core educational experience furthers students' appreciation of the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment.

• **Leadership**

Regis University is committed to developing leaders in the service of others. Recognizing that there are many forms of leadership, the core educational experience challenges students to strengthen their personal leadership skills through academic course, service learning experiences, and other campus and community activities. Special attention is focused on refining students' abilities to listen and to engage in dialogue in diverse settings.

EDUCATIONAL GOALS

Based on hope in the goodness of human life and responding in solidarity with Jesus Christ, "Who came to serve, not be served," we seek to:

1. Provide our students with an excellent education in which they develop the ability to think critically, perceive comprehensively and perform competently.
2. Offer a liberal education in the arts and sciences that develops talent and abilities, promotes awareness of career alternatives and provides the practical skills necessary to pursue such careers. We believe that recognizing the continuum between conceptual rigor and practical application enables our students to adapt to new situations throughout life.
3. Examine the dominant values that constitute society. We provide our students with the experience and understanding necessary for establishing their own framework of values within which they can make moral judgments and personal choices. In this way, we help empower students to make a positive impact on a changing society.
4. Investigate the theories, methods and data of academic disciplines, as well as their underlying assumptions and values.
5. Promote an atmosphere of personal concern for each student. This includes conscientious advising, substantial interaction between faculty and students, and close attention to each individual's personal intellectual growth.
6. Concentrate our limited resources as a private and independent institution on select areas and extend these resources by forming partnerships with other

organizations. In this way the University attempts to be innovative, both educationally and technologically.

7. Motivate students, faculty and staff to put their wisdom, skills and knowledge at the service of humanity.
8. Expand the presence and influence of the Jesuit vision and values, which are derived from the Ignatian, Catholic and United States traditions of education.

REGIS UNIVERSITY BEHAVIORAL GOALS

1. Provide quality education through thoughtful personal service and effective operations to optimize student satisfaction with the Regis University experience.
2. Maintain the highest ethical relationships with students, employees, suppliers, and other educational institutions, especially those with which we compete.
3. Strengthen our financial base to assure the continuing health of the University so that it can serve educational needs in the future.
4. Continue to develop and maintain a talented and committed Board of Trustees, faculty and management team dedicated to the Regis mission.
5. Acknowledge exceptional contributions, assure fair and equitable rewards and provide opportunities for self-expression and growth among Regis personnel.
6. Fulfill our obligations to the society we serve by constantly developing improved systems, policies, and procedures, which assure our increased effectiveness in educating students in the Jesuit tradition.
7. Practice what we teach in our relationships with faculty, students, and staff; in our service to the community; and in our service to the Church and to other recognized religious traditions.
8. Promote through thought and action our commitment to the wider community in the areas of lifelong learning and service to those in need.

These goals are designed to nurture the ability to exercise leadership and adapt to new circumstances for students in Regis College, School for Professional Studies and School for Health Care Professions programs. To this end, we specifically emphasize the following areas:

With respect to educational content:

1. Proficiency in reading, writing and speaking.
2. Informed and critical familiarity with major areas of knowledge.

3. Ability to think critically, analytically, and quantitatively.
4. Detailed understanding of at least one academic discipline.
5. Practical and marketable skills necessary to function effectively in society.
6. Knowledge and evaluation of the history, functions and operations of institutions in United States society.
7. Ability to evaluate international issues in historical, social and political contexts.
8. Knowledge of the traditions that have formed contemporary culture.
9. Skill in using libraries and other organized systems of information.

With respect to educational programs:

Regis University provides an undergraduate liberal arts program, as well as focused graduate programs, within a selected number of areas in which students may specialize.

The criteria for developing new areas are:

1. The University already has well-developed resources and expertise.
2. The University can feasibly develop resources and expertise; there is a reasonable expectation that student interest and career opportunities exist; and, such areas are consistent with the mission of the University.

With respect to personal characteristics:

Students are encouraged to develop a realistic sense of personal worth and a positive personal philosophy of life based upon:

- Self-esteem and self-discipline;
- Compassionate and respectful human relationships;
- Commitment to community service and the improvement of social institutions; and
- Dedication to lifelong learning.

UNIVERSITY OUTCOMES

For centuries, the Jesuits have been perfecting an educational tradition of academic excellence, value-centered education, and service to the community. As a Jesuit institution, Regis University is deeply embedded within that heritage. Central to the tradition is the fact that the mission of the University is the driving force behind all educational programs. The mission can be no less central

when the issue of assessment of student academic achievement is engaged.

Over the past decade, the assessment of student academic achievement has gained a prominent place on the agendas of institutions of higher education. The North Central Association of Colleges and Schools, Higher Learning Commission indicated in 1991 that some formal plan for outcomes assessment would be required to maintain accreditation. In complying with the North Central Association mandate, Regis University developed a plan for the assessment of student academic achievement.

From our mission, a set of University-wide Outcome Statements was developed. The goal of developing these statements was to transform our mission and educational goals into explicit and ultimately measurable declarations that captured the collective thinking of the faculties of the University. In effect, the University Outcomes Statements become the operational foundation for assessment of student academic achievement. These University-wide outcome statements are broad-based and address every aspect of the university mission related to student learning and academic achievement including learning within a specific academic discipline or cross-disciplinary area and learning in general education. The statements also identify the need for graduates to be well prepared for lives of work and service. Finally, the University Outcomes Statements encompass some of the critical attitudes and personal values Regis feels are important for citizenship in a global society.

The University Outcomes Statements are listed below.

All students graduating from Regis University should have:

- In-depth knowledge of a discipline or content area.
- Knowledge of diverse cultures, perspectives, and belief systems.
- Knowledge of arts, sciences, and humanities.
- Ability to think critically.
- Ability to communicate effectively.
- Ability to use contemporary technology.
- Commitment to ethical and social responsibilities.
- Commitment to leadership and service to others.
- Commitment to learning as a lifelong endeavor.

ACCREDITATION AND AFFILIATIONS

Regis University is accredited by the North Central Association of Colleges and Schools, Higher Learning Commission (NCA-HLC). For any additional information regarding the Regis NCA accreditation status--address and phone/fax numbers for NCA-HLC follow:

30 North LaSalle Street; Suite 2400
Chicago, IL 60602-2504
(312) 263-0456
(312) 263-7462 fax

<http://www.ncahigherlearningcommission.org>

The Health Information Management Program in the School for Health Care Professions is accredited by the Commission on Accreditation of Allied Health Education Programs. The programs in the Department of Nursing in the School for Health Care Professions are accredited by the National League for Nursing Accrediting Commission (NLNAC). The Physical Therapy Program in the School for Health Care Professions is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Regis University holds membership in the Association of American Colleges, American Council on Education, National Catholic Education Association, Association of Jesuit Colleges and Universities, American Association of Colleges for Teacher Education, Associated Colleges of Colorado, Council of Independent Colleges, National Association of College and University Summer Sessions, and the National University Continuing Education Association. Regis University is a full member of the Association of Graduates Liberal Studies Programs.

The University is approved by the Colorado, Nevada and Wyoming State Departments of Education for preparing students for State Teacher's Licensure in early childhood, elementary, middle and secondary levels, special education and English as a Second Language.

The University is authorized under Federal law to enroll nonimmigrant alien students.

These accreditations and authorizations are intended to enable a student to obtain professional recognition of the degree he or she receives from Regis University and its acceptability when applying for admission to graduate schools.

In addition to the above affiliations, the University is represented in numerous professional and academic societies through individual memberships held by its faculty and administrators.

The accreditation, approvals and certifications of the University are based upon the University's status at the time of printing of this *Bulletin*. Accreditation, approvals and certifications are subject to review and modification from time to time.

THREE ACADEMIC AREAS

Regis University is comprised of three separate academic units—Regis College, School for Professional Studies and School for Health Care Professions.

- Regis College offers a full range of undergraduate programs in the liberal arts, sciences, business, and education, and a Master of Arts in Education.

- The School for Professional Studies offers undergraduate and graduate programs for the working adult at multiple campuses across Colorado and a campus in Las Vegas, Nevada, as well as programs for learning at a distance. Undergraduate programs offer a wide choice of majors through accelerated classroom-based education, guided independent study, credit for prior learning, and distance technology. Graduate programs offer six (6) master's degrees, with sixteen (16) areas of specialization. These degrees are delivered via traditional and accelerated classroom formats at multiple campuses; via guided independent study; video and internet. Graduate degrees include Master of Arts in Liberal Studies (MALS), Master of Business Administration (MBA), Master of Nonprofit Management (MNM), Master of Science in Computer Information Technology (MSCIT), Master of Science in Management (MSM), and the Master of Education (MED). An external MBA program utilizes multimedia, state of the art materials.
- The School for Health Care Professions includes the undergraduate program in Nursing with the traditional nursing option, the accelerated nursing option and the RN-to-BSN (Bachelor of Science in Nursing) degree completion option (which is taught on campus, on-site at area hospitals, and online), Health Care Administration program and the Health Information Management program. The School also offers a graduate program in Nursing with Nursing Administration and Family Nurse Practitioner (FNP) specializations, Health Services Administration, Clinical Leadership for Physicians Assistants, and a doctoral program in Physical Therapy.

UNIVERSITY SITES

Regis University serves more than 13,000 students in both graduate and undergraduate programs through three academic units. Programs are offered at the main Lowell campus in North Denver, as well as at sites in Boulder, Interlocken/Broomfield, Colorado Springs, Fort Collins, Southeast/DTC Denver and in Las Vegas, Nevada.

Facilities Use Policy

The facilities of Regis University are provided solely for enrolled students and others engaged in University-sponsored business, educational or social activities. Persons who are not engaged in University-sponsored business, educational or social activities, including children, friends or other invitees of students, may be restricted from using or being present in University owned or controlled facilities at the discretion of the University.

LOWELL CAMPUS

The Adult Learning Center

The Adult Learning Center houses office and classrooms, as well as an auditorium, for the School for Professional Studies and the School for Health Care Professions.

Carroll Hall

This building includes administrative and faculty offices, laboratories (computing, physical therapy and nursing), and several meeting rooms. Administrative offices include the academic computing center.

Regis College departments/offices housed in Carroll Hall include accounting, business division, Freshman Commitment Program, economics, education, English, modern and classical languages, history, political science, philosophy, physical education, Master of Arts in Education, and the Honors Program.

The School for Health Care Professions is located on the third and fourth floors with the Office of the Academic Dean, all program faculty, and nursing and physical therapy laboratories.

Coors Life Directions Center

This building was constructed in 1987 and houses the offices of Career Services and Personal Counseling, as well as the Fitness Program and the Health Center.

The Field House

The Regis Field House offers modern facilities for the University's intramural and intercollegiate sports programs. It includes an indoor swimming pool, a 3,000-seat gymnasium, handball courts, steam room and weight room, all available to students. Baseball, intramural, and soccer fields are located nearby.

Libraries

The libraries provide the Regis Community with significant resources for research, areas for study and professional assistance for research.

The libraries include Dayton Memorial Library on the Lowell campus and the Colorado Springs Library. Library services also extend to the Southeast/DTC campus in Denver under a cooperative agreement with the Koebel Library and the Las Vegas, Nevada, campus through an agreement with the Dickinson Library at the University of Nevada at Las Vegas.

Dayton Memorial Library has been completely renovated and expanded, and is one of the first libraries in North America to provide network ports at every place a student studies for ease of access to RegisNet and the Internet. The facility also includes 400 individual study stations, numerous group study rooms, individual faculty studies, a multimedia production lab, and two state-of-the-art electronic classrooms.

The Regis collections contain more than 280,000 volumes. Some 2,100 periodicals are received. An additional 5,000 full text journals are available online. Regis is a depository for federal government documents and offers a growing collection of audio-visual materials. The Father William E. Becker, S.J., Art History Slide Collection includes over 85,000 items. The archives of Regis University and Loretto Heights College offer unique historical resources for research. The Regis University archives houses the Edward S. Curtis collection of photographs and history of the North American Indians. The collection of rare and antiquarian volumes also includes illuminated manuscripts from the thirteenth and fifteenth centuries.

Regis University uses the CARL online system, which links the Regis libraries to the major academic libraries in Colorado, and provides access to more than 25 million volumes, as well as more than 160 databases and delivery services. The Regis online catalog may be accessed by home computer. The libraries also provide electronic reserves and the full range of Internet-based information and research services.

As a member of the Online Computer Library Center (OCLC), a national computerized network, the library has access to the resources of more than 3,000 member libraries. Materials not available on Regis campuses may be secured through the libraries' efficient inter-library loan services.

The libraries are increasingly known for their teaching. The reference librarians are frequently in the classrooms lecturing on research skills. Regis is committed to honing the skills of library research as an essential to lifelong learning.

Loyola Hall

Loyola Hall contains many classrooms and faculty and administrative offices including the Office of the Academic Dean for Regis College and the Writing Center. Communications, criminal justice, experiential education, forensics, religious studies, sociology, and Summer Session offices are also located here. Other classrooms are located in the Science Building, the Field House, Main Hall and the Adult Learning Center.

Main Hall

Main Hall, constructed in 1887 as the College's first building, stands as the landmark of the University and houses many of the administrative offices, several classrooms and the Fine Arts Department (Regis College).

Robert J. O'Sullivan Center

In 1982, this venerable facility was renamed in honor of a Jesuit professor. It houses the O'Sullivan Arts Center, the Office of the University Registrar and the Customer Service Unit of Enrollment Services which includes Financial Aid, Student Accounts and Registrar services.

St. John Francis Regis Chapel

Rededicated in 1991, the Chapel is operated by University Ministry and serves the entire University community.

Residence Halls

Regis University offers three traditional residence halls--O'Connell, DeSmet and West. Each residence hall is staffed by Senior Residence Directors, Residence Assistants, Residence Chaplains and Peer Ministers. Lounge and laundry facilities are found in each residence. As of Fall 2002, the University also offers townhouse apartments for upper classman, each with three (3) bedrooms, full kitchen, 2 ½ bathrooms and living room.

The Science Building

The Science Building houses the biology, chemistry, computer science, mathematics, physics and psychology departments. The University's well-known seismology unit is also located there. A lecture amphitheater, used jointly by the science departments, is a special feature of the building's design and utility. Each department has its own laboratories, faculty offices and private faculty research facilities.

The Student Center

The Student Center, as the name implies, is the center of campus activities. It houses the Office of Student Life, student government, student media, University Ministry, Security, Residence Life and Student Activities. The University Bookstore, snack bar, Einstein's Bagels, and commuter lounge are also located in the Center.

STUDENT LIFE

MISSION STATEMENT

In keeping with the Mission of the University, its educational goals and assumptions, the Division of Student Life strives to support the growth and development of Regis students through the following:

- The Jesuit tradition of *cura personalis*, the care and concern for the individual human person.
- An effort to integrate development of the whole person--spiritually, personally, socially, physically, intellectually and vocationally.
- Programs that develop leadership skills and encourage students to assume positions of significant responsibility.
- Promotion of an academic atmosphere in all student activities and services.

- Encouragement of students to exercise their freedom and judgment while respecting the rights and needs of the campus community.
- Activities that promote service to others on and off campus.
- Activities and services that maximize the opportunities for students to understand themselves and to grow and develop to their fullest potential.

To these ends, the University provides the following departments and programs to serve its students.

SCOPE OF SERVICE

The service information provided in this section applies to all University students with the following exceptions: Counseling Services, Health Service, Student Activities, Residence Life and Athletics. These services, as described, are available for Regis College undergraduate students and the School for Health Care Professions Nursing and Physical Therapy students. Other services may be available to students and may vary by site and program. Services are subject to modification or termination at any time as determined necessary by the University and students and other individuals may be subjected to service limitations and restrictions or may be denied services as determined necessary or appropriate by the University to protect its educational and work environment and the safety and well-being of its employees.

OFFICE OF THE VICE PRESIDENT FOR MISSION AND STUDENT DEVELOPMENT

The administrative responsibility for the supervision and coordination of the Student Life areas and staff rests with the Vice President for Mission and Student Development. These areas include Athletics, Bookstore, Disability Services, Student Activities, University Ministry, Campus Security, Conferences, Career Services, Health Service, Life Directions/Wellness Program, Personal Counseling, Residence Life, and Food Service. The Vice President for Mission and Student Development is also responsible for overseeing the student judicial system. The Student Life Office is located on the second floor of the Student Center, room 223.

ATHLETICS

The Athletic Department at Regis University offers a wide variety of intercollegiate and club sport programs. The Athletic Office is responsible for assigning use of all indoor and outdoor facilities, as well as scheduling all intercollegiate, intramural, recreational and special events.

The University's intercollegiate teams are nicknamed the "Rangers." In men's sports, Regis competes in soccer,

basketball, baseball, cross country, and golf. The men's teams compete in the Rocky Mountain Athletic Conference (NCAA Division II), and hold a membership in the Rocky Mountain Intercollegiate Golf Association. The women's intercollegiate teams also compete in the Rocky Mountain Athletic Conference (NCAA Division II), in volleyball, softball, soccer, basketball, cross country and lacrosse.

The Athletic Office is open 8:30 a.m. to 5:00 p.m. each weekday, and is located on the second floor of the Field House.

INTRAMURAL ATHLETICS

Intramural athletics attracts participants from all three Regis schools who are interested in participating in the wide variety of activities provided by the Intramural Sports Council and Student Activities.

Regis Intramural Athletics include men's and women's flag football, co-ed volleyball, men's basketball, co-ed floor hockey and men's/women's co-ed softball. Additionally, Intramurals sponsors several tournaments during the year, including doubles volleyball, bowling, and 3 on 3 basketball. Intramurals are supervised by the Assistant Director of Student Activities and are organized by the Intramural Sports Council (ISC), which is comprised of Regis College sophomores, juniors, and seniors. All Regis College students are invited to apply for commissioner positions in April.

STUDENT ACTIVITIES

The Office of Student Activities is located on the second floor of the Student Center, room 214. The Intramural Athletics program, Student Government, and Best of Colorado program, among others, are housed in this office. Student Activities also advises various forms of educational and entertainment programming, including (but not limited to) multi-cultural awareness, healthcare awareness, student involvement, and on-campus amusements.

In addition, Student Activities coordinates special events including Orientation Weekend, Parent's Weekend, Martin Luther King Jr. Day, and major programming efforts such as Ranger Day.

Posting approval, leadership training and event organization are also available through the Office of Student Activities.

RESIDENCE LIFE

Residence Life, Housing and Conference Services is responsible for all aspects of the residential program including selection and training of residential staff, room assignments, room changes, programming, discipline, meal plans, and health insurance. This department is also responsible for conference services. All inquiries regarding

these areas should be made to the Residence Life Office, which is located in the Student Center, room 216.

Professional staff, Senior Residence Directors, Resident Assistants, Resident Chaplains, and Peer Ministers staff each residence hall. The residence hall staff works to insure and promote the quality of community life in the halls through educational programming, spiritual development, social activities and advising. Campus housing is available to Regis College traditional undergraduate and School for Health Care Professions traditional nursing option students.

UNIVERSITY MINISTRY

As a Jesuit institution, Regis University is concerned with creating an atmosphere that enhances spiritual growth and a Judeo-Christian response to life situations. A full-time University Ministry staff has primary responsibility for developing programs that foster a deeper faith awareness within the total Regis community, and for translating this individual and communal faith into action and witness. University Ministry provides the following services: daily and Sunday celebration of the Eucharist, availability of the Sacraments, ecumenical opportunities for prayer and faith development, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. The University Ministry staff and Jesuit community are available to the entire University community.

LIFE DIRECTIONS/WELLNESS PROGRAM

At the core of Regis' Jesuit philosophy is the belief that our sense of well-being, or health, is a reflection of the extent to which all facets of our lives are in balance. Each of us must learn to contend with the physical, psychological, spiritual, career, social and intellectual dimensions that comprise virtually all aspects of our daily lives as whole persons.

The purpose of the Life Directions Center/Wellness Program is to educate students about various life choices, and to offer skills training to assist students in making choices and changes. Wellness services and educational programs are offered through the departments of Personal Counseling, Career Services, Student Health Services and the Fitness Program.

CAREER SERVICES

Career Services provides an avenue for students to investigate the world of work, and provides the following specific services:

1. Assists students in identifying their skills, interests and abilities in order to set academic and career goals.

2. Teaches students the process of gathering, understanding and using job market information.
3. Increases student effectiveness in conducting a job search campaign.
4. Provides listings of current full and part-time openings.
5. Provides an on-campus recruiting program, which gives seniors the opportunity to obtain initial interviews with major organizations.
6. Provides an online resume system.

Career Services conducts individual career counseling sessions and seminars on relevant topics such as resume writing, interviewing skills, networking skills, internet job searches and preparing for graduate school. In addition, a placement file may be opened for job referrals. Current career information is available in the Life Directions Resources Library.

STUDENT HEALTH SERVICES

Student Health Services provides basic health care to traditional undergraduate students enrolled in Regis College, to undergraduate nursing students in the School for Health Care Professions, and to graduate students in the Physical Therapy program.

Two nurse practitioners are available Monday-Friday from 9:00 am-5:00 pm, with physician services also available by appointment for limited hours each week. Routine ambulatory medical care, treatment of minor medical emergencies, gynecological services, prescriptions, minor lab tests, medical referrals, and selected vaccinations are available on site.

Student insurance plans will be billed for office visits, lab tests, vaccinations and other services. Student health services will accept as full payment reimbursements received from student insurance for all services available in the center. Students will be responsible for unreimbursed laboratory tests, vaccinations, and other charges incurred by Student Health Services from outside medical labs or providers. Prescription medications may be purchased from the Student Health Service for a small co-pay fee. Prescriptions will not be billed to student insurance plans.

Student health care records are maintained in accordance with applicable federal and state privacy laws.

Health Requirements

1. As a prerequisite to registration, and according to Colorado state law, measles, mumps and rubella immunity are required for all Regis University students under the age of twenty (20) and for all students over the age of twenty (20) if the student resides on campus. Students can be considered immune to measles only if they have physician documentation of:

- a. Two MMR (measles, mumps, rubella) vaccinations.
- b. Laboratory evidence of measles, mumps and rubella immunity.

This information becomes part of the student's medical record, which is maintained and updated with each subsequent contact with the Student Health Services. Students arriving on campus without an updated immunization record are required to report to Health Services to arrange for these records and immunizations.

2. As a condition of enrollment, all full-time Regis College and traditional option nursing undergraduate students must maintain health insurance coverage. This requirement can be met in one of two ways:
 - a. Automatically enrolling in the University-sponsored Student Health Insurance plan at registration,
 - or
 - b. Waiving the University plan and presenting proof of and maintaining coverage by an alternative health insurance plan of the student's choosing with coverage at least as extensive as that provided by the University plan.

Communicable Disease Policy

A variety of communicable diseases exist that vary in degree of transmission to others and in severity of potential health risks to individuals. These diseases, ranging from infections such as chicken pox, measles and mononucleosis to tuberculosis, leprosy and acquired immune deficiency syndrome, generate differing levels of concern among various populations.

Regis University strives to establish clear, consistent and nondiscriminatory policies and procedures to deal with communicable diseases while concurrently acknowledging the right to privacy of individuals. These policy and procedure statements are formulated on the basis of current medical and legal opinions regarding communicable diseases with the goals of providing health awareness opportunities and extending proper treatment to all Regis employees and students within the bounds of legal, moral and ethical responsibilities.

Full policy statements regulating communicable diseases are available in the Health Services Office and the Student Life Office.

PERSONAL COUNSELING

As a part of the Life Directions Program, Personal Counseling Services provides assistance to students in the areas of psychological counseling, education programming and consultative services. The primary focus of the department is to facilitate healthy emotional development. Counseling offers a safe and accepting

environment in which to develop awareness and effective strategies to handle crisis situations or persisting problems, and to grow in self knowledge and understanding.

A professional staff of licensed and qualified psychologists and counselors provides individual and group services, which include short-term counseling, long-term counseling when advisable, referral to a consulting psychiatrist when appropriate, and assessment of more severe psychological concerns.

Services are available and free to full-time Regis College undergraduate students, to School for Health Care Professions traditional and accelerated option nursing students, and to Physical Therapy students. **Information disclosed during the course of therapeutic counseling to licensed or licensee supervised counselors or others providing counseling or mental health services is maintained and administered in accordance with the applicable laws of the United States and the State of Colorado.**

Personal Counseling Services also has some areas of emphasis, which include the following:

Eating Disorder Program: This program provides information, evaluation, assistance and referral/resources for treatment of eating disorders. In some instances a student can receive counseling on campus; other times off campus referrals are appropriate. Psycho-educational groups and support groups dealing with this area are also available on such topics as body image, self-esteem and compulsive eating.

Behavioral Health: (a Substance Abuse Peer Education Program) Provides prevention, education, crisis intervention, assessment and referral related to substance abuse/addiction issues.

The program involves students to promote discussion, and provide social alternatives to self-destructive behavior. These components are:

- **The BACCHUS Peer Education Club**, which is responsible for conducting awareness weeks and other educational and social programs for the Regis community.
- **The R.E.A.C.H. (Responsible Educated Athletes Choosing Healthy Lifestyles) Program** is comprised of student athlete peer educators and targets prevention efforts related to the unique issues student athletes face.
- **The UnBar (Mocktails)** is a mobile bar that gives students the alternative of delicious non-alcoholic beverages at social functions and athletic events.

Personal Counseling Services also provides students psycho-educational groups designed to promote skill development in the areas of communication skills, stress management, dating and relationship issues, adjustment to college life, assertiveness training, substance abuse issues and other relevant topics upon request.

FITNESS PROGRAM

The purpose of the Fitness Program is to assist the students, faculty and staff of Regis University in their endeavors to increase or maintain their physical health. Specifically, the program focuses on exercise and proper nutrition while recognizing that physical health is but one facet of total wellness. Services are available to all students.

The Fitness Program offers students:

- A place to work out—the 6,000 square foot fitness facility housed within the Life Directions Center contains aerobic and strength-training equipment—including both free weights and variable resistance machines. The fitness area is open seven days per week.
- Exercise guidance and fitness goal setting. Professional or student staff offer orientations to training principles and equipment usage, teach exercise classes, provide fitness testing services, as well as exercise prescription and consultation.
- Nutritional guidance and goal setting for proper nutrition or weight management. Nutritional analysis, nutrition classes/videos, education materials and one-to-one consultation are offered.
- Special events and educational opportunities. Exercise incentives, workshops, guest lectures, demonstrations, Healthy Heart Week and blood cholesterol screening are some of the services offered.

CAMPUS SECURITY

The Campus Security Office exists to provide greater security and safety to the entire Regis community. All known problems relating to the safety of people and/or to the security of the University, a building, or personal property should be reported immediately to the Security Office at (303) 458-4122. It is important that incidents be reported to provide maximum security and safety to the Regis community. Security issues at the extension sites should be referred to the School for Professional Studies Operations and Administration Services Department.

In addition, Security monitors the parking lots, tickets and/or tows improperly parked cars, and escorts students on campus at night if requested. Campus Security is located on the second floor of the Student Center.

FOOD SERVICE

Regis has contracted with a food service company, Sodexo, for all meals served in the cafeteria and snack bar. Special diets recommended by doctors can be provided in most cases. The office of Student Life should be contacted for these arrangements. All freshmen residing on campus are required to take a meal plan,

unless specifically exempted in writing by the Vice President for Mission and Student Development, based on medical grounds. Request for such exemptions must be filed during the first two weeks of classes each semester, and the University requires sufficiently detailed medical information from the student's physician to permit University officials to judge whether recommended diet restrictions can be met by the Food Service.

Guests of members of the University community are welcome to use food services of the University. Use by guests is subject to charges established by the University and its food service operator from time to time.

STANDARDS OF CONDUCT

Student conduct regulations are designed to afford individual students maximum personal freedom, while protecting the rights and freedoms of others and maintaining the educational process. This necessitates good judgment, a sense of self-discipline and respect for the rights and privileges of others. University Judicial Officers or the Student Judicial Board hear cases of alleged violations and impose sanctions, including disciplinary suspension from the University. Although the goal is to redirect student behavior into acceptable patterns, accountability for a serious violation or failure to change behavior may result in suspension or expulsion of an individual. A detailed summary of regulations and the student discipline process is available in the *Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Student Life office located in the Student Center. The *Handbook* is also available on the Regis Web-site.

Students' conduct and behavior including, without limitation, students' adherence to ethical standards of conduct governing the profession they are preparing to enter and the University's Student Standards of Conduct, are continuing points of assessment in all programs, courses and activities engaged in by students. Notwithstanding the published performance assessment standards, students' grades or academic progress may be impacted adversely due to unacceptable behavior or conduct.

DISABILITY SERVICES

Regis University is committed to providing reasonable accommodations to employees and students with disabilities. Service arrangements can be made through the Office of Disability Services.

Eligibility

To be eligible for accommodations, students with disabilities need to register with Disability Services and present documentation of disability to the Director of Disability Services, Carroll Hall 225, (303) 458-4941, fax (303) 964-3647. The Director will review disability documentation with the student, teach self-advocacy skills, discuss appropriate accommodation for each class, and

then complete a form letter listing suggested accommodations for the student to share with instructors. Please refer to the Disability Services web site for additional information: www.regis.edu/disability.

The law requires granting of accommodations that are reasonable, do not cause an undue burden, and do not fundamentally alter the course content and/or procedures. Since the instructor is the one who knows the essential course requirements and academic standards, s/he will be part of the final decision-making process regarding the specific accommodations allowed.

Students may self-disclose and request academic adjustments any time during the term. However, it is strongly recommended that they do so as soon as possible.

Examples of Services, Accommodations, Auxiliary Aids

Services: Evaluation of documentation, self-advocacy training, test-taking and learning strategies assistance, referrals to local specialists for disability assessment.

Accommodations: Sign language/oral interpreters, real-time captioners, note-takers, readers, scribes, extended test-taking time, distraction free testing environment.

Assistive Technology: CCTVs (closed circuit television), reading machine, four-track tape recorders, books on tape, FM listening system, TDDs (telecommunications device for the deaf), accessible computer station with choice recognition, screen reading and magnification software, AlphaSmart note-taking keyboards.

Grievance

Complaints related to services or accommodations should be submitted to the Director of Disability Services.

CAMPUS ACTIVITIES AND ORGANIZATIONS

The University sponsors a program of co-curricular activities, religious, intellectual, cultural and social in scope. Campus activities are aimed at creating a stimulating climate in which students may develop their leadership, physical, mental and moral potential.

The Student Life staff provides resource people for organizations in planning and implementing programs. Although most co-curricular organizations require full-time status for active participation, membership is not restricted, and almost anyone participating in the Regis community is welcome to join. Most organizations do require that the member be in good academic standing with the University. However, exceptions to this policy are considered by the Director of Student Activities.

Student Activities and organizations are available to meet cultural, academic, recreational, social, leadership, service and spiritual interests. Anyone interested in finding a

particular organization with which to be involved may contact the Office of Student Activities in the Student Center. The following is the current list of active organizations for the 2002-2003 academic year.

STUDENT ORGANIZATIONS

Academic Organizations and Honor Societies

Alpha Sigma Nu: National Jesuit Honor Society
 Biology Club
 Business Club
 Chemistry Club
 Computer Club
 Model League of Arab States: similar to Model United Nations
 Neuroscience Club
 Philosophy Club
Polaris: a publication by the Honors Department
 Psi Chi
 Psychology Club
 Regis Association of Nursing Students (RANS)
 Regis Forensics Team

Social and Special Interest Organizations

Amnesty International
 Catholic Spark
 Cascade: a mentoring program for local elementary and middle school students
 Choices: making educated choices about substance use and healthy lifestyles
 Circle K
Highlander: bi-monthly newspaper publication
 Ice Hockey Club
 Insignias: responsible for community programming in the residence halls
 KRCX: a student-staffed radio station (101.5 FM)
 New Student Orientation Guides: a support system and resource for new students
 Ramblers: a singing and performing arts group
 Ranger Yearbook
 Rangerettes: dance team
 REACH: Regis Athletics Choosing Healthy Lifestyles
Reflections: a literary magazine
 Regis Outdoor Club (ROC): students interested in outdoor activities
 Romero House: a live-in community service experience
 Student Ambassadors: student representatives for the Admissions Office

Student Government Organizations

Class Representatives: sponsors events for each class
 Executive Cabinet: responsible for providing strong leadership-lead by the Student Body President
 Intramural Sports Council: organizes intramural sports
 Multi-cultural Affairs Committee: plans events to encourage cultural diversity
 Program Activities Council: plans weekly events on and off campus
 Student Involvement Committee

Student Judicial Board: responsible for hearing and deciding cases regarding student discipline in the residence halls

Athletics

Men's Varsity Sports:

Baseball
 Basketball
 Cross Country
 Golf
 Soccer

Women's Varsity Sports:

Basketball
 Cross Country
 Lacrosse
 Soccer
 Softball
 Volleyball

Club Sports:

Ice Hockey (men and women)
 Dance Team (women)
 Rugby (men)

Intramural Sports:

Basketball (men and women) (3 on 3) (5 on 5)
 Bowling (coed)
 Flag Football (men and women) (coed)
 Softball (coed)
 Ultimate Frisbee (coed)
 Volleyball (coed)

ENROLLMENT SERVICES

The University reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicants, students or other persons whose personal history, medical history, background or behavior indicates that their presence in University facilities, programs, or activities, or use of University services would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or others, or would interfere with the orderly performance and conduct of the University's or affiliated agencies' functions.

Enrollment Services at Regis University consists of the Office of Financial Aid, Office of the University Registrar, and Student Accounts. These three offices have a combined Customer Service area to assist students with questions pertaining to all areas.

FINANCIAL AID

The Office of Financial Aid strives to help as many Regis University students as funds permit. Most awards are based on financial need; however, a limited amount of aid is available to students without need. Students are encouraged to contact the Enrollment Services Customer Service area regarding ways in which assistance may be obtained at (303) 458-4126 or, if calling from outside the Denver Metro area, toll-free (800) 388-2366, ext. 4126.

HOW TO APPLY

ADMISSION

Financial aid awards cannot be made until the student has been admitted to an eligible degree or certificate program of the University.

FORMS

Eligibility for financial aid is determined through the use of the Free Application for Federal Student Aid (FAFSA), which may be obtained from the appropriate program office, the Office of Financial Aid, most high schools and colleges, or on the Internet at <http://www.fafsa.ed.gov>. Because processing the application can take four to six weeks, students should be certain to allow ample time for the Student Aid Report (SAR), the processed document, to reach the Office of Financial Aid.

Signed copies of federal tax returns (parent and student for dependent students; or student and spouse, if independent) and an Institutional Verification Form may also be required. In order to meet the priority funding date for the following academic year (Summer, Fall and Spring

semesters), a completed FAFSA must be received by the government processor by March 5th. Students applying ONLY for on-campus student employment, who do not plan to complete the FAFSA, must submit a Regis Student Employment Application by March 5th.

SUMMARY OF INITIAL APPLICATION FORMS (OTHER FORMS MAY BE REQUESTED)

Freshman Students:	Transfer Students:
Admission	Admission
FAFSA	FAFSA

New Graduate Students:
Admission
FAFSA

All continuing students must submit a FAFSA annually, by priority funding date, in order to be considered for all types of financial aid.

HOW ELIGIBILITY IS DETERMINED

The Free Application for Federal Student Aid is analyzed according to a standard method of need analysis approved annually by the U.S. Congress and implemented by the U.S. Department of Education. Components, such as income, number in family, number in college, and asset strength, are integrated into the formula. The need analysis attempts to determine the amount students and their families can afford to contribute toward their education for one year. This amount is called the expected family contribution. Results of this analysis are forwarded to the Financial Aid Office(s) specified by students on the application. The Office of Financial Aid determines reasonable cost of education budgets, including tuition, fees, room and board (for both campus resident students and students living off campus), personal expenses and transportation costs. The budgets are designed to permit students to live at a modest, but adequate standard during the period of education. Students' expected family contribution is subtracted from the cost of the education budget to determine their financial need or eligibility. Students who do not demonstrate financial eligibility through this process may still be eligible for a scholarship, Federal PLUS loan, Unsubsidized Federal Stafford loan, or other forms of assistance offered by Regis University.

TYPES OF NEED-BASED AID

After the need analysis has been completed, Office of Financial Aid personnel prepare an award "package" to the extent that funds allow, for each eligible student. Students who do not qualify for need-based aid are notified. A description of the one or more types of aid that comprise an aid package follows.

GRANTS (GIFT ASSISTANCE)

Federal Pell Grant

This is a federally funded program for students with extreme financial need. Application is made by using the Free Application for Federal Student Aid (FAFSA). Federal legislation limits Federal Pell Grant funds to students who have not earned a bachelor's degree. The student's expected family contribution, estimated costs and enrollment status determine the amount of the Federal Pell grant. For 2002-2003, \$4,000 is the maximum award. The University disburses the funds.

Federal Supplemental Educational Opportunity Grant (SEOG)

The federally-funded Supplemental Grant may be awarded to a student seeking a first baccalaureate degree. The FAFSA is used to apply for this grant. Students who qualify for Federal Pell Grants are considered for Federal SEOG.

Colorado Leap (CLEAP)

This grant can be part of the financial aid package for Colorado-resident undergraduate students who have extremely high financial need. The funds are limited. Students are automatically considered for the grant when they complete the FAFSA. This award is comprised of federal and state funds.

Supplemental Leap (SLEAP)

This grant can be part of the financial aid package for Colorado-resident students who have extremely high financial need and are enrolled in a teacher certificate program. Students are automatically considered for the grant when they complete the FAFSA. This award is comprised of federal and state funds.

Colorado Student Grant

Colorado Student Grants are state funds awarded to Colorado-resident undergraduate students with high financial need. Students must file the FAFSA.

Colorado Graduate Grant

Colorado Graduate Grants are state funds awarded to Colorado-resident graduate students with high financial need. Students must file the FAFSA.

Governor's Opportunity Scholarship (GOS)

GOS scholarships are funded by the Colorado General Assembly and are awarded to high financial need Colorado resident and full time undergraduate students. Students must file a FAFSA. Funding is extremely limited.

Regis Grant

A Regis Grant is an award of Regis University funds for undergraduate students. A FAFSA is required because grants are normally based on demonstrated financial need.

LOANS (REPAYABLE ASSISTANCE)

Federal Perkins Loan

The Federal Perkins Loan is a federally funded loan with a portion of the loan contributed by Regis University. Loans are made directly by Regis University to undergraduate students who provide evidence of financial need through the FAFSA process. Loans must be repaid to Regis University. For all borrowers, the interest rate is 5% and the payment period begins six (6) or nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. Loans under this program may not exceed \$4,000 per year as an undergraduate student with an aggregate maximum of \$20,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed and returned to the Office of Student Accounts each year prior to the disbursement of funds. Reasons are also discussed with the borrower prior to leaving Regis University.

Federal Nursing Student Loan

The Nursing Student Loan is a federally funded loan with a portion of the loan contributed by Regis University. Loans are made directly by Regis to nursing undergraduate students who provide evidence of financial need through the FAFSA process. Loans must be repaid to Regis University. For all borrowers, the interest rate is 5% and the payment period begins nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. The aggregate maximum for the loan is \$13,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed in the Office of Student Accounts each semester prior to the disbursement of funds. Reasons are also discussed with the borrower prior to leaving Regis University.

Federal Subsidized Stafford Loan

The Federal Stafford Loan is a federally subsidized loan available from private lenders (banks, savings and loans, credit unions) and approved by a state or guarantee agency. Annual loan limits are \$2,625 for freshman, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Graduate students may borrow \$8,500 per year. Aggregate limits are \$23,000 for dependent undergraduates and \$65,000, including undergraduate loans, for graduates.

The lending institution charges interest at a rate which is set annually, not to exceed 8.25%. After graduation, withdrawal or attendance on less than half-time basis, there is a six (6) month grace period before the student must start repaying the loan. The federal government pays the interest while the student is in school and during the

grace period. To apply for the loan, students must submit a FAFSA and a separate loan application. Financial need is a criterion for eligibility. A three percent (3%) origination fee and up to one percent in an insurance fee is deducted from the face value of the loan. A sample repayment schedule is provided with the loan application. Students may have up to ten (10) years to repay.

Federal Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan is the same as a Subsidized Stafford Loan (see above) except that financial need is not a factor and interest must be paid or capitalized during the enrollment and grace period. Annual loan limits for independent undergraduates are \$6,625 for freshmen, \$7,500 for sophomores, and \$10,500 for juniors and seniors. The combination of both types of Federal Stafford Loans may not exceed the annual aggregate limits. The subsidized amount is limited to the dependent student maximum need eligibility. The cumulative independent undergraduate loan limit is \$46,000. Graduate annual loan limits are \$18,500, with the subsidized eligibility capped at \$8,500. The cumulative unsubsidized loan limit for graduate students, including undergraduate loans, is \$138,500. Even though financial need is not a factor, a FAFSA must be completed and a separate application submitted.

Federal PLUS Loan

Parents of dependent students may borrow on the student's behalf. The annual maximum loan limit equals the student's cost of attendance minus any financial aid. There is no cumulative loan limit for a Federal PLUS Loan. Interest capitalization and repayment begin immediately upon loan disbursement with interest set annually, not to exceed 9%. A federal origination fee of 3% and a guarantee fee of 1% is deducted from the principle prior to disbursement. A FAFSA and a Federal PLUS Loan Application are required. Need is not a factor. Good credit history is required.

EMPLOYMENT (EARNED ASSISTANCE)

Federal College Work-Study

Federal College Work-Study is a federally funded work program with a portion of the funds provided by Regis University. Awards are based on need. Funds are paid to the student every two weeks for work performed. A designated number of student jobs are community service oriented. Students should file the FAFSA.

Colorado Work-Study

Colorado Work-Study is a state-funded employment program for Colorado-resident undergraduate students and is available to those with or without need. Students should complete the FAFSA for need-based work-study, or the Regis University Student Employment Application if they are only interested in no-need work-study. Payment of work-study earnings is made every two weeks based on the number of hours worked.

Regis Work-Study

Student employment positions on campus are available on a limited basis. Students who are interested in work-study as well as other types of aid should complete the FAFSA. Students who are only interested in work-study should complete a Regis University Student Employment Application by the March 5th deadline to be guaranteed consideration for this award for the following Fall and Spring semesters. Information about off-campus position in the Denver metropolitan area may be obtained from Career Services.

MERIT-BASED AID

Some types of assistance do not have financial need eligibility as a qualifying factor. Rather, they are based upon academic, leadership or athletic excellence. If the student receives both need-based and merit-based aid, the aggregate total may not exceed the demonstrated need. Merit assistance awarded by Regis University follows.

Board of Trustees, Blue and Gold Scholarships and Regis Achievement Awards

A limited number of Board of Trustees and Blue and Gold Scholarships are offered to entering Regis College freshmen with high scholastic achievement. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 3.000 grade point average. These scholarships are not available during the Summer Semester. Blue and Gold Scholarship recipients may not receive Board of Trustees, Natural Science, Forensic, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefits (ETB) or FACHEX awards concurrently. Board of Trustees recipients are subject to the same restrictions as Blue and Gold recipients listed above with the exception that if they receive an ETB they may receive up to 10% of the original Board of Trustees in combination with ETB.

A limited number of Regis Achievement Awards are offered to entering Regis College freshmen with proven ability. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 2.750 grade point average. Regis Achievement Award recipients may not receive Natural Science, Forensic, Bonfils, Chambers-Palmer, Collins/Stewart, Board of Trustees, Johnson, ETB or FACHEX awards concurrently.

Natural Science Scholarship

This full-tuition scholarship is awarded to Regis College freshmen and transfer students who plan to major in chemistry, biology or mathematics. A test of proficiency is given at the University in February to select recipients. Scholarships are renewable for up to four (4) years of study (eight [8] semesters for freshmen and four [4] semesters for transfers) for students who maintain a 3.000 or higher grade point average. Recipients must remain in the field of study for which the award was made. Natural

Science Scholarships are not available during the Summer semester. Natural Science Scholarship recipients may not receive Blue and Gold, Board of Trustees, Regis Achievement Awards, Forensic, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefit or FACHEX awards concurrently.

Forensic Award

A limited number of awards are offered to entering Regis College freshmen and continuing students with competitive public speaking skills. Interested students should contact the Communications Department. The award is renewable each year based on review of speech performance.

Students receiving a Forensic Award may not receive Blue and Gold, Board of Trustees, Regis Achievement Awards, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefit or FACHEX awards concurrently.

ELS Denver Scholarship

A limited number of scholarships are available for students who graduate from ELS Language Centers/Denver after attending at least four semesters and maintaining a 2.500 or higher GPA. The annual scholarship is renewable if a 2.750 GPA is maintained.

Endowed/Restricted Scholarships

Regis University offers nearly sixty endowed and annual scholarships to students enrolled in Regis College, the School for Health Care Professions, and the School for Professional Studies. These scholarships have been established through the generous support of foundations, corporations, and the University's alumni, parents, and friends. Scholarships are an investment in the students of Regis, and the University community is grateful for the vision of our scholarship donors. Scholarships are a very meaningful way to honor families, friends, and loved ones.

Criteria for each scholarship is determined by the donor and selection is made by the Scholarship Committee of Regis University. Eligibility is based on merit and/or financial need. The Scholarship Committee uses information provided by students in the general application process including the FAFSA and academic records. Students are automatically considered for scholarship awards at the time of application; there is no separate application for scholarships. On occasion, students may be asked to furnish additional information for selected scholarships. Scholarships are renewable for four (4) years if the student maintains certain academic requirements and funding is available.

Donors are interested in basic information about scholarship recipients. By accepting the scholarship a student agrees to allow the University to share this type of information with the donor.

- Alpha Sigma Nu Scholarship
- Stephen James Atencio Endowed Scholarship

- Bloedorn Annual Scholarship
- May Bonfils Memorial Endowed Scholarship
- Bruskotter Scholarship Fund
- George Rogers Clark Brant Endowed Scholarship
- Maybethe Rhodes Buck Scholarship
- Helen V. Brach Scholarship
- Jason R. Brown Annual Scholarship
- Francis X. Bryne Memorial Scholarship
- Catholic Minority Scholarship
- Chambers-Hemmings Scholarship
- Cherne Endowed Scholarship
- Charles E. Collins Memorial Scholarship
- Colorado Springs Scholarship
- Cassie Bernall and Matt Kechter Columbine Scholarship
- Conway Family Scholarship
- Coulter Foundation-M. Edward Timmins Scholarship in Undergraduate Business Studies
- Viola Vestal Coulter Foundation Scholarship
- Margaret R. Doyle Endowed Scholarship
- Edna Dugan Memorial Endowed Scholarship
- Captain Ralph J. Dwyer, Jr., Memorial Scholarship
- Farmers Insurance Scholarship
- Charles A. Frueauff Foundation Endowed Scholarship
- Lyle Gene Fuchs Scholarship
- Edward T. and Katherine Gibbons Scholarship
- Dr. James L. Guilianelli Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- Harry E. Hoewischer, S.J., Psychology Award
- Charles and Rosalie Hora Scholarship
- Johnson Scholars
- Charles Gustav and Margaret D. Klempera Memorial Endowed Scholarship
- Stephen R. Krieger, S.J., Scholarship
- Robert J. Lacey Endowed Accounting Scholarship
- Leon Lascor Endowed Scholarship
- Alicia M. Leavitt Memorial Scholarship
- Charles B. Lindahl Endowed Scholarship
- Clare Boothe Luce Scholarship
- Jean and Dennis McDaniel Scholarship
- Captain Felix William McKenna, Jr., Scholarship
- Mile High Scholarship
- William T. Miller, S.J., Endowed Scholarship
- Monahan Single Parent Scholarship
- J. K. Mullen Endowed Scholarship
- Notarianni Family Scholarship in Memory of Elissa A. Notarianni
- Dominic Pantanella, S.J., Memorial Scholarship
- Paris, Paris & Cartone Scholarship
- Elaine Perry Endowed Scholarship
- Premier Bank Endowed Scholarship
- Mary L. Robbins Endowed Scholarship
- Freda Roof Scholarship
- Harry D. Rothenberg Graduate Endowed Scholarship
- Eugene H. Rourke Endowed Scholarship
- Joseph A. Ryan, S.J., Scholarship
- Schramm Endowed Scholarship
- Second Century Fund Scholarship
- Leah Anne Shiely Endowed Scholarship
- Herschel R. Shwayder Memorial Scholarship
- Special Education Scholarship
- Pauline Collins Stewart Endowed Scholarship

- Tracey Family Scholarship for Native American Students
- Trueblood Scholarship
- Undergraduate Nursing Scholarship
- UPS Annual Scholarship
- US WEST Endowed Scholarship
- Patrick D. Vinton Memorial Scholarship
- Ella Mullen Weckbaugh Campus Ministry Scholarship
- Ella Mullen Weckbaugh Memorial Scholarship
- Zarlengo Endowed Scholarship

Colorado Scholarship

The Colorado Scholarship is an award funded by the Colorado General Assembly and offered to undergraduate students for outstanding academic achievement. Students must have a minimum 3.000 cumulative grade point average to be considered. Awards are made from this source based upon continuation of the state program and availability of funds.

Athletic Awards

Athletes in baseball, volleyball, basketball, softball, lacrosse, cross country, soccer and golf may be awarded athletic grants by the Athletic Department at Regis. Students should contact the Athletic Department or coach of their sport. Additional aid may be awarded from other sources if the FAFSA is completed and further eligibility is indicated. Students who receive full athletic grants for tuition, fees, room and board may not receive other gift or work assistance except for Federal Pell Grants. All awards must comply with NCAA or AIAW and conference rules, including the academic eligibility prescribed. Reversal conditions are set by the athletic department.

OTHER SOURCES OF AID

Academic Achievement Awards

There are several awards, some with cash stipends, made during the academic year to students who achieve special distinction in various academic areas. Recipients are nominated by individual departments. Awards are made through the Office of Financial Aid.

Bureau of Indian Affairs

Grants are available to students who are at least one-fourth American Indian, Eskimo or Aleut and who are issued an Indian Certification by their tribe. This grant is usually a supplement to other types of financial aid. Students should apply to a Bureau of Indian Affairs agency.

Colorado Nursing Scholarship

This program is designed to provide assistance to Colorado residents who wish to pursue nursing education and who agree to practice in Colorado. Recipients of this scholarship are required to sign an agreement to practice nursing in Colorado for at least one calendar year in return

for each academic year, or portion thereof, for which a scholarship is received. Applications are available in the Office of Financial Aid, students should apply to the Colorado Commission on Higher Education.

Dependent's Tuition Assistance

This program provides tuition for dependents of National Guardsmen, law enforcement officers or firemen killed or disabled in the line of duty. It also assists dependents of Coloradans who were prisoners of war or missing in action. Students should apply to the Colorado Commission on Higher Education.

Division of Vocational Rehabilitation

Students with physical or emotional handicaps may be eligible for assistance for tuition, fees, books, supplies, maintenance, medical services and transportation. The Division of Vocational Rehabilitation may be contacted for additional information.

Employee Tuition Benefit (ETB)

This is available to eligible employees of Regis University and to the eligible employee's spouse and dependent children. Amounts of benefits vary according to the number of hours and months an employee works. Students must be admitted to an eligible program and be eligible to receive the benefit. Complete details are included in the ETB application available at the Human Resources Department.

Faculty Children's Exchange (FACHEX)

FACHEX awards are tuition-only grants offered by Regis University to Regis College undergraduate students whose supporting parent works for a participating Jesuit Institution. A very limited number of FACHEX awards are made each year to new recipients. FACHEX awards are not available for use during the Summer semester. Awards are automatically renewed for four (4) years/eight (8) semester maximum with a cumulative grade point average of 2.000 or higher. FACHEX recipients may not receive Blue and Gold, Board of Trustees, Regis Achievement Award, Natural Science, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Forensic or Employee Tuition Benefit awards concurrently.

Tuition Exchange

Tuition Exchange awards are tuition-only grants offered by Regis University to Regis College undergraduate students whose supporting parent works for a participating Jesuit Institution. A very limited number of tuition exchange awards are made each year to new recipients. Tuition Exchange awards are not available for use during the Summer semester. Awards are automatically renewed for four (4) years/eight (8) semester maximum with a cumulative grade point average of 2.000 or higher. Tuition Exchange recipients may not receive Blue and Gold, Board of Trustees, Regis Achievement Award, Natural Science, Bonfils, Chambers-Palmer, Collins/Stewart,

Johnson, Forensic or Employee Tuition Benefit awards concurrently.

Outside Scholarships

The Regis University Office of Financial Aid, high school guidance offices and public libraries have listings of scholarships provided by companies, individuals and trusts outside the University. The Regis University Internet Web Site provides access to a scholarship search. The address is <http://www.regis.edu>. The possibilities are many and warrant a few hours research.

State Scholarship/Grant Programs

Some states, such as Alaska, Connecticut, Delaware, District of Columbia, Massachusetts, Vermont, Pennsylvania and New Hampshire, offer grant and scholarship assistance for students attending Regis University. Information on these programs may be obtained from a school counselor or the Higher Educational Assistance Agency in an interested student's home state.

Veterans' Benefits

The University is approved by the State Approving Agency of Colorado, a division of the State Board for Community Colleges and Occupational Education, to offer courses of education and training for veterans and eligible dependents throughout the state of Colorado under the provisions of the Department of Veteran's Affairs. Additionally, Regis University is approved to provide the same service in the state of Nevada. Veterans and other eligible persons should obtain their certificates of eligibility from the regional office of the Department of Veterans Affairs (VA) before entrance into the University.

The payment of benefits by the VA differs by Regis University programs. Students who are eligible for veterans' benefits should check with the Regis University certifying official in the Office of the University Registrar for specific information about their particular program. Additionally, students receiving veterans' benefits must notify the Regis University certifying official under the following conditions:

- The student is temporarily withdrawing from the program.
- The student is permanently withdrawing from the program.
- The student is changing programs and/or majors.
- The student is attending another college or university.

DEFERRED PAYMENT PLANS

Regis University offers a tuition payment plan to qualified Regis College undergraduates, Accelerated Nursing students and Doctor of Physical Therapy students. Other students are offered different tuition deferment options.

Details are available through the Office of Student Accounts.

INTERNATIONAL STUDENTS

Federal and state funds are restricted to citizens and permanent residents of the United States. International students who wish to seek employment on or off campus must follow procedures specified by the Department of International Student Services in the Office of the University Registrar in order to maintain legal status. If required standards are met, foreign students may apply for scholarships and institutionally funded grants.

ENROLLMENT REQUIREMENTS

In some cases, the student must be enrolled as a full-time student in order to qualify for financial assistance. Most aid programs allow for less than full-time attendance, but the student must generally be enrolled as a half-time student in order to qualify. The student award letter specifies the enrollment requirements upon which the student award is based.

Undergraduate Status Credit Hour Requirement

Full-Time	12 or more semester hours
Three-Quarter Time	9 to 11 semester hours
Half-Time	6 to 8 semester hours

Graduate Status Credit Hour Requirement

Full-Time	6 or more graduate semester hours
Half-Time	3 to 5 graduate semester hours

NOTE: *If taking undergraduate classes to meet requirements for a graduate degree, the student must have at least six (6) undergraduate semester hours to be considered a half-time student.*

NOTIFICATION AND DISBURSEMENT

When a student's financial aid application is complete (all forms and reports received), it is reviewed by a financial aid administrator. If a student is eligible and funds are available, an award notice is sent. If any of the following situations exist, the student should notify the Office of Financial Aid: (1) the student is declining part of their award, (2) the student has received a scholarship or financial assistance not noted on the award letter or (3) the award letter is based on information which has changed (such as enrolled status or living arrangements). Most aid is divided into two or three equal payments, based on the number of semesters for which the student is receiving financial assistance.

REGIS COLLEGE PROGRAMS AND TRADITIONAL NURSING OPTION OF THE SCHOOL FOR HEALTH CARE PROFESSIONS

Federal Stafford and PLUS Loans

Loan proceeds are disbursed in equal portions, based on the number of semesters in the loan period. If the lender participates in electronic funds transfer with the Colorado Student Loan Program, loan proceeds are credited directly to the student's account. If the lender does not participate in electronic funds transfer, co-payable checks are available at the beginning of each semester for endorsement to be credited to the student account. Prior to disbursement of loan proceeds received by the University, the Office of Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, etc.). This reaffirmation of eligibility occurs after the add/drop period for the academic program.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). Please note that all loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

Federal PLUS loans are disbursed in two co-payable installments sent directly to Regis by the lender. If the funds are electronically transmitted, they are credited to the student account. Any excess balance is refunded to the parent unless the parent provides written authorization to release the balance directly to the student. If checks are received, Regis endorses and forwards them to the parent for payment of outstanding charges.

Grants, Scholarships, Federal Perkins Loans and Special Awards

These funds are automatically credited to the student's account within five (5) working days after the close of the last add/drop period for the semester, assuming enrollment can be accurately verified. Before funds can be transmitted to the student's account, promissory notes and loan information sheets for the Perkins and Nursing loans must be completed.

Students who are cross-enrolled (taking classes outside their primary program area) are paid after the last add/drop date has passed for the program in which they are cross-enrolled.

External Awards

External awards are usually disbursed in two payments made out to the student and mailed to Regis University. External award checks can also be made out to Regis University on behalf of the student. If endorsement is required, student notification will occur.

Student Employment Awards

Student employment awards are paid by check or, if selected, by direct deposit to a bank account every two weeks during the award period, according to the number of hours actually worked. Therefore, employment awards are not available to meet direct costs at the time of registration. If the entire employment award is not earned by the student, it is not replaced with other funds.

Credit Balance Refunds

Any funds in excess of direct Regis costs remaining for use on other allowable educational expenses such as books and living expenses (a credit balance) are not available until after the add/drop period for the semester has ended. Students should plan ahead and have sufficient resources to meet living costs for at least the first three weeks of the semester.

A credit balance refund check is automatically generated from the Office of Student Accounts within fourteen (14) days of the time funds are credited to a student account. Students should contact the Office of Student Accounts for information regarding dates when refund checks are available.

SCHOOL FOR PROFESSIONAL STUDIES AND SCHOOL FOR HEALTH CARE PROFESSIONS PROGRAMS

Disbursement of Federal Stafford Loans

Federal Stafford Loans are disbursed in equal portions, based on the number of semesters in the loan period. Depending on the lender used, loan proceeds are either disbursed as checks or through Electronic Funds Transfer (EFT).

If EFT is requested on the loan application and the lender participates in the process, loan proceeds transfer directly to the student account each semester once all disbursement requirements are met.

Disbursement by check must be endorsed at the beginning of each semester to be credited to the student account. Notification is sent to the student when the check has been received. Checks are available at the Office of Student Accounts in Main Hall on the Lowell campus. For Colorado Springs and Las Vegas students, loan checks are mailed to the campus for disbursement. PLUS loan disbursements made by check are made jointly payable to the parent borrower and Regis and are mailed directly to Regis. The Office of Student Accounts negotiates the check to obtain the appropriate signature of the parent borrower and to satisfy any outstanding student account balance.

Prior to disbursement of loan proceeds received by the University, the Office of Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, etc.). The reaffirmation of eligibility

occurs after the add/drop period for the academic program. In order to comply with federal disbursement regulations while allowing maximum registration flexibility, the Office of Financial Aid monitors the student's enrollment status after each add/drop period in order to establish eligibility for loan disbursement based on half-time enrollment. Loan proceeds will be released after the add/drop period for the academic period (i.e., 5-week 1; 5-week 2; 8-week 1; 10-week 1). Therefore, loan proceeds may be released at a different time each semester depending on the enrollment pattern during that semester (i.e., when half-time status is established). The Loan disclosure statement received from the guarantee agency will note a generic disbursement date which may or may not match the actual disbursement date based on the student's half-time enrollment.

Undergraduates who are concurrently enrolled in Northeastern Junior College, Colorado Mountain College, Laramie County Community College, or Sheridan College, must submit a concurrent enrollment form to the Office of the University Registrar verifying enrollment before disbursement can be made.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). All loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

An entrance interview requirement must be met before a new student borrower's loan proceeds are released. Also, an exit interview is mandatory for borrowers leaving the University.

Any remaining funds in excess of direct Regis University costs will not be available until after the appropriate add/drop period for the semester has ended. Therefore, students should plan to pay for books and living expenses from sources other than financial aid and consider aid as a reimbursement.

If after tuition and fee charges are paid, a credit balance remains, a refund check is generated and mailed within fourteen (14) days. Students should contact the Office of Student Accounts for information regarding dates when refund checks are available.

Disbursement of Grants, Scholarships, Perkins and Nursing Loans

These funds are automatically credited to the student's account within five (5) working days after the close of the official add/drop period for the semester, assuming enrollment can be accurately verified. If the student's program has multiple sessions or academic periods within the semester, grant and scholarship funds are credited after the last add/drop period for the semester has concluded.

If the student has cross-enrolled in a different academic period, the add/drop dates for the particular academic period apply. (Credit for grants and scholarships may be delayed until the add/drop activity of the cross-enrollment has passed.)

Promissory notes and loan information sheets for the Nursing and Perkins Student Loans must be completed before funds can be transmitted to the student's account.

Work-study funds are paid by check or, if selected, by direct deposit to the student's bank account every two (2) weeks during the period, and are therefore not available to meet expenses at the time of registration.

SELECTIVE SERVICE REGISTRATION

In September 1982, Congress passed legislation linking draft registration requirements with eligibility for federal financial aid. Effective July 1, 1983, all individuals required to register for the draft, in accordance with the Military Selective Service Act, must comply with this mandate or forfeit eligibility for federal student aid.

SATISFACTORY ACADEMIC PROGRESS

The Department of Education requires the Office of Financial Aid to monitor the academic progress of students who are receiving Federal, State or Institutional assistance. All hours attempted and completed are reviewed at the end of each semester. Cumulative grade point averages are monitored every May.

A student must maintain a 2.000 cumulative grade point average in both graduate and undergraduate programs. Non-credit remedial, CLEP, Dantes and portfolio courses are not applicable.

The financial aid award is based on intended enrollment. The student must complete the number of credit hours on which their financial aid is based with a grade of "D" or better. Intended enrollment is taken from the first semester of enrollment noted on the FAFSA. Budgets are based on half, three-quarter or full-time enrollment. If there is a change, the student must notify the Office of Financial Aid in writing.

Students are only eligible for a maximum number of semesters regardless of whether any aid is received. There are three semesters per academic year beginning with the summer and ending in the spring. Standards, which are based on full-time attendance are as follows:

Eligible Degrees	Maximum Time Frame*
Baccalaureate	12 Semesters
Second Baccalaureate	4 Semesters
Teacher Licensure	5 Semesters
Masters/Doctorate	10 Semesters
Certificate Program	6 Semesters

* Maximum Time Frame eligibility is adjusted for students attending half and three-quarter time.

If the result of an Incomplete, failing grade or withdrawal brings a student below the required number of credit hours, the student is either placed on financial aid probation for one semester or they will receive a one time, one semester warning. Financial aid eligibility is maintained during this semester.

If after receiving a warning, the student's semester course work completion rate is not satisfactory, the student is placed on financial aid suspension and financial aid is canceled until further notice.

Students are notified in writing if placed on probation, warning or suspension.

Students always have the option of appealing a probation or suspension status. If circumstances beyond their control have impeded their academic progress, appeals may be submitted in writing to the Director of Financial Aid. The letter must contain supporting documentation in order for the Appeals Committee to reverse or change a student's financial aid status. Students are notified in writing of the results of their appeal.

The detailed policy statement for satisfactory progress is available in the Office of Financial Aid.

REFUNDS DUE TO WITHDRAWAL

Scholarships, grants and loans are normally not credited to a student's account until after the add/drop period for the student's academic program each semester. At this time enrollment status is verified and if required adjustments are made. Financial aid is not credited to a student account if there are no enrolled hours.

Students who completely withdraw after aid has been credited and are within the refund period have their aid adjusted in accordance with federal and state regulations. Each semester specific refund schedules are available by program type, but as a general rule for any program there would be a refund through 60% of the academic period.

Points students should keep in mind upon withdrawal from the University include the following:

1. To officially withdraw, Regis College students should contact the Retention Coordinator in the Office of Admissions; SHCP students should contact the director of their program; and SPS students should contact their program advisor.
2. Students who leave the University and do not formally withdraw, are assigned a grade of "F" (failure).
3. Withdrawal does not eliminate financial obligation to the University. Charges owed to the University at the time of withdrawal are the student's responsibility based upon the University's tuition and housing refund policies. (Details of these policies are available in the Office of Student Accounts.)

4. There are specific federal, state and University withdrawal policies regarding tuition and fees, housing charges, refunds to financial aid programs and repayments resulting from withdrawal.

When withdrawing, there are three situations that may require an immediate repayment of financial aid funds:

- If University charges are reduced as a result of withdrawal, and a student account credit balance is created, these funds may be used to repay the financial aid programs. This depends upon the amount of financial aid and the date of withdrawal.
- A student may have to repay financial aid funds that are in excess of an amount determined to be reasonable for the length of enrollment based upon federal guidelines.
- If withdrawal occurs prior to fully establishing enrollment eligibility, the entire financial aid award is repaid to the financial aid programs, including any credit balance received. This may result in a balance due to the University.

Earnings in work-study programs are paid through the time of withdrawal. Students may not work on work-study after withdrawing from the University.

Financial aid is for enrolled students only. Except in rare situations, financial aid cannot be disbursed after withdrawal. Students who receive financial aid and withdraw multiple times are placed on financial aid suspension.

Information regarding the federal regulation for calculating refunds and repayments, and the order of financial aid programs to which aid is restored is included in a detailed Return of Financial Aid Funds policy statement available in the Office of Financial Aid.

STUDENT ACCOUNTS

TUITION, FEES, ROOM AND BOARD CHARGES

Tuition, fees, room and board charges are posted to students' accounts as they are assessed. Current rates charged can be found in each college/school section of the *Bulletin*. Payments are applied to accounts when received by the University Cashier. Students may call Enrollment Services at (303) 458-4126 with questions concerning their account. If calling from outside the Denver Metro area, the toll-free number is 1-800-388-2366, extension 4126.

FINANCIAL POLICIES

The tuition, fees and other charges described in this *Bulletin* are good faith projections for the academic year.

They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

There may be other fees and charges that are not specified in this *Bulletin*. These fees and charges may be ascertained by contacting the University office that administers the program or activity in which the student intends to enroll or engage. Additionally, a non-refundable tuition deposit may be required by an individual program upon official acceptance to the University.

Past due student accounts or other financial obligations will accrue interest at the rate of one and one-half percent (1.5%) per month (Annual Percentage Rate of 18%) on the unpaid balance until fully paid. The University will not register a student or issue official transcripts, diplomas, or other educational credentials or certifications to or on behalf of any student or former student with a financial obligation, which includes without limitation, Perkins and Nursing loans. Students who incur financial obligations to the University are obligated to the University for, and the University is entitled to recover all expenses incurred in the collection of past due loans and accounts including but not limited to, collection fees, court costs, attorneys' fees, administrative costs, and pre- and post-judgment interest.

REFUNDS OF TUITION

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program. Information about withdrawal procedures and deadlines is available from each school. Tuition is refunded on a prorated basis through 60% of the academic period. After 60% of the academic period has elapsed, there is no refund of tuition. The refund calendar for each academic period is available at all Regis sites.

PAYMENT POLICY AND PAYMENT OPTIONS

Semester-Based Programs

Semester-based programs included the following:

- Regis College Undergraduate
- Traditional Undergraduate Nursing
- Accelerated Nursing
- Doctor of Physical Therapy

Tuition and fees are due the Saturday prior to the start of the academic period. Students that register within a week of the start of the academic period, may not receive an invoice before payment is due. Invoices can be faxed to expedite tuition and fee payment by the due date. To obtain a copy of an invoice or for additional information, contact Enrollment Services at (303) 458-4126. For more student accounts information, students may access the website at www.regis.edu/StudentResources/StudentAccounts.

AVAILABLE PAYMENT OPTIONS

- Cash, Check, Money Order
- Credit Card (Visa, MasterCard, Discover, American Express)
- Regis Payment Option (RPO)
- Deferment with Tuition Voucher

Paying with Cash, Check, Money Order or Credit Card

Payment can be made in person, by phone, fax, or mail. Payment made by cash, check or money order are accepted at the Cahier's Office located on the Garden Level of Main Hall. In addition, payments can be mailed to Regis University Cashier, 3333 Regis Blvd., C-20, Denver, CO 80221-1099. For proper allocation of funds, it is required that payments be accompanied by the invoice payment stub and that the Regis University Student I.D. number or social security number appear on the check or money order. Credit card payments are accepted by phone or fax. Call (303) 458-4126 or toll free (800) 338-2366 or fax your credit card payment to (303) 964-5535.

Regis Payment Option (RPO)

Making one large payment each semester for tuition expenses is becoming increasingly difficult for many students. Therefore, a convenient interest-free Regis Payment Option (RPO) is being offered to students enrolled in semester based courses in the Accelerated Option of the Undergraduate Nursing, Master of Science in Physical Therapy and Regis College Undergraduate Programs. This plan makes tuition payment more manageable by spreading all or part of the semester tuition expenses over four (4) or five (5) monthly payments.

The enrollment cost for the Regis Payment Option requires a non-refundable \$40 per semester enrollment fee to cover the administrative cost of this plan. Interest charges will not be assessed on the plan balance. However, finance charges begin to accrue thirty (30) days following the payment due date on late payment amounts. A \$15 penalty will be assessed for each late payment.

Third-Party Billing

Deferment with Tuition Voucher - If the students' employer has signed a third-party agreement with Regis University or the student is eligible for an external scholarship, the student may qualify for third-party billing to the sponsor or employer. Students may request a Sponsored Billing (Third-Party Billing) information sheet for details. Please note: Sponsored Billing is different from employee tuition reimbursement whereby the student is responsible for paying the tuition and is reimbursed at a later time by the employer.

Confirmation of Registration

A confirmation of registration is mailed to students after registration or changes in registration.

Non-Traditional Programs

Non-traditional programs include the following:

- Regis College
 - Master of Arts in Education: Learning and Teaching
- School for Health Care Professions
 - Health Care Administration
 - Health Information Management
 - RN to BSN Option
 - Master of Science in Nursing
 - Master of Science in Health Services Administration
 - Master of Science in Clinical Leadership for Physician Assistants
- School for Professional Studies
 - Graduate Programs
 - Undergraduate Programs

For these programs, tuition and fees are due at the end of the first week of the academic period. Students that register within a week of the start of the academic period, may not receive an invoice before payment is due. Loss or delayed receipt of the bill does not relieve students of the obligation to pay on time. If payment is not received by the due date, a \$75 late fee will be assessed to the student's account and this fee needs to be paid prior to further registration. Invoices can be faxed to expedite tuition and fee payment by the due date. To obtain a copy of an invoice or for additional information, contact Enrollment Services at (303) 458-4126. For more information on Student Accounts, students may access the website at www.regis.edu/Student Resources/Student Accounts.

AVAILABLE PAYMENT OPTIONS

- Cash, Check, Money Order
- Credit Card (Visa, MasterCard, Discover, American Express)
- Tuition Deferment Options
 - o Personal Deferment
 - o Third-Part Billing Deferment with Tuition Voucher (Sponsored Billing)
 - o Financial Aid Deferment

Paying with Cash, Check, Money Order or Credit Card

Payment can be made in person, by phone, fax or mail. Payments made by cash, check or money order are accepted at the Cahier's Office located on the Garden Level of Main Hall. In addition, payments can be mailed to Regis University Cashier, 3333 Regis Blvd., C-20, Denver, CO 80221-1099. For proper allocation of funds, it is required that payments be accompanied by the invoice payment stub and that the Regis University Student I.D. number or social security number appear on the check or money order. Credit card payments are accepted by

phone or fax. Call (303) 458-4126 or toll free (800) 338-2366 or fax your credit card payment to (303) 964-5535.

Tuition Deferment Options

Deferment forms are due on or before the tuition due date. The use of any deferred payment option creates a financial obligation between the student and Regis University. A transcript release may be applied to the students record throughout the deferment period. To assist the student in making their payment on time, a due date schedule is included with each registration confirmation and is available at all Regis University sites. For assistance contact Enrollment Services at (303) 458-4126 or toll free at (800) 388-2366.

Course fees, including Math course, Portfolio Fee and Nursing Liability Fee, are due by the first payment due date and these fees cannot be deferred.

• Personal Deferment with Fee

Regis University offers a convenient option to defer tuition. For a small fee per course, students may defer tuition for fifty-five (55) days after the end of the course. Deferred tuition is due in full, on or before the deferred payment due date.

The deferment fee varies according to the length of the academic period associated with the course. Payment of the deferment fee is due by the end of the first week of the academic period, and must be accompanied by a completed *Tuition Deferment Form*. Deferment fees are not transferable or refundable.

The *per course* fee charged for this service is as follows:

- \$26 - six week or less course
- \$32 - seven to eight week course
- \$34 - nine to ten week course
- \$53 - eleven to twelve week course
- \$61 - thirteen to sixteen week course

If tuition payment is not received by the deferred due date, a \$75 per course fee is assessed to the student account and all future academic period registrations are dropped. If a student's company reimburses them for tuition, it is the student's responsibility to pay by the tuition due date whether the company has paid for the course or not. The personal deferment is not dependent on grades being sent or received, it is a fifty-five (55) day deferment and payment is due within fifty-five (55) days of the end of the academic period.

Course fees, including Math course, Portfolio Fee and Nursing Liability Fee, are due by the first payment due date and these fees cannot be deferred.

• Third-Party Billing

Deferment with Tuition Voucher - If an employer has a third-party billing agreement with Regis University, students may qualify for billing to the

sponsoring organization. This is different from employee tuition reimbursement whereby the student is responsible for paying tuition and is reimbursed at a later time by the employer. Students should consult with their employer to determine if a direct billing agreement has been established with Regis University. If one has been established, the student will need a "Tuition Voucher" from the employer which includes student name, social security number, course title(s), tuition amount, name and address where the bill should be sent. The Tuition Voucher should be submitted with a completed Tuition Deferment Form and forwarded to the Office of Student Accounts, at the Lowell Campus. The Tuition Deferment Form and Tuition Voucher may be faxed to the Office of Student Accounts at (303) 964-5418.

It is the responsibility of the student to obtain a Tuition Voucher from your employer for each course and ensure that it is received at the Office of Student Accounts, by the end of the first week of the academic period.

- **Financial Aid Deferment**

The award letter specifies the amount of financial aid that the student is eligible to receive each semester. If loans are to be used, students must have completed the Loan Change/Award Acceptance form and the Office of Financial Aid must have guaranteed the loan. Financial Aid Deferment must be submitted by the end of the first week of the academic period. Students should use caution when calculating the amount of financial aid available to them. A miscalculation or misuse could result in a missed payment deadline.

Confirmation of Registration

A confirmation of registration is mailed to students after registration or changes in registration.

OFFICE OF THE UNIVERSITY REGISTRAR

ACADEMIC INFORMATION

The following policies apply to Regis College, School for Professional Studies and School for Health Care Professions. Students are advised, however, that when policies exist in an academic program or department that differ from the general policies, the program or department policy listed in the appropriate section of the *Bulletin* takes precedence.

UNIVERSITY CHANGES IN PROGRAMS, COURSES AND SERVICES

The University reserves the right to terminate or modify program requirements, content and the sequence of

program offerings from one academic term to the next for educational reasons it deems sufficient to warrant such actions.

Further, the University reserves the right to terminate programs, courses or services from time to time for financial or other reasons it determines warrant such action. The content, schedule, requirements and means of presentation of courses may be changed at any time by the University for educational reasons that it determines are sufficient to warrant such action. Programs, services or other activities of the University may be terminated at any time due to reasons beyond the control of the University including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental order, financial insolvency or other reasons or circumstances the University determines warrant such action.

The course descriptions contained in this *Bulletin* are based upon reasonable estimations and projections of faculty qualifications and availability, and other appropriate educational considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based as deemed necessary by the University to fulfill its role and mission, meet accreditation standards and for other reasons described above.

Changes in programs, courses and services are applicable to degree plans and other programmatic plans.

STUDENT RESPONSIBILITY

Each student is personally responsible for information in this section. Failure to read and understand these regulations does not relieve a student of responsibility. Further, any announcements concerning academic regulations or programs published in the *Bulletin* are binding on all students.

Academic advising is provided to assist students in planning their academic programs. Advisors are not authorized to change established policy of the University. Students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice which is at variance with the established policy must be confirmed by the appropriate Dean's Office.

TRANSFER/COMPETENCY-BASED CREDIT

UNDERGRADUATE

Transfer credit is awarded for college-level work completed at other colleges and universities that are accredited by a regional accrediting association (e.g., North Central Association of Colleges and Secondary Schools). Undergraduate transfer courses in which grades of "C-" or better have been earned are equated to Regis courses when possible. Otherwise, acceptable courses

are assigned an appropriate department prefix and course level (upper division "UD" or lower division "LD"). Transfer credits are sometimes grouped together as general elective credit "GEL." Quarter hours are converted to semester hours by using a 3:2 ratio.

Competency-based credit may be awarded for approved non-classroom experiences. This includes recommendations by the American Council on Education for military and corporate training, in-house credit-by-exam, national standardized exams (College Board Advanced Placement [AP] Examinations, College Level Examination Program [CLEP], Defense Activity for Non-Traditional Education Support [DANTES] subject standardized testing program, National Programs on Noncollegiate Sponsored Instructions [PONSI], International Baccalaureate Program [IB], ACT Proficiency Examination Program [PEP], National League for Nursing [NLN] tests) and life experience credit. When students are granted competency-based credit for a course, the credit is considered as a substitute for the course. If advanced placement is granted without credit in a subject area, the hours required must be satisfied by taking advanced courses.

Acceptance of transfer or competency-based credit varies per degree program.

GRADUATE

In graduate programs for which transfer credit is permitted, transfer credit is awarded only for graduate-level course work for which a grade of "B-" or better has been earned at other colleges and universities that are accredited by a regional association (e.g., North Central Association of Colleges and Secondary Schools). Of the total semester hours required for any one of the graduate degree programs, no more than 20% of the total semester hours required may be comprised of transfer course work or course work included in a previously earned graduate degree from a transfer institution or from Regis University. Transfer credit is approved by the Dean or designee of each graduate program. Only credit completed within the last ten (10) years is eligible for transfer consideration. Transferable graduate work is equated to Regis courses when possible. Quarter hours are converted to semester hours by using a 3:2 ratio.

Graduate degree programs may have more restrictive or more specific transfer credit policies in addition to the general policies stated above. Specific transfer policies appear in the appropriate graduate degree section of this *Bulletin*.

REGISTRATION

UNIT OF CREDIT

The unit of credit at Regis University is the semester hour (SH). Throughout this *Bulletin*, references to "hours" of University credit or "credit hours" are intended to denote semester credit hours unless otherwise clearly noted

CREDIT LOAD

Undergraduate Status	FT	12 or more semester hours
	PT	6-8 semester hours
Graduate Status	FT	6 or more semester hours
	HT	3-5 semester hours

OVERLOAD

Students wishing to exceed the maximum academic load designated by the program in which they are enrolled must present a formal written request for overload to the appropriate Degree Chair, Program Director, Academic Dean or designated administrative staff prior to the beginning of the class. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of Incomplete are eligible to apply for an overload.

CLASS LEVEL

Undergraduate student class levels is determined by the number of semester hours completed as follows:

<i>Class</i>	<i>Semester Hours Earned</i>
Freshman	0-29
Sophomore	30-59
Junior	60-91
Senior	92 or more

Course work in progress is not used when determining current class level.

COURSE NUMBERING PREFIX SYSTEM

Standardized course numbers utilized by Regis University according to academic rigor of the course are distributed in the following ranges:

100 - 199	Remedial
200 - 299	Lower division (freshman level)
300 - 399	Lower division (sophomore level)
400 - 499	Upper division (junior and senior level)
500 - 599	Post-baccalaureate (graduate level; not part of a master's degree program)
600 - 699	Masters (graduate level)
700 - 799	Doctoral (graduate level)

Additional course number designations are applied to courses that have specific content for undergraduate and graduate work. The following numbers and descriptions apply to courses that meet this requirement:

490, 690	Independent Study: Research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course.
495, 695	Seminar: Intensive research under the direction of a faculty member in a theme

- or topic specific to junior, senior or graduate level, major or minor study.
- 496, 696 Senior/Master's Project: Capstone experience representing significant effort on the part of the student in demonstrating understanding of the program emphasis.
- 697 Professional Paper: Qualitative research within an organization, which enhances the future effectiveness of the enterprise.
- 498, 698 Internship: Practical experience in a field of study applicable to the student's career choice.
- 499, 699 Thesis: Advancement of an original point of view as a result of research and an opportunity to defend it before a faculty committee appointed by the department/program director.
- XXX (A-D) Courses that are taught in sequential order and require further study for topic completion.
- XXX (E-W) Courses that are grouped under a broad topic or theme of study, with allowance for repeatability under different sub-topics and letter designation.

In addition to the number identifying where a course fits within a discipline, each course is assigned a prefix that identifies the appropriate discipline, field or department. For example, the numerical designations for courses in Chemistry are preceded by CH, in English by EN, and in Religious Studies by RS.

UPPER DIVISION REGISTRATION

Regis College and traditional nursing freshmen and sophomores are permitted to take upper division courses only if they have completed the prerequisites and if they have obtained the permission of the instructor of the course. Normally, that approval is given by obtaining the instructor's signature on the registration form prior to submitting the form to the Office of the University Registrar. Juniors and seniors must also complete the prerequisites of an upper division course as listed in this *Bulletin* before enrolling for the course.

CHANGES IN REGISTRATION

Add/Drop

Changes in registration (add/drop) for Regis College students must be submitted on the official add/drop form, during the add/drop period to the Office of the University Registrar. For students in the School for Health Care Professions and the School for Professional Studies,

changes may be initiated by the student telephoning the appropriate program office or by adding or dropping on WebAdvisor, the new web-based student information system. No course may be added or dropped after the final day of add/drop designated in the schedule of courses, (made available through the appropriate program office).

Each student is responsible for completing, dropping or withdrawing from all courses listed on his or her schedule. The schedule is retained in the Office of the University Registrar on the database system and in hard copy form, as appropriate. Credit is given only for courses that appear on the schedule. Students who are registered for courses and fail to attend receive a grade of "F" for the courses.

INDEPENDENT, SPECIAL AND EXTENDED STUDIES

Independent Study

Independent Study is individually supervised research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course. Approval and registration must occur prior to the add/drop deadline. The course number generally used is 490 for the undergraduate level and 690 for the graduate level.

Special Study

Special Study is defined as a normally scheduled course that is not available at a time or location that is feasible for timely completion of graduation requirements. The course prefix, number and title are the same as the regularly scheduled course. Course requirements are met under the supervision of a faculty member who is approved to teach the course.

Extended Study

Extended Study provides a means for students to earn one (1) semester hour in addition to existing credit value for a course. The course prefix, number and title are the same as the course listed in the *Bulletin*. Extended Study requirements are met under the supervision of a faculty member who teaches the course.

AUDITING A COURSE

Prior to graduation, students desiring to participate in a course for personal enrichment and exploration are permitted to audit a course with written permission from the Associate Dean (Regis College Programs) or designated administrative staff/Program Director (the School for Professional Studies and the School for Health Care Professions programs, respectively). Students are expected to participate in the course by maintaining normal attendance and completing course assignments, but are exempt from assigned tests. Students receive an "AU" grade with no credit earned and are charged the regular tuition rate. Some programs do not permit auditing.

Students should contact the appropriate program for information and permission regarding the audit option. Exercising the audit option must be completed by the add/drop deadline.

COURSE REPEATABILITY

Except under the grade improvement option, courses should not be repeated. Although advisors check for this error, it is ultimately the responsibility of the student to assure that courses are not repeated. Should a course be erroneously repeated, the last entry is the only one for which credit hours are earned and grade points are calculated in the grade point average. There is no refund of tuition for courses erroneously repeated. If a course is repeated at another institution, it is considered duplicate credit and is not accepted in transfer. The Regis course remains on the student record.

CLASS ATTENDANCE

Students are expected to make every effort to attend all class meetings. Attendance standards may be established by individual instructors and reflected in the course syllabus.

GRADING

UNIVERSITY-WIDE COURSE GRADING SYSTEM

The table that follows includes grades, grade points and grade descriptions utilized for all courses at Regis University. When grade descriptions differ for undergraduate and graduate courses, the undergraduate grade description is listed first with the graduate grade description following the "/."

Grade	Grade Points	Description (Undergraduate/Graduate)
A	4.00	Outstanding scholarship
A-	3.67	
B+	3.33	
B	3.00	Superior work / Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory / Unsatisfactory
C-	1.67	
D+	1.33	
D	1.00	Unsatisfactory

D-	0.67	
F	0.00	Failure (no credit)
P	*	Pass (grade of "C" or higher / grade of "B" or higher)
N	*	No Pass (no credit)
AU	*	Audit (no credit)
W	*	Withdrawal
I / -	*	Incomplete -- the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade is not submitted by the incomplete deadline for the course.
IP	*	In Progress--can be assigned only in selected graduate level courses in which course requirements cannot normally be completed within the associated academic period.
Y	*	Instructor did not submit grades by deadline.

* Where no grade points are indicated, the grade does not calculate into the grade point average.

PASS/NO PASS GRADES

Pass/No Pass grading is available for courses with regular grading for Regis College undergraduate students, School for Health Care Professions traditional option nursing students, and some School for Professional Studies teacher licensure courses. In some graduate programs, selected courses permit P/NP grading. All Veterans must contact the certifying official in the Office of the University Registrar before registering for a course on a pass/no pass basis.

Regis College and traditional nursing students only:

1. The Pass/No Pass option is available to undergraduate students who have completed thirty (30) hours of graded courses. Transfer students must have completed twenty (20) hours of graded courses at Regis before they may exercise the P/NP option. Students on academic probation are not encouraged to take courses (with the exception of remedial courses) on a P/NP basis, but may do so with the approval of the appropriate Dean.
2. The P/NP option may be exercised for only one (1) course each semester and the total number of hours that may be taken on a P/NP basis for credit at Regis is limited to eighteen (18) semester hours.

3. The P/NP option may be exercised for only two (2) courses of the Core studies requirements. Also, the option cannot be used for courses in the area of the major or minor, except for experiential courses, such as field experience, approved by the individual departments or divisions and for student teaching courses in the Education Department.
4. If a student changes his or her major and has already taken a required lower division course in the new major area on a P/NP basis, the course meets the requirement. Upper division courses are evaluated by the department or division as to whether or not the course(s) should be accepted.
5. To register for a course on the P/NP basis, the student must obtain a special form from the Office of the University Registrar and return it, properly completed, no later than the last day of the add/drop period for the semester. This required form is in addition to the regular registration forms. After the add/drop period, a student cannot request a grading change for the course.
6. The minimum passing level for undergraduate courses taken on a P/NP basis is a "C." The student receives appropriate hours of credit toward graduation for a "P" grade, but that grade is not calculated in the grade point average. The student does not earn credit hours for an "N" grade, nor is that grade calculated in the grade point average.
7. Students enrolled in experiential courses under the P/NP option, (e.g., field experience course in Accounting, Business Administration, Economics, Psychology or Sociology, etc., and student teaching courses in Education), are eligible*for the Dean's List provided they are:
 - a. enrolled for a total of fifteen (15) or more hours;
and
 - b. enrolled for a minimum of twelve (12) or more graded hours.

GRADE OF INCOMPLETE

A grade of Incomplete or "I" denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death, or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade (i.e., I/D, I/F).

A student must submit a written request (or school form) to the instructor that an incomplete grade be assigned. The length of time and the remaining requirements to complete the course are determined by the instructor; however, the maximum length of time for completion is the end of the following semester. **Summer semester does not apply to Regis College/Traditional Nursing students.** Faculty will notify students in writing of the approval/denial of their

request and provide instructions and guidelines required to resolve the incomplete grade.

If course work is not completed by the end of the next applicable semester and a grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average. Some programs have restrictions on alternate grade assignment, so students should refer to the appropriate program or department section of the *Bulletin* for specific information.

Due to rare circumstances, a student may request, in writing, that an extension of the incomplete grade be granted. The extension must be approved by the Academic Dean or his/her designee for the respective program/school.

Consequences of an Incomplete Grade

- Teacher Licensure/Certification or any graduation completion postings cannot be recorded on the academic transcript until incomplete grades are changed and a set grade point average is calculated.
- Army regulations require students receiving Tuition Assistance to complete course work within sixty (60) days. Some corporations may not reimburse tuition monies if the grade of incomplete is assigned.
- Students already on academic probation who receive an incomplete grade will be continued on probation.
- Students who are on financial aid and receive an incomplete grade will be subject to review and may be placed on Financial Aid suspension.

REPEAT GRADE IMPROVEMENT OPTION

Students have the option of improving a grade earned in a course at Regis by repeating the same course at Regis University. The following guidelines apply:

1. Regardless of whether the repeat grade is higher or lower than the original grade, the last grade earned is the grade for which credit is awarded and grade points are calculated in the grade point average. All previous grades are replaced with a (R) notation and the hours are recorded as zero (0.00) with a repeat notation indicating that the course has been retaken.
2. Courses taken for grade improvement must be taken with the same grading option (i.e., letter grading versus Pass/No Pass) when repeated.
3. If a student withdraws from a course being taken for a repeat grade the original grade remains on the transcript and a grade of "W" is posted to the transcript for the second course.
4. The Repeat Grade Improvement Option applies only to grades earned from Regis from the Fall semester of 1972 to the present.

The Repeat Grade Improvement Option may be exercised only while the course requested for repeat remains active in the University's curriculum. Substitutions of similar or revised courses for the original course are not allowed. Upon graduation, the record is sealed and the Repeat Grade Improvement Option is no longer available for that educational intent.

APPEALS OF DISPUTED GRADES

Students should refer to the appropriate college/school section for policies and procedures governing grade appeals.

CHANGE OF RECORDED GRADE

No final grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F or W submitted to the Office of the University Registrar is changed unless the change has received the written approval of the appropriate Academic Dean or his or her designee. Forms that allow the instructor to explain why a change is necessary are available to the instructor in the Office of the University Registrar. Once this form has been completed by the instructor, the form is submitted to the office of the appropriate Academic Dean or designee for approval. As of January 1, 1983, no grade may be changed after it has been on the permanent record for one calendar year. This does not include courses retaken for repeat grade improvement.

It is expected that great care and attention is given in the awarding of grades so that the need for change is minimal. It is also expected that no instructor give a grade of "I" (Incomplete) unless unforeseen circumstances make it necessary.

GRADE REPORTS

Only final grades are official and entered on the student's permanent record. All final grade reports are mailed to the student's permanent address. Midsemester grades, if applicable, are mailed to both the local and permanent addresses. Students may elect to have grade reports mailed to an alternate address by completing the appropriate form, available in the Office of the University Registrar.

Under federal legislation, (The Family Educational Rights and Privacy Act of 1974, as amended), grades may be released to parents or other parties only with the student's written authorization, unless the parent claims the student as a dependent for federal income tax purposes and provides appropriate documentation. Release authorization forms are available in the Office of the University Registrar. Grades are also available online through WebAdvisor.

CALCULATION OF GRADE POINT AVERAGE (GPA)

Only grades and credits earned at Regis University are used to calculate the student's grade point average. The grade point average is calculated by dividing the total number of grade points earned by the total number of attempted credits. Grade points earned are calculated by multiplying the number of credits for a course by the grade points associated with the grade received. Appropriate grade points for each grade awarded by the University appear in this section of the *Bulletin* under the University-Wide Course Grading System heading. When no grade points are indicated, the grade and the credits do not calculate into the grade point average.

STUDENT RECORDS

CONFIDENTIALITY OF STUDENT RECORDS

Regis University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, (hereafter the "Act") the following student rights are covered by the Act and afforded to all eligible students at Regis University:

- The right to inspect and review information contained in the student's educational records.
- The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading or otherwise in violation of the student's privacy or other rights and the right to have a hearing concerning such amendment request.
- The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records.
- The right to secure a copy of the University's policy.
- The right to file complaints with the U.S. Department of Education concerning alleged failures by Regis University to comply with the provisions of the Act.

Each of these rights, with any limitations or exceptions, is explained in the University's policy statement, a copy of which may be obtained in the Office of the University Registrar. The point of contact within the University for the exercise of all rights and the access to all information concerning student rights under the Act is the Office of the University Registrar. This specifically includes, but is not limited to, the procedure for amending a student's educational record, the procedure for filing a complaint to determine accuracy of a student's educational record, the procedure for filing a complaint with the U.S. Department of Education, and the policy for determining which individuals within the University are "school officials" and what constitutes a "legitimate educational interest."

The University may provide Directory Information in accordance with the provisions of the Act without the

written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed are designated as Directory Information and may be released to any person for any purpose at the discretion of Regis University, unless a written request for nondisclosure is on file:

- Name, address, telephone number, e-mail address, dates of attendance, class.
- Previous institution(s) attended, major/minor field of study, awards, honors, degree(s) conferred.
- Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight), date and place of birth.

Current eligible students may prohibit general disclosure of this Directory Information by notifying the Office of the University Registrar in writing. Situations involving nonrelease of Directory Information that are deemed as "extraordinary" by the student should be brought to the attention of the University Registrar. Regis University honors the request for one (1) calendar year only; therefore, the student must file the request on an annual basis. The student should carefully consider the consequences of any decision to withhold any category of Directory Information. Regardless of the effect upon a student, Regis University assumes no liability that may arise out of its compliance with a request that such information be withheld. It is assumed that the failure on the part of the student to request the withholding of Directory Information indicates the student's consent to disclosure.

Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Office of the University Registrar.

General information and forms pertaining to FERPA may be found online at www.regis.edu / Student Services / Registrar

STUDENT NAME CHANGE

Regis University maintains an educational record for each student who is or has been enrolled at the University. These records are maintained under the name submitted to the University on the Application for Admission.

Any student desiring to change his/her name on educational records must submit a Change of Name Affidavit. These forms are available in the Office of the University Registrar or online at www.regis.edu/StudentResources/Registrar and must be notarized unless the request is made in person and photo identification is presented to a Regis University staff member.

TRANSCRIPT REQUESTS

Transcripts of credit are available in the Office of the University Registrar. A 24-hour Transcript Information Line is available. Students may call (303) 458-4394 to obtain detailed information regarding ordering transcripts. Additionally, transcript ordering information/forms is available on the Regis University Website at www.regis.edu/StudentResources/Registrar/TranscriptRequest. Policies and procedures governing the issuance of transcripts are as follows:

1. Financial obligations to the University must be satisfied.
2. As required by the Family Educational Rights and Privacy Act of 1974, as amended, requests for transcripts must include the student's signature for release of this confidential information. **Transcript requests by telephone or e-mail are not accepted.**
3. The transcript fee is \$5.00 per copy for rush (walk-in service), and no charge for service provided within 2-5 working days after receipt of request.

Unofficial copies of transcripts may be viewed or downloaded from WebAdvisor accessed via www.regis.edu.

ACADEMIC STATUS NOTATIONS

A student in good standing has either an academic status of "Probation Removed" or no academic status notation on the transcript, and is eligible to continue, return or transfer elsewhere. A student with an academic status of probation ("Admitted on Probation," "Probation New," "Probation Continued"), suspension ("Academic Suspension"), or dismissal ("Academic Dismissal"), has the appropriate notation recorded on the transcript. A student may continue or return when in a probationary academic status, but a suspended student is not eligible to return for one calendar year. A student who is dismissed from the University is not eligible to return. All transcript notations are recorded within the appropriate semester from approximately 1950 to present. See school section for detailed information on academic status.

DISCIPLINARY STATUS NOTATIONS

Additionally, "Disciplinary Suspension" and "Disciplinary Expulsion" are recorded on the academic transcript within the appropriate semester. Students may petition to remove "Disciplinary Suspension" from the transcript by appealing to the Vice President for Mission and Student Development. Notification of "Disciplinary Expulsion" appears on the transcript for five (5) years. Following that period, a student may petition the University to have this notation removed from the transcript. A student who is expelled from the University is not eligible to return.

ACADEMIC DISHONESTY POLICY

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the programs, areas, departments or divisions (hereafter referred to as departments) of the University for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one's own, the ideas, words or products of another). Such sanctions may include a failing grade on the assignment, failure of the course or expulsion of the student from the course or the department, and they are decided upon and imposed by the department after consideration of the evidence.

The student involved may appeal any decision of the department, first, to the department chairperson in Regis College programs; to the appropriate director in the School for Professional Studies and the School for Health Care Professions. If this attempt to resolve the situation informally is not satisfactory, the student may make a written appeal to the appropriate Academic Dean, who constitutes a hearing board composed of one faculty member chosen by the student, one by the professor involved, and one by the Academic Dean and approved by the two previously chosen faculty members. Following a hearing, the decision of this board is final. It is the responsibility of each department to inform students of any specific qualifications or regulations with regard to this general policy in force within the department.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University. When an alleged infraction of these rules has occurred, the Academic Dean conducts a pre-hearing discussion with the student and informs the student of the hearing and appeal procedures. A hearing board is formed of at least three faculty/staff members who hear the facts about the alleged infraction and, if indicated, arrive at a disciplinary decision. Students involved in such dishonest activity may be expelled from the University, receive "F" grades for those courses in which academic record integrity was violated, lose academic scholarship awards for the next academic year, or receive other sanctions as deemed appropriate by the hearing board. The student may appeal the disciplinary decision to the Academic Dean. The Dean's decision shall be final.

GRADUATION REQUIREMENTS

GOVERNING BULLETIN

Undergraduate: Regis College

Undergraduate students must adhere to the Core Studies requirements published in the *Bulletin* in the year in which they entered. Graduating students must also meet the major(s) and minor(s) requirements as stated in the *Bulletin* in effect when the major(s) and minor(s) were declared and approved. Undergraduate Regis College students who do not complete a Leave of Absence Form--

or if the form has expired (after two semesters) and they return to Regis College--must meet the current Core and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean.

Undergraduate: School for Health Care Professions and School for Professional Studies

Undergraduate students with current signed Degree Plans adhere to Core Studies and major/minor requirements as defined in the Degree Plan.

Graduate: All Schools

Graduate students with current signed Degree Plans adhere to degree requirements as defined on the degree plan.

DEFINITION OF A MAJOR

The major consists of a minimum of eighteen (18) upper division hours (courses numbered 400 and above), with grades of "C-" or better required in one subject area.

Most major areas require additional lower division course work and/or additional upper division course work beyond the minimum of eighteen (18).

See requirements for specific majors in each school.

MAJOR DECLARATION

By the end of the sophomore year, each Regis College undergraduate student must select a major area. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education and the natural sciences require careful planning in order to meet all requirements in four (4) years. For Regis College undergraduate students, lower division requirements must be satisfied prior to submitting a Major Declaration Form to the department for approval. Major Declaration Forms may be obtained from the Regis College Dean's Office and must be filed with the appropriate department.

The major indicated on the Application for Admission Form and the subsequent Degree Plan serve as the declaration of a major for all other Regis University programs.

DOUBLE MAJOR

To earn a double major, all requirements for both majors must be met (including a minor if either major has a required minor in a specific area). A written and/or comprehensive examination may be required in the majors selected. When both majors are offered within the same degree (e.g., Bachelor of Arts), that degree is awarded. When a double major consists of one major from the Bachelor of Arts and one major from the Bachelor of

Science, a single degree--the Bachelor of Arts and Science--is awarded. When one of the majors is offered with the Bachelor of Science in Nursing degree (BSN), only the BSN degree is awarded. In all cases, both majors are recorded on the diploma and the transcript.

The student seeking a Bachelor of Arts, Bachelor of Science or Bachelor of Arts and Science degree must select one of the majors as the first or primary major. The student seeking any other degree must select the major offered within the degree as the primary major. If the two majors are offered by different programs or college/schools, the Academic Dean of each must approve the request for the double major and assign an advisor. Each Dean or designee is responsible for written notification to the University Registrar, the appropriate Program Director, and the student of the action taken.

BACCALAUREATE DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

No course in which the candidate received less than a grade of "D-" is acceptable credit for the Core Studies requirements. However, if a particular Core Studies course is also being used to meet departmental or major/minor requirements, the minimal acceptable grade for the course may be higher depending upon the program and whether the course is meeting lower or upper division requirements. Students should refer to the appropriate program or department section of the *Bulletin* for specific grade requirement information.

In addition to the completion of the academic requirements in Core Studies, major/minor requirements, the following are also required of each degree candidate:

1. The completion of 128 semester hours of academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000.
2. Of the 128 semester hours required for graduation, Regis College undergraduate students must complete thirty-six (36) semester hours at the upper division level, School for Professional Studies undergraduate students must complete thirty (30) semester hours at the upper division level.
3. No course in which the candidate received less than a grade of "D-" is acceptable credit toward fulfillment of degree requirements.
4. All undergraduate students are required to complete a minimum of thirty (30) semester hours at Regis University.
5. Regis College undergraduate students are expected to complete their final thirty (30) semester hours prior to graduation at Regis University.

6. The completion of a major, consisting of a minimum of eighteen (18) hours of upper division course work in one subject area unless an interdivisional or flexible major is involved. A major is intended to provide organization, intensive work, and a comprehensive understanding of one field of knowledge.
7. A minor is optional in Regis College and in the School for Professional Studies except for majors that require a specific minor. A minor area is not required in the School for Health Care Professions undergraduate nursing program. If a minor is chosen, the minor area is selected in consultation with the major advisor and consists of a minimum of twelve (12) upper division hours in one subject area. Some minor areas may require additional lower division credit hours and/or additional upper division credit hours beyond the minimum of twelve (12). The minor should support the development of the major and aid the student in reaching his or her ultimate educational objective.
8. No course in which the candidate received less than a grade of "C-" is acceptable credit for meeting upper division major or minor requirements. Some programs or departments require a grade of "C-" or better in the lower division requirements in the major.
9. A transfer student must complete a minimum of half of the upper division hours in the major area and half of the upper division hours in the minor area at Regis University. (Exceptions to this policy are noted under "Departmental Regulations" in the departmental sections of this *Bulletin*.)
10. Any course taken toward fulfillment of major requirements may also count toward fulfillment of the Core Studies requirements. A single course cannot, however, satisfy two (2) Core Studies requirements.
11. Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
 - a. In the event that the upper division requirements for a major exceed eighteen (18) upper division hours, those excess hours may also be applied to another major or minor.
 - b. In the event that the upper division requirements for a minor exceed twelve (12) upper division hours, those excess hours may also be applied to another major or minor.
 - c. Courses that satisfy lower division prerequisites for more than one major or minor may be double counted.
12. The successful passing of a written and/or oral comprehensive examination in the major field may be required by the academic department. The senior student who declares a double major must be prepared to take a comprehensive examination in both majors. The senior student with an interdivisional or flexible major may elect to take his or her

comprehensive examination in any area in which he or she has accumulated twelve (12) or more upper division hours. The scope of the material to be covered in these examinations, including departmental reading lists, is assigned by the department chairperson or director. The examination dates, places and times are posted well in advance.

CONCURRENT BACCALAUREATE DEGREES

Occasionally, students are interested in earning two concurrent baccalaureate degrees at Regis University. The student must select one of the degrees as the first or primary degree. After admission to the primary program, the student must submit a written request for admission to the Academic Dean of the second program. If the Dean approves the admission, that Dean is responsible for notifying the Dean of the primary degree program, the University Registrar and the student. Generally, the student completes the Core Studies requirements for the primary degree. If the second degree is offered from a college/school other than that offering the primary degree, the Academic Dean of the second college/school may require additional course work to meet Core Studies requirements.

Major requirements for both degrees must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be transferred to Regis upon entrance. All prerequisites and lower division requirements for the chosen majors and/or minors must be satisfied. Generally, courses utilized to meet upper division major requirements of one baccalaureate degree cannot be double counted to meet upper division major hours required for another baccalaureate degree unless the upper division hours are in excess of eighteen (18) hours. If necessary, substitute courses are designated by the appropriate Academic Dean. Each candidate must complete a minimum of thirty (30) hours of residence at Regis for each degree. A minimum of 158 total credit hours is required to earn two degrees concurrently. In all cases, two diplomas are awarded and both degrees are recorded on the transcript.

ADDITIONAL BACCALAUREATE DEGREE

Changes of professional objective or special interests occasionally require attainment of a subsequent degree for individuals who have already completed a baccalaureate degree. Applications for admission to undergraduate study for an additional bachelor's degree must be submitted to the appropriate admissions office.

The previously earned baccalaureate degree must be from a regionally accredited institution. Additional course work in Core Studies requirements, including philosophy and religious studies may be required. Major requirements for the additional degree must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be transferred to Regis University upon entrance. All prerequisites and lower division

requirements for the chosen major and/or minor must be satisfied. Courses utilized to meet upper division major requirements of the previously earned baccalaureate degree cannot be double counted to meet upper division major hours required for an additional baccalaureate degree, unless the upper division hours are in excess of eighteen (18) hours. If necessary, a substitute course is designated. Each candidate must complete a minimum of thirty (30) hours of residence at Regis University subsequent to completion of the previously earned degree.

If the previous degree is from Regis University, the same stipulations apply including the requirement of thirty (30) additional hours of residency at Regis University.

ADDITIONAL MAJOR

Students who have already received a baccalaureate degree from Regis University and wish to complete an additional major may be readmitted for that purpose. The student must complete all requirements for the additional major. Major requirements formerly completed for a baccalaureate degree from Regis University cannot be double counted to meet the required number of upper division hours of an additional major, unless the upper division hours in the previously earned major exceed eighteen (18) semester hours. Upon completion of the major, the student is awarded a certificate of completion of an additional major. The student's permanent academic record indicates that requirements for the second major have been met.

GRADUATE DEGREE REQUIREMENTS

In addition to the completion of specific degree requirements, the following are also required of each graduate degree candidate:

1. Completion of a minimum of thirty (30) semester hours of 600-level or 700-level academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 3.000.
2. All graduate students must complete all degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. Some Regis University degree programs may have more restrictive time limits on degree completion.
3. All graduate students are required to complete a minimum of 80% of the total semester hours required for a graduate degree (600-level or 700-level course work) at Regis University.
4. No course in which the candidate earned less than a grade of "C" (e.g., "C-") is acceptable credit for fulfillment of graduate degree requirements. However, the minimal acceptable grade for course work may be higher depending upon the program. Students should refer to the appropriate program or department

section of the *Bulletin* for specific grade requirement information.

5. If a "C" grade is acceptable for courses required for the degree, a maximum of two courses with a grade of "C" may count toward graduation requirements.
6. Of the total semester hours required for a graduate degree at Regis University, no more than 20% of the total semester hours required may be comprised of transfer course work or may be comprised of course work included in a previously earned graduate degree from a transfer institution or from Regis University. Additionally, this course work must fulfill specific course requirements for the graduate degree.
7. The successful completion of a Master's Project, Master's Thesis or equivalent and/or written or oral comprehensive exams may be required by the degree program.

GRADUATION PROCEDURES

APPLICATION

The Application for Graduation Form and graduation fee must be submitted to the appropriate college/school before eligibility for graduation can be evaluated. Specific application deadlines and the Application for Graduation Form are available from individual program offices or online at www.regis.edu.

A Regis cumulative grade point average of 2.000 is required for undergraduates to apply for graduation. A Regis cumulative grade point average of 3.000 is required for graduate students to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation to a subsequent semester.

Application Processing

- All Letters of Early Grade Release (for course work in progress at another institution) must be received by the appropriate college/school five (5) working days before the graduation date for which the student has applied to graduate.
- All documentation of Portfolio credit, awards and official test score documentation must be received by the appropriate college/school five (5) days prior to the graduation date for which the student has applied to graduate.
- All official transfer transcripts from other institutions documenting credit needed to meet a Regis degree requirement must be received by the appropriate college/school no later than the four (4) weeks following the graduation date each semester.

Delays in the receipt of these materials by the appropriate college/school by the stated deadlines may delay graduation to a subsequent semester.

DEGREE AWARD/TRANSCRIPT POSTING

Students graduate the semester that all requirements are met and documentation of such is received by the appropriate college/school by the designated deadline. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded in a subsequent semester. Regis reserves the right to deny or revoke a degree or other academic credential if obtained by misrepresentation, fraud or by mistake or error.

Degree awards are posted to the Regis University transcript within twelve (12) weeks after the Institutional semester graduation date. If documentation for a degree is required prior to degree posting, Letters of Degree Completion may be obtained from the applicable program.

Once a degree is awarded, the Repeat Grade Improvement Option or the Change of Grade Option is no longer available for that educational intent.

GRADUATION HONORS

Undergraduate

Undergraduate students who have earned 128 or more credit hours and who have completed all requirements for graduation are eligible for graduation honors.

Undergraduate program students who have completed sixty (60) regular graded semester hours of Regis course work are awarded graduation honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699

Undergraduate program students who have completed between thirty and fifty-nine (30 and 59) regular graded semester hours of Regis course work are awarded academic honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.950 - 4.000
Magna Cum Laude	3.850 - 3.949
Cum Laude	3.750 - 3.849

NOTE: *Since graduation honors are based on grade point average, regular graded semester hours and graduation honors are determined only by course work that earn grade points. (See University-wide Course Grading System in this section of the Bulletin for a listing of grades that earn grade points.)*

Graduate

Graduate students who have completed masters or doctoral degree requirements with a cumulative grade point average of 3.850 or better for 600-level or 700-level courses are awarded graduate honors.

Graduation honors are reflected on the academic transcript when the degree is posted.

ATTENDANCE AT COMMENCEMENT CEREMONIES

Attendance at commencement ceremonies is encouraged. The Office of the University Registrar is notified of the student's intent to participate in commencement through the Application for Graduation Form. Undergraduate students are permitted to march in commencement if they are within fifteen (15) semester hours of completing their degree requirements. Graduate students are permitted to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

DIPLOMAS

Diplomas are mailed to the student, upon confirmation of the completion of all degree requirements, by the Dean's Office in each college/school. However, diplomas are not released if any financial obligation to Regis University exists.

The following is a list of start and end dates for each academic period in calendar year 2002-2003. The dates are listed in the table below. The dates are listed in the table below.

ACADEMIC PERIOD	TERM START	TERM END
Fall 2002	08-28-02	12-13-02
Spring 2003	01-14-03	05-08-03
Summer 2003	05-04-03	08-28-03
Fall 2002	08-28-02	12-13-02
Spring 2003	01-14-03	05-08-03
Summer 2003	05-04-03	08-28-03
Fall 2002	08-28-02	12-13-02
Spring 2003	01-14-03	05-08-03
Summer 2003	05-04-03	08-28-03

REGIS UNIVERSITY ACADEMIC CALENDAR 2002 - 2003 ACADEMIC YEAR

The following is a list of start/end dates for each academic period by calendar type and by program. Academic period parameter dates as well as actual dates that classes begin/end and add/drop end dates for each program are specified. The identifying codes for programs (sched.types) utilized for student billing and reporting are in parentheses and follow the program name.

SEMESTER

ACADEMIC PERIOD	Start Date	End Date
Fall 2002	08-26-02	12-22-02
Spring 2003	01-06-03	05-04-03
Summer 2003	05-05-03	08-24-03

	TERM START	TERM END
FALL - 02FSEM	08-26-02	12-13-02
SPRING - 03SSEM	01-13-03	05-02-03
SUMMER - 03MSEM	05-05-03	08-22-03

Doctor of Physical Therapy (DPT, DPTX)
Master of Arts in Education (MAE)
Master of Science in Nursing (MSN, MSNX)
Master of Science in Physical Therapy (PTH) {Fall Only}
Regis College Summer Programs (SSU, SSG)
Regis College Traditional Undergraduate (RCU, RIE, NCS)
Regis Jesuit High School, Holy Family (ANCD)
Traditional Nursing Undergraduate (RCU)

	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2002	03-25-02	08-26-02	12-13-02	09-03-02	11-01-02
Spring 2003	11-04-02	01-13-03	05-02-03	01-21-03	03-21-03
Summer 2003	02-04-03	05-05-03	08-22-03	05-12-03	07-11-03

	TERM START	TERM END
FALL - 02FSMG	09-03-02	12-22-02
SPRING - 03SSMG	01-06-03	04-27-03
SUMMER - 03MSMG	05-05-03	08-24-03

Master of Education: Denver (MEDU)
Master of Education: Las Vegas (MEDUL)
Master of Arts in Liberal Studies (MLS, MLSL)
SPS Undergraduate Program: Denver (EDU, EDUL)
Guided Independent Study (GISED, GISL)

	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2002	06-17-02	09-03-02	12-22-02	09-10-02	
Spring 2003	10-14-02	01-06-03	04-27-03	01-13-03	
Summer 2003	02-17-03	05-05-03	08-24-03	05-12-03	

13 WEEK

ACADEMIC PERIOD	Start Date	End Date
Summer 2003	05-03-03	08-03-03

Doctor of Physical Therapy (DPT, DPTT)
Regis College Summer Programs (SSU, SSG)

	Registration Start	Term/Classes Begin	Term/Classes End	Add/Drop End	Withdrawal End
Summer 2003 03M13W	02-04-03	05-05-03	08-03-03	05-12-03	06-30-03

10 WEEK

ACADEMIC PERIOD	Start Date	End Date
10W1-Fall 2002	07-22-02	09-29-02
10W2-Fall 2002	09-30-02	12-08-02
10W1-Spring 2003	01-06-03	03-16-03
10W2-Spring 2003	03-17-03	05-25-03

MS in Clinical Leadership for Physician Assistant (MCL)
 Health Services Administration (HCA, HSAX)
 Master of Science in Nursing (MSN)
 Master of Science in Health Services Administration (MSH, MSHX)

	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
10W1-Fall 2002 02F101	06-17-02	07-27-02	09-29-02	07-29-02	09-03-02
10W2-Fall 2002 02F102	06-17-02	10-05-02	12-01-02	10-07-02	11-11-02
10W1-Spring 2003 03S101	10-14-02	01-11-03	03-09-03	01-13-03	02-17-03
10W2-Spring 2003 03S102	10-14-02	03-22-03	05-18-03	03-24-03	04-28-03

8 WEEK

ACADEMIC PERIOD	Start Date	End Date
8W1-Fall 2002	09-02-02	10-27-02
8W2-Fall 2002	10-28-02	12-22-02
8W1-Spring 2003	01-06-03	03-02-03
8W2-Spring 2003	03-03-03	04-27-03
8W1-Summer 2003	05-05-03	06-29-03
8W2-Summer 2003	06-30-03	08-24-03

	TERM START	TERM END
Fall 2002 02F8W1	09-03-02	10-27-02
02F8W2	10-28-02	12-22-02
Spring 2003 03S8W1	01-06-03	03-02-03
03S8W2	03-03-03	04-27-03
Summer 2003 03M8W1	05-05-03	06-29-03
03M8W2	06-30-03	08-24-03

SPS Undergraduate Program:
 Colorado Springs (EDU, SPU)
 Las Vegas (SPUL)
 Denver (EDU, SPU, EDUX)
 Guided Independent Study (GIS, GISED, GISL)
 SPS On-Line (SPUX)
 Master of Education: Denver (MEDU)
 Master of Education: Las Vegas (MEDUL, MLSL)
 Master of Arts in Liberal Studies: Denver (MLS)
 Master of Arts in Liberal Studies: Las Vegas (MSL, MLSL)
 Master of Business Administration: Denver (MBA)
 Master of Business Administration: Las Vegas (MBAL)
 Master of Nonprofit Management (MNM, MNMX)
 Master of Science in Computer Information Systems (MCS, MSUN)
 Master of Science in Management (MSM, MSMX)

	Registration Start	Classes Begin	Classes End	Withdrawal End	Add/Drop End
8W1-Fall 2002 02F8W1	06-17-02	09-03-02	10-27-02	09-10-02	09-10-02
8W2-Fall 2002 02F8W2	06-17-02	10-28-02	12-22-02	11-04-02	11-04-02
8W1-Spring 2003 03S8W1	10-14-02	01-06-03	03-02-03	01-13-03	01-13-03
8W2-Spring 2003 03S8W2	10-14-02	03-03-03	04-27-03	03-10-03	03-10-03
8W1-Summer 2003 03M8W1	02-17-03	05-05-03	06-29-03	05-12-03	05-12-03
8W2-Summer 2003 03M8W2	02-17-03	06-30-03	08-24-03	07-07-03	07-07-03

SHCP Programs:

- Traditional Nursing: Worksite (ACN)
- Doctor of Physical Therapy (DPT)
- Master of Science in Physical Therapy (PTH) {Fall Only}
- Master of Science in Health Services Administration (MSH)
- Master of Science in Nursing (MSN)
- Health Services Administration (HCA)
- RN-to-BSN Degree Completion (RNN, RNNX)

		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
8W1-Fall 2002	02F8W1	06-17-02	09-03-02	10-27-02	09-10-02	10-07-02
8W2-Fall 2002	02F8W2	06-17-02	10-28-02	12-22-02	11-04-02	12-02-02
8W1-Spring 2003	03S8W1	10-14-02	01-06-03	03-02-03	01-13-03	02-10-03
8W2-Spring 2003	03S8W2	10-14-02	03-03-03	04-27-03	03-10-03	04-07-03
8W1-Summer 2003	03M8W1	02-17-03	05-05-03	06-29-03	05-12-03	06-09-03
8W2-Summer 2003	03M8W2	02-17-03	06-30-03	08-24-03	07-07-03	08-04-03

		TERM START	TERM END
Fall 2002	02F8W1T	09-02-02	10-27-02
	02F8W2T	10-28-02	12-22-02
Spring 2003	03S8W1T	01-06-03	03-02-03
	03S8W2T	03-03-03	04-27-03
Summer 2003	03M8W1T	05-05-03	06-29-03
	03M8W2T	06-30-03	08-24-03

**Master of Business Administration
External (MBAEX, MBAPX)**

		Registration Start	Classes Begin	Classes End	Withdrawal End	Add/Drop End
8W1-Fall 2002	02F81T	06-17-02	09-02-02	10-27-02	09-10-02	09-10-02
8W2-Fall 2002	02F82T	06-17-02	10-28-02	12-22-02	11-04-02	11-04-02
8W1-Spring 2003	03S81T	10-14-02	01-06-03	03-02-03	01-13-03	01-13-03
8W2-Spring 2003	03S82T	10-14-02	03-03-03	04-27-03	03-10-03	03-10-03
8W1-Summer 2003	03M81T	02-17-03	05-05-03	06-29-03	05-12-03	05-12-03
8W2-Summer 2003	03M82T	02-17-03	06-30-03	08-24-03	07-07-03	07-07-03

5 WEEK

ACADEMIC PERIOD	Start Date	End Date
5W1-Fall 2002	09-02-02	10-06-02
5W2-Fall 2002	10-07-02	11-10-02
5W3-Fall 2002	11-11-02	12-15-02
5W1-Spring 2003	01-06-03	02-09-03
5W2-Spring 2003	02-10-03	03-16-03
5W3-Spring 2003	03-17-03	04-20-03
5W1-Summer 2003	05-05-03	06-08-03
5W2-Summer 2003	06-09-03	07-13-03
5W3-Summer 2003	07-14-03	08-17-03

- Traditional Nursing: Worksite (ACN)
- Accelerated Nursing (ACN)
- Master of Business Administration (MBAEX)
- SPS Undergraduate Program:
- Colorado Springs (SPU)
- Denver (EDU, SPU)
- Las Vegas (EDUL, SPUL)

		Registration Start	Classes Begin	Withdrawal End	SPS Add/Drop End	Accelerated Nursing Withdrawal End
5W1-Fall 2002	02F5W1	06-17-02	09-03-02	10-06-02	09-10-02	09-23-02
5W2-Fall 2002	02F5W2	06-17-02	10-07-02	11-10-02	10-14-02	10-28-02
5W3-Fall 2002	02F5W3	06-17-02	11-11-02	12-15-02	11-18-02	12-02-02

2002 – 2003 Regis University Bulletin

5W1-Spring 2003	03S5W1	10-14-02	01-06-03	02-09-03	01-13-03	01-27-03
5W2-Spring 2003	03S5W2	10-14-02	02-10-03	03-16-03	02-17-03	03-03-03
5W3-Spring 2003	03S5W3	10-14-02	03-17-03	04-20-03	03-24-03	04-07-03
5W1-Summer 2003	03M5W1	02-17-03	05-05-03	06-08-03	05-12-03	05-27-03
5W2-Summer 2003	03M5W2	02-17-03	06-09-03	07-13-03	06-16-03	06-30-03
5W3-Summer 2003	03M5W3	02-17-03	07-14-03	08-17-03	07-21-03	08-04-03

VARIABLE TERMS*

Catholic Biblical School (ACND)

		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2002	02FAV	06-17-02	09-09-02	11-15-02	09-16-02	10-21-02
Fall 2002	02FAV	06-17-02	11-25-02	02-19-03	12-02-02	01-13-03
Spring 2003	03SPV	10-14-02	03-03-03	05-16-03	03-10-03	04-21-03

Master of Science in Health Services Administration (MSH, MSX)*

		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Summer 2003	03SUV	02-04-03	05-31-03	06-29-03	06-05-03	06-16-03
		02-04-03	05-26-03	07-14-03	06-02-03	

Health Services Administration (HCA)*

		Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2002	02FAV	03-25-02				
Spring 2003	03SPV	11-04-02	01-06-03	01-20-03	01-08-03	
Summer 2003	03SUV	02-04-03	05-26-03	07-20-03		

Master of Science in Nursing (MSN, MSNX)*

		Registration Start
Fall 2002	02FAV	03-25-02
Spring 2003	03SPV	11-04-02
Summer 2003	03SUV	02-04-03

Master of Arts in Education (MAE)*

		Registration Start
Fall 2002	02FAV	03-25-02
Spring 2003	03SPV	11-04-02
Summer 2003	03SUV	02-04-03

Regis College Summer School (SSU, SSG)*

	Registration Start
03SUV- Spring 2003	11-04-02
1W1 - Summer 2003	02-03-03
2W1 - Summer 2003	02-03-03
3W1 - Summer 2003	02-03-03
3W2 - Summer 2003	02-03-03
4W1 - Summer 2003	02-03-03

ALL SPS GRADUATE PROGRAMS *

SPS Undergraduate Program: *
Denver (EDU, SPU)

		Registration Start
Fall 2002	02FAV	03-25-02
Spring 2003	03SPV	11-04-02
Summer 2003	03SUV	02-04-03

* Variable terms are created as requested.

Section	Section Number	Section Title	Days	Time	Room	Prerequisites	Credits
College of Business Administration (CBA)	101	Principles of Accounting	M, Tu, W, Th, F	8:00-9:00	101		3
	102	Principles of Accounting	M, Tu, W, Th, F	9:00-10:00	102		3
	103	Principles of Accounting	M, Tu, W, Th, F	10:00-11:00	103		3
	104	Principles of Accounting	M, Tu, W, Th, F	11:00-12:00	104		3
College of Education (COE)	101	Introduction to Education	M, Tu, W, Th, F	8:00-9:00	101		3
	102	Introduction to Education	M, Tu, W, Th, F	9:00-10:00	102		3
	103	Introduction to Education	M, Tu, W, Th, F	10:00-11:00	103		3
	104	Introduction to Education	M, Tu, W, Th, F	11:00-12:00	104		3
College of Arts and Sciences (CAS)	101	General Education I	M, Tu, W, Th, F	8:00-9:00	101		3
	102	General Education I	M, Tu, W, Th, F	9:00-10:00	102		3
	103	General Education I	M, Tu, W, Th, F	10:00-11:00	103		3
	104	General Education I	M, Tu, W, Th, F	11:00-12:00	104		3
College of Health Sciences (CHS)	101	Introduction to Health Sciences	M, Tu, W, Th, F	8:00-9:00	101		3
	102	Introduction to Health Sciences	M, Tu, W, Th, F	9:00-10:00	102		3
	103	Introduction to Health Sciences	M, Tu, W, Th, F	10:00-11:00	103		3
	104	Introduction to Health Sciences	M, Tu, W, Th, F	11:00-12:00	104		3
College of Liberal Arts (CLA)	101	Introduction to Liberal Arts	M, Tu, W, Th, F	8:00-9:00	101		3
	102	Introduction to Liberal Arts	M, Tu, W, Th, F	9:00-10:00	102		3
	103	Introduction to Liberal Arts	M, Tu, W, Th, F	10:00-11:00	103		3
	104	Introduction to Liberal Arts	M, Tu, W, Th, F	11:00-12:00	104		3

REGIS COLLEGE UNDERGRADUATE PROGRAM

INTRODUCTION

Regis College of Regis University offers a wide range of programs in the liberal arts, the sciences, education, and business. Founded in 1877 by the Society of the Holy Child, we have a long history of providing quality education and personal development to our students. Our programs are designed to prepare students for careers and for life in a changing world. The College is committed to providing a high quality education that is both academically and personally enriching. Our programs are designed to provide students with the knowledge and skills necessary to succeed in a competitive global economy. We are committed to providing a high quality education that is both academically and personally enriching.

UNDERGRADUATE DEGREE OFFERINGS

Office of Admissions
Regis University
1700 Regis Drive
Denver, CO 80202-1000
303.426.1800
303.426.2100
1700 Regis Drive
www.regis.edu/admissions

DEGREE OFFERINGS

BACHELOR OF ARTS

- History
- Political Science
- Public Administration
- Public Health
- Public Policy
- Public Safety
- Public Service
- Public Works
- Public Health
- Public Policy
- Public Service
- Public Works

REGIS COLLEGE

- Business Administration
- Education
- Health Services
- Liberal Arts
- Science
- Social Sciences
- Theology

BACHELOR OF ARTS AND SCIENCE

This degree combines the major from the liberal arts and science from the Faculty of Science. Students may choose to complete a minor in a related field. The program is designed to provide students with a broad base of knowledge and skills necessary to succeed in a competitive global economy.

CLASSICAL BACHELOR OF ARTS

In the liberal arts tradition, the Bachelor of Arts degree provides students with a broad base of knowledge and skills necessary to succeed in a competitive global economy. The degree is offered with majors in English, History, Philosophy, Political Science, and Public Administration. The program is designed to provide students with a broad base of knowledge and skills necessary to succeed in a competitive global economy.

SPECIAL MAJORS

The following programs are offered as special majors: Business Administration, Education, Health Services, Liberal Arts, Science, Social Sciences, and Theology.

CO-OP PROGRAM

Students may participate in a co-operative education program. This program allows students to gain practical experience in their field of study while earning credit for their coursework.

INTERNATIONAL STUDY

Students may study abroad in a foreign country. This program allows students to gain international experience and earn credit for their coursework. The program is designed to provide students with a broad base of knowledge and skills necessary to succeed in a competitive global economy.

Regis College

REGIS
COLLEGE

REGIS COLLEGE UNDERGRADUATE PROGRAM

INTRODUCTION

Regis College of Regis University offers a wide range of programs in the liberal arts, the sciences, education and business. Founded in 1877 by the Society of Jesus, the College is firmly rooted in a 450-year old tradition of academic excellence and value-centered education. A main focus of the mission of the College is to educate men and women of all ages to take leadership roles and to make a positive impact in a changing society. The College primarily serves traditionally-aged undergraduate students who may choose from 25 structured areas of study or who may design their own program through the interdisciplinary and thematic major plans. A low student/faculty ratio permits small classes and learning formats that encourage critical thinking, thoughtful discussion and well-developed communication skills.

UNDERGRADUATE DEGREE OFFERINGS

OFFICE: Office of Admissions
Regis University
Mail Code: A-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4900
1-800-388-2366, ext. 4900
(303) 964-5534 fax
www.regis.edu, Admissions

DEGREE OFFERINGS

BACHELOR OF ARTS

Majors:

Biology
Communication
Criminal Justice
English
Environmental Studies
Fine Arts: Visual Arts
French
History
Philosophy
Politics
Religious Studies
Sociology
Spanish
Women's Studies

BACHELOR OF SCIENCE

Majors:

Accounting
Biology
Biochemistry
Business Administration
Chemistry
Computer Science
Economics
Environmental Science
Mathematics
Neuroscience
Political Economy
Psychology

BACHELOR OF ARTS AND SCIENCE

This degree consists of a major from the Bachelor of Arts and a major from the Bachelor of Science majors list. All requirements for both majors must be met in order for this degree to be awarded.

CLASSICAL BACHELOR OF ARTS

In the Jesuit system of education, twelve (12) upper division semester hours of Latin plus twelve (12) upper division semester hours of Greek or a modern language are required to qualify for the Classical Bachelor of Arts. The degree is offered with majors in English, French, history, philosophy, politics, sociology and Spanish. Courses in classical language are offered if the need arises and the demand is sufficient.

SPECIAL MAJORS

The following major alternatives are available for students completing Bachelor of Science or Bachelor of Arts degrees.

Double Major

To earn a double major, all requirements for both majors must be met. A written and/or comprehensive examination may be required in the majors selected.

Interdivisional Major

Some students may wish to select an interdivisional major to satisfy pre-professional requirements or special interests. Selection of the major should be made only after consultation with the Associate Dean for Regis College. The interdivisional major is composed of forty-two (42) upper division semester hours completed in four different discipline areas, all requiring grades of "C-" or better. The maximum number of hours in one subject (discipline) that can be used toward the forty-two (42) is fifteen (15); the minimum is six (6).

Applications for an interdivisional major may be obtained from the Regis College Dean's Office and should be filed during the second semester of the sophomore year. All majors and minors listed in the Degree Offerings section may be used for an interdivisional major.

With this major, the student may select the discipline area he /she wishes to use as the lead or principal area, as long as at least twelve (12) or more upper division hours are accumulated. Whether or not a comprehensive examination is required is determined by the academic department represented by the lead area. The degree to be granted (BA or BS) is also determined by the selected lead area in the interdivisional major.

Thematic Major

A thematic major is a self-designed, individualized program of study built around a theme or topic for which there is no formally established program at Regis College. The thematic major is composed of a minimum of twenty-four (24) upper division semester hours. The thematic major may be declared if there are sufficient courses available among the offerings of the University as a whole or a nearly sufficient number of courses augmented by a small number of independent study courses taken under appropriate faculty direction and/or by a small number of courses taken at other institutions. However, a minimum of half of the upper division hours in a thematic major area must be completed at Regis.

The Committee on Extraordinary Studies, which is composed of faculty drawn from the Regis College Undergraduate Program, is designed to advise and guide a student in construction and pursuit of a thematic major. Interested students should contact the chair of the committee by referral from the Regis College Dean's Office.

MINOR AREAS

The completion of a minor area is optional except for majors that require a specific minor. The minor area consists of twelve (12) upper division semester hours in which all grades earned must be "C-" or better and with an overall GPA of 2.000, selected in consultation with the major advisor. The minor area should lend support to the development of the major and the ultimate objective of the student.

The following minor areas are available:

- Accounting
- Biology
- Business Administration
- Catholic Studies
- Chemistry
- Christian Leadership
- Communication
- Computer Science
- Criminal Justice
- Economics
- Education
- Elementary Education

- English
- Environmental Studies
- Fine Arts: Visual Arts
- French
- German
- Hispanic Studies
- History
- Kinesiology
- Literature
- Mathematics
- Music
- Neuroscience
- Peace and Justice Studies
- Philosophy
- Physical Education
- Physical Education: Coaching
- Physics
- Political Economy
- Politics
- Psychology
- Religious Studies
- Secondary Education
- Sociology
- Spanish
- Special Education
- Women's Studies
- Writing

Thematic Minor

The thematic minor consists of twelve (12) upper division semester hours built around a theme or topic for which there is no formally established minor at Regis College. Interested students should contact the Regis College Dean's Office for additional information.

Double Minors

To earn a double minor, all requirements for both minors must be met. A minimum of twelve semester hours of 400-level course work must be completed in each minor area.

DIVISIONS/DEPARTMENTS

The names following the areas of academic study below are the Division Director, Department Chairs and Area Coordinators for the 2002-2003 academic year.

DIVISION OF BUSINESS

Catharyn Baird, J.D., Director

Accounting: Catharyn Baird, J.D.
Business Administration: Catharyn Baird, J.D.
Economics: Catharyn Baird, J.D.

DEPARTMENTS

Biology: Joan L. Betz, Ph.D.
Chemistry: Stephen F. Cartier, Ph.D.
Communication: Janellen Hill, Ph.D.

Computer Science: Dennis R. Steele, Ph.D.
Education: John Cross, Ed.D.
English Language and Literature: Eleanor Swanson, Ph.D.
Fine Arts: Eugene Stewart, M.F.A.
History and Politics: James B. Guyer, S.J., M.A.
Mathematics: Linda Duchrow, Ph.D.
Modern and Classical Languages and Literature: Kimberly Habegger, Ph.D.
Philosophy: Karen C. Adkins, Ph.D.
Physics and Astronomy: Norbert A. Roughton, Ph.D.
Psychology: Gary W. Guyot, Ph.D.
Religious Studies: Lester Bundy, Ed.D.
Sociology: James Roth, Ph.D.

SPECIALIZED AREAS OF STUDY/SERVICE

Catholic Studies: Randolph Lumpp, Ph.D., Director
Criminal Justice: Gilbert Gardner, Ph.D., Director
Environmental Studies: Ted Zenzinger, Ph.D., Director
Experiential Education: Lynne K. Montrose, M.A.
Forensics: Kevin Cummings, Ph.D. (CAND), Director
Freshman Commitment Program:
Victoria A. McCabe, Ph.D., Director
Honors Program: Colby R. Hatfield, Ph.D., Director
Neuroscience: Eugene Delay, Ph.D., Director
Paracurricular Program:
Thomas E. Reynolds, Ph.D., Director
Peace and Justice Studies: Byron Plumley, Ph.D., Director
Physical Education: Nan Williams, M.A., Director
Pre-Law Advising: James L. Riley, Ph.D.
Pre-Health Care Advising: Joan Betz, Ph.D.
Service Learning: Mary Ellen Carroll, Ph.D., Director
Student Academic Services: Roger D. Martin, Ph.D.
Women's Studies: Eve Passerini, Ph.D., Director
Writing Center: Carol Rossini, M.A., Director
Writing Program: David Hicks, Ph.D., Director

EXTRAORDINARY ACADEMIC PROGRAMS

HONORS PROGRAM

The Honors Program is available to Regis College students who wish to earn Honors credit and be distinguished as Regis University Honors Students, as well as to those who are interested in taking individual Honors courses without completing the entire Honors sequence. The diversity of students ranges from high academic achievers (students must maintain a 3.500 grade point average in the Honors Core to graduate in the Honors Program) to non-Honors students who are willing to meet the challenge of high-caliber work for a particular elective course.

The Honors Program is an alternative way of completing the liberal arts Core requirements that are an essential part of the Regis University degree. The Honors Program stresses interdisciplinary study, small group interaction and individual student initiative. Although it overlaps the regular Core in several respects, the Honors Program is an exciting, different way to experience the broader

education of a liberal arts college. The Honors Program is only available for students enrolled in the Regis College undergraduate program.

Interested students should contact the Director of the Honors Program. The program requirements are included in the departmental listing section of the *Bulletin* under Honors Program.

DEPARTMENTAL HONORS

Departmental honors programs are available to Regis College undergraduate program students in Biochemistry, Biology, Chemistry, English, Neuroscience, and Psychology. Students should contact the appropriate Department Chair for information. Departmental honors requirements are listed with the appropriate departmental major information in the *Bulletin*.

WRITING PROGRAM

Writing is an essential part of life-long learning and is an important part of all academic disciplines. At Regis, the teaching of writing is the shared responsibility of all faculty because writing is viewed as a skill that is honed across the curriculum. Writing is also a way for students to test and shape ideas and to develop critical thinking abilities. Students write on diverse subjects in all their classes.

In order to support the writing of faculty, staff, and students in the College, the Writing Program was established in 1987. The program administers the Writing Center, where peer tutors work one-on-one with writers from brainstorming for ideas to polishing final drafts. The program also offers workshops on a variety of topics to faculty and students. Additionally, it offers support for the writing component of the College Core Seminars. Each spring, the program publishes *Reflections*, a literary magazine that includes works by University students, faculty and staff, and the handbook for Freshman seminars.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

Most medical and dental schools are placing increased emphasis on a broad liberal education as a background for members of the medical professions. These schools prefer applicants who have a baccalaureate degree.

As soon as possible after students select the pre-medical or pre-dental academic preparation option, it is recommended that students in these areas seek advisors in the natural sciences who have experience advising in paraprofessional health fields. Courses should be chosen carefully to ensure completion of all requirements for entrance into the professional schools and to make adequate preparation for the Medical College Aptitude Test or the Dental Aptitude Test. These important examinations are usually taken at the end of the junior year.

Specific recommended courses are indicated in the degree programs and course listings of departmental sections.

PRE-LAW PROGRAM

At Regis University the prospective law student finds commitment to the educational goals essentials for admission into law school and successful completion of a legal training program. Available are a variety of programs and services designed to support the educational goals of the prospective law student, including a specifically designated pre-law advisor, and active student pre-law association, legal internships and periodic events devoted to illuminating information pertinent to law school and the practice of law. These and other services enable the Regis student to develop those skills highly valued by law schools: clarity and comprehension in human communication, creative thinking power and a critical understanding of human institutions. For further information, students should contact the Pre-Law Advisor in the History/Political Science Department.

PRE-PHYSICAL THERAPY PROGRAM

Undergraduate students interested in pursuing a doctorate degree in physical therapy may complete any undergraduate major, although the natural sciences such as biology and chemistry, and the social sciences, such as psychology and sociology, are especially useful in preparing for a career in physical therapy. While the Department of Physical Therapy does not guarantee admission to Regis graduates, individuals who have earned a baccalaureate degree at Regis University and who have completed the prerequisite courses are given preference for admission. Undergraduate students considering a physical therapy doctorate degree should contact the Department of Physical Therapy for specific information on prerequisite course work.

ENGINEERING

For the engineering student, Regis University offers, in collaboration with Washington University of St. Louis, the 3-2 Engineering Program in which a student can receive a strong background in liberal arts and sciences and professional training in engineering. The first three years are spent in residence at Regis; the last two are at Washington University. An outline of the courses to be taken at Regis, followed by the areas of engineering available at Washington University, can be obtained from the Regis 3-2 Program Liaison Officer. Following the successful completion of this program, the student receives a bachelor of science degree (Engineering) from Washington University and a bachelor's degree from Regis University. The 3-2 Program also includes the possibility of earning a master of science degree in Engineering or an MBA by completing a sixth year at Washington University. For further information, students should contact the Regis 3-2 Program Liaison Officer (Natural Science Department).

A 3-2 program is also available in collaboration with Marquette University. Students are encouraged to arrange their entry requirements directly with the Dean of the Engineering School, Marquette University, Milwaukee, Wisconsin.

TEACHER LICENSURE

The Committee on Teacher Education at Regis (COTER) develops the College policies on admission, retention and recommendation for licensure. To qualify for admission, retention and recommendation for licensure through the Regis University teacher education program, students must satisfy the requirements detailed in the Education Department section of the *Bulletin*.

EXPERIENTIAL EDUCATION

Experiential Education at Regis College gives students the opportunity to participate in an off-campus placement in business, industry, the professions or a human service organization. Three programs are currently offered: field experience, internship and service learning.

Field Experience is offered to second semester freshmen, sophomores and all upper class levels. This program enables students to work in a field they might wish to pursue as a career. Students must be recommended by the appropriate department/division for entrance into the program. A minimum of 120 hours of on-the-job experience is required. Students may be asked to keep a journal of their observations and experiences on the job, as well as complete specific learning objectives and activities. A faculty member sponsors each student and determines the final grade for the course. The employer submits an evaluation of the student's performance as an important part of the final grade.

Field Experience enables a student to broaden perspectives regarding a specific career area. While developing specific competencies on the job, the student is able to combine academic course work with real-life experiences in his/her work.

Internship is a program that allows juniors and seniors to gain practical experience in the career area of their choice. Students must meet with both the Director of Experiential Education and the faculty sponsor to be accepted into the program. To allow for adequate job development, students should begin the internship process one semester prior to the semester in which they intend to participate. Approval from the department, as well as from a faculty sponsor, is standard procedure.

Three (3) semester hours is the usual amount of credit for which students may register in each Field Experience or Internship. Students in Internship are required to spend a minimum of 120 contact hours in placement during a semester to receive three (3) upper division semester hours of credit toward the major. Exceptions to the policies described are determined in consultation among students, faculty sponsors and the Director of Experiential

Education, with approval in writing by the Associate Dean for Regis College.

Students registering for elective credit in Field Experience or Internship credit toward their major must have a minimum cumulative grade point average of 2.500. Students on disciplinary probation are not permitted to participate in Field Experience or Internship.

Students may elect to take a Field Experience on a Pass/No Pass (P/NP) basis. The University regulations on taking courses P/NP apply. Internships must be taken on a letter-graded basis. Students in all areas, including thematic majors, can look forward to an enriching, on-the-job training experience in a business, industry or organization in the metropolitan Denver area.

For many graduating seniors, an internship can be the link to a network of employers after graduation. These contacts, in addition to the resume, are of benefit to students after they leave Regis. The internship program enables the student to develop marketable skills and practical experience while pursuing his/her degree at Regis University.

CENTER FOR SERVICE LEARNING

Service Learning is quickly becoming a respected method for teaching academic content, and Regis University has become a leader in integrating service with academic study. This is a natural integration for Regis where academic excellence is expected and educating men and women in the service of others is the mission. Through volunteering in a community setting in the context of a course, students begin to make a connection between identifying issues of social concern and action based on that awareness.

In addition to the Service Learning program, the Center for Service Learning organizes monthly projects for the Regis Community to perform service in the community, coordinates Alternative Spring Break Service Trips to Mexico and Belize, refers students to community agencies where they can perform community service, matches students in the Cascade Mentoring Project with an educationally and/or economically challenged youth from the neighborhood, and recruits students to live off campus at Romero House, a residence for students who are fully engaged with social action.

The goal of the service program is to offer many opportunities for students to engage in service throughout their four years at Regis. Whether it is through participation in clubs and organizations, course work, athletics, residence hall programs or student activities, Regis students have an opportunity to participate in a variety of service experiences ranging from one day events to year around commitments.

COMMITMENT PROGRAM

The commitment Program has been in existence since the mid-seventies. This program received national recognition for excellence when it was listed as an exemplary developmental program by the Center for Developmental Education in 1985. It offers a limited number of Regis College undergraduate students the opportunity to attend Regis University, even though they do not meet certain selective admission requirements. Students who accept placement in the Commitment Program are expected to make a full commitment to academic effort. Since 1975, the Commitment Program has admitted hundreds of new freshmen. The majority of these students were successful academically and obtained positions in the fields of their choice following graduation.

Standard admission procedures may qualify students for the program. Each spring, the Standards Committee (or its equivalent) reviews the application files of students who do not meet all requirements for regular admission. When standardized entrance examinations or high school grade point averages, for example, do not meet criteria recommended for success, the Committee may suggest Commitment Program placement for students who show alternative evidence of ability and motivation to earn a college degree. The primary goals of the program are to provide a means for entering college, the support needed to be a successful learner and development of the analytical processes that lead to high achievement.

Commitment Program students who make acceptable progress, remain in the program for two semesters. With successful completion of their freshman year, they are fully admitted into the University in good standing. Commitment Program students receive specialized advising, access to a variety of academic and nonacademic support systems and instruction in reading, writing and other aspects of life-long learning. A program fee, required of all Commitment students, is assessed upon entrance into the program to help offset the cost of providing these services.

Students are required to attend and pass required Learning Support classes with a grade of "C" or better, and they must maintain an acceptable grade point average in regular Regis courses as well. Students are also required to agree not to participate in sports, forensics or other activities which, in the judgment of the program director, may interfere with class attendance. Off-campus employment, team events or other extracurricular activities that may hinder scholastic success are also limited.

STUDY ABROAD

Regis College encourages study abroad in the following programs:

1. St. Louis University's Junior Year in Madrid, Spain. This program is designed for students who wish to acquire a facility in the Spanish language, as well as immerse themselves in the traditions of Hispanic civilizations.

2. Richmond University in London. This setting is ideal for anyone interested in one semester or a year of study in political science, international business management, history, literature and/or theatre arts. The experience is enhanced by a prolonged contact with an international body of faculty and students, while being within easy reach of the continent and a direct European experience.
3. Regis College has developed a list of recommended study abroad programs. Students are able to petition for approval of other program in which they wish to participate and are not prevented from participating in accredited programs not on the list. Students who wish to participate in approved programs are able to gain prior approval of transfer credit.

Information on these programs is available in the Office of Summer Session and Study Abroad. Interested students should also confer with a member of the Modern Language Department about programs appropriate to their interest and language skills.

A Concurrent Enrollment Request Form and a Leave of Absence Form must be obtained from the Regis College Dean's Office. The Concurrent Enrollment Request Form must be submitted to the Office of the University Registrar for evaluation. The Leave of Absence Form must be submitted to the Office of the University Registrar after all signatures have been obtained.

AIR FORCE RESERVE OFFICER TRAINING CORPS

The United States Air Force Reserve Officer Training Corps, through an agreement between Regis University and the University of Colorado at Boulder, offers two programs leading to a commission in the United States Air Force upon receipt of the bachelor's degree. Graduate students may be commissioned upon the completion of twelve (12) hours of the Professional Officer Course and a six-week summer training program. The Professional Officer Course is completed over two academics years with three (3) credit hours awarded for each fall and spring semester.

Standard Four-Year Course

This program is offered in three parts: the General Military Course for lower division (freshmen and sophomore) students; the Professional Officer Course for upper division students; and Leadership Laboratory (attended by all students). Completion of a four-week summer training program is required prior to entry into the professional officer course.

Modified Two-Year Program

This program is offered to full-time, regularly enrolled degree candidates at both undergraduate and graduate levels who have at least two years remaining at Regis University when they enroll. Those selected for this

program must complete a six-week summer training program prior to commissioning.

AIR FORCE UNIVERSITY SCHOLARSHIP PROGRAM

Students participating in Air Force ROTC are eligible for Air Force ROTC College Scholarships. Students selected for this program receive grants that pay tuition, book costs, and non-refundable educational fees and provide subsistence of \$150 per month, tax free. Scholarships are available to men and women for two- or three-year periods. All students enrolled in the Professional Officer Course receive \$150 per month subsistence during the regular academic year. They also receive \$1,000 per semester if their previous semester grade point average is 2.35 or higher.

AFROTC cadets may fly with the Civil Air Patrol during the academic year. During the summer, classes in skydiving and flying gliders are also available. AFROTC credit for graduation is awarded by Regis University. Enrollment in the AFROTC program is accredited through the University of Colorado Continuing Education program after payment of appropriate tuition. All classes are held on the Boulder Campus. Interested students should contact the Professor of Aerospace Studies, Folsom Stadium, Gate 5, Room 224, University of Colorado, Boulder, CO 80309. Telephone: (303) 492-8351

ARMY RESERVE OFFICER TRAINING CORPS (MILITARY SCIENCE)

Through an agreement between Regis University and University of Colorado, Boulder Regis offers two Army ROTC programs leading to a commission in the Active Army, National Guard or Army Reserve. All class work is conducted on the University of Colorado-Boulder or Colorado School of Mines Campuses.

Four-Year Program

The standard four-year program consists of two phases. The basic course, normally completed during the freshman and sophomore years, consists of courses in military science, officer career development, leadership theory and management. The advanced course coincides with the junior and senior years. Subject areas include leadership techniques, methods of instruction, tactics and unit operations, military law, history, national strategy and Army policies. Completion of a six-week advanced camp in the summer is required prior to commissioning, with attendance at this camp normally between the junior and senior years. Students should check with the Military Science Department at University of Colorado, Boulder, or Colorado School of Mines about the required courses.

Two-Year Program

The abbreviated two-year program consists of the same courses offered in the advanced course; however, both undergraduate and graduate students may become

qualified for this program through successful completion of a six-week summer basic camp. Students should contact a professor of military science at University of Colorado, Boulder or Colorado School of Mines for specific requirements and options available based on each student's status at the time of program entry. Students who are veterans of military service or have participated in Junior ROTC or similar organizations, may have a portion or all the basic requirements waived by a professor of military science at University of Colorado, Boulder.

Scholarships

Students selected for an Army scholarship receive full tuition at Metropolitan State College of Denver. The scholarship also pays a flat rate for books, laboratory fees and \$150 a month for up to ten months a year. Students enrolled on campus full-time may compete for three-year and two-year scholarships. All scholarships benefits are open to both women and men, regardless of current involvement in ROTC.

Guaranteed Reserve Force Duty (GRFD)

This program provides a guarantee that the student's obligation upon commissioning is fulfilled as a member of the Army Reserve or Army National Guard, instead of active duty.

For further information about Army ROTC, students may contact the professor of military science, University of Colorado, Boulder, (303) 492-6495.

SUMMER SESSION

The Summer Session extends from early May through mid-August. It is an integral part of the University year and provides an opportunity for nondegree-seeking students to enrich themselves and improve their professional standing and for high school students to begin college early.

Regular courses in the Summer Session are equivalent to those offered in the regular academic year in content, method of instruction and credit, and require the same prerequisites. Courses are offered in most of the same areas that are available during the regular academic year. Also included are certain attractive institutes available only in the summer months.

The section on Undergraduate Program Expenses provides further detail on tuition and fees for the Summer Session. Part-time students may apply for a tuition discount through the Educators Grant Program and the Continuing Education Grant Program. For information, students should contact the Office of Financial Aid or the Summer School Office.

ADMISSION

GENERAL STATEMENT

The Regis College Undergraduate Program of Regis University (hereafter referred to as Regis College) uses two general approaches in evaluating any applicant for admission-documentary evidence of achievement and evaluation of the individual's potential for success at Regis.

Completed applications and all required documentation for admission must be received by the Office of Admissions no later than two weeks before the start of classes each semester. Admissions can be unavailable due to a wait list and/or other enrollment restrictions. Students applying after this deadline may be required to have an interview with the Director of Admissions and/or representatives of the Admissions Committee.

All documents submitted during the application process become the property of Regis University.

ADMISSION REQUIREMENTS

The Regis University Provost and Vice President for Academic Affairs sets the minimum requirements for admission, and these requirements are subject to change annually.

High School Graduates

All applicants are subject to the following requirements:

1. An applicant to the Regis College Undergraduate Program must have graduated from or be in his/her last year at an accredited secondary school and must have a satisfactory cumulative grade point average.
2. The applicant must submit scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
3. A minimum of fifteen (15) academic units must have been successfully completed between grades 9-12.
4. Letters of recommendation are required.
5. Interviews are encouraged and, in some instances, may be required.
6. A personal essay is required.

Degree-seeking students who graduated from high school more than five (5) years ago, and who do not meet the regular admission requirements, may be considered for a nine (9) semester hour unclassified admission to Regis College. A personal interview may be required.

General Educational Development Diploma Recipients

A student who has received a General Educational Development (GED) diploma is eligible for admission to Regis College. Applicants who have received a GED diploma should contact the Director of Admissions. The

Director of Admissions will require additional data or a personal interview for admission.

Transfer Students

Applicants are granted admission on the basis of academic record and the intended field of study. A student wishing to transfer to Regis College must have a satisfactory cumulative grade point average. Class status is determined by the number of hours that are transferable from a regionally accredited institution. Specific questions concerning the evaluation of credits should be directed to the Office of Admissions. Transfer students are not admitted with Senior standing unless they are willing to complete their final thirty (30) semester hours at the University.

Students who wish to transfer to Regis College should:

1. Request an application for admission from the Regis College Office of Admissions.
2. Return the completed application with a \$40 non-refundable fee (check or money order).
3. Submit official transcripts from each college or university previously attended. Failure to submit all previous transcripts of course work leads to cancellation of admission or suspension from the College.

NOTE: *Official transcript evaluations are completed by Regis University only after the student has been admitted and the student has submitted the required official credentials.*

Returning Students

Students who attended Regis College and have not attended another institution since their departure from Regis are eligible to return to the College if they were in good academic standing at the time of their exit.

Students who have attended another institution during their leave from Regis College must submit a transcript of all course work attempted during their leave. The admission decision is based on the student's academic performance at the college or university attended during the interim and his/her Regis grade point average.

If the student returns to Regis after a year or longer absence, he/she must reapply to the University. If the student is returning within one year of leaving Regis, it is not necessary to reapply. However, it is necessary to request that the student's file be activated by completing a Regis College reactivation form. No admission fee is assessed for returning students.

International Students

All international students seeking admission to Regis College should check directly with the Regis College Office of Admissions for specific information.

All international students must complete the general admission requirements for the program of interest and also satisfy the following requirements:

1. Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed with a satisfactory grade within one year prior to acceptance into the program.
2. Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. *(An I-20 cannot be issued until after the student has been admitted by the College and has remitted the year's total tuition, fees, and room and board, as appropriate).*

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

Nondegree-Seeking Students (Unspecified Student)

Nondegree-seeking students who desire nine (9) or fewer semester hours of credit may enroll at Regis College as unspecified students if they possess a high school diploma or equivalent certificate. Unspecified students must submit applications before the beginning of the semester in which they plan to enroll. A nonrefundable \$150 deposit, which reserves academic space, is required.

An unspecified student may take any lower division course with the exception of courses in the Commitment Program. Such a student may not live in the College residence halls. Unspecified students are held to the same academic standing policies as full-time degree-seeking students.

Unspecified students who have already earned a bachelor's degree need not apply for formal admission to Regis after attempting nine (9) hours. These students are also permitted to take upper division course work. Undergraduate part-time students who have not previously earned a degree and wish to register for courses above the nine (9) hour limit, need to apply for admission to a degree program through the Office of Admissions.

ADMISSION ON ACADEMIC PROBATION

Regis College recognizes that some students have had setbacks in earlier academic endeavors and are now

motivated to perform well academically. These students include applicants who present either low ACT or SAT scores, a low grade point average from another college/university, or high school, and/or have been out of school for at least three (3) years. The College is willing to consider some students with these profiles for probationary admission to the College. The academic performance of each student admitted on probation is reviewed at the end of one semester to determine whether the student may continue to attend the College.

ADMISSION PROCEDURES

New freshmen who wish to enroll at Regis should:

1. Request an application from the Regis College Office of Admissions or apply online via the Regis University website.
2. Return the completed application with the \$40 non-refundable fee (check or money order).
3. Request an official transcript of all secondary school work and college-level advanced courses to be forwarded to the Office of Admissions.
4. If entering Regis immediately upon completion of secondary school, ACT or SAT results should be forwarded to the Office of Admissions.
5. Request that letters of recommendation be forwarded to the Office of Admissions.
6. Enclose a personal essay. Additionally, an interview may be required.

LATE ADMISSIONS POLICY

1. Students who apply on or before the first day of class may be allowed, at the discretion of the Academic Dean, to register as late as the end of the add/drop period.
2. Students who wish to apply between the first day of class and the end of the add/drop period are cleared on a case-by-case basis.
3. Students should have at least a current unofficial transcript. Any student attempting to process financial aid or veterans benefits paperwork, or those who cannot meet their financial obligation immediately, are encouraged to wait until the following semester.
4. Late admission students do not have priority for enrolling in courses, especially closed courses.
5. A Dean's office designee is the advisor of these students to assist them with the immediate hurdles incurred by late arrival. The advisor deals with any additional student problems as required during the course of the semester.

COMPETENCY-BASED CREDIT

Competency-based credit is awarded for non-classroom experiences. This includes National Standardized exams such as College Board Advanced Placement (AP) Examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing Program and International Baccalaureate (IB) Program. In addition, credit may be awarded for selected courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement.

College Board Advanced Placement (AP) Program

Credit and/or placement in advanced course work is awarded for AP examinations. Minimum scores required for awarding of credit and/or placement are established by the University. Students should check with the Regis College Office of Admissions to determine minimum scores required and how credit awarded for AP examinations satisfies degree requirements.

Challenge Exams

The procedures for obtaining credit by exam through Regis College Challenge Exam are as follows:

1. The student should complete the application for credit by exam and submit the form to the Office of the University Registrar.
2. The University Registrar submits the application to the appropriate Department Chair or Area Coordinator.
3. The Department Chair or Area Coordinator determines whether the student has a basis for attempting to receive credit by exam and whether or not credit by exam may be given for the course (e.g., PE skill course).
4. The application is returned to the Office of the University Registrar within a week with the Department Chair's or Area Coordinator's response. The Department Chair or Area Coordinator should also indicate the date, time and place of the exam for which approval has been granted. The Department Chair/Area Coordinator designates the individual in the department who creates, administers and corrects the exam.
5. The student should present the approved applications, which he/she receives from the Office of the University Registrar, to the Student Account Office. A per credit-hour fee is paid to that office and the application is validated.
6. The student should present the validated application to the instructor who administers the exam. The instructor returns the application to the Office of the

University Registrar with either a "P" (Pass) or "NP" (No Pass) grade indicated. A student may not retest if an "NP" grade is given.

7. The student and Department Chair/Area Coordinator are notified of the outcome by the Office of the University Registrar. The results of the exam are recorded on the student's permanent record.

College Level Examination Program (CLEP)

Credit may be awarded through the College Level Examination Program. CLEP exams cover material taught in either introductory or advanced level college courses. There are four general CLEP exams accepted by Regis University: English Composition, Humanities, Social Sciences/History (check Regis program for acceptance), and Natural Science. Accepted subject exams cover such areas as Business, Composition, Computer Science, Economics, History, Literature, Mathematics, Social Sciences and Natural Sciences. Regis University is an open test center offering CLEP exams at both the Denver and Colorado Springs campuses. Students should check with an Academic Advisor for the program policy regarding acceptable exams and scores. Minimum scores required for awarding of credit are established by the University.

Defense Activity for Non-Traditional Educational Support (DANTES)

DANTES examinations are similar to the CLEP examinations, but cover 17 additional subject areas. Counseling, Ethics, Geology, Astronomy, Risk and Insurance, Money and Banking, and Technical Writing are among the DANTES examinations administered at both Denver and Colorado Springs campuses. Students should check with an Academic Advisor to determine how to use the DANTES examinations in the Degree Plan. Minimum scores required for awarding of credit are established by the University.

International Baccalaureate Program (IB)

Credit is awarded for IB subject examinations that have been completed at the Higher level. A minimum passing score of four (4) is required. Students should check with the Regis College Admissions Office to determine how IB credit satisfies degree requirements.

UNDERGRADUATE PROGRAM EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION FEES

Application Fee

A non-refundable fee of \$40 is required with the completed applications for admission from all new students, transfer students and nondegree-seeking students.

Advanced Deposits

A non-refundable deposit of \$150 is required for students enrolling at Regis University for the first time (new students, transfer students and nondegree-seeking students). This deposit is applied to the student's account after the end of the add/drop period.

For students who plan to live on campus, an additional non-refundable deposit of \$150 is required each academic year. This \$150 includes a \$100 room reservation deposit, applied to the student's account after the end of the add/drop period, and a \$50 dorm damage deposit applied to the student's account when he/she ceases to be a dorm resident or at the end of each Spring Semester.

REGIS COLLEGE UNDERGRADUATE CHARGES PER SEMESTER FOR THE 2002-2003 ACADEMIC PERIOD

Tuition and Fees

Full-time (12-18 semester hours)	\$9,675
Part-time (per semester hour under 12 hours)	\$605
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$605
Summer Session (per semester hour).....	\$360
Application Fee (one-time fee, paid upon submission of the prospective student's application to Regis).....	\$40
Orientation Fee (one-time fee for new students)	\$150
Student Activity Fee*	
Full-time students	\$100
Part-time students (6-11 semester hours)	\$70
Health Insurance (per semester, waived with proof of other insurance).....	\$335
Late Clearance Fee (per semester).....	\$100
Graduation Fee (one-time fee, paid in the final semester before graduation)	\$60
I.D. Replacement Fee	\$15
Returned Check Fee	\$20

*Set by Student Executive Board

NOTE: Fees are determined by the Regis University Board of Trustees and are subject to change.

Course and Program Fees

Science Laboratory (Regis College courses)	\$125
Student Teaching	\$200
Commitment Program (per semester)	\$1000
Rush Transcript Fee (same day service).....	\$5

Housing Charges (Per Semester)

Unmarried freshmen students from outside the Metro Denver area are required to reside on campus and obtain a Student Center meal plan.

DeSmet Hall

Double occupancy.....	\$2,150
Regular single occupancy.....	\$2,725

O'Connell Hall

Double occupancy.....	\$2,150
Large single occupancy (one student occupying a double occupancy room).....	\$2,725

West Hall

Double occupancy.....	\$2,325
Large single occupancy.....	\$2,900

Meal Plans and Charges

Every resident student is required to select one of several meal plans. The plans are designed to meet a variety of preferences and offer Dining Hall meals and/or Cash Value ("Munch Money") in various combinations.

All students who live on campus must participate in a meal plan; off-campus students may participate if they wish. Meal plan services are not transferable between students. Upon selection of a meal plan and financial clearance, each student is provided with a meal card.

Meals are served in the University Student Center. Three meals per day are served Monday through Saturday two meals per day served on Sundays and holidays. The Dining Hall is closed during vacation periods. All meals are carefully planned by a national food service firm specializing in the operation of university dining facilities.

Munch Money is pre-paid credit that may be used throughout the academic year in the Dining Hall, the Snack Bar, the Ranger Station (for food items only) and for pizza delivery offered by the campus food service. Any student may purchase Munch Money in increments of \$50 from the food service and may charge the cost to his/her student account. Charges for Munch Money may be restricted if a student's account is not current.

Plan/Charges Per Semester

Flex (150 meals plus \$275 Munch Money).....	\$1,600
Mini-Flex (150 meals plus \$75 Munch Money).....	\$1,400

HEALTH AND ACCIDENT INSURANCE

Hospitalization, dental care and personal visits to or by a physician are the responsibility of the student and his/her parents or legal guardian. Charges for such services are

sent directly by the physician, surgeon or hospital to the student or the student's parents or legal guardians.

All registered full-time students and full-time traditional option nursing students are automatically enrolled in a health insurance plan at registration. The premium for coverage is added to the student's tuition and fees billing statement unless the student has waived the health insurance plan by providing evidence of alternate coverage. Waiver cards can be obtained in the Student Life Office located on the second floor of the Student Center. The current cost is \$335 per semester. The Spring Semester premium covers the student through the Summer Semester. The carrier is Mega Life and Health Insurance Company of Dallas, Texas. This insurance supplements the routine care offered by the Student Health and Counseling Services.

OTHER FEES

Certain courses carry a fee to cover the cost of special materials, field trips, language laboratories, private lessons, etc. These fees are listed with the course offerings each semester (i.e., Regis College Schedule of Courses) and are assessed at the time a student registers for the course.

If incurred, other fees may be charged for special examinations, library fines and parking fines.

Books and Supplies

Books and supplies average \$200 to \$400 per semester.

Personal and Living Expenses

The amount of money spent by a student for all expenses during an academic year, August to May, varies with current prices and the habits and needs of the student; therefore, estimates of the amount of money needed by individual students for such items as entertainment, laundry and clothing are not reflected here. Students should have sufficient financial resources to ensure successful completion of each semester.

PAYMENT OF STUDENT ACCOUNTS

Financial Clearance

Clearance takes place at the beginning of every semester. Each Regis College undergraduate student is expected to complete this process. Clearance provides students an opportunity to verify or change room and meal plans, to verify and complete financial aid arrangements and to pay all related account charges. Students who do not satisfactorily complete financial clearance by the published deadline have their course schedules dropped and a \$100 late clearance fee per semester is charged for subsequent registration clearance. There is no guarantee that courses will still be available if dropped for non-payment.

All charges made to student accounts during the year are itemized on a monthly statement. These statements are mailed to the billing address designated by the student. Statements for the preceding month should be expected by the tenth of the month and payment is due by the date indicated on the statement. If payment is not received on any student account on or before the date indicated, finance charges accrue at the rate of one and one-half percent per month (Annual Percentage Rate of 18%) on the unpaid balance.

Regis University will not register a student with a past due balance or issue transcripts or diplomas to any students or former student with financial obligations. Financial obligations include deferred tuition and past due Perkins/Nursing loans. Additionally, students who are not enrolled at least part-time, must complete an Exit Interview for Perkins/Nursing loans (if applicable) before transcripts and diplomas are issued. Students are obligated to reimburse the University for all expenses incurred in the collection of past-due accounts including, but not limited to, collection fees, court costs and attorney's fees.

Financing of Student Accounts

All tuition and fees are payable in advance of each semester. Thus, financial plans should be made early to avoid problems that might occur at the time of Clearance. Students, parents or legal guardians who wish to make arrangements for financing should do so with a bank or other commercial lending institution that handles such financing. MasterCard, VISA, American Express and Discover Card are accepted by Regis University. In addition, an interest free Regis Payment Option (RPO) is available to students enrolled in the Regis College Undergraduate Program.

The Office of Student Accounts is pleased to assist students, parents or legal guardians in making arrangements for payment through outside organizations or by direct bank wire transfer of funds for clearance.

Returned Checks

Any student who presents to the University a check that is not accepted for payment by the bank because of insufficient funds, nonexistence of an account or other reasons for which the student is responsible, is charged a fee of \$20. The student must make payment by cash or certified funds equal to the total of the invalid check, plus the fee to register for additional courses. In addition, a financial hold is placed on registration, academic transcripts and diplomas until the invalid check amount and fee have been paid.

REFUND SCHEDULE FOR AUTHORIZED WITHDRAWAL FROM REGIS UNIVERSITY

The official date of withdrawal from the University or from a course is the date that the withdrawal request is submitted to the Office of the University Registrar for processing. Notice of withdrawal from the University must be received by the Office of the University Registrar in

writing using an official University withdrawal form. The date the withdrawal request is processed and the date the student vacates the residence hall, if applicable, determines the amount of refund credited to the student. Refund policies are further described in the General Information Section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

The following refund schedule applies to tuition and fees:

Withdrawal Period	Refund
First Week (Add/Drop Week)	100%
Second Week	87%
Third Week	81%
Fourth Week	75%
Fifth Week	69%
Sixth Week	62%
Seventh Week	56%
Eighth Week	50%
Ninth Week	44%
Tenth Week	37%
Eleventh- Sixteenth Week	0%

The following refund schedule applies to housing and standard meal plans:

Withdrawal Period	Refund
First Week	100%
Second Week	87%
Third Week	81%
Fourth Week	75%
Fifth Week	69%
Sixth Week	62%
Seventh Week	56%
Eighth Week	50%
Ninth Week	44%
Tenth Week	37%
Eleventh - Sixteenth Week	0%

ACADEMIC INFORMATION

THE REGIS COLLEGE UNDERGRADUATE PROGRAM

THE ACADEMIC YEAR

The academic year is divided into two semesters of 16 weeks each. The first semester begins with Orientation in late August and ends in mid-December. It is followed by a Christmas vacation of approximately three weeks. The second semester begins in early January and ends at approximately the close of the first week in May. The Summer Session extends from early May through the middle of August.

THE REGIS COLLEGE GUARANTEE

This is a program that guarantees that a new Regis College student can complete the requirements for a baccalaureate degree with a single major in four (4) years-eight (8) semesters -- excluding Summer Semesters. If additional course work is required for graduation after the eight (8) semesters, and if the student is eligible for the Regis College Guarantee, students receive a full tuition grant from the Office of Financial Aid for the courses needed to graduate. The guarantee applies only to degree requirements, it does not apply to state licensure/professional requirements.

The guarantee program requires that a student complete eight (8) consecutive full-time semesters (a minimum of twelve [12] semester hours each) excluding Summer Semesters at Regis College and maintain a minimum 2.000 cumulative grade point average for each semester. The guarantee is extended to eight (8) semesters in five (5) years if a student obtains an approved leave of absence while a student at Regis. Students may apply for tuition-free studies with the Regis College Dean's Office during the eighth (8) semester. The guarantee is a Regis College undergraduate program and is not extended to School for Professional Studies' or School for Health Care Professions' students.

THE ACADEMIC ADVISING PROGRAM

Academic advising is an integral part of the educational process in Regis College. It is the intent of this program to provide the student with a Faculty Advisor who assists the advisee to gain the maximum from his/her educational experience.

Each student at Regis is assigned an academic advisor who: (1) aids the student in planning an educational program consistent with his or her interests and capabilities; (2) provides information about the academic process and University resources; (3) counsels students who may be experiencing academic difficulties; and (4) refers students to any other areas of student services that can help the advisee with difficulties outside of the academic sphere.

The Advising Program is administered through the Office of the Associate Dean for the College. This office serves as a general source of information about campus resources and specialized programs.

MAJOR DECLARATION

At the end of the sophomore year, each student must select a major area around which most of his/her upper division course work centers. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education and the natural sciences require careful planning in order to meet all requirements during four (4) years.

COURSE LOAD/OVERLOAD

The average class load is fifteen to eighteen (15-18) semester hours. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of Incomplete are allowed to carry more than eighteen (18) semester hours. Permission to carry nineteen (19) or more semester hours (course overload) must be obtained from the Associate Dean for Regis College. If, in the judgment of the Associate Dean, a student benefits by a reduced course load, the student is restricted to a course load of less than fifteen (15) semester hours.

UPPER DIVISION COURSES

Freshmen and sophomores are allowed to take upper division courses only if they have completed the prerequisites or if they have obtained the permission of the instructor of the course. Normally, that approval is secured by obtaining the instructor's signature on the registration form prior to submitting the form to the Office of the University Registrar. Juniors and seniors also must complete the prerequisites of an upper division course as listed in the *Bulletin* before enrolling for the course.

REGISTRATION

PROCEDURE

All students must consult with an Academic Advisor prior to registration. Students who have selected more than one major must consult with all assigned advisors, as appropriate. Registration materials are available from the student's advisor. An advisor's signature on a student's registration form indicates that the course seems appropriate to the goals the student has outlined to the advisor. The signature does not constitute or imply a waiver of the published academic requirements of the University. It is the student's responsibility to study these requirements and make certain that course selections meet them. Additionally, students are financially responsible for all courses listed on the registration and add/drop forms (see payment of student accounts).

The University reserves the right to cancel a course when registration is not sufficient to warrant continuance, to divide a class if enrollment is too large for effective instruction and to change instructors.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

WITHDRAWAL FROM A COURSE

Students are permitted to withdraw from a course through 75% of the term.

A student who wishes to withdraw from a course or courses prior to the published final withdrawal date for the

semester must obtain a course withdrawal form from the Office of the University Registrar. This form must be signed by the student's academic advisor and returned by the student to the Office of the University Registrar. The official date of withdrawal is the day the form, with the signature of the academic advisor, is submitted to the Office of the University Registrar. The student receives a grade of "W" in the course(s) withdrawn. The grade is reflected on the transcript, but not calculated in the grade point average. The date of the withdrawal is also used to determine the rate of refund, if applicable. The student should retain his/her copy of the withdrawal form until a grade report reflecting the course withdrawal is received at the end of the semester.

WITHDRAWAL FROM REGIS COLLEGE

Students who withdraw from Regis College before the completion of a semester must inform the Retention Coordinator, Office of Admission, Main Hall 217. The Retention Coordinator has a conference with any withdrawing student and authorizes withdrawal only after determining that the student has met financial and other obligations. Students who withdraw from the University with proper authorization receive a grade of "W" in each course for which they are enrolled at the time of withdrawal. The grade is reflected on the transcript, but not calculated in the grade point average.

Student who withdraw from the College without giving proper notification of their intention to withdraw receive a grade of "F" in all courses in which they are enrolled during the semester of withdrawal.

CONCURRENT ENROLLMENT AT ANOTHER COLLEGE OR UNIVERSITY

Information regarding institutions whose credit Regis University accepts in transfer is available from the Regis College Dean's Office. In order to insure acceptance of transfer credit once the student is enrolled at Regis University, prior approval by the Regis College Dean's Office is suggested for all concurrent enrollment (including Summer Semester courses at another institution). Concurrent Enrollment Request forms may be obtained from the Office of the University Registrar. Undergraduate students are not permitted to take the last thirty (30) semester hours of course work at another institution without permission of the Associate Dean for Regis College. A grade of "C-" or better must be earned for undergraduate course work to be accepted in transfer.

CONCURRENT ENROLLMENT AMONG REGIS UNIVERSITY PROGRAMS

Generally, Regis College students are not eligible to register for courses offered in the other two Regis University schools. An exception is made for Health Sciences courses offered through the School for Health Care Professions. In those rare cases where other such cross-registration is desired, written permission must be

obtained from the appropriate administrative designee/Program Director and the Academic Dean for Regis College. Appropriate tuition and fee charges are then billed above and beyond charges for courses taken through the College.

ATTENDANCE AT FINAL EXAMINATIONS

Final examinations are assigned at the end of each semester. A student who is unable to take a final examination for a valid reason (i.e., emergency circumstances beyond the student's control) is eligible for a grade of Incomplete, which, if assigned, must be removed by the end of the next academic semester with the exception of Spring Semester. Incomplete grades assigned during Spring Semester must be finalized by the end of Fall Semester. A student must specifically request an Incomplete in writing from the instructor.

GRADE REPORTS

Deficient grades and grades for students whose status is other than "good standing" are reported by instructors at midsemester. These midsemester grades are mailed to both the local and permanent addresses. An alternative grade address may be designated by the student. Grades of "D+" or lower are considered deficient. Only end-of-semester grades are official and entered on the student's permanent record. Final grades are mailed to the permanent address or to an alternative grade address the student provides the Office of the University Registrar. By federal legislation (The Family Educational Rights and Privacy Act of 1974, as amended), grades can be released to parents or others only on specific written request of the student, unless the parent claims the student as a dependent for federal income tax purposes and certifies this fact. Release forms are available through the Office of the University Registrar. Grade information cannot be released by telephone or by fax, however, grade information may be accessed through WebAdvisor.

APPEALS OF DISPUTED GRADES

Grade appeals for Regis College undergraduate students must be initiated within the first month of the semester following receipt of the grade. The following procedure is to be followed if a student wishes to protest a grade he or she received in a course:

1. The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow step 2.
2. At the student's request, the Department Chair arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of these three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. (Typically, a written statement from each party that the other party can review and respond to in

writing is the first step.) Oral presentations to the committee are sometimes also useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.

3. The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination. Further appeals are not permitted.

DEAN'S LIST

For Fall and Spring Semesters, a Dean's List is created for Regis College undergraduate program students. A degree-seeking student who carries a semester load of fifteen (15) or more graded semester hours and who earns a minimum semester grade point average of 3.700, is placed on the Dean's List. A student who is required during the semester to take a Pass/No Pass course--and who also carries twelve (12) or more graded hours with a 3.700 semester grade point average--is eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

ACADEMIC STANDING AND PENALTIES

GOOD STANDING

A Regis College undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward the major or minor. A passing grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

At the end of each semester, students who are academically deficient, with grade point averages below 2.000, are reviewed by the Committee on Probation and Suspension. The committee may recommend to the Academic Dean for Regis College that one of the following actions be taken: academic warning, probation, suspension or dismissal.

WARNING

A student with a semester grade point average below 2.000 and a cumulative grade point average above 2.000, is placed on academic warning. Although academic warning indicates an academic deficiency, it is not as

severe as academic probation and is not posted on the student's permanent academic record (transcript).

PROBATION

A student with a cumulative grade point average below 2.000 is placed on academic probation. The committee sets forth certain conditions that the student must meet within a specified time period. Although a student's grade point average is the primary determinant in decisions regarding probation, other stated conditions must be met in order to remain in the College. Failure to meet any of the specified conditions may result in suspension.

A student is not permitted to re-enroll unless he/she has agreed in writing to all conditions set fourth. Academic probation is recorded on the student's permanent academic record (transcript).

ACADEMIC SUSPENSION

Academic suspension is action taken by Regis University for any probationary student with an unacceptable cumulative grade point average. Academic suspension renders him/her ineligible to return to Regis for a period of twelve months. During that time the student must satisfactorily complete (grade of "C" or better) at least twelve (12) semester hours (or equivalent quarter credits) at another regionally accredited institution. The student must obtain prior approval from Regis University of transferability of this course work. This action may be taken for any student whose cumulative grade point average has fallen below 2.000. In addition, academic suspension may be taken for any student whose cumulative grade point average has fallen below a provisional grade point average agreed upon between the student and the Associate Dean for Regis College. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Suspension Criteria

1. Any student on academic probation whose cumulative grade point average has fallen below the minimum standard established for his/her class level is, under ordinary circumstances, suspended.

Class	Semester Hours Attempted	GPA
Freshman	0 to 29	1.600
Sophomore	30 to 59	1.800
Junior	60 to 91	2.000
Senior	92 or more	2.000

2. Any student on academic probation whose cumulative grade point average has fallen below 2.000, may be suspended (the table in item 1 notwithstanding).

3. Any transfer student accepted by Regis College (undergraduate program) on probation for the first twelve to fifteen (12 to 15) semester hours, may be suspended at the completion of the twelve to fifteen (12 to 15) hours if his/her Regis cumulative grade point average is below 2.000.
4. Commitment Program students are, by definition, on probation for two semesters when they enter Regis University. The Commitment Program student is suspendable if a grade of "C-" or better is not earned in all Commitment courses or if the cumulative grade point average falls below 1.600 (the standard established for all freshmen).
5. Any student who has met an agreed-upon provisional grade point average for the semester may be given the status of Probation Continued. This is a student (usually a freshman) who has earned an extremely low cumulative grade point average and, consequently, finds it almost mathematically impossible to attain a sufficiently high grade point average to be restored to Good Standing or even to be placed above the minimum for his/her class level. Such students have entered into an agreement with the Associate Dean for Regis College who acts on behalf of the Committee on Probation and Suspension. The agreed-upon grade point average is set within a range of what is a fair and reasonable expectation for the student in question (frequently between 2.000 and 2.300). A student failing to make the agreed-upon grade point average for the semester is suspended.
6. Three semesters are the maximum a student may be on probation during his/her academic career. (Commitment Program students have a maximum of three semesters after the completion for their first two semesters at Regis College.) Thereafter, failure to maintain a 2.000 cumulative grade point average results in automatic suspension.
7. Part-time students (those enrolled for eleven [11] or fewer semester hours) and unspecified students are held to the same standards as full-time students.

ACADEMIC DISMISSAL

Academic dismissal is action taken by Regis University that renders the student ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and re-admitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average, the minimum standards for his/her class level, or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the Associate Dean for Regis College. Academic dismissal is recorded on the permanent academic record (transcript).

APPEALING THE SUSPENSION OR DIMISSAL DECISION

Upon being notified of academic suspension or dismissal, a student who wishes to appeal should follow the procedures listed next.

1. Write a letter to the Chair of the Appeals Committee stating:
 - a. Why the suspension/dismissal decision should be reversed, including the student's honest and straightforward assessment of how the academic troubles came about, and some indication that the student is ready to continue serious academic work.
 - b. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - c. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.
3. Contact the advisor, faculty members, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline. The appeals committee is interested in any pertinent information that has genuine bearing on the matter. The committee focuses on why the student should be allowed to continue study at the University, and why the student failed to reach his or her academic goals.

STANDARDS OF CONDUCT

A detailed summary of regulations and the student discipline process is available in the *Regis University Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Office of Mission and Student Development located in the Student Center or access it online via the Regis University website.

LEAVE OF ABSENCE

Students who decide to leave Regis College for one (1) or two (2) semesters and then plan to return have the option of applying for a leave of absence. This status guarantees them the same Core Studies and major/minor requirements that applied to them before leaving Regis and also allows them to preregister during the semester prior to their return. Leave of Absence application forms are available in the Regis College Dean's Office.

If a student does not complete a Leave of Absence form or if the leave of absence has expired (after two semesters), and later returns to Regis College, he/she must be

readmitted to the College. The student is held to the current Core Studies and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean for Regis College.

GRADUATION

APPLICATION

The Application for Graduation form and graduation fee must be submitted by undergraduate students to the Regis College Dean's Office before eligibility for graduation can be evaluated. This Application for Graduation is required at least one semester prior to the semester in which the student expects to complete graduation requirements or, for undergraduate students, after ninety-two (92) semester hours have been completed. Specific application deadlines are available from the Regis College Dean's Office. Failure to make application by the proper date may delay graduation.

Students should refer to the General Information Section of this *Bulletin* for additional information on graduation, application processing, degree award, diplomas, graduation honors, and commencement.

ATTENDANCE AT COMMENCEMENT EXERCISES

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation Form of the student's intent to participate in commencement. Undergraduate students are allowed to march in commencement if they are within twelve (12) semester hours of completing their degree requirements. Students are listed in the commencement program for the commencement in which they march.

ACADEMIC PROGRAMS

CORE STUDIES REQUIREMENTS

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements. In addition, departmental requirements for the major listed alphabetically in this section also must be met to earn the baccalaureate degree.

The Regis College Core Curriculum

The Core curriculum is the intellectual design of the Regis College faculty. It embodies their vision of what it means to be an educated person. The Regis Core blends common academic experience through annual seminars required of all students with a thematic program of strong liberal arts studies. The curriculum is rooted in the rich heritage of Jesuit education from which it derives its organizing theme: How ought we to live? The Regis College Core prepares students for their roles as leaders

in a culturally diverse democracy and for their lives in the service of others.

Organizing Theme: How Ought We to Live?

Derived from the University Mission Statement, the above question is reaffirmed as the organizing theme of the Core curriculum. Every course in the Core is designed to help students understand, explore and live this question.

The Competencies

The following competencies are essential for an educated person and are vital to the quest imposed by the Core theme. Students are expected to demonstrate increasing proficiency in these competencies as they progress through the Core curriculum:

- the basic literacies: writing, speaking, numeracy, reading and aesthetic;
- the ability to examine issues and ideas across the disciplines, to see and articulate the interconnected as well as the disparate in assumptions, contents and methods of different academic disciplines;
- the ability to articulate reasoned judgments, to think, to speak and to write critically.

The Seminars

A series of required Core seminars in the Regis Core curriculum offers Regis undergraduate students a unifying experience. In each year of the sequence, students choose their seminar sections from a range of topics offered by faculty from the different academic disciplines.

The Core seminars are specifically designed to increase proficiency in the competencies listed above. Close examination of texts, interdisciplinary approaches to teaching, and an emphasis on enhancing critical thinking skills through competence in writing distinguish the learning process common to the seminars.

Freshman Commitment students must register for the seminars offered by the Freshman Commitment Program.

The Common Element

In addition to the Core seminars, the Core curriculum includes the following courses required for all students. While not exhaustive in number, these courses provide foundational content as well as the opportunity to develop required competencies.

COM 210--Speech Communication	3SH
EN 210--Freshman Literature	3SH
PL 250--Introduction to Philosophy	3SH
RS 200--Introduction to Religious Studies	3SH

The Distributive Element

Approximately half of the Core curriculum is comprised of the following distribution requirements, which allow students a range of choices and opportunities to explore

while assuring a necessary breadth of educational experience:

Economic Systems Course	3-6 SH
Fine Arts Core (FAC)	3 SH
Foreign Language Courses	6-8 SH
Literature/Humanities Course	3 SH
Mathematics Course	3-4 SH
Natural Science with Laboratory Course	4 SH
Non-U.S. History Course	3 SH
Philosophy Course	3 SH
Religious Studies Course (300 level)	3 SH
Social Sciences Course	3 SH

Regis College Core Requirements 58-67 SH

Freshman Seminar	CCS 200 (or CCS 200A and CCS 200B)	3 or 6 SH
Sophomore Seminar	CCS 300	3 SH
Junior Seminar	CCS 400	3 SH
Senior Seminar	CCS 450	3 SH
Economic Systems	EC 200, POL 410, SO 472 or EC 320 and EC 330	3 or 6 SH
Fine Arts Core	FAC 200, 211, 350, 351 or HU 203	3 SH
Foreign Language	Two semesters in one language	6-8 SH
Freshman Literature	EN 210 or HU 201 (with approval of Honors Program Director)	3 SH
Introduction to Philosophy	PL 250	3 SH
Philosophy Elective	PL	3 SH
Introduction to Religious Studies	RS 200	3 SH
Religious Studies Elective	RS or RC (300 level)	3 SH
Literature/Humanities Elective	EN (Literature only) or HU 205, 310, 311	3 SH
Mathematics	MT 201 or higher	3 or 4 SH
Natural Science with Laboratory	AS, BL, CH, ENVS, GE, PH	4 SH
Non-U.S. History Elective	HS (selected course)	3 SH
Social Science Elective	CJ, GY, HS, POL, PY, SO	3 SH
Speech Communication	CA 210	3 SH

NOTE: *Independent Study courses (490E-W) and Internship courses (498E-W) cannot be used to meet Regis College Core Studies requirements. Additional courses not permitted to meet Regis College Core Studies requirements are identified by a notation in the course description.*

Core Seminar Repeatability

Any student who fails a Core seminar (CCS 200-450) is required to repeat that seminar in a subsequent semester by taking a section of the seminar for which a failing grade was received. Students are subject to the Repeat Grade Improvement Option guidelines as outlined in the General Information section of the *Regis University Bulletin*.

COLLEGE CORE SEMINARS (CCS)

CCS 200. FRESHMAN WRITING SEMINAR (3). Offers a rigorous introduction to college academic work with an emphasis on critical thinking through competence in writing. The Freshman Seminar also focuses on developmental and transitional issues of first-year students, with the faculty instructor serving as the individual student's Academic Advisor for the freshman year. Taken during a student's first semester of the freshman year.

This course fulfills the writing requirement for the Core. All freshmen, including those with AP credit in English composition, must take CCS 200. All transfer students with fewer than seventeen (17) semester hours of transfer credit must take CCS 200. Transfer students with seventeen (17) semester hours or more of transfer credit who do not have an English composition course must take EN 203, Intermediate Composition or, with the written permission of the Director of the Core, CCS 200. Transfer students with seventeen (17) semester hours or more of transfer credit, including an English composition course or its equivalent, are not required to take either CCS 200 or EN 203. Freshman Commitment students must register for the seminars offered by the Commitment Program.

CCS 200A.FRESHMAN SEMINAR (3). Offers the first part of a two-semester reading, writing, and learning skills seminar designed to develop students' abilities to access themselves as learners, to think critically, and to effectively handle college-level reading and writing assignments. Instructor serves as Academic Advisor for freshman year. Taken by students admitted to the Commitment Program during the first semester of the freshman year. Not repeatable. If the course is failed, EN 203 is required.

CCS 200B.FRESHMAN SEMINAR (3). A continuation of CCS 200A, this is a reading, writing and learning skills seminar designed for Commitment Program students only. Not repeatable. If the course is failed, EN 203 is required.

CCS 300. SOPHOMORE SEMINAR (3). Taken during a student's sophomore year, the seminar enlarges understanding and knowledge of diversity in the United States by examining, discussing and writing about texts drawn from a number of disciplines and traditions. Many sections of the Sophomore Seminar integrate academic study with community service. The seminar is taught primarily by faculty drawn from the humanities and the social sciences.

CCS 400. JUNIOR SEMINAR (3). To achieve a broader, more international frame of reference for reflection on the question "how ought we to live?" The seminar promotes understanding and knowledge of other peoples, cultures and global issues. Interdisciplinary topics illuminate the variety of ways of experiencing and interpreting the world. Taken during a student's junior year. Faculty from the humanities and the social sciences are largely responsible for this seminar.

CCS 450. SENIOR SEMINAR (3). Organized around the themes of work, leisure, relationships, and citizenship, the seminar focuses on the future and critically examines important issues of social justice, evil and suffering, faith and commitment, etc. Students reflect on the question, "How ought we to live as responsible adult members of a diverse society?" Taken during a student's senior year. Faculty for this seminar utilize the disciplines of philosophy and religious studies as a foundation for instruction.

PROGRAMS OF STUDY

ACCOUNTING

Dr. Catharyn Baird, Professor, Chairperson
Mr. Thomas Edmonds, Associate Professor
Dr. Michael Polakovic, Associate Professor
Mr. Don W. Bush, Associate Professor
Rev. J. Daniel Daly, S.J., Assistant Professor
Mr. Matthew Daly, Assistant Professor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How ought we live?"

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the specified minimum grade point requirement needs approval by the Division Director upon recommendation of the student's advisor.
2. A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in AC 498E-W--Internship in Accounting. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.
3. Students majoring/minoring in Accounting may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all

students are strongly encouraged to complete an internship or to obtain equivalent work experience before graduation.

ACCOUNTING MAJOR 57 SH

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Upper Division Requirements 33 SH

Twenty-seven (27) upper division Accounting and Business Administration courses, which must include:

AC 410A--Intermediate Accounting I	3 SH
AC 410B--Intermediate Accounting II	3 SH
AC 410C--Intermediate Accounting III	3 SH
AC 440--Cost Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 480--Auditing Principles and Procedures	3 SH
BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 481A--Business Law I	3 SH

Plus six (6) upper division semester hours of Accounting elective courses selected from the following:

AC 420--Advanced Accounting	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 470--Accounting Theory	3 SH

PREPARING FOR THE CPA EXAM

The Societies of Certified Public Accountants in most states have approved a requirement that people sitting for the CPA Exam must have completed 150 hours of college level course work, but requirements do not specify which courses must be taken. It is recommended that Regis College students who plan to take the CPA Exam complete that following elective courses as part of their degree plan:

AC 420--Advanced Accounting	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 470--Accounting Theory	3 SH
BA 481B--Business Law II	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Accounting Minor 18 SH

Lower Division Requirements 6 SH

AC 320A--Principles of Accounting I 3 SH

AC 320B--Principles of Accounting II 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Accounting (AC) courses, not including AC 498-E-W--Internship in Accounting.

ACCOUNTING TRACK/MBA

The Accounting/MBA Track (AMT) constitutes a collaborative effort among the faculty of the Division of Business at Regis College and the School for Professional Studies at Regis University. This program allows students to meet the minimum educational requirements set by the Colorado Society of Certified Public Accountants for those who wish to take the CPA Exam. Students who complete this program receive a Bachelor of Science in Accounting degree, and a Master of Business Administration (MBA) degree.

Admission Requirements

Students must apply for admission to the Accounting/MBA Track when they achieve Junior standing in the College. An advisor from the Regis University MBA Program serves as the student's evaluator, and makes the final decision regarding admission to the AMT. The application process includes a minimum of the following:

- a writing sample submission
- grade point average review
- personal interviews with the student and the student's undergraduate advisors and instructors.

Depending on the MBA advisor's evaluation, additional requirements may be imposed (e.g., taking the GMAT, taking additional courses, or additional interviews) before an admission decision is made.

Tuition and Fees

Tuition and fees for the Accounting/MBA Track are determined by both Regis College and The School for Professional Studies. Students should ask their accounting advisor for details.

Accounting/MBA Major Requirements 107 SH

In addition to the requirements for the accounting major listed previously, students in the Accounting/MBA Track also complete the following MBA requirements:

MBA Requirements 30 SH

MBAA 602--Interpreting Accounting Information 3 SH

MBAA 605--Advanced Auditing 3 SH

MBAA 615--Income Tax Research 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of

Business 3 SH

MBAC 695--Strategies in a Global Environment 3 SH

MBAF 602--Financial Decision Making 3 SH

MBAM 608--Advanced Business Law 3 SH

Three (3) semester hours of MBA courses selected from the following:

MBAA 608--Accounting for the International Enterprise 3 SH

MBAF 605--International Financial Management 3 SH

MBAI 602--Issues in International Business 3 SH

Three (3) semester hours of MBA courses selected from the following:

MBAA 616--Accounting for Business Combinations 3 SH

MBAA 617--Accounting Systems 3 SH

MBAA 618--Advanced Cost Accounting 3 SH

ACCOUNTING COURSE DESCRIPTIONS (AC)

AC 320A. PRINCIPLES OF ACCOUNTING (3). Introduces basic accounting principles and procedures for sole proprietorship, partnerships and corporations.

AC 320B. PRINCIPLES OF ACCOUNTING II (3). A continuation of AC 320A. Prerequisite(s): AC 320A.

AC 410A. INTERMEDIATE ACCOUNTING I (3). Provides an in-depth study of financial accounting including theory and problems. Discusses recent developments in accounting valuation and reporting practices promulgated by the leading accounting organizations. Emphasizes assets, liabilities, shareholders equity, income determination and preparation and analysis of financial statements. Prerequisite(s): AC 320B.

AC 410B. INTERMEDIATE ACCOUNTING II (3). Provides an in-depth study of financial accounting topics, including theory and problems. Prerequisite(s): AC 410A.

AC 410C. INTERMEDIATE ACCOUNTING III (3). A continuation of AC 410A and 410B, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.) Prerequisite(s): AC 410B.

AC 420. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting,

installment sales and consignments and home office and branch operations. Prerequisite(s): AC 410C.

AC 440. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasize current topics from CPA examinations. Prerequisite(s): AC 320B.

AC 450A. INCOME TAX ACCOUNTING I (3). Studies income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates and trusts. Prerequisite(s): AC 320B.

AC 450B. INCOME TAX ACCOUNTING II (3). A continuation of AC 450A. Prerequisite(s): AC 450A.

AC 460. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Prerequisite(s): AC 320B.

AC 470. ACCOUNTING THEORY (3). Examines the conceptual, institutional and policy elements of accounting and major components of generally accepted accounting principles, conventions and practices. Integrates accounting theory, institutional dimensions of accounting and their relationships with the financial reporting environment. Prerequisite(s): AC 410B.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): Senior standing and completion of eighteen (18) semester hours of accounting.

AC 490E-W. INDEPENDENT STUDY IN ACCOUNTING (1-6). Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

AC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems that arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing. Cross listing: BA 495E or EC 495E.

AC 498E-W. INTERNSHIP IN ACCOUNTING (3). Offers opportunity for faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Division of Business Regulations.

ASTRONOMY

A major in Astronomy is not available.

ASTRONOMY COURSE DESCRIPTIONS (AS)

AS 250. PRINCIPLES OF ASTRONOMY (3). Provides a basic survey of the universe for nonscience majors. Includes a brief history of astronomy, lunar exploration, planets, comets, asteroids, the sun, star properties, binaries, clusters and galaxies and stellar evolution. Co-requisite: AS 251. Prerequisite(s): MT 205 or MT 231 or quantitative skills exam.

AS 251. PRINCIPLES OF ASTRONOMY LABORATORY (1). Accompanies AS 250. Includes observations, demonstrations and student experimentation. Co-requisite: AS 250.

BIOLOGY

Dr. Joan Betz, Professor, Chairperson
 Dr. Harry Taylor, Professor
 Dr. Barbara Finney, Associate Professor
 Dr. Michael Ghedotti, Assistant Professor
 Dr. Marie-dominique Franco, Assistant Professor

The Biology Department offers two degrees, a Bachelor of Science and a Bachelor of Arts in Biology. An Honors-in-Biology option is available for the Bachelor of Science degree.

The Bachelor of Science in Biology is designed to provide a broad knowledge of science including a strong background in Chemistry, Physics, and Biology. This degree is designed for those interested in pursuing advanced degrees in medicine, dentistry, veterinary science, or certain graduate programs in the natural sciences, as well as for those interested in biotechnology or various other biology-based careers.

The Honors-in-Biology option is designed to add a rigorous independent research component to the Bachelor of Science degree in Biology to better prepare students for graduate and professional schools or for research-oriented laboratory work.

The Bachelor of Arts in Biology is designed to allow flexibility while ensuring a strong background in Biology. The importance of biology in the modern world has made the combination of a strong background in biology with other fields of study a valuable endeavor. This degree is designed for those interested in pursuing advanced degrees in law, business, or graduate programs outside of the natural sciences, as well for those generally interested in combining an understanding of biology with a study of fields outside of the natural sciences such as education or

business. This program is particularly amenable to combination with another major or minor.

BACHELOR OF SCIENCE IN BIOLOGY MAJOR 63 SH

Lower and Upper Division Requirements 63 SH

BL 260--Principles of Biology: Cellular and Molecular Biology*	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology*	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH

* May be taken in any sequence.

One of the following statistics courses:

• MT 270--Introduction to Statistics	3 SH
• MT 370--Intermediate Statistics	3 SH
• MT 470A--Mathematical Statistics I	3 SH

One of the following options of physics:

• PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics Laboratory II	1 SH
• PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

A minimum of twenty-four (24) upper division semester hours of biology which must include:

BL 450--Investigative Biology	3 SH
BL 451--Investigative Biology Laboratory	1 SH
BL 495--Seminar in Biology	1 SH
Upper Division Biology Electives	11-13 SH
(Electives must include two (2) upper division courses with accompanying laboratories)	

A minimum of one (1) option in each of the following two elective areas.

Molecular, Cellular and Developmental Biology Electives 3-4 SH

• BL 412--Developmental Biology	3 SH
BL 413--Developmental Biology Laboratory	1 SH
• BL 414--Principles of Genetics	3 SH

• BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
• BL 424--Cell Biology	3 SH
• BL 466--Immunology and Immune Diseases	3 SH
BL 467--Immunology and Immune Diseases Laboratory	1 SH

Ecology and Evolutionary Biology Electives 3-4 SH

• BL 402--Principles of Ecology	3 SH
BL 403--Ecology Laboratory	1 SH
• BL 404--Systematic Biology	3 SH
• BL 430--Human Ecology	3 SH
• BL 464--Evolution	3 SH

NOTE: Students interested in medical school, dental school, veterinary school or other graduate programs should consult those schools for additional requirements.

HONORS-IN-BIOLOGY REQUIREMENTS 68 SH

In addition to the major requirements listed for the Bachelor of Science in Biology, students who complete the following courses may graduate with an Honors-in-Biology major.

BL 491E-W--Undergraduate Research in Biology*	3 SH
BL 499E-W--Senior Thesis**	2 SH

* Undergraduate Research in Biology may be used to fulfill the upper-division elective requirements listed for the Bachelor of Science in Biology Major while fulfilling the requirements of the Honors-in-Biology Major.

** Senior Thesis is graded on a pass/no pass basis and must be completed in addition to the 63 semester hours required for the Bachelor of Science in Biology.

Candidacy must be approved by the Chairperson of the Department of Biology. The candidate must:

1. Select a thesis advisor and submit a preliminary thesis proposal.
2. Complete a long-term research project for Undergraduate Research in Biology credit over at least three semesters.
3. Complete Senior Thesis requirements by:
 - Submitting a draft thesis to the thesis advisor before the mid-semester break.
 - Submitting a final thesis (conforming to formatting guidelines provided by the Biology Department) for approval to an examination committee of three faculty (including the thesis advisor and at least two Regis Biology Department faculty) before the course withdrawal deadline.

- Defending his/her thesis before the examination committee in a public forum followed by a discussion with the committee.

It is recommended that students apply for candidacy in the Honors-in-Biology program in their Sophomore year.

BACHELOR OF ARTS IN BIOLOGY MAJOR 45 SH

Lower and Upper Division Requirements 45 SH

BL 260--Principles of Biology: Cellular and Molecular Biology*	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology*	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH

One of the following statistics courses:

- MT 270--Introduction to Statistics 3 SH
- MT 370--Intermediate Statistics 3 SH
- MT 470A--Mathematical Statistics I 3 SH

* May be taken in any sequence.

A minimum of twenty-four (24) upper division semester hours of biology which must include:

BL 450--Investigative Biology	3 SH
BL 451--Investigative Biology Laboratory	1 SH
BL 495--Seminar in Biology	1 SH
Upper Division Biology Electives	11-13 SH

(Electives must include two (2) upper division courses with accompanying laboratories)

A minimum of one (1) option in each of the following two elective areas.

Molecular, Cellular, and Developmental Biology Electives 3-4 SH

- BL 412--Developmental Biology 3 SH
- BL 413--Developmental Biology Laboratory 1 SH
- BL 414--Principles of Genetics 3 SH
- BL 418--Microbiology 3 SH
- BL 419--Microbiology Laboratory 1 SH
- BL 424--Cell Biology 3 SH
- BL 466--Immunology and Immune Diseases 3 SH
- BL 467--Immunology and Immune Diseases Laboratory 1 SH

Ecology and Evolutionary Biology Electives 3-4 SH

- BL 402--Principles of Ecology 3 SH
- BL 403--Ecology Laboratory 1 SH
- BL 404--Systematic Biology 3 SH

- BL 430--Human Ecology 3 SH
- BL 464--Evolution 3 SH

NOTE: Students interested in law school, graduate programs in business, or other graduate schools should consult those schools for additional requirements.

Biology Minor 20 SH

Lower Division Requirements 8 SH

BL 260--Principles of Biology: Cellular and Molecular Biology*	3 SH
BL 261--Cellular and Molecular Biology Laboratory*	1 SH
BL 262--Principles of Biology: Organismic Biology*	3 SH
BL 263--Organismic Biology Laboratory*	1 SH

* May be taken in any sequence.

Upper Division Requirements 12 SH

A minimum of twelve (12) upper division semester hours of biology which must include one (1) upper division course with accompanying laboratory.

BIOLOGY COURSE DESCRIPTIONS (BL)

BL 204E-W. TOPICS IN BIOLOGY (3). Develops course content around a central biological theme on selected topics chosen by the instructor including discussion of societal and ethical issues relevant to that topic. Topics include: Human Biology, Human Genetics, DNA and Biotechnology, and Colorado Natural History. NOTE: Designed specifically for nonscience majors to meet the Natural Science Core requirement when taken with BL 205E-W. Co-requisite: BL 205E-W

BL 205E-W. TOPICS IN BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 204E-W. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 208. BIOLOGICAL ANTHROPOLOGY (3). Explores basic human biology and culture from an evolutionary perspective. Topics include the nature of scientific inquiry, primatology, human genetic variation, racial classifications, fossil evidence of human evolution, and sociobiology. Co-requisite: BL 209. NOTE: Designed for nonscience majors to meet the natural science core requirement when taken with BL 209.

BL 209. BIOLOGICAL ANTHROPOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Includes the examination of human cells, genes, behavior, and anatomy. Co-requisite: BL 208. NOTE: One three-hour laboratory per week.

BL 244. HUMAN ANATOMY AND PHYSIOLOGY: MOVEMENT AND INTEGRATION (3). Introduces the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: integumentary, musculoskeletal, nervous and special senses. Co-requisite: BL 245. NOTE: Recommended for students intending programs such as nursing or physical therapy. BL 244/245 and BL 246/247 may be taken in any sequence. Offered every Fall Semester.

BL 245. HUMAN ANATOMY AND PHYSIOLOGY: MOVEMENT AND INTEGRATION LABORATORY (1). Involves laboratory experiments demonstrating the concepts of the following human organ systems: integumentary, musculoskeletal, nervous and special senses. Requires contact with human skeletal material and cadavers. Co-requisite: BL 244. Laboratory fee required. NOTE: One three-hour laboratory per week required. Offered every Fall Semester.

BL 246. HUMAN ANATOMY AND PHYSIOLOGY: REGULATORY SYSTEMS (3). Introduces the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: endocrine, cardiovascular, respiratory, digestive and urogenital. The homeostatic processes of metabolism, development and inheritance are included. Co-requisite: BL 247. NOTE: Recommended for students intending programs such as nursing or physical therapy. BL 244/245 and BL 246/247 may be taken in any sequence. Offered every Spring Semester.

BL 247. HUMAN ANATOMY AND PHYSIOLOGY: REGULATORY SYSTEMS LABORATORY (1). Involves laboratory experiments demonstrating the concepts of the following human organ systems: endocrine, cardiovascular, respiratory, digestive, and urogenital. Co-requisite: BL 246. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 254. INTRODUCTION TO MEDICAL MICROBIOLOGY (3). Surveys major groups of medically important pathogenic microorganisms, including viruses, bacteria, fungi and protozoans. Emphasizes microbiological principles, and introduces immunologic and epidemiologic concepts. Co-requisite: BL 255. NOTE: Recommended for students intending programs such as nursing. Offered every Spring Semester.

BL 255. INTRODUCTION TO MEDICAL MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 254. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 260. PRINCIPLES OF BIOLOGY: CELLULAR AND MOLECULAR BIOLOGY (3). Rigorous introduction to concepts of cell structure and function, basic biochemistry and metabolism, and cellular reproduction. Explores the genetic regulation of life processes, from classical to cellular to recombinant DNA. Co-requisite: BL 261. NOTE: Designed specifically for Biology, Biochemistry,

Environmental Studies, and Neuroscience majors, as well as for pre-medical, and other pre-health-science students. BL 260/261 and BL 262/263 may be taken in any sequence. Offered every Spring Semester.

BL 261. CELLULAR AND MOLECULAR BIOLOGY LABORATORY (1). Involves laboratory techniques accompanying and reinforcing lecture topics; introduces techniques for exploring cell structure and function, emphasizing recombinant DNA. Co-requisite: BL 260 except for students with AP high school credit for BL 260. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Spring Semester.

BL 262. PRINCIPLES OF BIOLOGY: ORGANISMIC BIOLOGY (3). Surveys the diversity of living organisms and the evolutionary and ecological processes that shape them. Explores structure, diversity, ecology, and evolutionary history of organisms. Co-requisite: BL 263. NOTE: Designed specifically for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical and other pre-health-science students. BL 260/261 and BL 262/263 may be taken in any sequence. Offered every Fall Semester.

BL 263. ORGANISMIC BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Includes dissection of representative organisms and field work. Co-requisite: BL 262 except for student with AP high school credit for BL 262. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Fall Semester.

BL 402. PRINCIPLES OF ECOLOGY (3). Explores the interactions of organisms in the context of their biotic and abiotic environments. Examines the basic models and principles used in evolutionary, behavioral, population, community, and ecosystem ecology. Co-requisite: BL 403. Prerequisite(s): BL 260 and BL 262. Cross listing: ENV5 402.

BL 403. ECOLOGY LABORATORY (1). Involves collection, evaluation, and statistical analysis of ecological data in the laboratory and in the field. Co-requisite: BL 402. Prerequisite(s): BL 261 and BL 263 and MT 270 or equivalent. Cross listing: ENV5 403. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 404. SYSTEMATIC BIOLOGY (3). Explores the principles and practices used by systematic biologists in their exploration of the earth's biodiversity. Addresses reconstruction of evolutionary history, species delineation, classification, taxonomy, and systematic paleontology. Includes an examination of the use of systematic biology in paleontology, conservation biology, and medicine. Prerequisite(s): BL 260 and BL 262.

BL 406. COMPARATIVE VERTEBRATE ANATOMY (3). Explores the anatomy of vertebrates within the context of vertebrate phylogeny and development. Emphasizes comparative anatomy and development of the integumentary, skeletal, muscular, sensory, nervous, digestive, respiratory, circulatory, and urogenital systems of vertebrates. Co-requisite: BL 407. Prerequisite(s): BL 260 and BL 262.

BL 407. COMPARATIVE VERTEBRATE ANATOMY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Includes examination of skeletal specimens as well as concurrent dissection of representative vertebrates. Co-requisite: BL 406. Laboratory fee required. Prerequisite(s): BL 261 and BL 263. NOTE: One three-hour laboratory per week.

BL 410. AQUATIC AND FISHERIES ECOLOGY (3). Explores the basic biology and ecology of freshwater and marine systems. Emphasizes the ecology of fishes, aquatic conservation, and fisheries use of aquatic resources. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 410. NOTE: Participation in one of two field trips outside of class time required.

BL 412. DEVELOPMENTAL BIOLOGY (3). Focuses on early development in a variety of model organisms and humans. Emphasizes modern approaches to explain molecular and genetic aspects of regulative and mosaic development, differential gene expression, and morphogenesis. Co-requisite: BL 413. Prerequisite(s): BL 260 and BL 262.

BL 413. DEVELOPMENTAL BIOLOGY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Uses live model organisms and tissues to study developmental mechanisms. Co-requisite: BL 412. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 414. PRINCIPLES OF GENETICS (3). Explores concepts of heredity, including the structure, replication, transmission and expression of genes from the DNA of chromosomes. Interprets genetic phenomena at different levels of organization, including prokaryotic and eukaryotic systems. Prerequisite(s): BL 260 and BL 262.

BL 418. MICROBIOLOGY (3). Studies viruses, bacteria, archae and eukaryotic microorganisms within a broad biological perspective. Includes the growth, metabolism, genetics and ecology of microbes. Introduces concepts of immunology, epidemiology and discusses major infectious diseases caused by microorganisms. Co-requisite: BL 419. Prerequisite(s): BL 260 and BL 262; CH 250 recommended.

BL 419. MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 418. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 424. CELL BIOLOGY (3). Studies cell structure and function at the molecular level, with emphasis on eukaryotic cells. Topics include membranes and cell organelles, bioenergetics; cell cycle control, signal transduction; cell motility and shape; cell-cell interactions. Prerequisite(s): BL 260 and BL 262 and CH 250. NOTE: BL 425 is not a Co-requisite.

BL 425. CELL BIOLOGY LABORATORY (1). Involves laboratory experiments utilizing basic techniques to accompany and reinforce lecture topics. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 426. TECHNIQUES IN MOLECULAR BIOLOGY (2). Emphasizes techniques and concepts of molecular biology and biochemistry using model organisms. Topics included analysis of proteins and nucleic acids, particularly recombinant DNA. Co-requisite: BL 427. Prerequisite(s): BL 260 and BL 262 and CH 350, Junior standing or permission of instructor.

BL 427. TECHNIQUES IN MOLECULAR BIOLOGY LABORATORY (2). Intensive laboratory course emphasizing techniques of molecular biology and biochemistry using model organisms. Co-requisite: BL 426. Prerequisite(s): BL 261 and BL 263 and CH 351. Laboratory fee required. NOTE: Two three-hour laboratory periods per week.

BL 430. HUMAN ECOLOGY (3). Explores the earliest forms of mankind, examining the interactions between human beings and their environments from the perspectives of evolutionary and ecological development. Studies current problems such as those associated with high population densities, modern technology, pollution, conservation and resource issues. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 430. NOTE: One or two weekend field trips required.

BL 434. TECHNIQUES IN FIELD BIOLOGY (2). Explores a variety of ecosystems and their unique characteristics. Techniques for environmental assessment and for the study of populations, animal behavior, plant communities, and other biological systems are examined. Under supervision students develop and execute research projects. Co-requisite: BL 435. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 434. NOTE: Field trips required afternoons and/or weekends.

BL 435. TECHNIQUES IN FIELD BIOLOGY LABORATORY (2). Involves field and laboratory exercises accompanying and reinforcing lecture topics. The last half of the course involves student research projects in the field laboratory. Co-requisite: BL 434. Prerequisite(s): BL 261 and BL 263. Cross listing: ENVS 435. Laboratory fee required. NOTE: Two three-hour laboratories per week.

BL 439. WILDLIFE STUDIES (3). Focuses on wildlife biology and ecology and introduces wildlife management techniques. Explores such topics as wildlife nutrition, disease and habitat requirements, conservation issues, wildlife law and law enforcement. Team and individual projects required. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 439.

BL 440. MAMMALOLOGY (3). Explores the essential features of mammalian anatomy, physiology, ecology, patterns of behavior, distribution, taxonomy and evolution. Co-requisite: BL 441. Prerequisite(s): BL 260 and BL 262.

BL 441. MAMMALOLOGY LABORATORY (1). Includes laboratory and field exercises accompanying and reinforcing lecture topics, including some dissection, the identification of Colorado mammals, and occasional field trips. Co-requisite: BL 440. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 444. ANIMAL BEHAVIOR (3). Explores the evolutionary bases of animal behavior, communication, the relationship between social structure and behavior, conflict resolution, reproductive and parental behavior, learning and experience and the influences of heredity and environment on behavioral patterns. Prerequisite(s): BL 260 and BL 262. NOTE: Field study and research presentation required.

BL 448. BOTANY (3). Explores the evolution, taxonomy, anatomy, morphology, ecology, and physiology of plants emphasizing the native plants of Colorado. Co-requisite: BL 449. Prerequisite(s): BL 260 and BL 262.

BL 449. BOTANY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Includes a brief introduction to identification of common Colorado flora. Co-requisite: BL 448. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 450. INVESTIGATIVE BIOLOGY (3). Examines methods for undertaking original research in an active learning environment. Student gain experience in recognizing research problems, posing appropriate questions, developing observational or experimental tactics, acquiring data (evidence), using computers for data processing and statistical analysis, and using the primary literature. Students will use data from an actual research project and communicate the findings in the format of a scientific paper. Co-requisite: BL 451. Prerequisite(s): BL 260 and BL 262; MT 270 or equivalent and Junior standing. NOTE: Required for all Biology majors.

BL 451. INVESTIGATIVE BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Students use computers for data processing and statistical analysis. Co-requisite: BL 450. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: One three-hour laboratory per week. Required for all biology majors.

BL 452A. BIOCHEMISTRY I (3). Introduces the structure and function of proteins. Includes an in depth study of enzyme kinetics and specificity, the thermodynamics of biological systems and introduces metabolic processes. Prerequisite(s): CH 460. NOTE: CH 430A recommended. Cross listing: CH 452A.

BL 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and oxidative phosphorylation. Includes fatty acid breakdown, lipid biosyntheses, nucleic acid structure and molecular evolution. Optional Co-requisite: CH 453. Prerequisite(s): CH 452A. Cross listing: CH 452B.

BL 464. EVOLUTION (3). Explores concepts of evolution as a process of discovery. Confronts examples, develops questions, erects competing hypotheses to see how experimental and observational evidence can be acquired, and how to develop explanations based on the evidence. Prerequisite(s): BL 260 and BL 262.

BL 466. IMMUNOLOGY AND IMMUNE DISEASES (3). Explores the human immune system and immunopathology by presenting concepts of the activation and regulation of the immune response. Co-requisite: BL 467. Prerequisite(s): BL 260 and BL 262; CH 250 recommended. NOTE: May include field trips to research facilities.

BL 467. IMMUNOLOGY AND IMMUNE DISEASES LABORATORY (1). Focuses on animal models to explore the healthy and diseased human immune system. Current technologies in molecular and cellular biology will be used. Co-requisite: BL 466. Prerequisite(s): BL 261 and BL 263; CH 251 recommended. Laboratory fee required.

BL 476. COLORADO NATURAL HISTORY (3). Explores the variety of climates, ecosystems and organisms found in Colorado. Covers the mammals, birds, reptiles, amphibians, game fishes, invertebrates, and common plants of Colorado as well as basic weather phenomena. Co-requisite: BL 477. Prerequisite(s): BL 260 and BL 262.

BL 477. COLORADO NATURAL HISTORY LABORATORY (1). Involves field and laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 476. Prerequisite(s): BL 261 and BL 263. Laboratory fee required. NOTE: Two three-hour laboratory periods per week. Field trips required afternoons and/or weekends.

BL 481E-W. SPECIAL TOPICS IN BIOLOGY (1-4). Explores selected topics in the field of biology not normally covered in regular course offerings. Course format varies according to topics selected. Prerequisite(s): BL 260 and BL 262. NOTE: Certain topics may include a laboratory and require a laboratory fee.

BL 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: BL 486. Prerequisite(s): Either BL 260 or BL 262, or permission of instructor. Cross listing: NS 485 and PY 485.

BL 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulation of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-requisite: BL 485. Cross listing: NS 486 and PY 486. Laboratory fee required. NOTE: One three-hour laboratory per week.

BL 489. ETHICAL ISSUES IN BIOLOGY (1). Explores ethical issues facing today's biologists and society as a whole. Topics may include genetic testing, genetic engineering, cloning, animal rights, human behavioral determinism, and environmental ethics. Taught in a discussion-based format. Prerequisite(s): BL 260, BL 262, two 400-level Biology lecture courses and Sophomore standing. NOTE: May require service learning outside of class time.

BL 490E-W. INDEPENDENT STUDY IN BIOLOGY (1-3). Offers an opportunity for advanced study of independent topics in biology. Prerequisite(s): BL 260 and BL 262, permission of instructor and approval of Department Chair.

BL 491E-W. UNDERGRADUATE RESEARCH IN BIOLOGY (1-3). Offers an opportunity for laboratory or field research under faculty direction. Requires oral or poster presentation. Prerequisite(s): BL 260, BL 261, BL 262, BL 263, Sophomore standing. NOTE: Requires a time commitment of approximately 4-8 hours per week. Does not satisfy the upper division laboratory requirements for any major or minor.

BL 495. SEMINAR IN BIOLOGY (1). Emphasizes interpretation and presentation of articles from primary scientific literature, covering a broad range of biological topics. Includes discussion of possible careers in biology and resume and cover letter construction. Prerequisite(s): BL 260 and BL 262, Junior standing.

BL 498E-W. INTERNSHIP IN BIOLOGY (3). Provides faculty-directed practical experience in a working environment outside of Regis University. Requires 30 minute oral presentation to department at conclusion of semester. Prerequisite(s): BL 260 and BL 262, Junior standing, permission of instructor and approval of Department Chair and Director of Experiential Education. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a Bachelor of Science in Biology or a biology minor.

BL 499E-W. SENIOR THESIS (2). Students meet regularly with the Honors-in-Biology thesis advisor to prepare a thesis based on independent research and to publicly defend the thesis before an examination committee of three faculty. The final thesis must be given to the committee before the withdrawal deadline. The thesis must be defended before the last day of regular classes. Prerequisite(s): BL 491E-W, Senior standing and approval of Department Chair. Pass/No Pass grading only.

BUSINESS ADMINISTRATION

Dr. Catharyn Baird, Professor, Chairperson
 Dr. Martha Valentine, Associate Professor
 Dr. Aimee Wheaton, Associate Professor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves, "How ought we to live?"

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in and Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement needs approval of the Division Director upon recommendation of the student's advisor.
2. A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in BA 498E-W--Internship in Business. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.
3. Students who major or minor in Business Administration may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all students are strongly encouraged to complete an internship or to obtain equivalent work experience before graduation.

BUSINESS ADMINISTRATION MAJOR 51 SH

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH

BA 340--Quantitative Methods or BA 370--Intermediate Statistics	3 SH
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Upper Division Requirements 27 SH

Eighteen (18) upper division semester hours of Business Administration courses, which must include:

BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH
BA 475--Business Policy and Strategy	3 SH
BA 481A--Business Law I	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Plus nine (9) upper division semester hours in an area of specialization selected from the following:

MARKETING 9 SH

BA 421--Marketing and Management Policies	3 SH
BA 425--Consumer Behavior	3 SH
BA 428--International Marketing	3 SH

FINANCE 9 SH

BA 433--Money and Banking	3 SH
BA 435--Fundamentals of Investments	3 SH
BA 442--Personal Financial Management	3 SH
BA 470--Principles of Real Estate	3 SH
BA 494--International Economics	3 SH

MANAGEMENT 9 SH

BA 452--Management of Human Resources	3 SH
BA 453--Gender Issues in Organizations	3 SH
BA 454--Organizational Behavior	3 SH
BA 463--Issues in Management	3 SH
BA 469--International Management	3 SH
BA 491--Public Policy Toward Business	3 SH

INTERNATIONAL BUSINESS 9 SH

BA 428--International Marketing	3 SH
BA 469--International Management	3 SH
BA 494--International Economics	3 SH
BA 494E-W--Seminar in International Business	3 SH

MANAGEMENT INFORMATION SYSTEMS 9 SH

Nine (9) semester hours selected from upper division Business Administration (BA) and Computer Science (CS) courses in consultation with the major advisor.

GENERAL BUSINESS 9 SH

Nine (9) semester hours selected from upper division Business Administration (BA) courses and in consultation with the major advisor. BA 498E-W cannot be used to fulfill major requirements.

Business Administration Minor 15 SH

Lower Division Requirements 3 SH

BA 250--Introduction to Business	3 SH
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Upper Division Requirements 12 SH

Twelve (12) semester hours in an area of specialization selected from the following:

MARKETING 12 SH

BA 420--Marketing	3 SH
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Plus nine (9) semester hours selected from the following:

BA 421--Marketing and Management Policies	3 SH
BA 425--Consumer Behavior	3 SH
BA 428--International Marketing	3 SH

FINANCE 12 SH

BA 430--Business Finance	3 SH
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Plus nine (9) semester hours selected from the following:

BA 433--Money and Banking	3 SH
BA 435--Fundamentals of Investments	3 SH
BA 442--Personal Financial Management	3 SH
BA 470--Principles of Real Estate	3 SH

MANAGEMENT 12 SH

BA 461--Management	3 SH
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Plus nine (9) semester hours selected from the following:

BA 452--Management of Human Resources	3 SH
BA 453--Gender Issues in Organizations	3 SH
BA 454--Organizational Behavior	3 SH
BA 463--Issues in Management	3 SH
BA 469--International Management	3 SH
BA 491--Public Policy Toward Business	3 SH

INTERNATIONAL BUSINESS 12 SH

Three (3) semester hours selected from the following:

BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH
BA 475--Business Policy and Strategy	3 SH
BA 481A--Business Law I	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Plus nine (9) semester hours selected from the following:

BA 428--International Marketing	3 SH
BA 469--International Management	3 SH
BA 494--International Economics	3 SH
BA 494E-W--Seminar in International Business	3 SH

GENERAL BUSINESS

12 SH

Twelve (12) semester hours selected from upper division Business Administration (BA) courses in consultation with the major advisor. BA 498E-W cannot be used to fulfill minor requirements.

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS (BA)

BA 230. INTRODUCTION TO COMPUTING (3). Introduces personal computers and the disk operating system. Develops skills using word processing, spreadsheets and database management. Emphasizes applications for Business, Accounting and Economics.

BA 250. INTRODUCTION TO BUSINESS (3). Introduces fundamental business concepts, current business practices and basic principles of management, marketing and finance. Includes personal financial planning, career planning and business communications.

BA 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics. Cross listing: MT 270. NOTE: Two (2) years of High School Algebra required.

BA 340. QUANTITATIVE METHODS (3). Introduces operations research. Emphasizes decision making under conditions of uncertainty, linear programming, regression models, PERT and CPM, and other quantitative techniques used in a typical business setting. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of Instructor. Cross listing: MT 340.

BA 370. INTERMEDIATE STATISTICS (3). Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, and n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: MT 370 and PY 370.

BA 401. PSYCHOLOGY OF BUSINESS AND INDUSTRY (3). Studies principles of psychology as applied to selected problems in the area of business and industry. Cross listing: PY 418.

BA 402. BUSINESS CYCLES AND FORECASTING (3). Examines theoretical explanations of economics growth in advanced industrial economic systems and the causes of cyclical deviations from the growth trend. Covers forecasting national income and national product aggregates and emphasizes the use of forecasting techniques. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 460.

BA 420. MARKETING (3). Studies the macro and micro marketing systems and institutions, domestically and internationally. Includes marketing's role in the global economy and marketing in the United States emphasizing the development of marketing strategies and marketing mixes. Prerequisite(s): BA 250 and Junior standing.

BA 421. MARKETING AND MANAGEMENT POLICIES (3). Analyzes the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies and choice of a channel of distribution. Prerequisite(s): BA 420

BA 423. MARKETING RESEARCH (3). Familiarizes student with the basic objectives, techniques, and applications of market research used in a modern business environment. Develops proficiency in acquisition, analysis and interpretation of market information for business decisions. Prerequisite(s): BA 250, BA 420 and Junior standing.

BA 425. CONSUMER BEHAVIOR (3). Students analyze the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 428. INTERNATIONAL MARKETING (3). Examines the scope and challenge of marketing goods and services in foreign countries; and the cultural, legal, political, geographic, technological and economic influences on international marketing. Includes establishing markets, market research, distribution channels, export processes and marketing strategies. Prerequisite(s): BA 420 and Junior standing.

BA 430. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): BA 230, BA 250, AC 320A and AC 320B and Junior standing.

BA 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 420.

BA 434. SALES (3). Provides an in-depth understanding of the sales process. Focuses on individual salesperson and sales management perspectives. Includes an appreciation of the individual selling function, types of selling (direct, telemarketing, mail, business to business and retail). Prerequisite(s): BA 250, BA 420 and Junior standing.

BA 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 230, BA 430, AC 320A and AC 320B.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 440.

BA 442. PERSONAL FINANCIAL MANAGEMENT (3). Examines the field of personal financial management and planning. Includes setting financial goals and planning for education, retirement, estates and insurance, and the tax effects of different financial choices. Explores the role of the professional financial planner in helping individuals to make financial decisions. Prerequisite(s): BA 250 and Junior standing.

BA 452. MANAGEMENT OF HUMAN RESOURCES (3). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force and the development and management of human resources. Studies creating a favorable work environment, including management and labor relations, remuneration and security for employees. Prerequisite(s): BA 461.

BA 453. GENDER ISSUES IN ORGANIZATION (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or Permission of instructor. Cross listing: WS 453.

BA 454. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Prerequisite(s): BA 461.

BA 461. MANAGEMENT (3). Provides comprehensive coverage of managerial principles applicable to numerous activities through a study of the fundamental functions of management. Studies recent developments and their effect upon management and management techniques. Prerequisite(s): BA 250 and Junior standing.

BA 462. MANAGING SMALL BUSINESS (3). Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business. Prerequisite(s): BA 461.

BA 463. ISSUES IN MANAGEMENT (3). Provides an overview of new developments in management, emphasizing interdisciplinary influences on organizational theory. Includes new paradigms, organizational culture, changing gender roles, organizational change and renewal. Prerequisite(s): BA 461.

BA 468. INTERNATIONAL BUSINESS (3). Explores scopes and challenges of doing business, including marketing goods and services in foreign markets. Addresses cultural, legal, political, geographic, technological and economic (standard of living) influence management, organizational and marketing practice. Examines the establishment of markets, research, distribution channels export processes. Prerequisite(s): BA 250 and Junior standing.

BA 469. INTERNATIONAL MANAGEMENT (3). Studies the history and evolution of international business, the international environment, and the development, organization and structure of the international organization. Includes cultural differences and business-governmental relations. Prerequisite(s): BA 461.

BA 470. PRINCIPLES OF REAL ESTATE (3). Studies laws governing real estate transactions, property appraisal, acquisition and sale of both residential and commercial property and property management. Prerequisite(s): AC 320A and AC 320B.

BA 472. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: EC 470, ENV5 470 and PJ 470.

BA 475. BUSINESS POLICY AND STRATEGY (3). This capstone course for Business Administration majors, addresses the business firm in its totality as a functioning entity in its environment, both global and local. Analyzes actual policies and strategies of existing firms. Prerequisite(s): BA 420, BA 430, BA 461 and Senior standing.

BA 481A. BUSINESS LAW I (3). Explores the foundations of law. Studies the fundamentals of contract law as applied in sales and employment contexts as well as agency law. Prerequisite(s): BA 250 and Junior standing.

BA 481B. BUSINESS LAW II (3). Studies law applicable to commercial paper, security devices, partnerships, corporations, real property, estates and bankruptcy. Prerequisite(s): BA 481A.

BA 490E-W. INDEPENDENT STUDY IN BUSINESS (1-6). Enables students to pursue special topics of interest not covered in regularly offered courses. Developed under the direction of a faculty member. Regis College Prerequisite(s): Junior standing and approval of Division Director.

BA 491. PUBLIC POLICY TOWARD BUSINESS (3). Examines policies and procedures utilized by government to improve economic performance. Includes anti-trust laws and their enforcement, government regulation of prices and output in the private sector, and social regulation of business and government enterprises. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 491.

BA 494. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 481.

BA 494E-W SEMINAR IN INTERNATIONAL BUSINESS (3). Analyzes trends and issues in international business of current significance. Topics vary with each offering. Prerequisite(s): BA 250 and Junior standing.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing. Cross listing: AC 495E or EC 495E.

BA 498E-W. INTERNSHIP IN BUSINESS (3). Provides faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Regis College, Division of Business Regulations.

CATHOLIC STUDIES

Dr. Randolph Lump, Director

A major in Catholic Studies is not available.

The Catholic Studies Program seeks to deepen student understanding of the Catholic Christian tradition. The courses examine the relationship between Catholic tradition and human culture, the variety of practices and intellectual movements within the tradition, the history of Catholic social thought, Catholic writers, as well as a range of specific topics relevant to the goals of the Program. Opportunities for service learning and Church ministry will be provided.

Catholic Studies Minor 15 SH

Lower Division Requirements 3 SH

CAS 300E-W--Foundations of Catholic Traditions 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Catholic Studies courses selected with the approval of the major advisor.

CATHOLIC STUDIES COURSE DESCRIPTIONS (CAS)

CAS 300E-W. FOUNDATIONS OF CATHOLIC TRADITION (3). An interdisciplinary overview of the sources and contributions of the Catholic religious tradition. Investigates historical roots and cultural adaptations from its beginning to today's global setting. Focuses on developments in philosophy, theology, literature, the arts as well as the influence of political and social thought and institutions.

CAS 400E-W. THE CATHOLIC INTELLECTUAL TRADITION (3). Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason, the place of culture in Christian evangelization, spirituality and autobiography. Emphasizes the study of primary texts.

CAS 410E-W. THE ARTS IN CATHOLIC TRADITION (3). Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful, the history of Christian iconography, or specific media of expression (e.g., performing, visual arts, liturgical arts). Examines the spiritual power of the aesthetic experience.

CAS 420E-W. CATHOLIC TRADITION IN SOCIETY AND CULTURE (3). Explores the relationship between Catholic thought and practice and social or cultural phenomena in various cultures or time periods. The approach can be from different disciplines such as sociology, anthropology, media studies, and history.

CAS 430E-W. CATHOLIC TRADITION AND NATURAL SCIENCE (3). Explores Catholic thought on the natural sciences. Addresses such topics as the theory of evolution, the role of Greek philosophy and science in the development of Catholic thought, the impact of Catholic thinkers on the history of science, controversies between the Church and the sciences, moral issues arising from technological development.

CAS 440E-W. CATHOLIC RELIGIOUS AND SPIRITUAL TRADITIONS (3). Explores Catholic Christian spiritual experiences and practices focusing on particular contributors (e.g., Benedict, Ignatius Loyola, Teresa of Avila), or particular forms of spiritual practice (e.g., mystical, monastic, Ignation) or particular spiritual disciplines (e.g., contemplation, activism, liturgical).

CAS 450E-W. HISTORICAL THEMES IN CATHOLIC TRADITION (3). Studies historical themes, figures, movements or periods that shaped or were shaped by Catholic thought or practice.

CAS 460E-W. PEACE AND JUSTICE IN CATHOLIC TRADITION (3). Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g., liberation, peace activism, church-state relations, political freedom), figures who have enacted Catholic teaching (e.g., Francis of Assisi, Dorothy Day), or issues (e.g.,

economic justice, military services, international aid). Examines biblical, papal, conciliar and theological documents.

CAS 498E-W. CATHOLIC STUDIES INTERNSHIP (3). Offers an opportunity to explore Catholic Studies in its practical application to various working areas of contemporary Catholicism. Requires students to reflect critically and constructively on the experience. Prerequisite(s): CAS 300. Approval of Department Chair required.

CHEMISTRY

Dr. Stephen Cartier, Associate Professor, Chairperson
Dr. Surendra Mahapatro, Professor
Dr. Denise Guinn, Associate Professor
Dr. Kimberley Waldron, Associate Professor

DEPARTMENTAL INFORMATION

- The Department of Chemistry offers two majors: a major in Chemistry and a major in Biochemistry. Both majors also include an honors track: Honors-in-Chemistry and Honors-in-Biochemistry. The "Honors" curriculum in both majors follows the guidelines recommended by the American Chemical Society (ACS).
- The Traditional Chemistry major is designed for the liberal arts student who seeks an appreciation of chemistry but does not intend to pursue advanced studies or employment in the field. This track has an eighteen (18) upper division hour requirement.
- The Honors-in-Chemistry major is designed for students planning to enter graduate or professional school and/or professional employment in the chemical industry. This track has a twenty-two (22) upper division hour requirement and follows the curriculum guidelines established by the American Chemical Society (ACS). This program includes an independent research requirement.
- The major in Biochemistry is designed for students who are interested in this sub-discipline of chemistry and would like to combine their chemistry degree with a minor or major in biology. This degree program is designed to prepare students for graduate or professional school and for employment in the biotechnology industry. This program follows the curriculum guidelines recommended by the American Society for Biochemistry and Molecular Biology (ASBMB).
- The Honors-in-Biochemistry major is an intensive biochemistry curriculum that follows the guidelines established by the American Chemical Society (ACS) in addition to the ASBMB. This program includes an independent research requirement.

CHEMISTRY MAJOR 49 SH

Lower Division Requirements 31 SH

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
MT 360A--Calculus I or equivalent*	4 SH
MT 360B--Calculus II or equivalent*	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

* Prerequisite may be required depending upon mathematics placement.

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Chemistry courses, which must include:

CH 424--Analytical and Instrumental Chemistry	3 SH
CH 425--Advanced Laboratory I	
or	
CH 427--Advanced Laboratory II	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 495E-W--Seminar in Chemistry	1 SH
Upper Division Chemistry Electives	4 SH

Honors-in-Chemistry Requirements 53 SH

In addition to the lower division requirements listed previously, students must complete twenty-two (22) upper division semester hours of Chemistry courses, which include:

CH 424--Analytical and Instrumental Chemistry	3 SH
CH 425--Advanced Laboratory I	2 SH
CH 427--Advanced Laboratory II	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 430B--Physical Chemistry II	3 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 490E-W--Independent Study in Chemistry	1 SH
CH 495E-W--Seminar in Chemistry	1 SH
Upper Division Chemistry Electives	2 SH

Chemistry Minor 43 SH

Lower Division Requirements 31 SH

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH

CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
MT 360A--Calculus I or equivalent*	4 SH
MT 360B--Calculus II or equivalent*	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

* Prerequisites may be required depending upon mathematics placement.

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours, which must include:

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH

NOTE: CH-498E-W--Internship in Chemistry will not count toward the minimum semester hour requirement for a major or minor in Chemistry or Biochemistry.

BIOCHEMISTRY

The Bachelor of Science with majors in Biochemistry and Honors-in-Biochemistry are offered by the Department of Chemistry. The Biochemistry programs are designed for students who are interested in an integrated chemistry/biology curriculum that brings together the study of the following: fundamental chemical principles; biophysical and structural chemistry of biomolecules with an emphasis on proteins and nucleic acids; new DNA cloning and gene analysis techniques; advanced chemical instrumental methods; metabolic pathways; molecular modeling and computational biochemistry; and advanced topics in biology such as genetics, microbiology and immunology. These biochemistry programs are suitable for students who hope to pursue careers in medicine, advanced degrees in various biochemically-related fields, or careers at one of more than one hundred biotechnology companies in the Denver metropolitan area.

BIOCHEMISTRY MAJOR 50 SH

Lower and Upper Division Requirements 50 SH

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I*	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 452A--Biochemistry I	3 SH
CH 452B--Biochemistry II	3 SH

CH 453--Biochemistry Laboratory	2 SH
CH 425--Advanced Laboratory I	
or	
CH 427--Advanced Laboratory II	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 495E-W--Seminar in Chemistry	1 SH
MT 360A--Calculus I*	4 SH
MT 360B--Calculus II*	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

* Prerequisites may be required depending upon Mathematics placement.

Students majoring in Biochemistry are required to complete a minor or a second major in Biology. Course work in Biology must include:

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 426--Techniques in Molecular Biology	2 SH
BL 427--Techniques in Molecular Biology Laboratory	2 SH

Students are strongly encouraged to include one or more of the following courses to fulfill the upper division Biology electives in the major or minor:

BL 414--Principles of Genetics	3 SH
BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
BL 466--Immunology and Immune Diseases	3 SH

Honors-in-Biochemistry Major Requirements

In addition to the major requirements listed previously, students who complete the following courses may graduate with an Honors-in-Biochemistry major:

- BL 490E-W--Independent Study in Biology
or
CH 490E-W--Independent Study in Chemistry 1-2 SH
- CH 424--Analytical and Instrumental Chemistry 3 SH

The Honors-in-Biochemistry curriculum was designed to meet the requirements for accreditation by the American Chemical Society.

CHEMISTRY COURSE DESCRIPTIONS (CH)

CH 200 E-W. CHEMISTRY IN CONTEXT (3). Develops around a central chemical theme on selected topics chosen by the instructor. NOTE: Designed specifically for non-science majors to meet the Natural Science Core requirement when taken with CH 201 E-W.

CH 201 E-W. CHEMISTRY IN CONTEXT LABORATORY

(1). Involves laboratory exercises accompanying and reinforcing lecture topics. May be used to fulfill the Natural Science Core requirement.

CH 202. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY (3).

Provides a qualitative introduction to the chemical aspects of environmental and social issues for the non-science student. Includes the role of science and technology, water and air pollution, conventional and alternate energy sources, nuclear power and selected topics relating to local and global issues in energy and the environment. Co-requisite: CH 203.

CH 203. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY LABORATORY (1).

Co-requisite: CH 202. Laboratory fee required. NOTE: One three-hour laboratory period.

CH 206A. CHEMISTRY FOR HEALTH RELATED SCIENCES (3).

A descriptive introduction to the fundamentals of chemistry with emphasis on atomic structure, chemical bonding and reactions and the properties of various states of matter. This is followed by a brief treatment of the chemistry of selected elements and compounds, especially those pertaining to biological systems. Co-requisite: CH 207A. Prerequisite(s): Adequate preparation in high school mathematics. NOTE: Designed for health care programs and also fulfills Natural Science Core requirements. Offered every Fall Semester.

CH 207A. CHEMISTRY FOR HEALTH RELATED SCIENCES LABORATORY (1).

Involves laboratory experiments accompanying CH 206A. Co-requisite: CH 206A. Laboratory fee required. NOTE: One three-hour laboratory per week.

CH 210. PRINCIPLES OF CHEMISTRY (4). Introduces chemical and physical properties of matter, atomic structure, stoichiometry, periodicity, chemical bonding, molecular geometry, thermodynamics and aqueous chemistry. Co-requisite: CH 211. NOTE: Adequate preparation in high school mathematics is advised.

CH 211. PRINCIPLES OF CHEMISTRY LABORATORY (1).

Introduces fundamental laboratory techniques including chromatography, chemical synthesis, spectroscopy and acid/base chemistry. Co-requisite: CH 210 or CH 220. Laboratory fee required. NOTE: One three-hour laboratory per week. Offered every Fall Semester.

CH 220. HONORS PRINCIPLES OF CHEMISTRY (4).

Intended for students with good high school background in math and chemistry. Course topics are similar to CH 210, but with more in-depth coverage. Additional chemistry topics are included, such as nuclear chemistry and thermodynamics. Co-requisite: CH 211. NOTE: By invitation only. Not part of the Honors Program.

CH 250. ORGANIC CHEMISTRY I (4). Studies the molecular structure of organic compounds, their functional groups, physical properties, and the relationship between structure and reactivity. Introduces the principles of reaction thermo-dynamics and kinetics. Co-requisite: CH

251. Prerequisite(s): CH 210 or CH 220. NOTE: Offered every Spring Semester.

CH 251. ORGANIC CHEMISTRY LABORATORY I (1).

Investigates techniques used to separate, purify and identify organic compounds. Laboratory fee required. Co-requisite: CH 250. Prerequisite(s): CH 211. NOTE: One three-hour laboratory per week.

CH 350. ORGANIC CHEMISTRY II (3).

Comprehensive survey of organic chemical reactions, based on common mechanisms. Introduces biomolecules: peptides, carbohydrates, and nucleic acids in addition to multi-step organic syntheses. Co-requisite: CH 351. Prerequisite(s): CH 250. NOTE: Offered every Fall Semester.

CH 351. ORGANIC CHEMISTRY LABORATORY II (2).

Involves synthesis of selected organic compounds and identification of compounds by spectroscopic methods. Co-requisite: CH 350. Prerequisite(s): CH 251. Laboratory fee required. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every Fall Semester.

CH 424. ANALYTICAL AND INSTRUMENTAL CHEMISTRY (3).

Emphasizes the principles and methodologies of traditional and modern instrumental analysis. Prerequisite(s): CH 460.

CH 425. ADVANCED LABORATORY I (2).

Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in Advanced Laboratory II. Prerequisite(s): CH 461. Laboratory fee required. NOTE: Advanced Laboratory I and II are not part of a sequence and may be taken in either order. One hour of laboratory lecture plus five laboratory hours per week.

CH 427. ADVANCED LABORATORY II (2).

Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in Advanced Lab I. Prerequisite(s): CH 461. NOTE: Advanced Lab I & II are not part of a sequence and may be taken in either order.

CH 430A. PHYSICAL CHEMISTRY I (3).

Studies ideal and real gas behavior, concepts of thermodynamics, chemical equilibrium and phase equilibria. Prerequisite(s): PH 204B and CH 460 and MT 360B. NOTE: MT 360C recommended.

CH 430B. PHYSICAL CHEMISTRY II (3).

Studies chemical kinetics, electrochemistry, kinetic molecular theory, photochemistry, atomic and molecular structure. Prerequisite(s): CH 430A. NOTE: Offered every Spring Semester.

CH 448. ADVANCED ORGANIC CHEMISTRY (3).

Explores advanced topics in physical and synthetic organic chemistry including: kinetic isotope effects, reaction mechanisms, biomolecules and their structure, and multi-step syntheses. Prerequisite(s): CH 444 or CH 460. NOTE: Offered every other Fall Semester.

CH 452A. BIOCHEMISTRY I (3). Introduces the structure and function of proteins. Includes an in depth study of enzyme kinetics and specificity, the thermodynamics of biological systems and introduces metabolic processes. Prerequisite(s): CH 460. NOTE: CH 430A recommended. Cross listing: BL 452A.

CH 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and oxidative phosphorylation. Includes fatty acid breakdown, lipid biosyntheses, nucleic acid structure and molecular evolution. Optional Co-requisite: CH 453. Prerequisite(s): CH 452A. Cross listing: BL 452B.

CH 453. BIOCHEMISTRY LABORATORY (2). Introduces fundamental biochemical techniques and instrumentation, including the isolation and purification of biomolecules, three dimensional modeling and biophysical experiments. Co-requisite: CH 452B. Prerequisite(s): CH 452A. Laboratory fee required. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every Spring Semester.

CH 460. INORGANIC CHEMISTRY (3). Focuses on chemistry of main group elements, aqueous and non-aqueous acid/base chemistry, transition metal coordination compounds, and electrochemistry. Co-requisite: CH 461. Prerequisite(s): CH 350 or permission of instructor. NOTE: Offered every Spring Semester.

CH 461. INORGANIC CHEMISTRY LABORATORY (2). Synthesis, characterization and mechanisms of reaction of inorganic, organometallic, and bioinorganic complexes using air-sensitive techniques, when appropriate, and instrumental methods. Co-requisite: CH 460. Prerequisite(s): CH 351 or permission of instructor. Laboratory fee required. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every Spring Semester.

CH 464. ADVANCED INORGANIC CHEMISTRY (3). Explores symmetry; main-group and transition metal bonding and spectroscopy; kinetics of ligand substitution and electron transfer; organometallic chemistry; and bioinorganic chemistry. Prerequisite(s): CH 460 or permission of instructor. NOTE: Offered every other year.

CH 490E-I. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN PROTEIN BIOCHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490J-N. INDEPENDENT STUDY CHEMISTRY: RESEARCH IN CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490O-S. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN INORGANIC CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 490T-W. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN ORGANIC SYNTHESIS (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 495E-W. SEMINAR IN CHEMISTRY (1). Teaches scientific presentation skills. Seminar speakers include invited scientists and each student in the class. To be taken in the senior year. Prerequisite(s): Approval of Department Chair. NOTE: Offered every Spring Semester.

CH 496E-W. SPECIAL TOPICS IN CHEMISTRY (3). Provides an in-depth treatment of areas not usually covered in regular course offerings. Sample topics include: advanced organic synthesis, the chemistry of good health, spectroscopy and forensic chemistry, bioinorganic chemistry and chemistry of drugs and pharmaceuticals. Prerequisite(s): CH 460.

CH 498E-F. INTERNSHIP IN CHEMISTRY (3). Provides a working environment in which practical experience in the application of chemistry is obtained under appropriate supervision. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a major in Chemistry or Biochemistry.

COMMUNICATION

Dr. Janelle Hill, Professor, Chairperson
Mr. Dennis Gallagher, Assistant Professor
Dr. Arne G'Shwind, Assistant Professor
Dr. Michael Lacy, Associate Professor

Lower Division Core Studies Requirement 3 SH

COM 210--Speech Communication 3 SH

COMMUNICATION MAJOR 36 SH

Lower Division Requirements 9 SH

COM 280--Communication Theory 3 SH

COM 281--Research Methods in Communication 3 SH

Three (3) semester hours of a 300-level Communication course selected from the following:

COM 303--Mass Media 3 SH

COM 310--Interpersonal Communication 3 SH

COM 315--Writing for the Media 3 SH

Upper Division Requirements 27 SH

COM 427--Communication Ethics 3 SH

COM 495--Senior Seminar in Communication 3 SH

Twenty-one (21) upper division semester hours of Communication courses selected from the following:

COM 400--Intercultural Communication	3 SH
COM 402--Media Aesthetics	3 SH
COM 404--Advanced Public Speaking	3 SH
COM 409--Critical Methods	3 SH
COM 414--Small Group Communication	3 SH
COM 415--Mass Communication Law	3 SH
COM 416--Public Relations	3 SH
COM 418--Organization Communication	3 SH
COM 421--Persuasion and Argumentation	3 SH
COM 424--New Communication Technologies	3 SH
COM 425--Video Production	4 SH
COM 428--Media and Politics	3 SH
COM 430--Audio Programming and Production	4 SH
COM 431--Business and Professional Communication	3 SH
COM 432--Advertising Theory and Practice	3 SH
COM 440--Gender, Sexuality and Media	3 SH
COM 445--Television Programming and Criticism	3 SH
COM 464E-W--Film Criticism	3 SH
COM 475--News Writing and Reporting	3 SH
COM 485E-W--Special Topics in Communication	3 SH
COM 486--Mass Communication and Society	3 SH
COM 490E-W--Independent Study in Communication	1-6 SH
COM 496E-W--Communication Practicum	1-3 SH
COM 498E-W--Internship in Communication	3 SH

In addition, Communication majors are required to select a minor in consultation with their advisor. This requirement is waived if the student chooses a second major.

Communication Minor 12 SH

Lower Division Requirements 6 SH

COM 280--Communication Theory 3 SH
Communication Elective (300 level) 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Communication courses selected with the approval of the major advisor.

COMMUNICATION COURSE DESCRIPTIONS (COM)

COM 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse. NOTE: Required of all students seeking a bachelor's degree from Regis College.

COM 280. COMMUNICATION THEORY (3). Surveys important theories of communication from ancient Greece to the post-modern world. Includes theories of speech acquisition, the psychology of spoken language and theories of human communication from interpersonal to mass media.

COM 281. RESEARCH METHODS IN COMMUNICATION (3). Introduces research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skills necessary to begin original research.

COM 303. MASS MEDIA (3). Surveys 20th and 21st century mass media, stressing the sociocultural impact of the media on the modern mind. Includes consideration of film, television, radio and the print media.

COM 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

COM 315. WRITING FOR THE MEDIA (3). Studies writing for different mass media including print and broadcast news, public relations and advertising. Develops practical skills and understanding of writing for varying media audiences and for different purposes.

COM 400. INTERCULTURAL COMMUNICATION (3). Studies how cultural perspectives affect communication including an examination of intra- and intercultural phenomena. May also explore issues of international mass media systems, and examine issues of international media coverage of events. Prerequisite(s): COM 280.

COM 402. MEDIA AESTHETICS (3). A survey of aesthetic considerations of television, film and radio. Students will examine the fundamental image elements--light, space, time-motion and sound. Prerequisite(s): COM 280.

COM 403E-W. FORENSIC PARTICIPATION (1). Students prepare at least two events in public speaking and/or oral interpretation of literature. Requires attendance at a minimum of two tournaments to qualify for credit. Prerequisite(s): CA 280 or permission of instructor. NOTE: Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (one credit per semester over three semesters).

COM 404. ADVANCED PUBLIC SPEAKING (3). Explores advanced concepts and modes of public speaking. Assignment options include rhetorical analysis, First Amendment issues, audience participation, adapting for contrasting audiences, social/political change, training, and advanced oral interpretation. Prerequisite(s): COM 280.

COM 409. CRITICAL METHODS (3). Studies a variety of methods currently utilized for conducting a critical analysis of communication acts. Includes dramatism, semiotics, narrative theory, reader-oriented criticism, feminist criticism and others. Students apply one or more of these methods in developing and presenting critical analyses of discourses. Prerequisite(s): COM 280 or permission of instructor.

COM 414. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing the principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): COM 280 or PY 250 or PY 251. Cross listing: PY 445.

COM 415. MASS COMMUNICATION LAW (3). Surveys the developmental problems of the mass media related to the law. Includes concepts, roles and practices of the media related to regulatory agencies, judicial processes, legislation and pertinent court decisions. Prerequisite(s): COM 280.

COM 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Prerequisite(s): COM 280.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication processes function in organizational structures. Prerequisite(s): COM 280.

COM 421. PERSUASION AND ARGUMENTATION (3). Studies persuasion and argumentation from the early Aristotelian perspective to contemporary research. Includes models of the persuasive process, emotional stimulation, proofs and reasoning, cultural premises, and ethics of persuasion. Prerequisite(s): COM 280.

COM 424. NEW COMMUNICATION TECHNOLOGIES (3). Examines how new media works, what effects may result from their use in public and private settings, and how they might, when necessary, be regulated. Prerequisite(s): COM 280.

COM 425. VIDEO PRODUCTION (4). A survey of video production methods and aesthetic theory. Students become proficient in pre-production planning, basic video production techniques and equipment, using both studio and remote equipment. Students produce a basic video project. Prerequisite(s): COM 280 and COM 402.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives. Prerequisite(s): COM 280.

COM 428. MEDIA AND POLITICS (3). Examines the relationship of mass media and political campaigns. Explores political communication aspects including news, debates, polls, advertising, technology, and effects on voters. Examines the role of media in political scandal or foreign affairs. Prerequisite(s): COM 280.

COM 430. AUDIO PROGRAMMING AND PRODUCTION (4). Explores the development of current trends in audio programming. Examines the role of audience research. Studies the basic principles and practices of audio production. Prerequisite(s): COM 280 or permission of instructor.

COM 431. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Applies communication theory and research to the practice of business and professional communication. Enhances written communication skills in the areas of business letters, memos and reports. Reviews interviewing skills, group communication skills and oral presentation skills. Prerequisite(s): COM 280.

COM 432. ADVERTISING THEORY AND PRACTICE (3). Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning, management and strategy issues. Prerequisite(s): COM 280.

COM 440. GENDER, SEXUALITY AND MEDIA (3). Focuses on women's attempts to alter their societal roles and the part played in the process by the mass media. Examines the media's effect on the sex-role stereotyping of women in society. Includes exploring the effect of the media on establishing societal values and analyzing mediated messages. Prerequisite(s): COM 280 or WS 300. Cross listing: WS 440.

COM 445. TELEVISION PROGRAMMING AND CRITICISM (3). Studies television programming, theory, techniques and strategies. Explores the themes and assumptions inherent in television messages and the role of audience research in the development of television content. Prerequisite(s): COM 280.

COM 464E-W. FILM CRITICISM: (3). Introduces the technical evolution and history of film and the principles of aesthetic criticism, film analysis and the evolution of themes and genres. Considers basic elements of cinema including screen writing, direction, casting, production, cinematography, and editing. Prerequisite(s): COM 280.

COM 475. NEWS WRITING AND REPORTING (3). Studies investigative reporting techniques in areas of contemporary social, political and cultural concerns; and print and broadcast journalistic practices. Prerequisite(s): COM 280.

COM 481. MEDIA THEOLOGY (3). A multidimensional exploration of the cultural and religious dimensions of communications media (oral, written, electronic) based on the tradition of analysis of Catholic Media scholars H. Marshall McLuhan and Walter J. Ong, S.J. Cross listing: CAS 420E and RS 481.

COM 485E-W. SPECIAL TOPICS IN COMMUNICATION (3). Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects. Prerequisite(s): COM 280 or permission of instructor.

COM 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication and social control, and the development of mass media forms. Prerequisite(s): COM 280 or SO 200. Cross listing: SO 486.

COM 490E-W. INDEPENDENT STUDY IN COMMUNICATION (1-6). Supervision by a faculty member on advanced research or practice in one of the media that meets the individual needs of the student. Prerequisite(s): Approval of Department Chair. NOTE: May be taken only once for credit towards the Communication major, and a second time for elective credit.

COM 495. SENIOR SEMINAR IN COMMUNICATION (3). Involves bringing senior Communication majors together to focus on a synthesis of this field of study. Research projects are conducted and reported to the class. Prerequisite(s): COM 280 and Majors only. Minimum of 18 semester hours in Communication and completion of 86 semester hours or more.

COM 496 E-W. COMMUNICATION PRACTICUM (1-3). Examines current directions and issues of a specific communication discipline. Includes "hands-on" assignments and projects using discipline specific principles, techniques, and technology. NOTE: 3 semester hours may count toward the Communication major; a total of 6 semester hours may be completed toward graduation.

COM 498E-W. INTERNSHIP IN COMMUNICATION (3). Involves placement in industry, media organizations, government or other agency for on-the-spot training and experience. Internships are for advanced Communication students. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education. NOTE: A total of two internships may be taken, once for the major and once for elective credit; other departmental requirements must be met.

COM 498E. INTERNSHIP IN COMMUNICATION: TELEVISION (3). Provides practical, on-the-spot training in television programming, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): COM 425 and COM 445, or COM 475, and approval of Department Chair and Director of Experiential Education.

COM 498F. INTERNSHIP IN COMMUNICATION: FILM (3). Provides practical, on-the-spot training in film reviewing and film making. Weekly journal and final paper required. Prerequisite(s): COM 280, COM 464, and approval of Department Chair and Director of Experiential Education.

COM 498G. INTERNSHIP IN COMMUNICATION: RADIO (3). Provides practical, on-the-spot training in radio including programming, production, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): COM 280 and COM 430, and approval of Department Chair and Director of Experiential Education.

COM 498H. INTERNSHIP IN COMMUNICATION: PRINT MEDIA (3). Provides practical, on-the-spot training in print journalism including news writing, feature writing, editing, advertising and promotion. Weekly journal and final paper required. Prerequisite(s): COM 280 and COM 475, and approval of Department Chair and Director of Experiential Education.

COM 498I. INTERNSHIP IN COMMUNICATION: PUBLIC RELATIONS (3). Provides practical, on-the-spot training in various public relations activities. Weekly journal and final paper required. Prerequisite(s): COM 280 and COM 416, approval of Department Chair and Director of Experiential Education.

COM 498K. INTERNSHIP IN COMMUNICATION: ORGANIZATIONAL COMMUNICATION (3). Provides practical, on-the-spot experience applying theories of organizational communication to situations inside an organization. Weekly journal and final paper required. Prerequisite(s): COM 280 and COM 418, approval of Department Chair and Director of Experiential Education.

COM 498L. INTERNSHIP IN COMMUNICATION: ADVERTISING (3). Provides practical, on-the-spot training in advertising including sales, lay-out design and campaign development. Weekly journal and final paper required. Prerequisite(s): COM 280 and COM 432, approval of Department Chair and Director of Experiential Education.

COMPUTER SCIENCE

Dr. Dennis Steele, Associate Professor, Chairperson
Dr. David Bahr, Assistant Professor

COMPUTER SCIENCE MAJOR 50 SH

Lower Division Requirements 14 SH

CS 300--Foundations of Computer Science	3 SH
CS 320--"C" Programming	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH

Upper Division Requirements 36 SH

CS 427--Object Oriented Software Development	3 SH
CS 429--Automata Theory	3 SH
CS 431--Operating Systems Design and Analysis	3 SH
CS 435--Data Structures	3 SH
CS 441--Digital Design Theory and Technologies	3 SH
CS 446--Database Design and Analysis	3 SH

CS 451--Telecommunications: Applied Digital Signal Processing	3 SH
CS 462--Computer Systems Performance Analysis	3 SH
CS 464--Artificial Intelligence: Neural Networks	3 SH
MT 415--Linear Algebra	3 SH

Six (6) upper division semester hours of elective course work selected from the following:

CS 416--Assembly Language Software Development	3 SH
CS 449--Algorithms and Complexity	3 SH
CS 456--Software Engineering	3 SH
CS 490E-W--Independent Study in Computer Science	3 SH
CS 498E-W--Internship in Computer Science	3 SH
MT 405--Numerical Methods	3 SH
MT 420A--Introduction to Operations Research I	3 SH
MT 420B--Introduction to Operations Research II	3 SH
MT 435--Applied Combinatorics	3 SH
MT 470A--Mathematical Statistics I	3 SH
PH 450--Modern Physics I	3 SH
PH 472A--Advanced Physics Laboratory I	1 SH

Computer Science Minor 22 SH

Lower Division Requirements 10 SH

CS 300--Foundations of Computer Science	3 SH
CS 320--"C" Programming	3 SH
MT 360A--Calculus I	4 SH

Upper Division Requirements 12 SH

CS 429--Automata Theory and Compiling	3 SH
CS 441--Digital Design Theory and Technologies	3 SH
CS 446--Database Design and Analysis	3 SH
CS 451--Design and Analysis of Telecommunications Networks	3 SH

COMPUTER SCIENCE COURSE DESCRIPTIONS (CS)

CS 300. FOUNDATIONS OF COMPUTER SCIENCE (3). Introduces foundational concepts of computer science including algorithm design, iteration, recursion, abstract data types, file structures, Boolean algebra, lists, graphs, trees and networks. Uses PASCAL as a "description" language for expressing algorithms. Uses tracing techniques extensively. Prerequisite(s): High School algebra.

CS 320. "C" PROGRAMMING (3). Presents computer problem solving techniques using the "C" language as a tool. Includes data typing, assignments, flow control, repetition, modular programming with functions, arrays, strings, structures, data files, bit operations and comparisons with other high level languages. Prerequisite(s): CS 300 or permission of instructor.

CS 416. ASSEMBLY LANGUAGE SOFTWARE DEVELOPMENT (3). Describes assembly language programming for the IBM compatible family of

microcomputers. Provides experience in the development of assembly language programs. Prerequisite(s): CS 300 and CS 320.

CS 427. OBJECT ORIENTED SOFTWARE DEVELOPMENT (3). Develops advance programming skills in C++. Studies object oriented techniques including Data Abstraction through Objects, Classes and Class membership, derived Classes and Inheritance, Operators and Overloading and Templates. Compares C++ OOP techniques with those of PASCAL and in the LISP dialect Scheme. Prerequisite(s): CS 300 and CS 320.

CS 429. AUTOMATA THEORY (3). Studies applications of automata theory to lexical analysis, syntax analysis, regular expressions, non-deterministic finite state automata, top-down and bottom-up parsing techniques and syntax-driven code generation. Requires implementation of a recursive decent parser of the LL (1) variety and an LR (k) parser. Prerequisite(s): CS 300 and CS 320.

CS 431. OPERATING SYSTEMS DESIGN AND ANALYSIS (3). Includes processor scheduling, multiprocessor scheduling, deadlock detection and prevention, memory management, hashing, performance directed cache design, multilevel cache hierarchies, virtual memory, demand paging, thrashing and locality, disk scheduling, distributed systems, networked environments, and performance analysis based on mathematical modeling techniques. Prerequisite(s): CS 300 and MT 360A.

CS 435. DATA STRUCTURES (3). Studies data organization and structure. Includes relations, graphs, trees, primitive and structured data types, arrays, records, files, fields, ordered lists, linked lists, directories, mappings, addressing schemes and complex files. Prerequisite(s): CS 300 or permission of the instructor.

CS 441. DIGITAL DESIGN THEORY AND TECHNOLOGIES (3). Studies combinational and sequential logic circuits using standard and mixed logic. Includes minimization, multiplexers, demultiplexers, plas, counters, registers, decoders, encoders, flip-flops, finite state machines, design of RISC machines, systolic architectures, nmos, pmos, CMOS, VLSI design using stick diagrams, channel routing algorithms, design for test, latch-up and fabrication techniques. Prerequisite(s): CS 300.

CS 446. DATABASE DESIGN AND ANALYSIS (3). Emphasizes the relational model including a relational algebra, a relational calculus, functional dependencies, irreducible covers, normalization, database integrity, domain checking, closure, data protection, optimization of queries, distributed databases, client server systems and object oriented systems. Prerequisite(s): CS 300.

CS 449. ALGORITHMS AND COMPLEXITY (3). Concentrates on NP-complete problems and the algorithms that solve NP-complete problems and the algorithms that solve NP-complete problems. Involves designing and analyzing algorithms from an efficiency point of view.

CS 451. TELECOMMUNICATIONS: APPLIED DIGITAL SIGNAL PROCESSING (3). Introduces digital signal processing synthesis and analysis, the Fourier and Fast Fourier transform, and computational and programming techniques.

CS 456. SOFTWARE ENGINEERING (3). Introduces software engineering fundamentals including requirements analysis, risk assessment, structured analysis and design, object oriented analysis and design, project life cycles, project management, validation and verification, and configuration management.

CS 462. COMPUTER SYSTEMS PERFORMANCE ANALYSIS (3). Covers mathematical models based on queuing theory, stochastic processes, Markov chains and mean value analysis. Discusses applications to computer systems for the purpose of optimizing performance. Includes problems and a project requiring the modeling contemporary disk technologies and system balancing techniques. Prerequisite(s): CS 300 and MT 415.

CS 464. ARTIFICIAL INTELLIGENCE: NEURAL NETWORKS (3). Reviews the artificial intelligence field followed by an intense treatment of neural net theory and technologies. Examines Hopfield networks, Boltzmann networks, back-propagation algorithms, mathematical convergence criteria, and neural net applications to classical problems such as TSP. Prerequisite(s): CS 300 and MT 415.

CS 490E-W. INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3). Explores areas of interest. Content to be arranged. Concludes with a written report. Prerequisite(s): Approval of Department Chair.

CS 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing.

CS 495E-W. SEMINAR IN COMPUTER SCIENCE AND INFORMATION SYSTEMS (3). An in-depth study of selected contemporary problems in the fields of computer science and information systems, with emphasis on pertinent current research. Prerequisite(s): Majors only and Junior standing.

CS 497. SEMINAR-THESIS (3). Develops independent research into selected areas of computer science, emphasizing pertinent current advances in the technology related to business or science applications. Prerequisite(s): Senior standing. NOTE: A written thesis and defense required.

CS 498E-W. INTERNSHIP IN COMPUTER SCIENCE (3). Involves placement of advanced computer science students in industry, government or other agencies. Faculty approval, supervision and evaluation of students' work required. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: 2.500 cumulative grade point average required.

CRIMINAL JUSTICE

Dr. Gilbert Gardner, Program Director

The major and minor in Criminal Justice are intended to offer the opportunity for students to examine thoroughly the factors contributing to crime, the dominant cultural perspectives on crime and its treatment, and the institutions devised to respond to crime.

CRIMINAL JUSTICE MAJOR 30 SH

Recommended Course

MT 270--Introduction to Statistics (or equivalent) 3 SH

Lower Division Requirements 9 SH

SO 200--Introduction to Sociology 3 SH

SO 203--Social Problems 3 SH

Lower Division Criminal Justice Elective 3 SH

Upper Division Requirements 21 SH

CJ 450--Criminology 3 SH

CJ 498E-W--Internship in Criminal Justice 3 SH

SO 403--Sociology Theory 3 SH

SO 404--Methods of Sociological Research 3 SH

Upper Division Criminal Justice Electives 9 SH

Criminal Justice Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Criminal Justice selected with the approval of the major advisor.

CRIMINAL JUSTICE COURSE DESCRIPTIONS (CJ)

CJ 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law; rights of the accused; rights of privacy; criminal procedure; freedom of expression; association and religion; and equality under the law. Employs the case method. Prerequisite(s): POL 215. Cross listing: POL 401.

CJ 403. COURTS AND JUDICIAL PROCESS (3). Explores administration of justice emphasizing the United States systems. Focuses on judicial decision making, and procedures in federal and state judicial systems. Cross listing: POL 403.

CJ 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach.

Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: PY 412.

CJ 415. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: PY 484.

CJ 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 416.

CJ 421. STATE AND URBAN POLITICS (3). Explores state and urban political systems as they function within the American federal structure. Emphasizes governmental functions, interactions, structures, constraints and resources. Cross listing: POL 421.

CJ 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity and other diversity in the United States. Includes racism, creation and maintenance of ethnic group status, political processes and movements for self-determination. Prerequisite(s): SO 200. Cross listing: SO 422.

CJ 450. CRIMINOLOGY (3). Analyzes social, political and economic dynamics of crime including: corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Prerequisite(s): SO 200. Cross listing: SO 450.

CJ 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 451.

CJ 452. PUNISHMENT AND CORRECTIONS (3). Provides an historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 452. NOTE: CJ 450 or SO 450 recommended.

CJ 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, the mass media, employment opportunities, the family, the criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 454.

CJ 456. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: PL 452.

CJ 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses focus on issues related to crime, police and the court system, punishment, social control, rehabilitation, etc. Cross listing: SO 459E-W. NOTE: CJ 450 or SO 450 recommended.

CJ 490E-W. INDEPENDENT STUDY IN CRIMINAL JUSTICE (1-3). Applies independent research in selected areas of criminal justice. Prerequisite(s): CJ 450 or SO 450, at least one upper division criminal justice course, and approval of Sociology Department Chair.

CJ 498E-W. INTERNSHIP IN CRIMINAL JUSTICE (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): CJ 450 or SO 450, at least one upper division criminal justice course, and approval of Sociology Department Chair and Director of Experiential Education.

ECONOMICS AND POLITICAL ECONOMY

Dr. Catharyn Baird, Professor, Chairperson
Dr. John Muth, Professor,
Dr. James Richard, Associate Professor
Dr. Lee Shannon, Associate Professor

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The Division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How ought we to live?"

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement needs

approval by the Division Director upon recommendation of the student's advisor.

- A student must have a grade point average of 2.500 or greater and be of junior or Senior standing to enroll in EC 498E-W--Internship in Economics. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the Division Director upon recommendation of the student's advisor.
- Students who major or minor in Economics may not use credit earned in Internship courses to fulfill major/minor requirements for the degree. However, all students are strongly encouraged to complete an Internship or to obtain equivalent work experience before graduation.

ECONOMICS MAJOR 45 SH

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours of Economics courses, which must include:

EC 410--Microeconomic Theory	3 SH
EC 411--Macroeconomic Theory	3 SH
Upper Division Economics Electives	15 SH

Economics Minor 18 SH

Lower Division Requirements 6 SH

EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Economics courses which must include:

EC 411--Macroeconomic Theory	3 SH
Upper Division Economic Electives	9 SH

POLITICAL ECONOMY MAJOR 39 SH

Lower Division Major Requirements 15 SH

EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction of Computing	3 SH
BA 270--Introduction to Statistics	3 SH
POL 231--International Relations	
or	
POL 241--Comparative Politics and Government	3 SH

Upper Division Major Requirements 24 SH

Twenty-four (24) upper division semester hours of course work, which must include:

Macroeconomic Foundations

EC 411--Macroeconomic Theory	3 SH
EC/POL 432--International Political Economy	3 SH

Microeconomic Foundations

A minimum of three (3) semester hours selected from the following:

EC 410--Microeconomic Theory	3 SH
EC 440--Labor Relations and Economics	3 SH
EC 472--Wealth and Power	3 SH
EC 491--Public Policy Toward Business	3 SH
EC 495F-W--Seminar on Current Economic Problems	3 SH

General Dimensions

A minimum of three (3) semester hours selected from the following:

EC 431--History of Economic Thought	3 SH
EC/POL 445--Comparative Public Policy	3 SH
EC 460--Business Cycles and Forecasting	3 SH
EC 470--Economics Development in the Third and Fourth Worlds	3 SH
EC 481--International Economics	3 SH
EC 490E-W--Independent Study in Economics	3 SH
EC 495E--Ethical Decision Making in Business	3 SH
EC 498E-W--Internship in Economics	3 SH

Political Economy Minor Requirements 21 SH

Students who major in Economics may not minor in Political Economy.

Prerequisites

EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
POL 231--International Relations	
or	
POL 241--Comparative Politics and Government	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of course work, which must include a minimum of one, three (3) semester hour course selected from each of the following three areas:

Macroeconomic Foundations

EC 411--Macroeconomic Theory 3 SH
EC/POL 432--International Political Economy 3 SH

Microeconomics Foundations

EC 410--Microeconomic Theory 3 SH
EC 440--Labor Relations and Economics 3 SH
EC 472--Wealth and Power 3 SH
EC 491--Public Policy Toward Business 3 SH
EC 495F-W--Seminar on Current Economics Problems 3 SH

General Dimensions

EC 431--History of Economic Thought 3 SH
EC/POL 445--Comparative Public Policy 3 SH
EC 460--Business Cycles and Forecasting 3 SH
EC 470--Economic Development in the Third and Fourth Worlds 3 SH
EC 481--International Economics 3 SH
EC 490E-W--Independent Study in Economics 3 SH
EC 495E--Ethical Decision Making in Business 3 SH
EC 498E-W--Internship in Economics 3 SH

ECONOMICS COURSE DESCRIPTIONS (EC)

EC 200. INTRODUCTION TO THE AMERICAN ECONOMY (3). Examines the history and development of the market economy and the effectiveness of relatively free markets in allocating society's scarce resources to their best uses. Discusses other economic systems and the role of government in correcting shortcomings of the market system including externalities, cyclical instability and income distribution.

EC 320. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 330. PRINCIPLES OF MICROECONOMICS (3). Studies microeconomics, supply and demand. Examines the causes of different market structures, their influence on market conduct and performance, and issues of public policy towards a variety of different kinds of market behavior.

EC 400. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism, and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems. Prerequisite(s): EC 320 and EC 330.

EC 410. MICROECONOMIC THEORY (3). Analyzes consumer behavior and market demand. Includes production and cost functions and their relationship to market supply. Evaluates various types of market structures and their impact on the economic well-being of our society. Prerequisite(s): EC 330.

EC 411. MACROECONOMIC THEORY (3). Emphasizes the determination of national income. Studies economic growth and the effects of various monetary policies and fiscal policies on general economic activity. Prerequisite(s): EC 320.

EC 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS 418.

EC 420. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions, and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433.

EC 431. HISTORY OF ECONOMIC THOUGHT (3). Surveys economic thinking from the 16th century to the modern era. Examines perennial problems in mixed capitalism including shortage of capital, tensions between capital and labor, between the private sector and government and between full employment and inflation. Prerequisite(s): EC 320 and EC 330.

EC 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS 432 and POL 432.

EC 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: ENVS445 or HO 478P or POL 445 or SO 445.

EC 460. BUSINESS CYCLES AND FORECASTING (3). Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of cyclical deviations from the growth trend. Covers forecasting national income and national product aggregates and emphasizes the use of forecasting techniques. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 402.

EC 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 472, ENVS 470 and PJ 470.

EC 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 472.

EC 481. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions, and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 494.

EC 490E-W. INDEPENDENT STUDY IN ECONOMICS (1-6). Includes topics of interest not covered in regularly offered courses. Develops content under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

EC 491. PUBLIC POLICY TOWARD BUSINESS (3). Examines policies and procedures utilized by government to improve economic performance. Includes anti-trust laws and their enforcement, government regulation of prices and output in the private sector, and social regulation of business and government enterprises. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 491.

EC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker at the entry-level position versus the managerial level. Covers the various philosophical and social/psychological decision systems that can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Prerequisite(s): BA 250 and Junior standing or permission of instructor. Cross listing: AC 495E or BA 495E.

EC 495F-W. SEMINAR ON CURRENT ECONOMIC PROBLEMS (3). Focuses on economic analysis of problems of current importance. Based on current problems confronting our economy. Looks into the background and effects of economic policies selected to

deal with these problems. Prerequisite(s): EC 320 and EC 330 and permission of instructor.

EC 498E-W. INTERNSHIP IN ECONOMICS (3). Provides faculty-directed fieldwork opportunity. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: Division of Business Regulations include relevant internship policy information for majors.

EDUCATION

Dr. John Cross, Professor, Chairperson
Dr. Virginia Epstein, Professor
Dr. Kay Johnson, Associate Professor

A major in Education is not available.

All students successfully completing the teacher education program at Regis College may be recommended to the State Board of Education for Colorado licensure at the appropriate grade levels within the State of Colorado only.

As of May 1985, only students who have received a degree with a major in an academic area (including an interdisciplinary major) may be recommended for teacher licensure upon successful completion of the Regis teacher licensure program. All students who complete a teacher licensure program at Regis must have also completed requirements for a minor in either education, elementary education or secondary education. The requirements for a minor in elementary education and in secondary education can be met through the teacher licensure sequence. However, it is also possible to complete a minor in education without seeking teacher licensure. The requirements for all three minors follow.

All students enrolled in the teacher licensure program at Regis must have co-academic advisors, one in the major field and one in the Education Department.

The programs leading to recommendation for licensure, either at the elementary level or in a particular subject area at the secondary level, contain their own specific requirements. These requirements are listed on the advising sheet pertinent to that subject area. The advising sheets are available from an advisor in the Education Department. It is the student's responsibility to meet the requirements listed on that advising sheet.

The Regis Education Department teacher licensure program is subject to the laws and regulations mandated by the Colorado State Board of Education and by the Colorado State Legislature. Changes in these laws and regulations can occur with little notice. Resulting modifications in the Regis program are communicated to students as soon as they are mandated by law.

DEPARTMENTAL REGULATIONS

The Committee on Teacher Education of Regis (COTER) develops the policies of the program and regulates the admission, retention and recommendation of students for licensure. To qualify for admission into the teacher education program, students must satisfy the following requirements:

1. University entrance requirements.
2. Completion of the COTER Screening Form and the COTER acceptance process.
3. A minimum grade point average of a 2.500 on a 4.000 scale for prior college work in all subjects. Upper division students and graduates of other institutions are evaluated and accepted/rejected on an individual basis.
4. Successful completion of ED 204, ED 302 and ED 306 or the equivalent with a grade of C+ or higher.
5. Fingerprinting by a local police department.
6. A student must be able to demonstrate a level of acceptable proficiency in oral language, either through completing a college course in basic speech with a grade of "B" or higher, or through meeting a pre-determined set of departmental criteria.
7. Students must have completed EN 203 or CCS 200 or the equivalent with a grade of "C+" or higher.
8. Transfer students: No upper division education course work may be transferred into Regis College without the advance written approval of the department chair. These students must also complete their student teaching through Regis to be eligible for licensure in the State of Colorado.
9. COTER considers each candidate's qualifications for admission into the teacher education program. After reviewing these qualifications, the Committee takes appropriate action, which may include admission, rejection or provisional acceptance dependent upon the student's satisfactory completion of the specified requirements.
10. No one is permitted to enter the methods block in the junior year until all requirements for acceptance into the program have been met.
11. Fieldwork required in the various courses must be completed as part of the course.
12. After admittance into a teacher education program, student must successfully proceed through the program and meet COTER requirements for advancement and licensure.

Education Minor 24 SH

Both the elementary and secondary programs leading to approval for licensure meet the Regis College standard for a minor area of concentration.

If a student wishes to pursue a minor in education without teacher licensure, the following courses are required:

Prerequisites 12 SH

ED 204--Introduction to Education in the United States	3 SH
ED 302--The Learning Process	3 SH
PY 250--General Psychology	3 SH
PY 459--Developmental Psychology: Child (or equivalent upper or lower division course in transfer)	
or	
PY 460--Developmental Psychology: Adolescence (or equivalent upper or lower division course in transfer)	

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Education courses selected with the approval of the major advisor.

Special Education Minor 18 SH

Students seeking teaching licensure must be accepted into the Regis College Department of Education prior to enrolling in EDSP 402, EDSP 403, and EDSP 404 and have completed EDSP 401--Teaching the Exceptional Student in the Regular Classroom. Admission into the Department of Education is not required for students who are *not* seeking licensure, but intend to minor in special education.

Prerequisites 6 SH

ED 204--Introduction to Education in the United States	3 SH
ED 302--The Learning Process	3 SH

Upper Division Requirements 12 SH

EDSP 401--Teaching the Exceptional Student in the Regular Classroom	3 SH
EDSP 402--Collaboration for the Exceptional Student	3 SH
EDSP 403--Assessment of the Exceptional Student	3 SH
EDSP 404--Instruction for the Exceptional Student	3 SH

TEACHER LICENSURE SEQUENCE

The professional sequence of education courses at Regis is designed to lead to licensure at either the K-6 or 7-12 grade levels in Colorado. Regis students enrolled in this sequence begin developing the appropriate teaching behaviors during their first courses and initial field experiences. This developmental process is monitored by the Regis Education Department faculty, and students are evaluated each semester on their progress in this process.

Evaluations are based on their work at Regis and in their fieldwork in the actual K-6 or 7-12 classroom. Regis students who begin this sequence may be counseled to pursue a profession other than teaching if their progress in one or all aspects of the sequence is considered unsatisfactory or if they do not manifest sufficient mastery of the skills necessary for successful entry into the teaching profession.

The behaviors considered essential for an effective teacher are that students must:

1. Achieve proficient or advanced status in Colorado's eight performance standards, including literary, numeracy, assessment, content, classroom management, individualization of instruction, technology, and democratic principles.
2. Achieve proficient or advanced ranking on the Regis College Teacher Work Sample.
3. Demonstrate the ability to create assessment-driven curricula in standards-based environment.
4. Be able to identify and explain the practical applications of various learning theories as they pertain to the work being done in the K-12 classroom.
5. Demonstrate the ability to individualize instruction in the appropriate K-12 setting, including the diagnosis, prescription and evaluation of the teaching-learning process.
6. Demonstrate the ability to organize and present materials pertinent to specific subject areas. This includes the ability to develop daily lesson plans and long-range units.
7. Demonstrate the ability to use various classroom-teaching techniques, especially the facilitation of group processes and the rudiments of good questioning skills.
8. Demonstrate an awareness of, and ability to deal with, the different interest and ability levels of the K-12 pupils with whom they work. This would also include the skillful use of effective classroom management and methods of discipline.
9. Demonstrate the ability to utilize technology and audio-visual aids based on the material to be presented and the needs of the classroom pupils with whom they work.
10. Demonstrate the ability to develop instruments for evaluating pupils based on the material covered in class. Students should also demonstrate an ability to interpret standardized test data in the appropriate K-12 classroom setting.
11. Demonstrate an ability to speak and write the English language correctly and effectively. This manifests itself in several ways; an important one is establishing rapport and effectively communicating with the K-12 pupils with whom they work.
12. Demonstrate a commitment to the school, the faculty and the administration of the schools in which they are placed. Students can demonstrate this in several ways, some of which are by attending school functions, spending extra time with students informally and supporting all school policies.
13. Demonstrate a definite comfort level in the role of educator. This includes, but is not limited to, the legal ramifications of actions while interacting with students, teachers, administrators and other school personnel. Students' professional conduct and personal code of ethics must be beyond question.

REQUIREMENTS FOR ADVANCEMENT TO STUDENT TEACHING

1. A cumulative grade point average of 2.500 must be maintained.
2. A grade of "B" or higher in methods classes, including the reading courses, ED 403A for elementary and ED 403B for secondary.
3. A grade of "C+" or higher in all other education classes required by the program in teacher licensure at Regis.
4. Successful completion of all assigned fieldwork.

REQUIREMENTS FOR RECOMMENDATION FOR LICENSURE

1. Successful completion of student teaching.
2. Continued evidence of effective communication skills, teacher competencies and characteristics.
3. Successful completion of graduation requirements.
4. Successful completion of the State mandated assessment (PLACE Test) in program content.

Should the student successfully complete these requirements, COTER may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.

The committee reserves the right to withhold recommendation for licensure on the basis of deficiencies in any of the characteristics or behaviors listed or in any of the requirements of the program.

ELEMENTARY EDUCATION**ELEMENTARY EDUCATION MINOR
AND TEACHER LICENSURE
REQUIREMENTS** 53-55 SH

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. Successful completion of the elementary education licensure program also results in the completion of a minor in elementary education.

ED 200--Math for Teachers	2 SH
ED 204--Introduction to Education in the United States	3 SH
ED 300--Physical and Cultural Geography	3 SH
ED 302--The Learning Process	3 SH
ED 306--Assessment of Learning	3 SH
ED 400--Current Issues in Education	2 SH
ED 401--Teaching the Exceptional Child in the Regular Classroom	3 SH
ED 403A--Methods and Curriculum in Elementary Literacy	3 SH
ED 404--Teaching Reading in the Content Areas	3 SH
ED 417--Elementary Student Teaching	8-10 SH
ED 418A--Methods of Elementary Education I (Science, Social Science)	4 SH
ED 418B--Methods of Elementary Education II (Mathematics, Language Arts)	4 SH
ED 436--Technology for the Classroom	3 SH
ED 447--Children's and Adolescent Literature	3 SH
PY 250--General Psychology	3 SH
PY 459--Developmental Psychology: Child (or equivalent upper or lower division course in transfer)	3 SH

**ADDITIONAL ELEMENTARY EDUCATION
LICENSURE REQUIREMENTS**

Candidates for teacher licensure in elementary education in the State of Colorado must have received liberal arts preparation in the following areas:

Art
Music
United States History
World Geography (Physical and Cultural)
Two Sciences (one Biological and one Physical Science)*
College Algebra (MT 201) or higher
Physical Education and Health (Nutrition, Wellness and/or Fitness)

* In order for the science courses to meet both the Regis College Core Studies requirements and the teacher licensure requirements, one science course must include a laboratory.

SECONDARY EDUCATION

Each subject area in which there is a secondary teacher education program has parallel requirements specifically developed for that particular subject area. Students are also responsible for completing those requirements.

**SECONDARY EDUCATION MINOR AND
TEACHER LICENSURE REQUIREMENTS
(Education Course Requirements
Only)** 40-42 SH

Successful completion of the secondary education licensure program also results in the completion of a minor in education. Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in the State of Colorado. Students should consult an advisor for the additional requirements for secondary education licensure, which are not listed.

ED 200--Math for Teachers	2 SH
ED 204--Introduction to Education in the United States	3 SH
ED 302--The Learning Process	3 SH
ED 306--Assessment of Learning	3 SH
ED 400--Current Issues in Education	2 SH
ED 401--Teaching the Exceptional Child in the Regular Classroom	3 SH
ED 402--Reading for Secondary Content	2 SH
ED 403B--Methods and Curriculum in Secondary Literacy	3 SH

A two (2) semester hour methods course pertinent to the major subject area of licensure selected from the following (ED 421-ED 431):

ED 421--Secondary English Methods	2 SH
ED 425--Secondary Foreign Language Methods	2 SH
ED 427--Secondary Mathematics Methods	2 SH
ED 427A--Secondary Business Methods	2 SH
ED 428--Secondary Communication Arts Methods	2 SH
ED 429--Secondary Science Methods	2 SH
ED 431--Secondary Social Studies Methods	2 SH

ED 434--Secondary Student Teaching	8-10 SH
ED 435--Secondary Classroom Management and Planning	3 SH
ED 436--Technology for the Classroom	3 SH
ED 447--Children's and Adolescent Literature (required only of those seeking secondary licensure in English)	3 SH
PY 250--General Psychology	3 SH
PY 460--Developmental Psychology: Adolescence (or equivalent upper or lower division course in transfer)	3 SH

PROCEDURES FOR THE AWARDING OF ADDITIONAL ENDORSEMENTS

Teachers applying to Regis College for added endorsement(s) to a valid Colorado teaching license are evaluated by a committee composed of all Education Department faculty and at least one faculty member from the appropriate subject area. Evaluation is determined according to the following criteria:

1. All college transcripts must be submitted with a letter indicating the area of the requested endorsement.
2. Documentation of experience or competence to substitute for specific courses required by a program is evaluated by a written and/or oral examination as designated by that subject area department.
3. Student teaching in the requested area may be waived upon the documentation of full-time teaching in the area for a minimum of three years, dependent upon the positive evaluation of principals or other supervisors. Part-time teaching in the added endorsement area is also considered.
4. Students may appeal the decision of the committee to the Chair of the Education Department and, subsequently, to the Academic Dean for Regis College.

EDUCATION COURSE DESCRIPTIONS (ED)

ED 200. MATH FOR TEACHERS (2). Focuses on the development of basic competency in mathematics. Studies number systems and number sense, geometry, measurement, statistics, probability and functions, and use of variables to gain conceptual and computational skills in mathematics. Reviews mathematics to develop a basic competence. Pass/No Pass grading only. NOTE: Does not meet Core Studies requirements in Mathematics.

ED 204. INTRODUCTION TO EDUCATION IN THE UNITED STATES (3). Surveys theory and practice in American education, based on analyses of current practices and future projections, historical contributions, philosophical approaches and sociological foundations. NOTE: Assignment to a Metro Denver area school for 30 hours of fieldwork required.

ED 300. PHYSICAL AND CULTURAL GEOGRAPHY (3). Studies the influence of geographic factors on the development of civilization; the interrelations of physical features, resources and people; including historical, political and economic implications.

ED 302. THE LEARNING PROCESS (3). Applies the principles of developmental psychology and learning theory to the education process in a Standards-Based environment. Stresses assessment basics, learning and motivation, measurable behavioral performances, qualitative and quantitative approaches to intelligence and

creativity, individual differences, instructional strategies, discipline and assessment. Prerequisite(s): ED 204 and PY 250 and Sophomore standing. NOTE: 30 clock hours as an instructional assistant in the Metro Denver area schools required.

ED 306. ASSESSMENT OF LEARNING (3). Provides an overview of assessment and instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Examines performance assessment and the construction of a body of evidence necessitated by Standards-Based Education. Prerequisite(s): ED 204 and ED 302. NOTE: 10 clock hours as an instructional assistant in the Metro Denver area schools is required.

ED 400. CURRENT ISSUES IN EDUCATION (2). Studies the ten most critical issues in education. Includes classroom management, school dropout and retention, middle school vs. Junior high, the goals of schools, effects of various cultures on teachers, impact of cultural dysfunctions related to drugs, latchkey kids, child abuse and single parent families.

ED 401. TEACHING THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into regular classroom. Studies mental retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Prerequisite(s): ED 204 and ED 302. Cross listing: EDSP 401.

ED 402. READING FOR SECONDARY CONTENT (2). Provides insight concerning the problems teachers may encounter with reading across the curriculum. Examines a variety of techniques and strategies for improving reading. Prerequisite(s): ED 204, ED 302 and PY 250. NOTE: Elective for non-teacher licensure students with permission of instructor. 10 hours of fieldwork required.

ED 403A. METHODS AND CURRICULUM IN ELEMENTARY LITERACY (3). Surveys the principles and philosophies of literacy instruction in the elementary school. Addresses emergent literacy through independent literacy. Examines techniques and strategies dealing with comprehension and reading for specific purposes. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. NOTE: 10 hours of fieldwork required.

ED 403B. METHODS AND CURRICULUM IN SECONDARY LITERACY (3). Surveys the principles and philosophies of literacy instruction in the secondary school. Reviews the process of learning to read and the cueing systems used when reading. Considers strategies that help secondary students both improve and extend their reading efforts. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. NOTE: 10 hours of fieldwork required.

ED 404. TEACHING READING IN THE CONTENT AREAS (3). Provides insight concerning the problems teachers may encounter with reading across the curriculum. Provides alternative techniques for improving attitudes toward and abilities in reading. Co-requisite(s): ED 417 or ED 434. Prerequisite(s): ED 204, ED 302, and PY 250. NOTE: Elective for non-teacher licensure students with permission of instructor.

ED 417. ELEMENTARY STUDENT TEACHING (8-10). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in an elementary school in the Metro Denver area under the direction of a cooperating teacher. Co-requisite(s): ED 404. Prerequisite(s): Completion of all education courses and COTER approval. Fee required. Pass/No Pass grading only. NOTE: 16 weeks in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required.

ED 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Cross listing: PE 418.

ED 418A. METHODS OF ELEMENTARY EDUCATION I (4). Surveys methods, materials and concepts related to the teaching of the various social sciences and sciences. Combines the knowledge of content areas emphasizing the skills and approaches pertinent to each field. NOTE: Official acceptance into Teacher Licensure Program by COTER required. NOTE: 30 clock hours as an instructional assistant in a public school classroom is required.

ED 418B. METHODS OF ELEMENTARY EDUCATION II (4). Surveys methods and materials appropriate to teaching various language arts (spelling, handwriting, speaking, listening and grammar), and mathematics (mathematical methods and content, and computers). Combines the knowledge of content areas emphasizing the skills and approaches pertinent to each field. NOTE: Official acceptance into Teacher Licensure Program by COTER required. 30 clock hours as an instructional assistant in a public school classroom is required.

ED 421. SECONDARY ENGLISH METHODS (2). Presents the materials, methods and practices in secondary English courses. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examines the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): ED 204 or WS 300. Cross listing: WS 423.

ED 425. SECONDARY FOREIGN LANGUAGE METHODS (2). Studies methods of teaching a foreign language (French, German or Spanish) at the secondary level. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 427. SECONDARY MATHEMATICS METHODS (2). Examines methods and materials appropriate for teaching junior and senior high school mathematics. Emphasizes classroom, small group and individualized instruction, and new curricular approaches. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 427A. SECONDARY BUSINESS METHODS (2). Examines methods and materials appropriate for teaching junior and senior high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 428. SECONDARY COMMUNICATION ARTS METHODS (2). Combines experience in the college classroom with work in the secondary schools (7-12 grades). College work based on a combination of cooperative experience with speech and education faculties. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 429. SECONDARY SCIENCE METHODS (2). Methods and materials appropriate for teaching junior and senior high school science. Attention given to classroom, laboratory, small group and individualized instruction and new curricular approaches. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required. Fee required.

ED 431. SECONDARY SOCIAL STUDIES METHODS (2). Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Presents pedagogical procedures including lecture, discussion, field trips, resource specialists and audio-visual aids. Explains integrating current events for curricular relevance. Fee required. NOTE: 40 hours of fieldwork required. Official acceptance into Teacher Licensure Program by COTER required.

ED 434. SECONDARY STUDENT TEACHING (8-10). Involves second semester juniors and seniors approved by the Committee on Teacher Education of Regis (COTER) student teaching during the educational semester in a secondary school in the area under the direction of a cooperating teacher. Co-requisite(s): ED 404. Prerequisite(s): COTER approval. Fee required. NOTE: 16 weeks in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required. Pass/No Pass grading only.

ED 435. SECONDARY CLASSROOM MANAGEMENT AND PLANNING (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Student demonstrates mastery of short and long term planning, time management, and research-driven methods to improve and report student achievement, and develop instructional and behavioral expectations for the successful classroom. NOTE: Acceptance in Teacher Licensure Program by COTER required. 30 hours of fieldwork required.

ED 436. TECHNOLOGY FOR THE CLASSROOM (3). Examines a variety of new and emerging technologies and information related to these technologies. Develops an understanding of integrating technology with the use of technology in the classroom or laboratory environment. Acquaints students with the Macintosh computer and a variety of educational software packages. NOTE: Required for students seeking teacher licensure. Twenty (20) hours of fieldwork required.

ED 447. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of children's and adolescent literature. Emphasizes the history, analysis and evaluation of the literature. Includes the use of children's and adolescent literature in teaching with a focus on both new and quality literature from the past. NOTE: 10 hours of fieldwork required.

ED 482. PHILOSOPHY OF EDUCATION (3). Focuses on several interrelated questions: What is the proper role of education in society? What is the relationship between education and oppression, and between education and liberation? How are dominant moral and political ideologies inculcated in the classroom? What is the nature of knowledge? How is it acquired? How is it best shared with others? Prerequisite(s): PL 250. Cross listing: PL 465.

ED 490E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

ED 491E-W. RESEARCH IN EDUCATION (1-3). Pursues independent research into areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

ED 495E-W. SEMINAR IN EDUCATION (1-3). Offers seminars in current educational practices and problems. Prerequisite(s): Junior standing.

ED 498E-W. INTERNSHIP IN EDUCATION (3). Provides internships in education taken under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

EDUCATION: SPECIAL (EDSP)

EDSP 401. TEACHING THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into regular classroom. Studies mental

retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Prerequisite(s): ED 204 and ED 302. Cross listing: ED 401.

EDSP 402. COLLABORATION FOR THE EXCEPTIONAL STUDENT (3). Provides students with the knowledge and skills needed to work with others to develop successful inclusive education programs. Includes working with parents, special educators, and related services personnel on behalf of exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to Minor in Special Education.

EDSP 403. ASSESSMENT OF THE EXCEPTIONAL STUDENT (3). Explores the principles, purposes, and processes of assessment used in the evaluation of elementary students with exceptionalities. Includes how assessment results can be used to develop appropriate educational programs for exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDSP 404. INSTRUCTION FOR THE EXCEPTIONAL STUDENT (3). Examines educational strategies and relevant research to address the skill deficits (language arts and mathematics) manifested in elementary students with exceptionalities. Includes general classroom accommodations for exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDUCATION SUMMER SCHOOL

The Education courses offered only through the Summer School Program are designated with the "EDS" course prefix. These courses are offered for those individuals who are seeking relicensure or for professionals who want to maintain their licensure. These courses are not intended to be a part of the Traditional Undergraduate Education Program.

EDUCATION SUMMER SCHOOL COURSE DESCRIPTIONS (EDS)

EDS 435/535E-W. WORKSHOP IN SCIENCE EDUCATION (1-3). Investigates recent developments in process science curricular theory and demonstrates hands-on classroom applications. Explores science activities and materials used in promoting science literacy in the upper elementary and middle school classroom.

EDS 442/542E-W. TOPICS IN MATHEMATICS (1-3).
Explores recent developments in mathematics curricular theory and applications appropriate for the elementary classroom activities and materials (particularly manipulative) used to promote mathematic literacy in the process classroom.

ENGLISH

Dr. Eleanor Swanson, Professor, Chairperson
Dr. Mark Bruhn, Associate Professor
Dr. David Hicks, Associate Professor
Dr. Joanne Karpinski, Associate Professor
Dr. Daryl Palmer, Associate Professor
Dr. Janet St. Clair, Associate Professor

DEPARTMENTAL INFORMATION

The English major is designed to offer a broad and balanced approach to the discipline. Course requirements are flexibly structured to emphasize genres, periods and a diversity of literary traditions. Major requirements provide a substantive foundation upon which to base further reading and critical inquiry. Courses focus not only on primary texts, but on essential cultural, historical and theoretical contexts as well.

Each student in the major works closely with a departmental advisor to develop a plan of study compatible with the individual's goals for graduation or professional school and employment.

ENGLISH MAJOR 33 SH

Lower Division Requirements 6 SH

English elective (one 300-level course with focus on genre or theme) 3 SH
English elective (one 300-level course in American or British literature) 3 SH

Upper Division Requirements 27 SH

Twenty-seven (27) upper division semester hours of English courses, which must include:

British literature 3 SH
American literature 3 SH
One course on genre* 3 SH
One course on theme* 3 SH
One course on author* 3 SH
One course on period* 3 SH
Majors seminar* 3 SH
Upper division English electives (selected with the approval of the major advisor) 6 SH

* Classification of courses according to genre, theme, author, period and majors seminar is detailed on the

majors advising sheet available in the English Department.

Honors-in-English Major Requirements

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-English major:

1. Candidacy approved by the English faculty
2. Thirty (30) upper division semester hours of English, which must include the courses required for an English major plus an additional three (3) semester hour upper division course to be selected with the approval of the major advisor.
3. Successful completion of a supervised thesis and an oral defense of this thesis before a faculty committee. The honors thesis will be prepared and submitted according to the following schedule:
 - a. Selection of thesis advisor and submission of preliminary thesis proposal no later than the third week of September for May graduates (final week of January for December graduates).
 - b. A one-page formal prospectus approved by the thesis advisor and submitted for departmental approval no later than the second week of October for May graduates (third week of February for December graduates).
 - c. Submission of final draft of thesis and scheduling of oral defense no later than the final week of March for May graduates (the final week of October for December graduates).

English Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

Literature Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

Writing Minor 12 SH

The English Department offers a writing minor for students not majoring in English. The upper division courses that fulfill the requirements of the writing minor are open to any qualified Regis student. The minor is intended to serve the needs of all majors, but in particular, majors in business administration, communication, natural science and social science, for whom the ability to write in graduate school or a career will be of particular importance.

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of courses selected from the following:

- One course selected from the following:

EN 482A--Creative Writing: Fictions	3 SH
EN 482B--Creative Writing: Poetry	3 SH
 - One course selected from the following:

Upper division literature courses	3 SH
COM 475--News Writing and Reporting*	3 SH
 - One upper division literature course 3 SH
 - EN 498E-W--Internship in Writing 3-6 SH
- * *Communication majors may not take Communication courses towards the writing minor.*

ENGLISH COURSE DESCRIPTIONS (EN)

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing and word processing.

EN 203B. INTERMEDIATE COMPOSITION II (3). Continues the work of EN 203. More advanced study of expository writing. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing and word processing.

EN 210. FRESHMAN LITERATURE: INTRODUCTION TO POETRY/FICTION/DRAMA (3). Introduces the literary genres of poetry, fiction and drama. Emphasizes critical analysis and writing competence. Prerequisite(s): CCS 200 or equivalent.

EN 308E-W. MULTICULTURAL LITERATURE (3). Seeks to balance a study of the traditionally received literary canon with literature representing ethnic, religious, racial and/or cultural diversity. Focuses on works representing various ethnic and/or cultural groups in America, on works representing international cultural diversity and/or on works representing the so-called "majority" viewpoint regarding cross-cultural insights and experiences. Prerequisite(s): CCS 200 and EN 210.

EN 311E-W. THEMATIC STUDIES IN LITERATURE (3). Involves reading fiction, poetry and drama organized around a particular theme, including "Literature of the American Southwest," "Environmental Literature," or "The Literature of Social Change." Emphasizes reading, writing, speaking and listening. Prerequisite(s): CCS 200 and EN 210.

EN 313. DRAMA (3). Introduces drama in the Western literary tradition, emphasizing the conventions, types and literary elements of the genre. Approaches the subject from a chronological, thematic or multi-cultural perspective, and offers opportunities to improve competencies in critical thinking and writing. Dramatists studied include Sophocles, Shakespeare, Moliere, Ibsen, Shaw, Beckett, O'Neill and Wilson. Prerequisite(s): CCS 200 and EN 210.

EN 314E-W. NOVEL (3). Introduces the novel and/or novella. Emphasizes the beginning and subsequent history of the genre, including a broad range of American, English and Continental writers. Improves writing and analytical skills. Includes study of such authors as Jane Austen, Thomas Hardy, Herman Melville, Henry James, Franz Kafka, Nathaniel Hawthorne, Ernest Hemingway and William Faulkner. Prerequisite(s): CCS 200 and EN 210.

EN 315. SHORT STORY (3). Introduces short fiction drawn from a broad range of American, English and Continental writers. Emphasizes the beginning and subsequent history of the short story. Improves writing and analytical skills. Includes the works of such writers as Henry James, Nathaniel Hawthorne, Ernest Hemingway, William Faulkner, Joyce Carol Oates, James Baldwin, Kate Chopin, Jorge Luis Borges and Toni Cade Bambara. Prerequisite(s): CCS 200 and EN 210.

EN 316E-W. POETRY (3). Introduces poetry drawn from a broad range of traditional and contemporary American and English poets, as well as non-English-language poetry in translation. Emphasizes the various themes, forms, and literary elements that characterize the genre. Improves competencies in critical thinking and writing. Includes study of one or more kinds of poetry (lyric, narrative, epic, etc.).

EN 321. MYTH AND CULTURE IN LITERATURE (3). Introduces the meaning and function of myth and its application to literature as symbol, metaphor and structure. Examines such works as Homer's *Iliad*, Christopher Marlowe's *The Tragical History of Dr. Faustus*, Shakespeare's *A Midsummer Night's Dream*, selections from Milton's *Paradise Lost* as well as modern poems and short stories using myth as reference. Prerequisite(s): CCS 200 and EN 210.

EN 322. MYTHIC THEMES IN LITERATURE (3). Analyzes the mythic contexts of literature of merit from the 18th century, the Romantic period of the 19th century, 20th century works and works of authors representing cultural diversity. Includes the study of such works as Swift's *Gulliver's Travels*, Coleridge's *Rime of the Ancient Mariner* and T.S. Eliot's *The Waste Land*. Prerequisite(s): CCS 200 and EN 210.

EN 323. AMERICAN LITERATURE SURVEY TO 1865 (3). Surveys significant works of American literature to the end of the Civil War. Examines representative authors literary works, styles and movements within a historical context. Includes authors such as Bradstreet, Poe, Hawthorne, Cooper, Emerson, Thoreau, Whitman, and Dickinson. Prerequisite(s): CCS 200 and EN 210.

EN 324. AMERICAN LITERATURE SURVEY 1865-PRESENT (3). Surveys significant works of American literature from the end of the Civil War to the present. Examines representative authors, literary works, styles and movements within a historical context. Includes authors such as Twain, James, Frost, Eliot, Bishop, Cather, Hemingway and Morrison. Prerequisite(s): CCS 200 and EN 210.

EN 328. WORLD LITERATURE (3). Introduces in English translation significant poetry, short stories, novels, and drama from a broad range of world literature. Emphasizes the universality and the diversity of cultures, themes, forms, structures, different literary paradigms and methods for appreciating and analyzing these literary works. Prerequisite(s): CCS 200 and EN 210.

EN 353. BRITISH LITERATURE SURVEY TO 1789 (3). Surveys significant works of British literature from Old English period to the eighteenth century. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Chaucer, Shakespeare, Milton, Pope, and Johnson. Prerequisite(s): CCS 200 and EN 210.

EN 354. BRITISH LITERATURE SURVEY 1789-PRESENT (3). Surveys significant works of British literature from the Romantics to the present. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Coleridge, Wordsworth, Keats, Tennyson, Browning, Yeats, Eliot, and Heaney. Prerequisite(s): CCS 200 and EN 210.

EN 410-498. UPPER DIVISION COURSES IN LITERATURE. Courses in this series meet requirements for the English major. Unless otherwise indicated, they may also be taken for Core Studies credit with permission of the instructor. Each course in this series undertakes a detailed analysis of primary texts, and includes the opportunity for the student to do research in the area of study.

EN 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): CCS 200 or EN 210, or WS 300 and one (1) 300-Level English course. Cross listing: WS 410E-W.

EN 423. INTERDISCIPLINARY STUDIES IN AMERICAN LITERATURE (3). Examines themes in American literature from an interdisciplinary perspective. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 425E-W. AMERICAN LITERATURE TO 1865 (3). Involves concentrated reading and analysis of a single theme, a single author or combination of authors or single literary period or movement (e.g., Colonial Literature, Whitman and Dickinson, The American Renaissance, The Transcendentalists). Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 426E-W. AMERICAN LITERATURE 1865 - 1918 (3). Provides and opportunity for concentrated reading and analysis of a single theme, a single author or combination of authors or a single literary period or movement (e.g., Twain, American Realism and Naturalism, Wharton, Multi-Cultural Literature before World War I). Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 427E-W. AMERICAN LITERATURE 1918-PRESENT (3). Involves concentrated reading and analysis of a single theme, a single author or combination of authors, or a single literary period or movement (e.g., Hemingway, Literature of the Great Depression, The Beats, The Postmodernist Novel). Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 431. CHAUCER (3). Involves the reading and analysis of *The Canterbury Tales* in the original Middle English, and similar study of other major poems by Chaucer. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 432. SHAKESPEARE (3). Involves the reading and analysis of the major comedies, tragedies and histories. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 446. THE 17TH CENTURY (3). Surveys the later Renaissance, Commonwealth and Restoration eras, including representative works of Metaphysical, Cavalier, and/or Restoration poets, the Jacobean and/or Restoration playwrights and/or the prose stylists of the period. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 448. MAJOR BRITISH WRITERS: 1600-1800 (3). Surveys British poetry, prose and drama from Marlowe to Blake. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 449. 18TH CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental and Gothic. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 450. ROMANTICISM (3). Studies representative fiction and poetry from the first half of the 19th century. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 454. LINGUISTIC APPROACHES TO LITERATURE (3). Examines the development of linguistics, grammar, and semantics in their historical context to illustrate the function of language as an instrument of cultural communication and transmission. Topics of study include: etymology, phonology, and prosody, as well as metaphor and metonymy. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 455. VICTORIAN LITERATURE (3). Involves reading and analysis of such novelists as Bronte, Eliot and Hardy; such essayists as Carlyle, Mill and Arnold; and such poets as Tennyson, Browning, and the Pre-Raphaelites.

Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 462. CONTEMPORARY DRAMA (3). Involves the reading and analysis of 20th century plays, from realism and symbolism, through absurdism, to recent trends in drama. Representative writers include Beckett, Ionesco, Brecht, Williams, Wilson and Norman. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 463. CONTEMPORARY NOVEL (3). Studies representative novels written between World War II and the present, focusing on movements and styles characteristic of this era. Representative writers include Marquez, Morrison, Gordimer, Pynchon and Barth. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 466. LITERARY THEORY (3). Surveys the varied approaches to literary study applied by scholars, attends to the differences in textual interpretation that result from the application of these approaches, and evaluates what varied theoretical approaches, and evaluates what varied theoretical approaches, reveal and conceal about literary texts. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 474. COMPARATIVE LITERATURE: BACKGROUNDS (3). Studies significant works in English translations relative to their influence on a variety of traditions in English and American literature. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 480. TECHNICAL AND REPORT WRITING (3). Focuses on written communication in science, industry and business. Develops competence in a variety of forms of technical writing, including short recommendation and progress reports, laboratory or research reports, proposals and feasibility studies. Emphasizes the need to evaluate each writing task in terms of purpose and audience. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course. Cross listing: ENVS 480. NOTE: Does not meet Regis College Core Studies requirement in Literature.

EN 482A. CREATIVE WRITING: FICTION (3). Provides a workshop in fiction emphasizing discussion of students' fiction. Includes analysis and discussion of the elements of fiction and techniques used by a variety of modern and contemporary writers. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 482B. CREATIVE WRITING: POETRY (3). Provides a workshop in poetry writing emphasizing the discussion of students' poetry. Includes analysis and discussion of the elements of poetry and techniques used by a variety of modern and contemporary writers. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 490E-W. INDEPENDENT STUDY (3). Develops independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 492E-W. SPECIAL TOPICS IN LITERATURE (3). Involves the reading and analysis of selected topics in literature. Focuses on selected literary issues, periods, or theoretical problems (e.g., After the Apocalypse, Writing in the Nuclear Age, Teaching Banned Books, The Small Town in Literature). Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 495E-Z. THEMES IN LITERATURE (3). Provides an opportunity for concentration on a single theme, a single author or combination of authors in an intensive study (e.g., The Exploited Eden in American Literature, Africa in Literature, Faulkner, The Irrational in Literature). Prerequisite(s): Majors or minor only. Junior standing. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course.

EN 498E-W. INTERNSHIP IN WRITING (3). Credit may be earned for employment in which the student is responsible for various kinds of writing and in which there is an integration of practical experience and academic guidance. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Students may obtain a many as six (6) semester hours of credit, but only three (3) semester hours may be applied to the English major.

ENVIRONMENTAL STUDIES

Dr. Ted Zenzinger, Program Director

Interest in environmental issues, such as resource depletion, habitat destruction, biological extinction, global economic development and urbanization, is expanding. The Environmental Studies program focuses on these and other environmental issues from an interdisciplinary perspective. This program offers two majors, a Bachelor of Science in Environmental Science and a Bachelor of Arts in Environmental Studies as well as a minor in Environmental Studies.

The Bachelor of Science in Environmental Science major emphasizes the natural sciences in understanding the environment and environmental issues. This degree program is recommended for students considering careers or further education in wildlife management, environmental assessment, environmental health, science secondary education, or environmental biology.

The Bachelor of Arts in Environmental Studies major emphasizes the interdisciplinary nature of the fields of environmental studies. This degree program is recommended for students considering careers or further education in environmental law, environmental sociology,

environmental economics, environmental policy, secondary education, or environmental journalism.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE MAJOR 52-53 SH

Lower Division Requirements 25 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
GE 201--Physical Geology	3 SH
GE 202--Physical Geology Laboratory	1 SH

One (1) of the following statistics courses:

- MT 270--Introduction to Statistics 3 SH
- MT 370--Intermediate Statistics 3 SH
- MT 470A--Mathematical Statistics I 3 SH

It is recommended that Environmental Science Majors take SO 200--Introduction to Sociology or SO 203--Social Problems, to fulfill the Social Science Elective Core requirement.

Upper Division Requirements 27-28 SH

A minimum of one (1) of the following courses in environmental ethics*:

- PL 448K--Special Topics in Ethics: Environmental Ethics 3 SH
- RS 414G--Themes in Christian Ethics: Environmental Issues 3 SH

* Can be used to fulfill the Philosophy or Religious Studies Elective Core requirement.

Upper Division Electives in Biology (BL) or Chemistry (CH)[Chosen in consultation with the academic advisor] 7-8 SH

A minimum of seventeen (17) upper division semester hours of environmental studies courses which must include:

ENVS 450--Environmental Science	3 SH
ENVS 451--Environmental Assessment Laboratory	1 SH
ENVS 495E-W--Seminar in Environmental Studies	3 SH
ENVS 498E-W--Internship in Environmental Studies	3 SH

A minimum of one (1) of the following courses covering environmental economics and policy:

- ENVS 418--Environmental Economics and Law 3 SH
- ENVS 436--Environment and Energy 3 SH

One (1) of the following field ecology options:

- ENVS 402--Principles of Ecology 3 SH
- ENVS 403--Ecology Laboratory 1 SH
- ENVS 434--Techniques in Field Biology 2 SH
- ENVS 435--Techniques in Field Biology Laboratory 2 SH

NOTE: Students are strongly encouraged to consider additional course work leading to a minor or second major in a field appropriate for future career goals in environmental science.

BACHELORS OF ARTS IN ENVIRONMENTAL STUDIES MAJOR 43 SH

Lower Division Requirements 15 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 202--Introduction to Environmental Chemistry	3 SH
CH 203--Introduction to Environmental Chemistry Laboratory	1 SH

One (1) of the following statistics courses:

- MT 270--Introduction to Statistics 3 SH
- MT 370--Intermediate Statistics 3 SH
- MT 470A--Mathematical Statistics I 3 SH

It is recommended that Environmental Science Majors take SO 200--Introduction to Sociology or SO 203--Social Problems, to fulfill the Social Science Elective Core requirement.

Upper Division Requirements 28 SH

A minimum of one (1) of the following courses in environmental ethics*:

- PL 448K--Special Topics in Ethics: Environmental Ethics 3 SH
- RS 414G--Themes in Christian Ethics: Environmental Issues 3 SH

* Can be used to fulfill the Philosophy or Religious Studies Elective Core requirement.

A minimum of twenty-five (25) upper division semester hours of environmental studies (ENVS) which must include:

ENVS 450--Environmental Science	3 SH
ENVS 451--Environmental Assessment Laboratory	1 SH

ENVS 495E-W--Seminar in Environmental Studies 3 SH
 ENVS 498E-W--Internship in Environmental Studies 3 SH

A minimum of one (1) of the following courses covering environmental economics and policy:

- ENVS 418--Environmental Economics and Law 3 SH
- ENVS 436--Environmental and Energy 3 SH

Upper Division Environmental Studies Electives 12 SH

Environmental Studies Minor 21-22 SH

Lower and Upper Division Requirements 8-9 SH

BL 262--Principles of Biology: Organismic Biology 3 SH
 BL 263--Organismic Biology Laboratory 1 SH

One (1) of the following options in Chemistry:

- CH 202--Introduction to Environmental Chemistry 3 SH
- CH 203--Introduction to Environmental Chemistry Laboratory 1 SH
- CH 210--Principles of Chemistry 4 SH
- CH 211--Principles of Chemistry Laboratory 1 SH

Upper Division Requirements 13 SH

A minimum of thirteen (13) upper division semester hours of environmental studies (ENVS) which must include:

ENVS 450--Environmental Science 3 SH
 ENVS 451--Environmental Assessment Laboratory 1 SH
 ENVS 495E-W--Seminar in Environmental Studies 3 SH

*Upper Division Environmental Studies Electives** 6 SH

- * PL 448K or RS 414G can be used to fulfill the Environmental Studies electives. The other 3 SH elective requirement must be met with an ENVS course.

ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS (ENVS)

ENVS 402. PRINCIPLES OF ECOLOGY (3). Explores the interactions of organisms in the context of their biotic and abiotic environments. Examines the basic models and principles used in evolutionary, behavioral, population, community, and ecosystem ecology. Co-requisite: ENVS 403. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 402.

ENVS 403. ECOLOGY LABORATORY (1). Involves collection, evaluation, and statistical analysis of ecological data in the laboratory and in the field. Co-requisite: ENVS 402. Prerequisite(s): BL 261 and BL 263 and MT 270 or

equivalent. Cross listing: BL 403. Laboratory fee required. NOTE: One three-hour laboratory per week.

ENVS 410. AQUATIC AND FISHERIES ECOLOGY (3). Explores the basic biology and ecology of freshwater and marine systems. Emphasizes the ecology of fishes, aquatic conservation, and fisheries use of aquatic resources. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 410. NOTE: Participation in one of two field trips outside of class time required.

ENVS 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 418.

ENVS 430. HUMAN ECOLOGY (3). Explores the earliest forms of mankind, examining the interactions between human beings and their environments from the perspectives of evolutionary and ecological development. Studies current problems such as those associated with high population densities, modern technology, pollution, conservation and resource issues. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 430. NOTE: One or two weekend field trips required.

ENVS 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economics factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 432 and POL 432.

ENVS 434. TECHNIQUES IN FIELD BIOLOGY (2). Explores a variety of ecosystems and their unique characteristics. Techniques for environmental assessment and for the study of populations, animal behavior, plant communities, and other biological systems are examined. Under supervision students develop and execute research projects. Co-requisite: ENVS 435. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 434. NOTE: Field trips required afternoons and/or weekends.

ENVS 435. TECHNIQUES IN FIELD BIOLOGY LABORATORY (2). Involves field and laboratory exercises accompanying and reinforcing lecture topics. The last half of the course involves student research projects in the field laboratory. Co-requisite: ENVS 434. Prerequisite(s): BL 261 and BL 263. Cross listing: BL 435. Laboratory fee required. NOTE: two three-hour laboratory per week.

ENVS 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the Earth. Prerequisite(s): SO 200. Cross listing: PJ 436 and SO 436.

ENVS 439. WILDLIFE STUDIES (3). Focuses on wildlife biology and ecology and introduces wildlife nutrition, disease and habitat requirements, conservation issues, wildlife law and law enforcement. Team and individual projects required. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 439.

ENVS 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 445 or HO 478P or POL 445 or SO 445.

ENVS 450. ENVIRONMENTAL SCIENCE (3). Focuses on the theory and methods of assessing and understanding the environment. Explores various scientific perspectives including the fields of geology, climatology, chemistry, and ecology. Co-requisite: ENVS 451. Prerequisite(s): BL 262 and a course in chemistry.

ENVS 451. ENVIRONMENTAL ASSESSMENT LABORATORY (1). Involves collection, evaluation, and analysis of environmental data and the preparation of Environmental Impact Statements. Explores standard collection techniques for geological, climatological, chemical, and ecological data and composition of Environmental Impact Statements. Co-requisite: ENVS 450. Laboratory fee required. NOTE: One three-hour laboratory per week.

ENVS 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 472, EC 470 and PJ 470.

ENVS 480. TECHNICAL AND REPORT WRITING (3). Focuses on written communication in science, industry and business. Develops competence in a variety of forms of technical writing, including short recommendation and progress reports, laboratory or research reports, proposals and feasibility studies. Emphasizes the need to evaluate each writing task in terms of purpose and audience. Prerequisite(s): CCS 200 or EN 210 and one (1) 300-Level English course. Cross listing: EN 480. NOTE: Does not meet Regis College Core Studies requirement in Literature.

ENVS 481E-W. SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (1-4). Explores selected topics in environmentally focused topics not normally covered in regular course offerings. Prerequisite(s): Sophomore standing or higher.

ENVS 490E-W. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES (1-3). Offers an opportunity for advanced study in independent research projects in environmental studies. Prerequisite(s): Permission of instructor and approval of Environmental Studies Director.

ENVS 495E-W. SEMINAR IN ENVIRONMENTAL STUDIES (3). Focuses on integration and application of theory from natural sciences, social sciences, and the humanities to current issues in environmental studies. Requires interpretation of primary environmental literature. Prerequisite(s): BL 262 or a course in chemistry, a 400-level ENVS course, and junior or Senior standing.

ENVS 498E-W. INTERNSHIP IN ENVIRONMENTAL STUDIES (3). Develops skills related to real-life working situations in major-related field. Prerequisite(s): Approval of Environmental Studies Director and Experiential Education Director.

FINE ARTS

Mr. Eugene Stewart, Associate Professor, Chairperson
Mr. Richard Stephenson, Associate Professor
Mr. William Sutton, Associate Professor
Dr. Barbara Coleman, Assistant Professor

DEPARTMENTAL INFORMATION

The Fine Arts Department offers courses in Visual Arts, Art History, Music, Music History and Theatre. The Bachelor of Arts degree is available with a major in Visual Arts.

FINE ARTS: VISUAL ARTS

Students planning to major in Visual Arts must obtain and file in the Regis College Dean's Office a Major Declaration Form. Acceptance into the major requires a portfolio review by the Department and approval of the Department Chair. Students wishing to obtain more information regarding the portfolio requirement should contact the Department Chair.

The Visual Arts major is designed to give students a broad and flexible foundation in the visual arts while also giving them an opportunity to develop an emphasis in a particular medium. Students establish a firm basis in design, art history and criticism while pursuing technical proficiency. This prepares students for the practice of art and grounds their knowledge in experience and first-hand problem solving. The Visual Arts major prepares students for jobs in a wide field of options, including publications, public relations, graphic design and others. The Bachelor of Arts in Visual Arts is also excellent preparation for graduate programs in Fine Arts.

Each student works with an advisor from the Department who will guide her or him through completion of the requirements for the major and assure that the student's future plans are optimized by the art curriculum.

Transfer students who wish to major in Fine Arts must present a portfolio for review by the Department. Besides the requirement that at least half of the upper division courses must be taken at Regis, graduating art students must complete FAA 499--Senior Thesis, which culminates with a student exhibition in the O'Sullivan Arts Center.

FINE ARTS: VISUAL ARTS MAJOR 39 SH

Lower Division Requirements 15 SH

Fifteen (15) lower division semester hours, which must include the following:

FAHS 211--Art History: Prehistory to the 20 th Century	3 SH
FAA 230--Two Dimensional Design	3 SH
Lower Division Studio Electives	9 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours, which must include the following:

Upper division electives in a single medium	9 SH
Upper division electives in additional mediums	6 SH
Upper division elective in Art History	6 SH
FAA 499--Senior Thesis	3 SH

FINE ARTS: CORE

All Regis College students are required to complete a Fine Arts Core course. The Core Studies requirement emphasizes that the basic human impulse to create is common across all of the arts. The requirement may be fulfilled by taking any courses with the FAC prefix. These courses introduce students to aesthetic vocabularies through a survey of a specific arts discipline (Visual Arts, Music or Theatre). Core Studies students are also exposed to all the fine and performing arts through attendance at exhibitions, performances, poetry readings and lectures in the O'Sullivan Arts Center.

Exhibitions and events in the O'Sullivan Center serve students in the Fine Art Department as well as the entire Regis University and Denver area community. The O'Sullivan Arts Center is a widely recognized cultural center.

FINE ARTS: HISTORY

A major in Art History is not available, however, some of these courses are required for the Visual Arts major requirements.

FINE ARTS: MUSIC

A major in Music is not available, however, students may minor in Music. Students wishing to pursue the minor in music should contact the Director of the Music Program, or the Chairperson of the Fine Arts Department. The Music Minor at Regis College is designed to give students an excellent general foundation in music, music history, and the technical language of music. Music minors develop a serious mastery of a single instrument or voice, and gain experience working in advanced ensemble groups. The music minor adds to the preparation of students for work in a variety of fields including graduate work in music, education, campus life, ministry, liturgy, recreation, and other community-based professions.

Students who minor in music will work closely with the Director of the Music who will guide them through completion of the requirements and assure that students' future plans are optimized by their music curriculum.

Music Minor 17-20 SH

Lower Division Requirements 4 SH

FAM 210E-W--Aural Skills	1 SH
FAM 235--Foundations of Music	3 SH

Upper Division Requirements 13-16 SH

Music History and Literature	6 SH
Advanced Applied Music (sustained over a period of three semesters)	3-6 SH
Advanced Music Ensemble (sustained over a period of two semesters)	4 SH

FINE ARTS COURSE DESCRIPTIONS (FA)

FINE ARTS: ART (FAA)

FAA 215. INTRODUCTION TO ELECTRONIC IMAGING (3). Introduces students to the foundations, practice, history, and technical domain of electronic imaging and digital image processing. Esthetic, technical, social, and ethical issues regarding the practice of electronic image making are discussed in the context of student's own electronic image making. Course utilizes imaging programs (such as PhotoShop and Illustrator) and graphic design programs (such as PageMaker).

FAA 216. DESIGNING FOR THE WORLD WIDE WEB (3). Prepares students in all the basic aspects of web design including HTML tagging, hypertext strategies, graphic design, and electronic imaging. Discusses current practices, ethics, social implications, and esthetics implicated in the development and use of the web. Course utilizes web browsers and image editing programs.

FAA 230. TWO-DIMENSIONAL DESIGN (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 240. INTRODUCTION TO PHOTOGRAPHY (3). Develops technical skills, visual vocabulary and historical perspective to practice the art of photography. Includes photo history, aesthetics, criticism and resource gathering. Involves classroom student critiques, darkroom developing and printing of black and white photography. Examines studio problems of exposure, lighting and compositional strategies.

FAA 250. INTRODUCTION TO PAINTING (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 260. INTRODUCTION TO SCULPTURE (3). Provides an extensive working knowledge of the basic three-dimensional techniques and concepts of sculpture.

FAA 270. INTRODUCTION TO DRAWING (3). Studies the fundamental principles of drawing with emphasis on the physical as well as mental aspects of creative drawing.

FAA 290. INTRODUCTION TO PRINTMAKING (3). Introduces students to the foundations, practice, history, and technique of Fine Art printmaking. Discusses esthetic, social, and ethical issues in the context of student's own creative output. Covers reflex, intaglio, and Plano graphic techniques.

FAA 385E-W. DESIGN SEMINAR: (3). Examines specialized design issues in the fine and performing arts.

FAA 420. ADVANCED ELECTRONIC IMAGING (3). Explores issues particular to the current practice of digital image making. Focuses on digital printmaking and presentation. Prerequisite(s): FAA 215 or permission of instructor.

FAA 421E-W. ELECTRONIC IMAGING STUDIO (3). Provides continued supervised studio electronic imaging practice beyond the beginning level. Includes the development of student portfolios and enjoyment in peer and instructor critiques. Prerequisite(s): FAA 215.

FAA 443. ADVANCED PHOTOGRAPHY (3). Explores the problems of practicing photographic art. Includes idea development, research and execution, current and historical criticism, and visits to local artists and galleries. Involves organizing exhibits of work, including presentation, public information and engaging with the public as audience. Prerequisite(s): FAA 240.

FAA 446 E-W. PHOTOGRAPHY STUDIO (3). Provides supervised studio photography practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 443 or permission of instructor.

FAA 450. ADVANCED PAINTING (3). A continuation of FAA 250. Prerequisite(s): FAA 250 or equivalent, or permission of instructor.

FAA 451E-W PAINTING STUDIO (3). Provides continued supervised studio painting practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 450 or permission of instructor.

FAA 460. ADVANCED SCULPTURE (3). A continuation of FAA 260. Prerequisite(s): FAA 260 or permission of instructor.

FAA 461E-W. SCULPTURE STUDIO (3). Provides continued supervised studio sculpture practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 460 or permission of instructor.

FAA 472. ADVANCED DRAWING (3). Provides advanced level drawing in studio format with critiques and discussions of student work. Prerequisite(s): FAA 270 or permission of instructor.

FAA 474E-W DRAWING STUDIO (3). Provides continued supervised studio drawing practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 472 or permission of instructor.

FAA 480. ADVANCED PRINTMAKING (3). Explores issues particular to the current practice of Fine Arts printmaking. Focuses on extending technical proficiency and portfolio development. Prerequisite(s): FAA 290.

FAA 481E-W. PRINTMAKING STUDIO (3). Provides continued supervised studio printmaking practice beyond the advanced level. Focuses on extended portfolio development and engagement in the critical process. Prerequisite(s): FAA 480.

FAA 490E-W. INDEPENDENT STUDY IN ART (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of Department Chair.

FAA 498E-W. INTERNSHIP IN ART (3). Provides practical experience and intellectual guidance in an area of art. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FAA 499. SENIOR THESIS (3). Presents a public exhibition of the student's work, representative of their studio production. Prerequisite(s): Majors only.

FINE ARTS: CORE (FAC)

FAC 200. FINE ARTS CORE (3). Introduces the arts as an expression of human values in all cultures. Includes experiences in art, music and theatre, and involves the processes of creative thinking.

FAC 211. ART HISTORY SURVEY (3). Investigates major art movements from prehistory to impressionism. Discusses major works, figures and world events related to our own time.

FAC 350. WORLD MUSIC (3). Studies musical practices of diverse cultures including instrumental and vocal styles, dance, drama and ceremonies.

FAC 351. UNITED STATES FOLK AND POPULAR MUSIC (3). Surveys various folk and popular music cultivated in the United States from the early 17th Century to the present. With an emphasis on cultural diversity that contributes to "American" music, manifested in cultural regionalism and cross-cultural developments. Students will identify, aurally recognize, and evaluate various cultural components and trends in vernacular music in the United States.

FAC 352. WESTERN CLASSICAL MUSIC (3). Introduces western classical music tradition from the Greek through 20th Century periods. Explores circumstances, cultural values, and representative pieces of music from each period. Examines techniques for recognizing the basic stylistic elements of the music that reflect the circumstances and cultural value of that period.

FINE ARTS: HISTORY (FAHS)

FAHS 211. ART HISTORY: PREHISTORY TO THE TWENTIETH CENTURY (3). Investigates major art developments from pre-history to the 20th Century. Discusses major works, figures, and world events as they relate to human artistic expression.

FAHS 408E-W. THEMES IN ART HISTORY (3). Examines topics in Art History such as different periods, selected artists, cross-cultural perspectives, etc.

FAHS 410. IMPRESSIONISM TO 1945 (3). Examines how Impressionism, a climactic expression of the 19th century, has taken place in art history as a natural inevitable development. Traces the influence of impressionism through European and American art of the first half of the Twentieth century. Prerequisite(s): FAHS 211 or FAC 211 or FAC 200 or permission of instructor.

FAHS 415. CONTEMPORARY ART: 1945 TO THE PRESENT (3). Examines the shift in the art world from Paris to New York after World War II. Explores men and women artists whose work pursues a dialogue about the meaning of all media and whose lives are lived against the social, economic, political and cultural background of their times. Prerequisite(s): FAC 200 or FAHS 211 or HU 203.

FAHS 435. WOMEN IN ARTS (3). Through a broad study of works of women artists, this course examines the critical issues and the social, economic, and political conditions that have shaped the 20th century climate for women artists. The course includes a systematic study of some of the important subject matter of art by women. Cross listing: WS 435.

FAHS 445. HISTORY OF PHOTOGRAPHY (3). Explores the history of photography from its invention in the early

19th century to its practice as a fine art in the present time. Includes critical and analytical readings as well as examination of photographic images in the fine arts. Prerequisite(s): FAC 200 or FAC 211.

FINE ARTS: MUSIC (FAM)

FAM 200E-W. GROUP APPLIED MUSIC: VOICE (1-2). Develops awareness of how the voice works, vocal technique and how to use the voice in interpretation of various styles of music including: classical, folk, and Broadway. Performance techniques are introduced and the course concludes with an informal recital.

FAM 202E-W. UNIVERSITY CHOIR (2). Students will study, prepare and sing in performance, choral literature from the Gothic to the present.

FAM 241E-W. INTERMEDIATE CLASS PIANO (1). Members perform selections of their choice, prepare program notes, improve performance skills, join in critique, and hear new repertoire. Outside concert attendance required. Not a "how to play piano" course but "how to play better!" All levels of ability beyond beginner welcome! Prerequisite(s): FAM 247E or equivalent.

FAM 246E-W. APPLIED MUSIC: VOICE (1). Provides individual instruction in voice. Prerequisite(s): Permission of instructor. NOTE: Participation in a voice recital required.

FAM 247E-W. APPLIED MUSIC: PIANO (1). Provides individual instruction in piano. Prerequisite(s): Permission of instructor. NOTE: Participation in a piano recital required.

FAM 248E-W. APPLIED MUSIC: GUITAR (1). Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation.

FAM 270E-W. REGIS COLLEGE SINGERS (1). Explores Acappella traditions from cultures as diverse as France, Bulgaria and South Africa. Includes solo opportunities in chamber choral ensemble situations. Prerequisite(s): Permission of instructor.

FAM 402E-W. CONCERT CHOIR (2). Advanced choral ensemble work including more complex and challenging literature as well as on- and off-campus performance. Prerequisite(s): FAM 202 and permission of instructor. NOTE: Audition required.

FAM 430E-W. CONCERT COLLEGIUM MUSICUM (2). Explores an array of literature from Gregorian Chant through the works of J.S. Bach. Advanced participants perform on- and off-campus. Prerequisite(s): FAM 230 and permission of instructor. NOTE: Audition required.

FAM 448E-W. GUITAR ENSEMBLE (2). Emphasizes styles of music, dynamics, rhythm and harmonic structure in an acoustic ensemble. Prerequisite(s): FAM 248E.

FAM 466E-W. APPLIED MUSIC: ADVANCED VOICE (1). Advanced vocal instruction, including more complex and

challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 246 and permission of instructor. NOTE: Audition required.

FAM 467E-W. APPLIED MUSIC: ADVANCED PIANO (1). Advanced piano instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 247 and permission of instructor. NOTE: Audition required.

FAM 468E-W. APPLIED MUSIC: ADVANCED GUITAR (1-2). Advanced instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 248 and permission of instructor. NOTE: Audition required.

FAM 490E-W. INDEPENDENT STUDY IN MUSIC (1-3). Explores area of special interest. Prerequisite(s): Approval of Department Chair.

FAM 498E-W. INTERNSHIP IN MUSIC (3). Provides practical experience and intellectual guidance in an area of music. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FINE ARTS: MUSIC HISTORY (FAMH)

FAMH 450. WORLD MUSIC LITERATURE (3). Studies musical practices of diverse cultures, including instrumental and vocal styles, dance, drama, and ceremonies, with an emphasis on research. Prerequisite(s): FAM 235 and permission of instructor.

FAMH 451. HISTORY OF U.S. FOLK AND POPULAR MUSIC (3). Surveys various folk and popular music cultivated in the United States from the early 17th century to the present. Research project will explore a topic in American Music. Prerequisite(s): FAM 235 and permission of instructor.

GEOLOGY

A major in Geology is not available.

GEOLOGY COURSE DESCRIPTIONS (GE)

GE 201. PHYSICAL GEOLOGY (3). Introduces physical geology, Earth materials, history of Earth, geophysics and geochemistry. Examines the topography and structural features of the Earth, soils, and soil formation and the geological processes involved in their development. Co-requisite: GE 202. NOTE: Designed primarily for Environmental Studies majors and those interested in natural history.

GE 202. PHYSICAL GEOLOGY LABORATORY (1). Field and indoor laboratory studies include the recognition of common rocks and minerals, soil analysis, interpretation

and use of topographic maps and dynamics of processes that shape landscapes. Co-requisite: GE 201. Fee required. NOTE: One three-hour laboratory per week. Field trips to sites of geological interest in Colorado required.

GE 204E-W. TOPICS IN GEOLOGY (3). Develops course content around a central geological theme on selected topics chosen by the instructor. Co-requisite: GE 205E-W. NOTE: Designed specifically for nonscience majors to meet Natural Science Core requirement.

GE 205E-W. TOPICS IN GEOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: GE 204E-W.

HISPANIC STUDIES

A major in Hispanic Studies is available only through the Thematic Major Program.

Hispanic Studies Minor 12 SH

Twelve (12) upper division semester hours of Spanish courses that deal with Spanish literature or language, Hispanic civilization or Hispanic literature in translation.

HISTORY AND POLITICS

Rev. James Guyer, S.J., Assistant Professor, Chairperson
 Dr. Ronald Brockway, Professor
 Dr. Gladys Frantz-Murphy, Professor
 Dr. James Riley, Professor
 Dr. Terry Schmidt, Professor
 Dr. Daniel Clayton, Associate Professor

HISTORY MAJOR 39 SH

Lower Division Requirements 12 SH

Twelve (12) lower division semester hours of History courses with at least three (3) fields (Asia, Europe, Middle East, United States, World,) and two (2) time periods covered (before 1600 and after 1600). One (1) three (3) semester hour course constitutes minimum representation.

Upper Division Requirements 27 SH

Nine (9) upper division semester hours which must include:

- HS 495J--Seminar in History: Reading Seminar 3 SH
- HS 495K--Seminar in History: Research Seminar 3 SH
- HS 498E--W-Internship in History 3 SH

Plus eighteen (18) upper division semester hours of History courses with at least two (2) fields (Asia, Europe, Middle East, United States) represented. One (1) three (3) semester hour courses constitutes minimum representation.

History Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of History courses selected with the approval of the major advisor.

POLITICS MAJOR 36 SH

Lower Division Requirements 12 SH

POL 205--Introduction to Political Science 3 SH

POL 215--Introduction to United States National Politics 3 SH

POL 231--Introduction to International Relations or

POL 241--Introduction to Comparative Politics and Government 3 SH

Lower or upper division History course selected in consultation with major advisor. 3 SH

Upper Division Requirements 24 SH

POL 499--Capstone Seminar in Political Science 3 SH
An Upper Division History Course 3 SH

Plus eighteen (18) upper division semester hours of Politics courses, which must include a minimum of one, three (3) semester hour course, selected from each of the following four areas:

United States 3 SH

POL 400--United States Constitutional Law: Structure and Process 3 SH

POL 401--United States Constitutional Law: Civil Rights and Liberties 3 SH

POL 403--Courts and the Judicial Process 3 SH

POL 413--United States Elections and Political Behavior 3 SH

POL 414--The United States Presidency 3 SH

POL 416--United States Congress and Legislative Process 3 SH

POL 421--State and Urban Politics 3 SH

POL 496E-W--Seminar in United States Politics 3 SH

International or Comparative 3 SH

POL 432--International Political Economy 3 SH

POL 439--United States Foreign Policy Since World War II 3 SH

POL 445--Comparative Public Policy 3 SH

POL 449--Comparative Foreign Policy 3 SH

POL 450--International Organizations 3 SH

POL 493E-W--Seminar in International Politics 3 SH

POL 494E-W--Seminar in Comparative Politics 3 SH

Political Thought 3 SH

POL 482E-W--Topics in Political Theory 3 SH

Internship 3 SH

POL 498E-W--Internship in Political Science 3 SH

Politics Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Politics courses selected with the approval of the major advisor.

HISTORY AND POLITICS COURSE DESCRIPTIONS (HS & POL)

HISTORY (HS)

HS 213. SURVEY OF WESTERN CIVILIZATION TO 1600 (3). Studies the evolution of western civilization from the beginnings of civilization through the period of the Reformation. Emphasizes concepts and institutions that have played major roles in the evolution of western civilization. Includes major themes on the formation of the great religions which have influenced the West, Classical culture, the Middle Ages, the Renaissance and the Reformation.

HS 214. SURVEY OF WESTERN CIVILIZATION SINCE 1600 (3). Traces the evolution of modern western civilization, and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on absolutism, the Enlightenment, the French Revolution, the great wars of the 20th century and the ideologies of the modern world.

HS 223. HISTORY OF THE UNITED STATES TO 1877 (3). Surveys the development of United States civilization from the era of discovery, exploration and settlement to the end of the Reconstruction.

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 231. WORLD HISTORY TO 1500 (3). Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations, the Middle East, India, China and the Americas, through classical civilizations and Europe.

HS 232. WORLD HISTORY SINCE 1500 (3). Traces the origins of an interdependent world through investigation of modern history in a global context. Examines how Europe, relatively insignificant in 1500, came to dominate the globe by 1900. Includes nationalism, decolonization, the Cold War and the end of bipolarity.

HS 253. SURVEY OF ASIAN HISTORY TO THE 19th CENTURY (3). Surveys the history of East Asia (China, Japan, and Korea) from earliest times to the arrival of Western imperialism.

HS 242. SURVEY OF ASIAN HISTORY SINCE 1850 (3). Provides an overview of East Asia (China, Japan, and Korea) during modern times, emphasizing cultural developments, modern institutions, increased trade, industrialization, imperialistic intrusions, destructive warfare and burgeoning population.

HS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: WS 420.

HS 425. THE CIVIL WAR AND RECONSTRUCTION: 1848-1877 (3). Summarizes the history of the United States. Includes the war with Mexico (1840s), the presidencies of Abraham Lincoln and Jefferson Davis, the prosecution of the war between the states, the diplomacy of both the union and the confederate governments, the politics of emancipation and reconstruction policy. Provides an overview of the ongoing efforts of historians to evaluate and interpret this era.

HS 426. THE AGE OF ENTERPRISE, 1865 - 1917 (3). Studies the United States from the end of the Civil War to World War I, emphasizing transportation, industrial expansion, the rise of organized labor, populism and progressivism and the growth of American power.

HS 427. 20th CENTURY UNITED STATES, 1917-1945 (3). Studies the history of the United States from intervention in World War I to the end of World War II, emphasizing the Depression and the New Deal.

HS 428. UNITED STATES HISTORY, 1945 TO THE PRESENT (3). Studies recent events and trends in the United States since the end of World War II.

HS 430. HISTORY OF COLORADO (3). Surveys Indian, Spanish, French and United States influences; the impact of traders, trappers, miners, cattlemen and farmers; the creation and organization of the Territory; the movement for statehood and the problems of a rapidly growing commonwealth.

HS 437. THE WEST IN UNITED STATES HISTORY (3). Includes an inquiry into the influence of the West on United States history, the settlement of the western regions, problems of frontier transportation and finance, and the organization of new government entities.

HS 439E-W. TOPICS IN UNITED STATES HISTORY (1-3). Provides an in-depth study of a particular area of United States history. May include a history of the Southwest in United States history, a history of southern Colorado and northern New Mexico, a comparative history of wars fought by the United States and a history of presidential elections in the United States.

HS 440. LATIN AMERICAN HISTORY (3). Surveys Latin American nations, emphasizing the pre-Columbian civilization and the periods since independence. Focuses on Mexico.

HS 442. HISPANIC CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Emphasizes historical and cultural developments. Includes Moorish culture, the Reconquista, the Catholic kings, economic and political decline, the Bourbon reforms and the Spanish Civil War.

HS 445. PRE-COLUMBIAN CIVILIZATION (3). Studies major pre-Columbian civilizations of Mesoamerican and South American regions, including the Mayas, Aztecs and Incas. Traces the general history of man in the Americas and the surviving descendants of major civilizations. Cross listing: SP 416.

HS 447. ISLAMIC CIVILIZATION (3). Examines the origins, rise, and geographic expansion of Islam and the elaboration of an Islamic culture and civilization within the socioeconomic, religious and political context of the Middle East, using primary sources and analytical studies.

HS 451. HISTORY OF PREMODERN JAPAN (3). Traces themes from earliest times into the Tokugawa period. Examines Shintoism, Buddhism, Chinese influences, the Japanese genius for adaptation, the rise of the samurai class, cultural advances and institutional and social developments that grounded the modern transformation. Prerequisite(s): Junior standing or permission of instructor.

HS 452. HISTORY OF MODERN JAPAN (3). Studies Japan's attempts, beginning in the mid-19th century, to face the Western challenge, internal reforms, the Meiji restoration of the emperor, the astounding efforts of modernization, involvement with imperialism and war, adventures in China, the struggle at home between the forces of militarism and democracy, the Pacific war and occupation and the economic miracle. Prerequisite(s): Junior standing or permission of instructor.

HS 454. HISTORY OF MODERN CHINA (3). Examines the institutions and developments of the late 19th and 20th centuries. Includes the Self-Strengthening Movement, Western imperialism, the transformation of the gentry and peasant classes, the use of revolutions, the rise of the Communist and Nationalist parties, the Maoist cult, the Cultural Revolution and subsequent developments. Prerequisite(s): Junior standing or permission of instructor.

HS 457. THE PACIFIC WAR: THE ROAD TO PEARL HARBOR AND NAGASAKI (3). Sorts out and evaluates the many interpretations of the war. Relying on books and/or films, traces the struggle between Japan and the United States, emphasizing Japan. Examines imperialistic military adventurism versus liberal democracy. Studies Japanese and American goals and diplomacy over issues in the western Pacific, the domestic implications for Japan and the impact of the war on Japanese society. Prerequisite(s): Junior standing or permission of instructor.

HS 458. EUROPE IN THE MIDDLE AGES (3). Traces the origin and evolution of European civilization in a regional and global context from late Roman times to Columbus. Compares and contrast Northern, Mediterranean and Eastern Europe including Byzantium.

HS 463. THE AGE OF ENLIGHTENMENT (3). Studies the political, economic, social, religious and intellectual world of Europe from the Reformation to the French Revolution.

HS 464. 19th CENTURY EUROPE, 1789-1914 (3). Studies the great age of European dynamism emphasizing political and economic events. Includes the French Revolution, industrialization, the rise of the working class, Marxism, unification of Italy and Germany, nationalism, the New Imperialism and the origins of World War I.

HS 465. EUROPE SINCE 1914 (3). Studies the transformation of Europe following World War I emphasizing economic, political and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 468. MODERN GERMAN HISTORY (3). Studies the course of German history from 1815 to 1945. Emphasizes the age of revolution, the evolution of German nationalism, the unification movement, Bismarck and Imperial Germany, the First World War and Versailles, the Weimar Republic, Hitler and the Third Reich and Germany's involvement in World War II. Also emphasizes the origins of the Third Reich.

HS 469E-W. TOPICS IN EUROPEAN HISTORY (3). Provides an in-depth analysis of topics such as economic and social history, women and gender, or religion, and the Cold War.

HS 475. ANCIENT NEAR EAST AND MEDITERRANEAN (3). Compares the origins and development of the riverine civilizations of Mesopotamia and Egypt and the area of the eastern Mediterranean which they came to dominate. Includes the origins and development of classical Greek and Roman civilization to the rise of Islam.

HS 477. THE MODERN MIDDLE EAST (3). Surveys the Ottoman Empire and Iran from the beginning of their incorporation into the world economy through the rise of rival nationalisms and imperialisms, the postwar division into nation states, the Arab-Israeli conflict, the Cold War, and international oil industry.

HS 483E-W. MODEL LEAGUE OF ARAB STATES (3). Provides a participatory simulation experience in international relations. Students represent a particular Arab state, serve on one of five committees, and attend a 3-4 day Model League in Colorado and/or elsewhere. Arab states covered vary with each offering. Prerequisite(s): Permission of instructor.

HS 489E-W. TOPICS IN EAST ASIAN HISTORY (3). Provides an in-depth analysis of a significant East Asian problem. Content varies from year to year. May include the communist revolution in China, the Meiji Restoration, the Nanjing (Nationalist) Decade in China, Japanese

democracy in the inter-war years, the Korean War or imperialism in East Asia. Prerequisite(s): Junior standing and permission of instructor.

HS 490E-W. INDEPENDENT STUDY IN HISTORY (1-3). Offers an opportunity for independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair.

HS 495E-W. SEMINAR IN HISTORY (3). Focuses on the application of research methodology appropriate to the seminar topic. Prerequisite(s): Permission of instructor.

HS 495J. SEMINAR IN HISTORY: READING SEMINAR (3). One of two seminars in historiography required of all History majors, the Reading Seminar focuses on critical analysis of selected themes in historical writing. The Reading Seminar is team-taught by members of the History faculty.

HS 495K. SEMINAR IN HISTORY: RESEARCH SEMINAR (3). One of two seminars in historiography required of all History majors, students in the Research Seminar engage in the process of researching, writing, and presenting a major seminar paper. The Research Seminar is supervised by the History faculty.

HS 498E-W. INTERNSHIP IN HISTORY (3). Provides practical experience in applied history. Students are placed according to their interest at national archives, museums, historical societies, public interest groups, nonprofit organizations, international businesses, at the local, regional, national or international level. Includes research work in history with the Department's faculty. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: 10-20 hours per week required.

POLITICS (POL)

POL 205. INTRODUCTION TO POLITICAL SCIENCE (3). Studies politics and government including theory and practice, political power, democratic and nondemocratic systems, ideology, political socialization and communication, forms of government and peaceful and violent change.

POL 215. INTRODUCTION TO UNITED STATES NATIONAL POLITICS (3). Studies the basic institutions of American government and the forces that shape governmental action. Examines the constitution, the role of the presidency, federal-state relations, the party system and the operation of the Congress and the courts.

POL 231. INTRODUCTION TO INTERNATIONAL RELATIONS (3). Evaluates the elements, relationships, issues and problems of contemporary international relations. Includes national systems, superpower relations, diplomacy, war, international organizations, arms control, North-South relations and interdependency.

POL 241. INTRODUCTION TO COMPARATIVE POLITICS AND GOVERNMENT (3). Compares and evaluates power, policy, politics and government in contemporary nation states. Includes political culture and

socialization, governmental structures and performance in political systems.

POL 400. UNITED STATES CONSTITUTIONAL LAW: STRUCTURE AND PROCESS (3). Studies the development of the U.S. Constitution in the areas of judicial review, executive and legislative powers, federalism and the framework of the U.S. government. Employs the case method.

POL 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law, rights of the accused, rights of privacy, criminal procedure, freedom of expression, association and religion, and equality under the law. Employs the case method. Prerequisite(s): POL 215. Cross listing: CJ 401.

POL 403. COURTS AND THE JUDICIAL PROCESS (3). Explores administration of justice, emphasizing United States systems. Focuses on judicial decision-making, and procedures in federal and state judicial systems. Cross listing: CJ 403.

POL 410. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions. Cross listing: EC 412.

POL 413. UNITED STATES ELECTIONS AND POLITICAL BEHAVIOR (3). Examines U.S. elections in the context of the political arena. Emphasizes political parties, special interest groups, voting behavior and campaign strategies.

POL 414. THE UNITED STATES PRESIDENCY (3). Analyzes the principal institutions, functions and problems of the presidency and federal executive branch. Focuses on presidential leadership, staffing, executive-legislative relations and policy formation.

POL 416. UNITED STATES CONGRESS AND LEGISLATIVE PROCESS (3). Examines procedures, structures, personnel, powers and restraints in relation to other government forces. Prerequisite(s): Junior standing or permission of instructor.

POL 421. STATE AND URBAN POLITICS (3). Explores state and urban political systems as they function within the American federal structure. Emphasizes governmental functions, interactions, structures, constraints and resources. Cross listing: CJ 421.

POL 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 432 and ENVS 432.

POL 439. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II (3). Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers

policies adopted by the U.S. to deal with the perceived international system, including intended outputs and actual outcomes of policy, and contemporary challenges.

POL 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 445 or ENVS 445 or HO 478P or SO 445.

POL 449. COMPARATIVE FOREIGN POLICY (3). Provides a comparative study and analysis of the foreign policies of a variety of important contemporary nation-states. Emphasizes international systems, foreign policy objectives, policymaking and implementation processes, and foreign policy outputs and outcomes.

POL 450. INTERNATIONAL ORGANIZATIONS (3). Describes and evaluates the theory and practice of international organizations, emphasizing the United Nations and its specialized agencies, regional organizations and functional institutions.

POL 482E-W. TOPICS IN POLITICAL THEORY (3). Provides an intensive examination of the nature and aims of various forms of political theory, specific periods of political thought, major political thinkers or significant topics in political theory.

POL 490E-W. INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3). Offers an opportunity for independent exploration of areas of interest under the supervision of department member. Prerequisite(s): Approval of Department Chair.

POL 493E-W. SEMINAR IN INTERNATIONAL POLITICS (3). Provides an intensive study of selected issues and problems of international politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 494E-W. SEMINAR IN COMPARATIVE POLITICS (3). Provides an intensive study of selected issues, problems and regions in comparative politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 495E-W. SEMINAR IN POLITICAL SCIENCE (3). Provides an intensive study of selected topics, issues or problems in political science. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 496E-W. SEMINAR IN UNITED STATES POLITICS (3). Provides an intensive study of selected issues of U.S. politics, emphasizing individual research projects. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 498E-W. INTERNSHIP IN POLITICAL SCIENCE (3). Offers an opportunity for placement in a governmental organization or private institution involved in political processes. Progress is guided and monitored by the site supervisor and the faculty sponsor. Site selection emphasizes the best combination of prior academic learning and on-the-job experience. Prerequisite(s): Approval of Departmental Chair and Director of Experiential Education.

POL 499. CAPSTONE SEMINAR IN POLITICAL SCIENCE (3). Provides majors in Politics the opportunity to work closely with the professor in an examination of the selected topic(s). This work will culminate in the production of a major paper equivalent to a senior thesis. Utilization of professional literature (both printed and electronic) will be required during the research process.

HONORS PROGRAM

Dr. Colby Hatfield, Program Director

The Honors Program is designed for two types of students: those who wish to follow an Honors Core and be distinguished as Regis University Honors Students at graduation and those who are interested in taking individual honors courses without completing the entire four-year honors sequence. Students in the program range from high academic achievers (a student in Honors must maintain a 3.500 grade point average to graduate in the Program) to non-Honors students who accept the challenge of doing high caliber work in a particular elective course.

The Honors Program at Regis is an alternative way of meeting the College's Core requirements. Twenty-five (25) semester hours of Honors courses substitute for a portion of the Core curriculum. In addition, other courses in the regular Core often have special sections for Honors students.

The most accomplished students accepted into the College are invited to make an application to participate in this more rigorous and more interdisciplinary liberal arts Core substitute. Participation in Honors also promotes integration of a student's intellectual life with personal, community and world experiences. As all Honors students prepare a Senior Thesis, the Program is especially suited for anyone planning on graduate study.

Students interested in the Honors Program should contact the Director.

Regular Core Studies Requirements 43-45 SH

CCS 200--Freshman Seminar*	3 SH
Foreign Language Course	6-8 SH
RS 200--Introduction to Religious Studies*	3 SH
COM 210--Speech Communication	3 SH
PL 250--Introduction to Philosophy*	3 SH
CCS 300--Sophomore Seminar*	3 SH

Non-U.S. History	3 SH
Social Science Elective	3 SH
CCS 400--Junior Seminar*	3 SH
Natural Science with Laboratory	4 SH
HU 201--Humanities Colloquium: Literature or	
EN 210--Freshman Literature: Introduction to Poetry/Fiction/Drama**	3 SH
HU 203--Humanities Colloquium: Art History or FAC Course**	3 SH
MT 201--College Algebra (or higher-level mathematics course)	3 SH

* Indicates availability as a special Honors section.

** Honors Students are encouraged to take the Humanities Colloquium (HU 201/203) to meet their Core Studies requirements in Literature, Humanities and Fine Arts.

Honors Program Core Studies Requirements 19 SH

HO 300--Intellectual Nets and Networks	1 SH
HO 328E-W/428E-W--Economy and Technology	3 SH
HO 338E-W/438E-W--Nature and the Cosmos	3 SH
HO 348E-W/438E-W--Personal Value	3 SH
HO 368E-W/468E-W--Transcendence/Ultimacy	3 SH
HO 378E-W/478E-W--The Polis	3 SH
HO 493--Honors Symposium	1 SH
HO 499--Honors Thesis	2 SH

HONORS COURSE DESCRIPTIONS (HO)

HO 300. INTELLECTUAL NETS AND NETWORKS (1). Examines techniques for classifying information into periods, schools of thought, academic disciplines and ideologies. Provides students the logical means of grasping information outside their particular area of expertise through the reading of primary source essays in a variety of disciplines.

HO 328E-W/428E-W. ECONOMY AND TECHNOLOGY (3). Provides a concentrated study of the provision, distribution and consumption of the materials that shape our lives, and compares our present situation with that of our contemporaries elsewhere and with societies at other times in human history.

HO 338E-W/438E-W. NATURE AND THE COSMOS (3). Investigates how the human mind relates to the physical universe and shows how scientific discovery relates to the culture in which it takes place.

HO 348E-W/448E-W. PERSONAL VALUE (3). Provides a concentrated study of the development of values and ideals. Explores aesthetic, ethical and social values; how these interrelate; how we judge their appropriateness and completeness; and the psychological processes at work in values acquisition.

HO 368E-W/468E-W. TRANSCENDENCE/ULTIMACY (3). Focuses on the major ways in which human beings

have understood the Divine, the Good, the One. Includes inquiry into the origin and nature of the human quest for transcendence and the study of the major issues raised about traditional understandings of the transcendent by the modern world.

HO 378E-Z/478E-Z. THE POLIS (3). Analyzes major theories and models of how human society might be organized, and some major historical examples of how social organization has been developed.

HO 490E-W. INDEPENDENT STUDY IN HONORS (1-3). Offers an opportunity to explore an idea, issue, problem or project from an interdisciplinary perspective with the consent and collaboration of an instructor. Prerequisite(s): Approval of Director of the Honors Program.

HO 493. HONORS SYMPOSIUM (1). Students prepare the honors thesis produced in HO 499 for presentation in a defense or a symposium. Students submit abstracts, put documents in final bound form, prepare theses for submission to the library archive and make a public presentation of their work. Public presentations may be in the form of a traditional thesis defense or participation in a symposium panel. Prerequisite(s): HO 499 and Senior standing.

HO 499. HONORS THESIS (2). Provides the final step in the Honors Program. Students meet regularly to act as a guiding committee for individual honors projects devised by the students in consultation with the director. The program director acts as coordinator for the thesis project. Prerequisite(s): Senior standing.

HUMANITIES

Humanities courses offer an integrated approach to the liberal arts. Regis believes that a multi-disciplinary approach to learning can best help the undergraduate achieve the aims of a broad general education and provide a solid basis for more specialized learning in upper division courses.

Representative works from the literature and history of Western people are examined within the context of the philosophy, art and music that helped shape Western civilization.

ENROLLMENT

Lower division courses (except for the Humanities Colloquium) are open to all Regis students. These courses meet the Core Studies requirement in Literature or Fine Arts. Upper division courses may require the permission of the instructor, and may have lower division prerequisites. The Department of Humanities may be contacted for further information.

HUMANITIES COURSE DESCRIPTIONS (HU)

HU 201. HUMANITIES COLLOQUIUM: LITERATURE (3). Surveys literature expanding ancient Greek texts to 20th century writers. Explores literary ideas in the context of worldviews. Co-requisite: HU 203. Prerequisite(s): Approval of Honors Program Director.

HU 203. HUMANITIES COLLOQUIUM: ART HISTORY (3). Examines art from prehistory to the 20th century. Explores these works and ideas in the context of worldviews. Co-requisite: HU 201. Prerequisite(s): Approval of Honors Program Director.

HU 205. INTRODUCTION TO THE HUMANITIES (3). Provides an interdisciplinary course that considers the theme of the human quest for freedom in the 20th century. Literary readings include poetry, novels, plays and short stories. Philosophic readings are taken from Dewey, Freud and Marx. The fine arts component examines modern painting and sculpture from the French Impressionists to the contemporary New York scene.

HU 310. ROAD TO SCIENCE FICTION I (3). Examines the genesis of this genre from Lucian of Samosota to H. G. Wells. Utopian voyagers include Mary Shelley, the American Romantics (Hawthorne and Melville, Edward Bellamy, Jules Verne), turn-of-the century writers and H. G. Wells. Prerequisite(s): EN 210; HU 201 or HU 205.

HU 492E-W. TOPICS IN HUMANITIES (3). Provides a value-based approach to explore special topics focusing on the integration of literature, humanities, and the arts. Prerequisite(s): EN 210 or HU 201.

KINESIOLOGY

Dr. Clifford Barnes, Associate Professor, Chairperson

Kinesiology is the study of human movement and how this movement is organized, controlled, adapted and regulated via anatomical, physiological and psychological systems across the lifespan. The application of the knowledge gained from this study is seen in sports, art, and health related fields through the establishment of guidelines for safety of movement, effectiveness of movement, and efficiency of performance both structurally as well as mentally. This study of normal movement then forms the foundation for modification of movement from increasing performance in athletes to recovering or improving movements following injury or disease.

A major in Kinesiology is not offered. A minor in Kinesiology is offered and is compatible with a number of undergraduate majors, including Biology, Neuroscience and Psychology. The minor is designed so that students will experience the multidisciplinary foundations of human movement. Students who include the Kinesiology minor in their education will be able to apply this knowledge to

strategies designed to improve and optimize physical performance.

A minor in Kinesiology builds on courses of study in the biological or behavioral sciences linking the study of human physical activity with foundations of scientific knowledge. Students are challenged to discover and explain mechanisms and principles of human movement, and to apply this knowledge to lead others to optimize health and physical performance in leisure, work, rehabilitation environments. Courses in the minor develop theoretical and practical knowledge related to the biological, mechanical, and behavioral basis for movement. The minor in Kinesiology provides preparation for future opportunities/advanced study in medicine, physical therapy, other health-related and fitness-related fields, and graduate study in Kinesiology.

The Kinesiology minor, offered through the School for Health Care Professions, Department of Physical Therapy is open to all Regis University students. The four (4) courses in the minor are upper division courses that may be taken in any sequence. Kinesiology courses may satisfy requirements toward other degrees.

The Kinesiology minor is required for undergraduate students intending to seek preferred admission to the Doctor of Physical Therapy program offered through the School for Health Care Professions at Regis University. The four (4) Kinesiology courses are taught by faculty in the Department of Physical Therapy program which promotes an early introduction and mentoring of the student to the educational experiences leading to Physical Therapy as a profession. The preferred admission status results in additional points being added to the student's pre-admission evaluation score, and the student is guaranteed an interview for the doctoral program with the physical therapy faculty. For further information about admission procedures for the Doctor of Physical Therapy program, please refer to the Doctor of Physical Therapy section in this *Bulletin*.

Prerequisites 29 SH

BL 244--Human Anatomy & Physiology: Movement and Integration	3 SH
BL 245--Human Anatomy & Physiology: Movement and Integration Laboratory	1 SH
BL 246--Human Anatomy & Physiology: Regulatory Systems	3 SH
BL 247--Human Anatomy & Physiology: Regulatory Systems Laboratory	1 SH
MT 270--Introduction to Statistics	3 SH
MT 360A--Calculus I	4 SH
MT 370--Intermediate Statistics	
or	
BL 450--Investigative Biology	
or	
PY 419--Experimental Psychology	3 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
PY 250--General Psychology	3 SH

Upper Division Requirements 12 SH

KIN 421--Anatomical Kinesiology	3 SH
KIN 422--Kinesiology of Motor Behavior	3 SH
KIN 423--Physiological Kinesiology	3 SH
KIN 424--Biomechanical Kinesiology	3 SH

KINESIOLOGY COURSE DESCRIPTIONS (KIN)

KIN 421. ANATOMICAL KINESIOLOGY (3). Examines anatomical concepts of the musculoskeletal and nervous systems that form the basis of analysis of human movement. Explores joint movement, complex muscular activity and integration of components of the nervous system. Includes anatomical principles through examples as they apply to work, general physical activity, sports performance, and lifespan issues. Prerequisite(s): BL 244 and BL 245. NOTE: Offered every Fall Semester.

KIN 422. KINESIOLOGY OF MOTOR BEHAVIOR (3). Examines basic principles and concepts involved in human development, control, and learning of motor skills. Explores characteristics of the learner affecting motor performance, processes involved in movement control, and variables affecting long-term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Prerequisite(s): MT 270, PY 250, BL 244 and BL 245. NOTE: Offered every Fall Semester.

KIN 423. PHYSIOLOGICAL KINESIOLOGY (3). Explores concepts of nutrition and energy production during exercise involving the pathways from food ingestion to final production of ATP. Relates measurement of energy expenditure to differences in endurance exercise capacity. Adaptations of the pulmonary, cardiovascular, skeletal muscle, nervous and endocrine systems to the stress of exercise are discussed. Developmental differences of age are incorporated. Prerequisite(s): BL 244, BL 245 and BL 246, BL 247. NOTE: Offered every Spring Semester.

KIN 424. BIOMECHANICAL KINESIOLOGY (3). Evaluates internal and external forces acting on a human body and the effects produced by these forces. Quantitative and qualitative evaluations are performed with an introduction to the associated kinematic and kinetic variables used to describe body movements. Prerequisite(s): PH 204B, PH 205B, BL 244 and BL 245. NOTE: Offered every Fall Semester.

LEARNING SUPPORT

Courses designated by the "LS" prefix are available to Regis College students as electives in their program of study. The courses are designed to develop skills necessary for successful college-level academic work.

LEARNING SUPPORT COURSE DESCRIPTIONS (LS)

LS 201. READING DEVELOPMENT (1). Provides structured opportunities to develop reading rate and comprehension through wide reading practices.

LS 203. MATH LEARNING STRATEGIES (1). Provides help for students with learning difficulties in the areas of mathematics or science. Emphasizes better self-understanding as learners in these disciplines. Enables students to select and employ appropriate and effective learning/study strategies.

LS 210. READING EFFICIENCY (2). Develops strategies to increase ability to process information while reading. Studies methods of recording meanings from text which improve memory. Primarily a reading rate and memory improvement course requiring basic reading ability.

LS 230. BASIC WRITING WORKSHOP (2). Develops ability to write clearly and effectively, and organize and develop ideas through frequent writing practice. Provides opportunities for individual conferences with the instructor, and for small group writing and editing sessions with other students.

MATHEMATICS

Dr. Linda Duchrow, Associate Professor, Chairperson
 Dr. Charles Brase, Professor
 Dr. Diane Wagner, Associate Professor
 Dr. James Seibert, Assistant Professor

DEPARTMENTAL REGULATIONS

- Credit may be received for either MT 201 or MT 205, not both. Credit may be received for either MT 205 or MT 231, not both.
- The modern language recommended for mathematics majors planning to enter graduate school is either French or German.

MATHEMATICS MAJOR 24-36 SH

Lower Division Requirements* 0-12 SH

MT 360A--Calculus I 4 SH
 MT 360B--Calculus II 4 SH
 MT 360C--Calculus III 4 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Mathematics courses, which must include:

MT 423A--Abstract Algebra I 3 SH
 Upper Division Mathematics Electives 21 SH

Strongly recommended courses, especially for students planning to go to graduate school include:

MT 454A--Advanced Calculus I 3 SH
 MT 454B--Advanced Calculus II 3 SH

Mathematics Minor 12-20 SH

Lower Division Requirements* 0-8 SH

MT 360A--Calculus I 4 SH
 MT 360B--Calculus II 4 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Mathematics courses beyond the Core Studies requirement, selected with the approval of the major advisor.

* Lower division major/minor requirements may not be required depending upon mathematics placement.

MATHEMATICS COURSE DESCRIPTIONS (MT)

MT 201. COLLEGE ALGEBRA (3). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions and linear systems of equations. Prerequisite(s): Placement by department. NOTE: See Departmental Regulation 1.

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics of interest to the liberal arts' student. Extensive use of technology to explore logic, matrices, probability, exponentials, graph theory, linear programming, game theory and problem solving skills usable by a productive citizen. Prerequisite(s): Placement by department.

MT 205. COLLEGE ALGEBRA AND TRIGONOMETRY (3). Provides a rapid review of modern college algebra and college trigonometry approached from circular functions, exponential and logarithmic functions. Prerequisite(s): Placement by department. NOTE: See Departmental Regulation 1.

MT 231. PLANE TRIGONOMETRY (3). Presents trigonometric functions, relation and graphs, solution of triangles, solution of trigonometric equations and identities, applications, other topics as time permits. Prerequisite(s): MT 201 or placement by department. NOTE: See Departmental Regulation 1.

MT 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistic, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics. Cross listing: BA 270. NOTE: Two (2) years of High School Algebra required.

MT 340. QUANTITATIVE METHODS (3). Introduces operations research. Emphasizes decision making under conditions of uncertainty, linear programming, regression models, PERT and CPM, and other quantitative techniques used in a typical business setting. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 340.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 205 or MT 231 or placement by department.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): MT 360A or placement by department.

MT 360C. CALCULUS III (4). Presents topics of multivariable calculus including calculus of vector functions, multivariable functions, partial derivatives, multiple integrals, applications and other topics as time permits. Prerequisite(s): MT 360B or placement by department.

MT 370. INTERMEDIATE STATISTICS (3). Introduces stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, -factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and the Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 370 and PY 370.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): MT 360B, with MT 360C strongly recommended.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 420A. INTRODUCTION TO OPERATIONS RESEARCH I (3). Summarizes matrix and vector algebra. Introduces hyperplanes and convex geometry in n -dimensions, scanning extreme points and tableau pivots, the simplex algorithm and slack variables, degeneracy and classification of linear programming problems, duality theory and shadow variables, imputed values and

sensitivity analysis. Prerequisite(s): MT 360B or permission of instructor.

MT 420B. INTRODUCTION TO OPERATIONS RESEARCH II (3). Introduces sequential search techniques, Fibonacci search, three point interval search, convex functions, gradient techniques, exploratory sequences and accelerated pattern moves for an n -dimensional setting; the feasible direction algorithm; dynamic programming; active versus inactive constraints and penalty functions. Prerequisite(s): MT 360B.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings and fields. Prerequisite(s): MT 360C or permission of instructor. NOTE: At least one upper division mathematics course required.

MT 423B. ABSTRACT ALGEBRA II (3). A continuation of MT 423A. Prerequisite(s): MT 423A.

MT 426. HISTORY AND FOUNDATIONS OF MATHEMATICS (3). Discusses topics in ancient methods of numeration and calculation, the history and solution of classical problems, including topics from number theory, algebra, geometry, and calculus. Includes contributions of the great mathematicians, under-represented groups (including minorities and women), and diverse cultures. Investigates the role of mathematics in civilization. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 430. INTRODUCTION TO MATHEMATICAL MODELING (3). Studies principles of constructing mathematical models using techniques such as: difference equations, proportionality, geometric similarity, graphical analysis and dimensional analysis, simulation with random numbers, and systems of differential equations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 435. APPLIED COMBINATORICS (3). Studies methods for counting arrangements and selections, generating functions, recurrence relations, the inclusion-exclusion principle, elements of graph theory, covering circuits, trees and searching and network algorithms. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute and projective geometries. Geometries are studied from the perspective of the Erlanger Program using analytic methods and the relation to real-world situations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 454A. ADVANCED CALCULUS I (3). Studies limits and continuity; functions of several variables; partial derivatives; geometric applications; multiple integrals; and line, surface, and space integrals. Prerequisite(s): MT 360C.

MT 454B. ADVANCED CALCULUS II (3). A continuation of MT 454A. Prerequisite(s): MT 454A.

MT 463. DIFFERENTIAL EQUATIONS (3). Studies solutions first and second order differential equations, applications, linear differential equations, series solutions, laplace transforms, numerical solutions, and systems of linear differential equations with constant coefficients. Prerequisite(s): MT 360B.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 470B. MATHEMATICAL STATISTICS I (3). A continuation of MT 470A. Prerequisite(s): MT 470A.

MT 490E-W. INDEPENDENT STUDY IN MATHEMATICS (1-3). Provides an opportunity for independent exploration of areas of interest. Prerequisite(s): Approval of Department Chair.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE

Dr. Kimberly Habegger, Associate Professor, Chairperson
 Dr. Roger Martin, Professor
 Dr. Deborah Gaensbauer, Professor
 Dr. Elizabeth Medina, Professor

FRENCH

FRENCH MAJOR 24 SH

Lower Division Requirements

The equivalent of second-year written and oral proficiency in another foreign language.

Upper Division Requirements 24 SH

Twenty-one (21) upper division semester hours of French courses, which must include:

- FR 409--Advanced French I 3 SH
- FR 410--Advanced French II 3 SH
- FR 411--Advanced French III 3 SH
- FR 415--French Politics and Culture 3 SH
- FR 460--Romance Linguistics 3 SH
- Upper Division French Electives 6 SH

Plus three (3) upper division semester hours selected from the following:

- EC 432/POL 432--International Political Economy 3 SH
- EC 481--International Economics 3 SH
- EN 466--Literary Theory 3 SH
- FAHS 410--Impressionism to 1945 3 SH
- HS 458--Europe in the Middle Ages 3 SH
- HS 463--The Age of Enlightenment 3 SH
- HS 464--19th Century Europe, 1789-1914 3 SH
- HS 465--Europe Since 1914 3 SH
- HS 469E--W-Topics in European History 3 SH
- PL 420--Contemporary Currents 3 SH
- PL 426--Phenomenology and Existentialism 3 SH
- PL 470--Selected Feminist Thinkers 3 SH
- POL 449--Comparative Foreign Policy 3 SH
- POL 493E-W--Seminar in International Politics 3 SH

French Minor 12 SH

Twelve (12) upper division semester hours of French courses, which must include:

- FR 410--Advanced French II 3 SH
- Upper Division French Electives 9 SH

SPANISH

SPANISH MAJOR 24 SH

Lower Division Requirement

The equivalent of second-year written and oral proficiency in another foreign language

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Spanish courses, which must include:

- SP 409--Advanced Spanish I 3 SH
- SP 410--Advanced Spanish II 3 SH
- SP 411--Advanced Spanish III 3 SH
- SP 430A--Survey of Hispanic Literature 3 SH
- SP 430B--Survey of Latin American Literature 3 SH
- SP 460--Romance Linguistics 3 SH
- Upper Division Spanish Elective 6 SH

NOTE: *The Modern Language Department highly recommends study abroad as an integral part of the Spanish major.*

Spanish Minor 12 SH

Twelve (12) upper division semester hours of Spanish courses selected with the approval of the major advisor.

GERMAN

A major in German is available only through the Thematic Major Program.

GREEK

A Major in Greek is not available.

LATIN

A major in Latin is not available.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE COURSE DESCRIPTIONS

FRENCH (FR)

FR 209A. ELEMENTARY FRENCH I (4). Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation and written exercises. NOTE: Minimum of one-hour language laboratory each week in addition to four class meetings required.

FR 209B ELEMENTARY FRENCH II (4). A continuation of FR 209A. Prerequisite(s): FR 209A or equivalent.

FR 309A. INTERMEDIATE FRENCH I (3). Provides intensive study in current idiomatic French. Develops accuracy and proficiency in the use of the language by means of a thorough grammar review, oral exercises, and written work. Includes reading of intermediate and semi-advanced texts. Prerequisite(s): FR 209B or equivalent.

FR 309B. INTERMEDIATE FRENCH II (3). A continuation of FR 309A. Prerequisite(s): FR 309A or equivalent.

NOTE: All 400-level French courses are taught exclusively in French.

FR 409. ADVANCED FRENCH I (3). Provides an intensive review of French grammar focused primarily on development of oral competency and composition skills. Prerequisite(s): FR 309B or equivalent.

FR 410. ADVANCED FRENCH II (3). Provides an intensive review of French grammar focused primarily on French cultural history and politics. Prerequisite(s): FR 309B or equivalent.

FR 411. ADVANCED FRENCH III (3). Provides an intensive review of French grammar focused primarily on literary criticism and an introduction to formal research methods. Prerequisite(s): FR 309B or equivalent.

FR 415. FRENCH POLITICS AND CULTURE (3). Analyzes the political and cultural evolution of the France and the European community. Prerequisite(s): FR 309B.

FR 426. ADVANCED FRENCH CONVERSATION (1). Involves conversation based on contemporary French political and social issues. Prerequisite(s): FR 309B.

FR 429. SURVEY OF FRENCH LITERATURE FROM THE MEDIEVAL PERIOD TO THE 17th CENTURY (3). Examines major French writers and literary movements from the medieval through the classical periods. Prerequisite(s): FR 309B or equivalent.

FR 430A. SURVEY OF LITERATURE I (3). Studies French literature from the medieval period to the 17th century. Prerequisite(s): FR 410 or equivalent.

FR 430B SURVEY OF LITERATURE II (3). Studies French literature from the 18th to 20th centuries. Prerequisite(s): FR 410 or equivalent.

FR 437. TWENTIETH CENTURY PROSE AND POETRY (3). Intensive analysis of 20th century French prose, poetry, and critical theory. Prerequisite(s): FR 409 or FR 410 or FR 411 or equivalent or permission of instructor.

FR 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax and semantics. Explores evolution of the romance languages from Latin and studies relationships among language, thought and culture. Prerequisite(s): FR 309B. Cross listing: SP 460.

FR 490E-W. INDEPENDENT STUDY IN FRENCH (3). Offers an opportunity for independent exploration of topics of interest in French or Francophone literature and art. Prerequisite(s): FR 409, or FR 410, or FR 411 or equivalent and approval of Department Chair.

FR 495E-W. SEMINAR IN FRENCH AND FRANCOPHONE STUDIES (3). Provides an intensive study of French and francophone authors, works, periods or literary movements. Prerequisite(s): FR 409, or FR 410 or FR 411 or equivalent or permission of instructor.

FR 496E-W. SENIOR PROJECT (1-3). Offers a capstone experience for senior French majors. Involves related readings in French and a report written in French. The senior oral comprehensive examination is a requirement. Prerequisite(s): Majors only and senior class standing. NOTE: Course content, reading lists and semester hours are individually contracted between student and instructor.

FR 498E-W. INTERNSHIP IN FRENCH (3). Provides practical on-site experience in the use of French and an opportunity to enhance reading, writing, speaking and listening skills. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education.

FR 499. SENIOR SEMINAR (1). Based on courses previously taken and a reading list received when accepted by the department as a language major. Prerequisite(s): Permission of instructor. NOTE: Future departmental recommendations based on successful completion of the course.

SPANISH (SP)

SP 209A. ELEMENTARY SPANISH I (4). Provides a thorough grounding in essentials of grammar, oral drill, dictation, elementary and intermediate texts, conversation and written exercises.

SP 209B. ELEMENTARY SPANISH II (4). A continuation of SP 209A. Prerequisite(s): SP 209A or equivalent.

SP 299E-W. MAINTAINING SPANISH (1). Provides an opportunity for conversation about current events and other topics selected by the instructor and students with short readings serving as the basis of conversation. Offers an opportunity for students of any year or academic interest to maintain their language skills in an informal setting. Prerequisite(s): SP 209B or equivalent. NOTE: Does not meet Regis College Core Studies requirement in Foreign Language.

SP 309A. INTERMEDIATE SPANISH I (3). Provides an intensive grammar review to develop accuracy and proficiency in the use of the language. Prerequisite(s): SP 209B or equivalent.

SP 309B. INTERMEDIATE SPANISH II (3). A continuation of SP 309A. Prerequisite(s): SP 309A or equivalent.

NOTE: All 400-level Spanish courses are taught exclusively in Spanish unless otherwise indicated.

SP 409. ADVANCED SPANISH I (3). Provides an intensive review of Spanish grammar focused primarily on development of oral competency and composition skills. Prerequisite(s): SP 309B or equivalent.

SP 410. ADVANCED SPANISH II (3). Provides an intensive review of Spanish grammar focused primarily on Spanish and Hispanic American cultural history and politics. Prerequisite(s): SP 309B or equivalent.

SP 411. ADVANCED SPANISH III (3). Provides an intensive review of Spanish grammar focused primarily on literary criticism and an introduction to formal research methods. Prerequisite(s): SP 309B or equivalent.

SP 415. HISPANIC CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Includes the art, literature and music of the Spanish culture. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 416. PRE-COLUMBIAN CIVILIZATION (3). Studies major pre-Columbian civilizations of Mesoamerican and South American regions, including the Mayas, Aztecs and Incas. Traces the general history of man in the Americas and the surviving descendants of major civilizations. Cross listing: HS 445. NOTE: Taught in English.

SP 423. TRANSLATION/INTERPRETATION/COMPOSITION (3). Offers practice in advanced composition, translation and stylistic analysis in Spanish to develop grammar, vocabulary and analytic skills in a

contemporary and realistic context. Prerequisite(s): SP 309B or equivalent.

SP 430A. SURVEY OF HISPANIC LITERATURE (3). Studies advanced composition centered on a survey of Hispanic literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 430B. SURVEY OF LATIN AMERICAN LITERATURE (3). Studies advanced composition centered on a survey of Latin American literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 433. CONTEMPORARY HISPANIC WOMEN WRITERS (3). Surveys contemporary Hispanic women's literary achievements. May draw from the literature of Latin America, the United States and Spain. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Cross listing: WS 433.

SP 434. CONTEMPORARY SPANISH LITERATURE (3). Studies representative authors of the early 20th century, beginning with the generation of 1898 and ending with 1945, emphasizing the works of Unamuno and Garcia Lorca. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 435. LATIN AMERICAN LITERATURE AND SOCIETY (3). Provides a multi-disciplinary study of contemporary Latin American society represented in literature from the United States and Latin America emphasizing social, economic and political issues. NOTE: Taught in English.

SP 441. 20th CENTURY LATIN AMERICAN LITERATURE (3). Studies representative selections from the main currents of the 20th century Latin American literature major authors. Includes works by Modernist poets; short stories by Cortázar, Borges and Garcia Márquez; essays by Octavio Paz; novels by Sábato, Cortázar, Vargas Llosa, Fuentes, Garcia Márquez and Rulfo; and various theatre selections. Prerequisite(s): SP 410 or permission of instructor.

SP 460 ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax and semantics. Explores evolution of the romance languages from Latin and studies relationships among languages from Latin and studies relationships among language, thought and culture. Prerequisite(s): SP 309B. Cross listing: FR 460.

SP 490E-W. INDEPENDENT STUDY IN SPANISH (3). Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors. Prerequisite(s): Approval of Department Chair.

SP 495E-W. HISPANIC STUDIES (3). Provides an intensive study of individual authors, works, periods or literary movements. Prerequisite(s): Spanish majors only.

SP 496. SENIOR PROJECT (3). Provides a capstone experience for senior Spanish majors. Requires extensive reading, writing and research in a Spanish topic and an

oral comprehensive examination. Prerequisite(s): Senior standing.

SP 498E-W. INTERNSHIP IN SPANISH (3). Provides practical on-site experience in the use of Spanish and an opportunity to enhance reading, writing, speaking and listening skills. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education.

SP 499. SENIOR SEMINAR (1). Based on courses previously taken and on a reading list students receive when accepted by the department as a language major. NOTE: Required of all Spanish majors.

GERMAN (GR)

GR 209A. ELEMENTARY GERMAN I (4). Provides an intensive review of basic grammatical structures and conversation. NOTE: Minimum of one-hour language laboratory each week in addition to four class meetings required.

GR 209B. ELEMENTARY GERMAN II (4). A continuation of GR 209A. Prerequisite(s): GR 209A or equivalent.

GR 309A. INTERMEDIATE GERMAN I (3). Provides an intensive review of current idiomatic German and grammatical structures, developing accuracy and proficiency in the use of the language. Involves readings of prepared illustrative texts. Prerequisite(s): GR 209B or equivalent. NOTE: Minimum of one-hour language laboratory each week in addition to three class meetings required.

GR 309B. INTERMEDIATE GERMAN II (3). A continuation of GR 309A. Prerequisite(s): GR 309A or equivalent.

GREEK (GK)

GK 201A. INTRODUCTORY GREEK I (3). Studies the grammar, syntax and vocabulary of Homer.

GK 201B. INTRODUCTORY GREEK II (3). A continuation of GK 201A. Prerequisite(s): GK 201A.

GK 490E-W. INDEPENDENT STUDY IN GREEK (3). Provides independent exploration of topics of interest by Greek authors. Prerequisite(s): Approval of Department Chair.

LATIN (LT)

LT 201A. INTRODUCTORY LATIN I (4). Studies Latin vocabulary, grammar and syntax for students beginning in Latin.

LT 201B. INTRODUCTORY LATIN II (4). A continuation of LT 201A. Prerequisite(s): LT 201A or equivalent.

LT 301A. INTERMEDIATE LATIN (3). Introduces classical Latin literature, prose and poetry, with readings from Cicero, Catullus, Horace and Virgil and further study of

Latin grammar. Prerequisite(s): LT 201A and LT 201B or equivalent.

LT 490E-W. INDEPENDENT STUDY IN LATIN (3). Offers and independent exploration of topics of interest and of Latin authors. Prerequisite(s): Approval of the Department Chair.

NEUROSCIENCE

Dr. Eugene Delay, Program Director

Neuroscience is an interdisciplinary field in which scientists share a common interest in studying the anatomy, physiology, and function of the nervous system and how it regulates behavior. Courses for the major are drawn from Biology, Chemistry, and Psychology. The major is designed to provide a foundation in Neuroscience and to give students flexibility to select courses that prepare them for a wide variety of career options. These include but are not limited to graduate study in neuroscience, psychobiology, neuropsychology, neural network modeling, and health-care areas such as physical therapy, neuro-rehabilitation, and medicine. It is also a major for students who are simply interested in understanding the nature of brain-behavior relationships and want to pursue the field as part of a liberal arts education. Students will find that this major is compatible with a wide range of minors or double majors such as (but not limited to) biology, chemistry, kinesiology, philosophy, or psychology.

The Honors-in-Neuroscience major adds an independent research component to the Neuroscience major that can help prepare students for graduate and professional schools or for research-oriented laboratory work.

Both Neuroscience are administered by the Psychology Department and the Director of Neuroscience, but students can choose an advisor in Biology or Chemistry. Sample programs of study combining the Neuroscience major with a variety of minors and double majors can be obtained from the Psychology Department or the Director of the Neuroscience Program. Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals.

DEPARTMENTAL REGULATIONS

To graduate with a Neuroscience major, a student must have a cumulative grade point average of 2.000 or higher for the required courses in the major.

Written exams may be required to assist the Psychology Department with curriculum outcome assessment.

NEUROSCIENCE MAJOR 48-49 SH**Lower Division Requirements** 24 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	3 SH
CH 251--Organic Chemistry Laboratory I	2 SH
PY 250--General Psychology or	
PY 251--General Psychology-Neuroscience	3 SH
MT 270--Introduction to Statistics	3 SH

Upper Division Requirements 24-25 SH

NS 485--Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 487--Neuropsychology*	3 SH
NS 488--Introduction to Neuroscience Laboratory Methods*	1 SH
NS 495E-W--Seminar: Current Topics in Neuroscienc	3 SH

* May be taken in any sequence.

Experimental Methods

BL 450--Investigative Biology	3 SH
BL 451--Investigative Biology Laboratory or	1 SH
PY 419--Experimental Psychology	3 SH
PY 420--Experimental Psychology Laboratory	2 SH

At least one (1) course with the accompanying laboratory, if appropriate, in each elective area.

Cellular/Molecular Electives

BL 426--Techniques in Molecular Biology	2 SH
BL 427--Techniques in Molecular Biology Laboratory	2 SH
BL 412--Developmental Biology	3 SH
BL 413--Developmental Biology Laboratory	1 SH
BL 414--Principles of Genetics	3 SH
BL 424--Cell Physiology	3 SH
BL 425--Cell Physiology Laboratory	1 SH

Behavioral/Cognitive Electives

PY 454--Cognitive Psychology	3 SH
PY 455--Cognitive Psychology Laboratory	1 SH
PY 482--Sensation and Perception	3 SH
PY 381--Learning and Memory	3 SH

PY 382--Learning and Memory Laboratory	2 SH
CS 464--Artificial Intelligence: Neural Networks	3 SH

The remainder of the twenty-four (24) upper division semester hours can be fulfilled with additional NS 495E-W courses or with any of the courses listed in the Cellular/Cognitive electives

NOTE: *It is recommended that students take as many of the courses listed in the Cellular/Molecular and Behavioral/Cognitive electives as can be accommodated.*

Honors-in-Neuroscience Major Requirements 53-55 SH

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Neuroscience major:

NS 490E-W--Independent Study in Neuroscience*	3-4 SH
NS 499--Senior Thesis	2 SH

* *Independent Study in Biology, Biochemistry, Chemistry, or Psychology may be substituted for this requirement upon approval by the Director of the Neuroscience major after consulting with the instructor of the independent study.*

Candidacy must be approved by the Director of the Neuroscience Program. The candidate must:

1. Select a thesis advisor and submit a preliminary thesis proposal.
2. Complete a research project for Independent Study credit.
3. Complete Senior Thesis requirements by:
 - Defending his/her research before a panel of faculty.
 - Presenting his/her research in a public forum such as a lecture in a class or a presentation at a professional meeting.
 - Submitting a final thesis that conforms to APA guidelines and is approved by the faculty examination committee.

Neuroscience Minor 25-26 SH**Lower Division Requirements** 11 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
PY 250--General Psychology or	
PY 251--General Psychology-Neuroscience	3 SH

<i>Upper Division Requirements</i>	<i>14-15 SH</i>
NS 487--Neuropsychology*	3 SH
NS 488--Introduction to Neuroscience Laboratory Methods*	1 SH
NS 485--Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH
Elective**	3-4 SH

* *May be taken in any sequence.*

** *To complete the minor, one additional course must be taken from courses listed as either Cellular/Molecular or Behavioral/Cognitive electives, or a Neuroscience course.*

NEUROSCIENCE COURSE DESCRIPTIONS (NS)

NS 251. GENERAL PSYCHOLOGY-NEUROSCIENCE (3). Introduces the science of behavior, psychological processes, and brain-behavior relationships through a systematic study of representative areas of psychological and behavioral neuroscience. Explores interrelationships between psychological, biological and social factors affecting behavior through study of neurologically significant cases. Cross listing: PY 251.

NS 482. SENSATION AND PERCEPTION (3). Introduces the physiological and psychological processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Prerequisite(s): PY 250 or PY 251. Cross listing: PY 482.

NS 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: NS 486. Prerequisite(s): Either BL 260 and BL 262 or permission of instructor. Cross listing: BL 485 and PY 485.

NS 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and historical study of neuroanatomy. Co-requisite: NS 485. Cross listing: BL 486 and PY 486. NOTE: One three-hour laboratory per week. Laboratory fee required.

NS 487. NEUROPSYCHOLOGY (3). Studies the physiological and neuropsychological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Co-requisite: NS 488. Prerequisite(s): Either BL 260 and BL 262 or PY 250 or PY 251. Cross listing: PY 487.

NS 488. INTRODUCTION TO NEUROSCIENCE LABORATORY METHODS (1). Emphasizes current research techniques including the recording of biopotentials such as EEG and EMG, brain lesions, histology and behavioral and clinical tests for assessing effects of brain damage. Co-requisite: NS 487. Cross listing: PY 488.

NS 490E-W. INDEPENDENT STUDY IN NEUROSCIENCE (3). Offers an opportunity for advanced study in independent research in neuroscience. Prerequisite(s): Approval of Program Director required.

NS 495E-W. SEMINAR: CURRENT TOPICS IN NEUROSCIENCE (3). Focuses on a broadly defined topical area or theme in neuroscience. Neuroscience researchers with expertise in the topic present lectures on their area of research specialty. Students develop skills needed to examine background research for each lecture and explore the potential impact of the research on understanding brain function. Topics are announced prior to registration. Prerequisite(s): NS 485 or NS 487 and either PY 419 or BL 442.

NS 498E-W. INTERNSHIP IN NEUROSCIENCE (3). Involves placement in a clinical or research agency for advanced neuroscience students. Prerequisite(s): Approval of Director of Experiential Education required. Approval of Program Director required.

NS 499. SENIOR THESIS (2). Students meet regularly with the thesis advisor to prepare for the defense of the research before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): NS 490E-W and approval of Program Director required.

PARACURRICULAR PROGRAM

Paracurricular courses are available to Regis College students as electives in their program of study. Courses are designed to complement a student's leadership, service or work experiences by providing the accompanying theory and critical analysis. Paracurricular courses include:

- Leadership seminars from the Regis College Leadership Development Program.

- Peer Assistance Program for students chosen to administer the residence hall.
- Teaching Assistant seminar for students serving as "TA's" for the Freshman Seminars.
- Service Learning Seminars to accompany service field activities.

PARACURRICULAR COURSE DESCRIPTIONS (PC)

PC 200. FRESHMAN LEADERSHIP SEMINAR (1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): Membership in Regis College Student Leadership Program and permission of instructor.

PC 260E-W. PEER ASSISTANT TRAINING (2). Includes an examination of psychological, educational and health concerns of college students. Emphasizes techniques and strategies for coping with life demands. Prerequisite(s): Permission of instructor.

PC 300A-W. SOPHOMORE LEADERSHIP SEMINAR (1). Provides a seminar focusing on the spiritual and service elements of leadership development. Prerequisite(s): PC 200 or permission of instructor.

PC 390E-W. FIELD EXPERIENCE (3). Students broaden perspective regarding a specific career area, while developing competencies on the job. Students combine academic course work with real life experiences in their work. Prerequisite(s): Approval of Department Chair and faculty sponsor. NOTE: Same as Internship 498 except that Field Experience can be taken by sophomores or second semester freshmen for elective credit only. A minimum of 120 hour of on-the-job experience required.

PC 400E-W. LEADERSHIP SEMINAR (1). Provides a seminar for advanced leadership program students on varying topics of leadership theory and application. Prerequisite(s): PC 200 and PC 300.

PEACE AND JUSTICE STUDIES

Dr. Byron Plumley, Program Director

A major in Peace and Justice is not Available.

The Peace and Justice Studies minor provides the opportunity to examine issues relating to injustice, violence, social change, and efforts to create a more just and peaceful world. Grounded in an interdisciplinary approach, the minor offers a set of courses that will introduce students to the key areas of Peace and Justice Studies including the following: conflict resolution,

traditions and practice of nonviolence, moral theory, community organizing, case studies of social movements, and historical, philosophical, economic and religious understanding of peace and justice. In addition, students are encouraged to integrate their academic knowledge with practical experience through service learning opportunities and internships.

Peace and Justice Minor 12 SH

PJ 400-Foundations of Peace and Justice 3 SH
 Upper division Peace and Justice Electives (Selected with the approval of the major advisor.) 9 SH

PEACE AND JUSTICE STUDIES COURSE DESCRIPTIONS (PJ)

PJ 400. FOUNDATIONS OF PEACE AND JUSTICE (3). Provides an overview of conceptual approaches to the study of peace and justice. Examines a number of empirical case studies and will critically explore various approaches to resolving conflict. This is the foundational course for students pursuing the peace and justice minor.

PJ 419E-W. THEMES IN CHRISTIANITY (3). Examines peace and justice themes in Christianity. Explores such themes historically (e.g., Biblical themes on peace and social justice) or analytically (e.g., contemporary Catholic or Christian thoughts in topics of peace and social justice).

PJ 430. THE DISCOURSE OF NON-VIOLENCE (3). The justification of violence on the grounds of its necessity, legitimacy, usefulness, and moral character is contrasted with the alternative's discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice get official attention. Prerequisite(s): PL 250. Cross listing: PL 430.

PJ 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the earth. Prerequisite(s): SO 200. Cross listing: ENV 436 and SO 436.

PJ 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PL 450.

PJ 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Prerequisite(s): SO 200. Cross listing: SO 460.

PJ 468. WAR AND MORALITY (3). Examines the ways in which historical and contemporary authors have explored the relationship between war and morality. Cross listing: PL 368N.

PJ 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3). Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future. Prerequisite(s): EC 320. Cross listing: BA 470, EC 470 and ENVS 470.

PJ 475. THE UNITED STATES AND THE THIRD WORLD (3). Provides an overview of the causes, methods and consequences of involvement by capitalist nations in formerly colonized nations. Includes multinational corporate investment and activities, foreign aid, the debt crisis, military intervention, etc. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 475.

PJ 490E-W. INDEPENDENT STUDY IN PEACE AND JUSTICE (3). Offers independent exploration of areas of interest beyond the current curriculum.

PJ 495E-W. SELECTED TOPICS IN PEACE AND JUSTICE (3). Offers an opportunity to explore special topics such as nonviolent social change, regional conflicts, international violence and terrorism, and conflict resolution and management. Prerequisite(s): Completion of Religious Studies Core or permission of instructor.

PJ 498E-W. INTERNSHIP IN PEACE AND JUSTICE (3). Provides an intensive work experience appropriate to concerns for peace and justice. Prerequisite(s): PJ 400 and approval of Program Director required.

PHILOSOPHY

Dr. Karen Adkins, Associate Professor, Chairperson
 Dr. Ronald DiSanto, Professor
 Dr. Stephen Doty, Professor
 Dr. Thomas Duggan, Associate Professor
 Dr. Ted Zenzinger, Associate Professor

PHILOSOPHY MAJOR 24 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:

- One (1) course from the ancient or medieval periods selected from the following (or equivalent):
 - PL 410--History of Ancient Philosophy 3 SH
 - PL 411--History of Medieval Philosophy 3 SH

- One (1) course from the modern period selected from the following (or equivalent):
 - PL 414--Rationalists and Empiricists 3 SH
 - PL 415--The Kantian Tradition 3 SH
 - PL 419--19th Century Philosophy 3 SH
 - PL 492G--The Emergence of Modernity 3 SH
- One (1) course from the contemporary period selected from the following (or equivalent):
 - PL 420--Contemporary Currents 3 SH
 - PL 422--Analytic Movement 3 SH
 - PL 426--Phenomenology and Existentialism 3 SH
- One (1) course on a major branch or figure. 3 SH
- PL 499--Senior Capstone 3 SH

Philosophy Minor 12 SH

Twelve (12) upper division semester hours of Philosophy courses beyond the Core Studies requirement selected with the approval of the major advisor.

PHILOSOPHY COURSE DESCRIPTIONS (PL)

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 312.

PL 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 313.

PL 360. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g. abortion, capital punishment and the socioeconomic order). Prerequisite(s): PL 250.

PL 365. PHILOSOPHY OF FILM (3). Examines the meaning and grammar of film, emphasizing logical theories of meaning. Explores perspectives on the nature of the human person, images of society, reality, and transcendence present in film, and develops criteria for evaluating film-art. Prerequisite(s): PL 250.

PL 366. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests in grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 338.

PL 368E-W. PHILOSOPHY AND SOCIAL ISSUES (3). Emphasizes philosophical analysis of contemporary social issues. Includes war and morality, the nature of power and violence, philosophy and feminism, the social construction of human persons, etc. Prerequisite(s): PL 250.

PL 370E-W. PHILOSOPHY IN LITERATURE (3). Explores the philosophical themes reflected in literature of specific national, ethnic or cultural groups. Prerequisite(s): PL 250.

PL 373. PHILOSOPHY AND POPULAR CULTURE (3). Presents a philosophical investigation of popular culture, analyzing "world views" and evaluating assumptions on which worldviews rest. Prerequisite(s): PL 250.

PL 380. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning, unclear or misleading language and manipulative techniques in various forms of human communication. Prerequisite(s): PL 250.

PL 382. LOGIC AND INTUITION (3). Explores and compares the nature and worth of logical and intuitional modes of thinking, and their relationship to life problems. Prerequisite(s): PL 250.

PL 390. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing understanding the world, the human and the Transcendent. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 351.

PL 410. HISTORY OF ANCIENT PHILOSOPHY (3). Explores Greek philosophy from Thales to Aristotle (600 B.C. to 300 B.C.). Prerequisite(s): PL 250.

PL 411. HISTORY OF MEDIEVAL PHILOSOPHY (3). Explores Western philosophy from Augustine to the later Middle Ages. Prerequisite(s): PL 250.

PL 414. RATIONALISTS AND EMPIRICISTS (3). Are the senses the key to knowledge and reality or is reason the key? Examines the philosophies of significant 17th and 18th century thinkers (Descartes, Spinoza, Locke and Hume) emphasizing the way in which these philosophies represent two opposing answers to the above question. Prerequisite(s): PL 250.

PL 415. THE KANTIAN TRADITION (3). Is reality the fixed star around which knowledge turns or is knowledge the fixed star around which reality turns? Studies how the latter view, espoused by Immanuel Kant and those in his tradition, is sometimes spoken of as a "Copernican revolution" in philosophy. Explores Kant's philosophy and the "revolution" it spearheaded. Prerequisite(s): PL 250.

PL 419. 19th CENTURY PHILOSOPHY (3). To what extent is reality, and hence our knowledge of reality, historical? Does history itself have an overall meaning? Explores these questions and others, in term of developments in philosophy during the 19th century,

discussing Hegel, Marx, Kierkegaard and Nietzsche. Prerequisite(s): PL 250.

PL 420. CONTEMPORARY CURRENTS (3). Summarizes key schools and movements on the contemporary philosophical scene. Emphasizes process philosophy, analytic movement, Marxism, transcendental Thomism, phenomenology and existentialism. Prerequisite(s): PL 250.

PL 422. ANALYTIC MOVEMENT (3). Explores 20th century analytic philosophy from logical positivism to contemporary linguistic philosophy. Prerequisite(s): PL 250.

PL 426. PHENOMENOLOGY AND EXISTENTIALISM (3). Explores two major currents in 20th century philosophy, in terms of their relationship to and departure from philosophical tradition. Discusses the major figures (Husserl, Heidegger, Jaspers, Sartre and Camus). Prerequisite(s): PL 250.

PL 430. THE DISCOURSE OF NON-VIOLENCE (3). The justification of violence on the grounds of its necessity, legitimacy, usefulness, and moral character is contrasted with the alternative's discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice gets official attention. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PJ 430.

PL 435E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGIONS (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Prerequisite(s): PL 250 or RS 200 or completion of Religious Studies Core Studies requirements. Cross listing: RC 451E-W.

PL 441. THEORY OF KNOWLEDGE (3). How does human knowing occur? What is the meaning of "meaning"? What is required for validation? What are the relationships among language, thought and reality? Deals with these questions in such a way as both to provide an historical perspective and to elicit a personal stand. Prerequisite(s): PL 250.

PL 442. PHILOSOPHY OF SCIENCE (3). Studies origins, nature and development of scientific knowledge. Includes scientific method and the status of scientific conclusion. Prerequisite(s): PL 250.

PL 445. AESTHETICS (3). Offers a philosophical attempt to order the good and the beautiful, the relation of the beautiful to the artistic and the scientific, and the growth of human, moral good. Prerequisite(s): PL 250.

PL 447. HEALTH CARE ETHICS (3). Explores ethical issues in the field of health care, including euthanasia, the use of scarce resources, provider-client responsibilities and fetal research. Prerequisite(s): PL 250 or equivalent, or permission of instructor.

PL 449E. DEATH AND DYING (3). Focuses on historical and contemporary attitudes toward death and dying. Discusses the impact of major world religions and their social significance. Topics include suicide, euthanasia, hospice care, and social and religious attitudes. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 400G.

PL 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PJ 450.

PL 452. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: CJ 456.

PL 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): PL 250 or WS 300. Cross listing: WS 470.

PL 484. ALIENATION (3). Compares various sociological and philosophical concepts of alienation and their implications for social theory and practice. Prerequisite(s): PL 250.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief and phenomenological approaches to religion. Prerequisite(s): PL 250 or completion of Religious Studies Core Studies requirements. Cross listing: RC 412E-W.

PL 490E-W. INDEPENDENT STUDY IN PHILOSOPHY (1-3). Provides an opportunity for independent study in an area of philosophical interest. Prerequisite(s): PL 250 and approval of Department Chair.

PL 491E-W. SELECTED THINKERS IN PHILOSOPHY (3). Explores selected thinkers from ancient, medieval, modern or contemporary periods of philosophy. Prerequisite(s): PL 250.

PL 492E-W. SELECTED THEMES IN PHILOSOPHY (3). Offers an opportunity to explore special topics such as war and peace, human sexuality, creative imagination, technological culture based on historical, literary, religious and philosophical contexts. Prerequisite(s): PL 250.

PL 498E-W. INTERNSHIP IN PHILOSOPHY (3). Offers an opportunity to explore philosophy in its practical application to the various working areas or contemporary life and to reflect critically and constructively on the experience. Prerequisite(s): PL 250 and approval of Department Chair and Director of Experiential Education.

PL 499. SENIOR CAPSTONE (3). Critically examines issues that are determined to be most significant in the course of the major's philosophy program. Students may choose either a research track or a track leading to a comprehensive examination. Prerequisite(s): Philosophy majors and minors only. NOTE: To be taken at the end of a student's participation in the program.

PHYSICAL EDUCATION

Ms. Nan Williams, Program Director

A major in Physical Education is available only through the Thematic Major Program.

DEPARTMENTAL REGULATIONS

Independent Studies and Internships are given only to students with previous 400-level course work in the department and who plan to minor in one of the minor areas listed.

Physical Education Minor 12 SH

Recommended Courses

ED 204--Introduction to Education in the United States
or
SO 200--Introduction to Sociology 3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Physical Education courses.

Physical Education: Coaching Minor 18 SH

PE 333--Community First Aid 3 SH
PE 425--Principles of Coaching 3 SH
PE 426--Principles of Athletic Training 3 SH
PE 437--Sport Ethics 3 SH

Six (6) additional upper division semester hours of Physical Education courses selected from the following:

PE 418--Wellness: A Personal Commitment 3 SH
PE 498G--Internship in Coaching 3 SH
PE 498H--Internship in Athletic Training 3 SH

PHYSICAL EDUCATION COURSE DESCRIPTIONS (PE)

PE 210. WEIGHT TRAINING (1). Studies resistive exercise emphasizing individual programs from beginning through advanced levels. Offers instruction in the use of free weights and machines, different types of resistive

exercises, correct technique for exercises and safety procedures in the weight room. Includes flexibility, anaerobic and aerobic exercises, and their importance in relation to resistive training.

PE 217. ROCK CLIMBING I (1). Introduces basic techniques and safety skills required for mountain climbing. Includes on-campus instruction and conditioning followed by four, off-campus rock climbing experiences. Fee required. NOTE: 35 total contact hours excluding travel required.

PE 223. GOLF I (1). Introduces basic swing, approach shots and putting for the novice or non-skilled golfer. Teaches rules, etiquette and course play followed by application of knowledge and skill through play at a local golf course. NOTE: Two 50-minute weekly contacts required.

PE 237. ROCK CLIMBING II (1). Provides advanced experience in rock climbing techniques. Emphasizes the safety aspects of the sport. Taught concurrently with PE 217. Fee required. Prerequisite(s): PE 217. NOTE: 35 total contact hours excluding travel required.

PE 315. BASIC BACKPACKING TECHNIQUES (2). Introduces the sport of backpacking. Emphasizes topographic map reading, compass route finding, mountain survival skills, accident and illness prevention, search and rescue techniques, food selection and preparation, clothing and equipment, individual and group backpacking skills. NOTE: Two 50-minute lectures weekly, plus two all day hiking experiences required.

PE 316. PRINCIPLES OF PERSONAL FITNESS (2). Develops a total fitness plan for the non-athletic student; and fitness components of strength, endurance and flexibility through aerobics, weight training, weight control and a wide variety of exercises. NOTE: One lecture/discussion plus two activity sessions per week required.

PE 325. NUTRITION: CONCEPTS AND CONTROVERSIES (2). Examines the principles behind good nutritional choices. Includes the interaction of energy nutrients, vitamins and minerals with the body's process, and the impact of harmful substances on these processes and weight control issues.

PE 333. COMMUNITY FIRST AID (3). Consists of recognizing and caring for victims of any age. Situations which include breathing, choking, and cardiac emergencies are examined. Studies the care of injuries such as cuts, burns, sprains, fractures, and sudden illnesses. Certification in First Aid, Adult, Child and infant CPR are offered. Fee required.

PE 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span. Prerequisite(s): WS 300. Cross listing: HSC 401 and WS 401. NOTE: For non-Nursing majors.

PE 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Cross listing: ED 418.

PE 420. OUTDOOR RECREATIONAL LEADERSHIP (3). Includes instruction and practice of outdoor recreational and survival skills for the outdoor recreation enthusiast. Examines recreational facilities in terms of programming, management and supervision.

PE 425. PRINCIPLES OF COACHING (3). Develops basic principles and philosophies of coaching, which can be applied to all sports. Includes psychology of coaching, principles of conditioning, techniques for training, applied theory and practice.

PE 426. PRINCIPLES OF ATHLETIC TRAINING (3). Includes anatomical analysis of the human body and the potential for athletic injury. Includes diagnosing injuries, prevention and preseason and in-season training techniques, treatment and rehabilitation processes. Fee required.

PE 437. SPORT ETHICS (3). Challenges students to examine ethical issues in sport. Provides a historical and sociological perspective on the issues facing youth in interscholastic, intercollegiate, Olympic and professional sports.

PE 490E-W. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3). Provides an opportunity for independent explorations of areas of interest. Prerequisite(s): Approval of Department Chair.

PE 495E-W. SEMINAR IN PHYSICAL EDUCATION (1-3). Offers seminars on current topics in areas of physical education.

PE 496E-W. SEMINAR IN RECREATION (1-3). Offers seminars on current topics in areas of recreation.

PE 497E-W. SEMINAR IN COACHING (1-3). Offers seminars on current topics in areas of coaching.

PE 498E-W. INTERNSHIP IN PHYSICAL EDUCATION (3). Provides an opportunity for an internship in physical education under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Internships may be taken in physical education (E), recreation (F), coaching (G), athletic training (H) and outdoor education (I).

PHYSICS

Dr. Norbert Roughton, Professor, Chairperson

A major in Physics is available only through the Thematic Major Program.

Physics Minor 12 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Physics courses selected with approval of the major advisor.

PHYSICS COURSE DESCRIPTIONS (PH)

PH 202A. GENERAL PHYSICS WITH TRIGONOMETRY I (3). Lecture and experimental demonstrations in mechanics, sound, light, heat, magnetism, electricity, and introductory modern physics. Co-requisite: PH 205A. Prerequisite(s): MT 231 or equivalent. NOTE: Three hours lecture, one-hour recitation each week.

PH 202B. GENERAL PHYSICS WITH TRIGONOMETRY II (3). A continuation of PH 202A. Co-requisite: PH 205B. Prerequisite(s): PH 202A.

PH 204A. GENERAL PHYSICS WITH CALCULUS I (3). Explores fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and introductory modern physics. Co-requisite: PH 205A. Prerequisite(s): MT 360A or permission of instructor. NOTE: Recommended for beginning physics majors, premedical students and engineers.

PH 204B. GENERAL PHYSICS WITH CALCULUS II (3). A continuation of PH 204A. Co-requisite: PH 205B. Prerequisite(s): PH 204A.

PH 205A. GENERAL PHYSICS LABORATORY I (1). Complements PH 202A or PH 204A. Co-requisite: PH 202A or PH 204A. NOTE: One three-hour laboratory each week required. Laboratory fee required.

PH 205B. GENERAL PHYSICS LABORATORY II (1). Complements PH 202B or PH 204B. Co-requisite: PH 202B or PH 204B. NOTE: One three-hour laboratory each week required. Laboratory fee required.

PH 410. ELECTRICITY AND MAGNETISM (3). Studies Coulombs law through the electromagnetic field of moving charge. Develops electrostatic fields in vacuum and in dielectrics, magnetic fields associated with constant and variable currents in vacuum and in magnetic materials, Maxwell's synthesis, and the propagation of electromagnetic waves in vacuum, in dielectrics and in good conductors. Prerequisite(s): PH 204A.

PH 415. THERMAL PHYSICS (3). Studies thermodynamic properties of matter starting with the concept of entropy. Includes classical and quantum statistical distribution functions, kinetic theory of gases, thermodynamics of radiation, Fermion and Boson physics. Prerequisite(s): PH 204A.

PH 450. MODERN PHYSICS I (3). Introduces special relativity, wave-particle duality, Bohr theory of atomic structure, wave mechanics, many-electron atoms and the periodic table of the elements, characteristic x-ray spectra

and molecular and solid-state physics. Prerequisite(s): PH 204A.

PH 455. MODERN PHYSICS II (3). Studies aspects of the atomic nucleus, including the basic properties of stable nuclei and nuclear models, the deuteron, nuclear disintegration studies, nuclear reactions and energy, radiation measurement techniques and a brief introduction to elementary particles. Prerequisite(s): PH 204A.

PH 470. INTRODUCTION TO ASTROPHYSICS (3). Reviews the observational bases of astrophysics, radiative properties of stars, stellar spectra, binary and variable stars, stellar interiors and evolution, and galaxies and cosmology. Includes observational work. Prerequisite(s): PH 204A. NOTE: Recommended as a physics elective or following completion of general physics and calculus.

PH 472A. ADVANCED PHYSICS LABORATORY I (1). Provides selected experiments to supplement advanced course work. Laboratory fee required.

PH 490E-W. INDEPENDENT STUDY IN PHYSICS (1-4). Offers an opportunity for advanced independent research. Prerequisite(s): Approval of Department Chair.

PRE-HEALTH SCIENCE

Dr. Joan Betz, Advisor

Health-science graduate schools such as medical, dental, and physical therapy schools select students after considering evidence of intellectual ability, motivation, an understanding of the nature of health professions, and past academic and personal achievement. Students should be prepared to answer the question "Why do you want to become a health care professional?" Toward that end, students are encouraged to gain experience in health-related service areas, including volunteer or internship opportunities. One aspect of achievement is the success of a student's curriculum, which should include a substantial amount of modern science. There are no official pre-health majors such as pre-medical, pre-dental, or pre-physical therapy majors; rather any major can be suitable, provided students satisfy the minimum course requirements for post-graduate work. Many applicants major in biology or chemistry.

Standardized aptitude/achievement tests (MCAT, DAT, GRE) are given substantial weight by health-science graduate programs in the admissions process. A general background in the fundamentals of modern science is required for good performance on most of these tests. Therefore, any curriculum undertaken by a pre-health science student should include many science courses. Because health science professions involve far more than basic science, students should demonstrate evidence of personal development, maturity and experience. For further information and suggestions students should consult the pre-health sciences advisor and the pre-

medical/health web page on the Regis University Internet site.

Pre-health science students typically take biology (BL 260/261; BL 262/263) and chemistry courses (CH 210/211; CH 250/251) freshman year, often with mathematics. The prerequisite requirements for programs vary both among disciplines and among schools within disciplines. The course prerequisites listed below are approximate and designed for students planning to apply to multiple schools. There are health science professions in addition to those listed. Students should consult individual graduate programs for specific prerequisite requirements and additional recommended courses.

*Pre-Dental, Pre-Medical, and Pre-Veterinary
Typical Prerequisites* 51-53 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CCS 200--Freshman Writing Seminar	3 SH
EN 210--Introduction to Poetry/Fiction/Drama	3 SH
English Literature Elective	3 SH
Two courses in Mathematics	6-8 SH

One of the following options in physics:

- PH 202A--General Physics with Trigonometry I 3 SH
- PH 205A--General Physics Laboratory I 1 SH
- PH 202B--General Physics with Trigonometry II 3 SH
- PH 205B--General Physics Laboratory II 1 SH
- PH 204A--General Physics with Calculus I 3 SH
- PH 205A--General Physics Laboratory I 1 SH
- PH 204B--General Physics with Calculus II 3 SH
- PH 205B--General Physics Laboratory II 1 SH

*Pre-Physician Assistant Typical
Prerequisites* 48-51 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 406--Comparative Vertebrate Anatomy	3 SH
BL 407--Comparative Vertebrate Anatomy Laboratory	1 SH
BL 414--Principles of Genetics	3 SH
BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
BL 436--Animal Physiology	3 SH
BL 437--Animal Physiology Laboratory	1 SH

CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CCS 200--Freshman Writing Seminar	3 SH
EN 210--Introduction to Poetry/Fiction/Drama	3 SH
English Literature Elective	3 SH
Two courses in Mathematics	6-8 SH

*Pre-Physical Therapy Typical
Prerequisites* 50 SH

BL 244--Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245-- Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246-- Human Anatomy and Physiology: Regulatory Systems	3SH
BL 247-- Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
MT 270--Introduction to Statistics	3 SH
MT 360A--Calculus I*	4 SH
CCS 200--Freshman Writing Seminar	3 SH
PY 250--General Psychology	
or	
PY 251--General Psychology: Neuroscience	3 SH
KIN 424--Biomechanical Kinesiology	3 SH

One of more of the following courses in psychology:

- PY 459--Developmental Psychology: Child 3 SH
- PY 460--Developmental Psychology: Adolescence 3 SH
- PY 461--Developmental Psychology: Adulthood and Aging 3 SH
- PY 471--Abnormal Psychology 3 SH

One of the following options in physics:

- PH 202A--General Physics with Trigonometry I 3 SH
- PH 205A--General Physics Laboratory I 1 SH
- PH 202B--General Physics with Trigonometry II 3 SH
- PH 205B--General Physics Laboratory II 1 SH
- PH 204A--General Physics with Calculus I 3 SH
- PH 205A--General Physics Laboratory I 1 SH
- PH 204B--General Physics with Calculus II 3 SH
- PH 205B--General Physics Laboratory II 1 SH

* Indicates a course required by many Physical Therapy programs but not required for entry into the Regis Doctor of Physical Therapy program.

PSYCHOLOGY

Dr. Gary Guyot, Professor, Chairperson
 Dr. Eugene Delay, Professor
 Dr. Rona McCall, Associate Professor
 Rev. Charles Shelton, S.J., Associate Professor

The curriculum of the Psychology major is designed to provide a working knowledge of factual and current theoretical information in the field. Content is balanced with the development of critical thinking, problem-solving skills and an appreciation of cultural diversity. The application of psychological principles is strongly encouraged through service learning, internship and research opportunities.

The program offers a Bachelor of Science degree in Psychology. The degree requirements are designed with the latitude to prepare students interested in:

- Pursuing graduate work in psychology.
- Embarking on a career in psychology or related area where a combination of analytic and human skills is applicable.
- A liberal arts education in which psychology is a related and relevant major.

Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals. Students may obtain a copy of the Student Advising Handbook from their Psychology major advisor or any Psychology faculty member.

DEPARTMENTAL REGULATIONS

1. The major includes seven (7) 400-level courses in Psychology (see basic, applied/clinical and other courses). With the approval of the Department, 300-level courses may be used in meeting major or minor requirements. In addition, PY 496E-W--Special Topics in Psychology, may be used to meet distribution requirements with the approval of the Department.
2. The Department requires that four (4) upper division Psychology courses plus PY 493--Senior Capstone (minimum fourteen [14] semester hours) be taken at Regis College to receive a degree with a major in Psychology.
3. To graduate with a Psychology major, a student must have a cumulative grade point average of 2.000 or higher for the required Psychology courses in the major.

PSYCHOLOGY MAJOR 43-44 SH

Lower and Upper Division Requirements 43-44 SH

Natural Science Course 4-5 SH

One (1) Natural Science course beyond that required by the Core (selection to be approved by the Department). The additional Natural Science course must be taken in the same discipline as the course taken to meet the Core Studies requirement and should be in biology, chemistry or physics.

MT 270--Introduction to Statistics (also meets the Mathematics Core Studies requirement)

PY 250--General Psychology

or

PY 251--General Psychology: Neuroscience 3 SH

PY 381--Learning and Memory 3 SH

PY 382--Learning and Memory Laboratory 2 SH

PY 419--Experimental Psychology Laboratory 2 SH

PY 420--Experimental Psychology Lab 2 SH

PY 493--Senior Capstone 2 SH

In addition to courses listed previously, a minimum of twenty-one (21) upper division semester hours of Psychology courses, including a minimum of twelve (12) semester hours from the Basic Courses category and a minimum of six (6) semester hours from the Applied/Clinical Courses category. The major advisor should be consulted about the best combination of courses to take from each category based on the student's educational and career goals.

Basic Courses 12-15 SH

PY 441--Social Psychology 3 SH

PY 454--Cognitive Psychology 3 SH

and

PY 455--Cognitive Psychology Laboratory 1 SH

PY 459--Developmental Psychology: Child* 3 SH

PY 460--Developmental Psychology: Adolescence* 3 SH

PY 461--Developmental Psychology: Adulthood and Aging* 3 SH

PY 470--Psychology of Personality 3 SH

PY 480--History and Systems of Psychology 3 SH

PY 482--Sensation and Perception 3 SH

PY 485--Functional Neurophysiology and Neuroanatomy 3 SH

and

PY 486--Neurophysiology and Neuroanatomy Laboratory 1 SH

* Only two (2) of these courses can be counted toward fulfillment of the Basic Courses category requirement.

Applied/Clinical Courses 6-9 SH

PY 425--Social Psychological Kinesiology 3 SH

PY 445--Small Group Communication 3 SH

PY 452--Psychological and Educational Testing 3 SH

PY 453--Clinical and Counseling Psychology 3 SH

PY 462--Behavioral and Stress Management 3 SH

PY 471--Abnormal Psychology 3 SH

PY 484--Psychology and the Law 3 SH

PY 487--Neuropsychology 3 SH

and

PY 488--Introduction to Neuroscience Laboratory Methods (optional) 1 SH

Other Courses 0-3 SH

PY 412--Children's Eyewitness Testimony	3 SH
PY 418--Psychology of Business and Industry	3 SH
PY 450--Psychology of Women	3 SH
PY 474--Senior Thesis	3 SH
PY 490E-W--Independent Study	1-3 SH
PY 496E-W--Special Topics in Psychology	3 SH
PY 498E-W--Internship in Psychology	3 SH

Honors-in-Psychology Major Requirements

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Psychology major:

1. Maintenance of an overall grade point average 3.000 and a grade point average of 3.250 in psychology.
2. Completion of three (3) semester hours of PY 490E-W--Independent Study in Psychology. A research project must be proposed to and approved by a faculty committee in preparation for PY 474--Senior Thesis.
3. Completion of PY 474--Senior Thesis. This is completion of the research project proposed in PY 490E-W--Independent Study in Psychology.
4. An oral defense of the thesis before a panel of faculty including the faculty committee.
5. Presentation of the research to a public forum such as a lecture or professional meeting.
6. Submission of a thesis that conforms to APA guidelines and is approved by the faculty committee.

Psychology Minor 15 SH**Prerequisite**

PY 250--General Psychology	3 SH
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Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Psychology courses selected with the approval of the major advisor.

PSYCHOLOGY COURSE DESCRIPTIONS (PY)

NOTE: Credit may be received for either PY 250 or PY 251, not both.

PY 250. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 251. GENERAL PSYCHOLOGY-NEUROSCIENCE (3). Introduces the science of behavior, psychological processes, and brain-behavior relationships through a

systematic study of representative areas of psychological and behavioral neuroscience. Explores interrelationships between psychological, biological and social factors affecting behavior through study of neurologically significant cases. Cross listing: NS 251.

PY 370. INTERMEDIATE STATISTICS (3). Reviews key topics from elementary statistics. Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, introduction to n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-Test; the runs test; and the Spearman correlation. Prerequisite(s): BA 270 or MT 270 and BA 230 or permission of instructor. Cross listing: BA 370 and MT 370.

PY 381. LEARNING AND MEMORY (3). Introduces basic concepts, methods and results of experimental analysis of learning and memory in humans and nonhuman animals. Includes classical and operant conditioning, discrimination learning processes underlying encoding, storage, and retrieval of information in memory, and other cognitive processes. Co-requisite: PY 382. Prerequisite(s): PY 250 or PY 251.

PY 382. LEARNING AND MEMORY LABORATORY (2). Involves laboratory experiments with animal and human subjects and the preparation of reports on these experiments. Co-requisite: PY 381. Laboratory fee required.

PY 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: CJ 412.

PY 418. PSYCHOLOGY OF BUSINESS AND INDUSTRY (3). Studies principles of psychology as applied to selected problems in the area of business and industry. Cross listing: BA 401.

PY 419. EXPERIMENTAL PSYCHOLOGY (3). Considers methods and procedures of modern experimental psychology. Co-requisite: PY 420. Prerequisite(s): PY 250 or PY 251 and MT 270.

PY 420. EXPERIMENTAL PSYCHOLOGY LABORATORY (2). Provides an opportunity for completion of individual projects related to appropriate experimental and statistical design. Co-requisite: PY 419. Laboratory fee required. NOTE: One three-hour laboratory each week required.

PY 425. SOCIAL PSYCHOLOGICAL KINESIOLOGY (3). Evaluates topics related to the social psychology of sports and exercise. The influence of social-psychological variables on participation in sports and exercise, and how participation affects the individual are examined. Focuses on performance psychology, stress processes, motivation, and exercise psychology across the lifespan. Prerequisite(s): PY 250 or PY 251 and MT 270. NOTE: Offered every Spring Semester.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250 or PY 251.

PY 445. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): PY 250 or PY 251 or COM 280. Cross listing: COM 414.

PY 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or PY 251 or WS 300. Cross listing: WS 450.

PY 452. PSYCHOLOGICAL AND EDUCATIONAL TESTING (3). Introduces psychological and educational concepts in testing. Includes reliability, validity, standardization and administration. Emphasizes appropriate selection, use and interpretation of tests. Prerequisite(s): PY 250 or PY 251. NOTE: MT 270 recommended, but not required.

PY 453. CLINICAL AND COUNSELING PSYCHOLOGY (3). Considers theory and application of basic therapeutic techniques to bring about behavioral change. Covers selected theoretical viewpoints and techniques. Prerequisite(s): PY 250 or PY 251.

PY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving and language. Examines current research data, theories and applications. Optional Co-requisite: PY 455. Prerequisite(s): PY 250 or PY 251.

PY 455. COGNITIVE PSYCHOLOGY LABORATORY (1). Involves laboratory experiments with human subjects exploring basic cognitive processes, such as memory and problem solving. Co-requisite: PY 454. Laboratory fee required.

PY 459. DEVELOPMENTAL PSYCHOLOGY: CHILD (3). Studies biological, psychological and social factors in human development from conception to puberty. Prerequisite(s): PY 250 or PY 251.

PY 460. DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3). Studies biological, psychological and social factors in human development during adolescence and young adulthood. Prerequisite(s): PY 250 or PY 251.

PY 461. DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3). Studies biological, psychological and social factors in human development during adulthood and later years. Prerequisite(s): PY 250 or PY 251.

PY 462. BEHAVIORAL AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques. Prerequisite(s): PY 250 or PY 251.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250 or PY 251.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250 or PY 251.

PY 474. SENIOR THESIS (3). Students meet regularly with a thesis advisor to prepare for the defense of a research project before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): PY 490E-W and approval of Department Chair required.

PY 480. HISTORY AND SYSTEMS OF PSYCHOLOGY (3). Provides an historical survey of systems and schools of psychology and their contributions to the development of modern psychological theory. Prerequisite(s): PY 250 or PY 251. Senior standing recommended.

PY 482. SENSATION AND PERCEPTION (3). Introduces the physiological and psychological processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Prerequisite(s): PY 250 or PY 251. Cross listing: NS 482.

PY 484. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or PY 251 or SO 200. Cross listing: CJ 415.

PY 485. FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: PY 486. Prerequisite(s): Either BL 260 and BL 262, or permission of instructor. Cross listing: NS 485 and BL 485.

PY 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-

requisite: PY 485. Cross listing: NS 486 and BL 486.
NOTE: One three-hour laboratory per week. Laboratory fee required.

PY 487. NEUROPSYCHOLOGY (3). Studies the physiological and neuropsychological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Co-requisite: PY 488. Prerequisite(s): Either BL 260 and BL 262, or PY 250 or PY 251. Cross listing: NS 487.

PY 488. INTRODUCTION TO NEUROSCIENCE LABORATORY METHODS (1). Emphasizes current research techniques including the recording of biopotentials such as EEG and EMG, brain lesions, histology and behavioral and clinical tests for assessing effects of brain damage. Co-requisite: PY 487. Prerequisite(s): Permission of instructor. Cross listing: NS 488. Laboratory fee required.

PY 490E-W. INDEPENDENT STUDY IN PSYCHOLOGY (1-3). Offers an opportunity for advanced study in psychology under the direction of a department faculty member. Prerequisite(s): PY 250 or PY 251, permission of instructor, Junior standing and approval of Department Chair.

PY 493. SENIOR CAPSTONE (2). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): PY 250 or PY 251, majors only and Senior standing.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250 or PY 251.

PY 498E-W. INTERNSHIP IN PSYCHOLOGY (3). Involves placement in a clinical or research agency for advanced psychology students. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

RELIGIOUS STUDIES

Rev. Lester Bundy, Professor, Chairperson
Dr. Deborah Blake, Professor
Dr. John Kane, Professor
Dr. Randolph Lump, Professor
Rev. Edward Oakes, S.J., Associate Professor
Rev. John Ridgway, S.J., Associate Professor

DEPARTMENTAL REGULATIONS

1. The Religious Studies Core requirement of six (6) semester hours can be met with courses designated by two (2) different prefixes: RS or RC. RS courses (except for RS 200) are courses in some aspect of Christian Studies including scripture, religious thought and Christian history. RC courses are generally interdisciplinary (e.g., Psychology and Religion) or courses dealing with non-Christian religious traditions.
2. RS 200--Introduction to Religious Studies is the prerequisite for all other courses in Religious Studies. The second Core course requirement must be taken at the 300 level; 400-level courses are designed for majors and minors and as electives for students who have completed their Religious Studies Core requirement.
3. Any student seeking to utilize twelve (12) or more semester hours of Religious Studies as part of any program at Regis is well advised to consult with the Religious Studies Department to facilitate the optimum selection of courses.
4. Transfer students majoring in Religious Studies must take a minimum of twelve (12) semester hours of upper division Religious Studies courses through Regis College. The Department evaluates previous work completed by each transfer student to determine whether additional course work beyond the twelve (12) semester hours is necessary.
5. RS 499--Senior Project is required of all majors.
6. To graduate with a Religious Studies major, a grade of "C" (2.000) or better is required for all courses in the major.

RELIGIOUS STUDIES MAJOR 33 SH

Lower Division Requirements 9 SH

RS 200--Introduction to Religious Studies 3 SH

RS 305--Old Testament Themes

or

RS 306--New Testament Themes 3 SH

RS 310--History of Eastern and Western Christianity 3 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Religious Studies courses (RS or RC), which must include the following:

RS 426--Christianity Through The Centuries: Thought and Doctrine 3 SH

Six (6) 400-level RS or RC courses (minimum of one course in non-Christian religion or approach to the study of religion) 18 SH

RS 499--Senior Project 3 SH

Religious Studies Minor 18 SH

Recommended courses for Core Studies requirement include the following:

- RS 200--Introduction to Religious Studies 3 SH
and
RS 305--Old Testament Themes
or
RS 306--New Testament Themes
or
RS 310--History of Eastern and Western Christianity 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Religious Studies courses selected with the approval of the major advisor.

Christian Leadership Minor 12 SH

Students may take a Christian Leadership minor through the Department of Religious Studies. It involves twelve (12) upper division semester hours selected with the approval of the student's minor advisor who is appointed by the Chair of the Department of Religious Studies. The minor typically involves practical experience in Christian Leadership (e.g., an internship, work with Campus Ministry, residence at Romero House). Interested students should contact the Chair of the Religious Studies Department.

RELIGIOUS STUDIES COURSE DESCRIPTIONS (RC & RS)

RELIGION AND CULTURE (RC)

RC 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 312.

RC 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 313.

RC 338. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 366.

RC 351. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing ways of understanding the world, the human and the Transcendent. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 390.

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, Death and dying, and religious understandings of family life. Prerequisite(s): Completion of Religious Studies Core.

RC 410. NATIVE AMERICAN RELIGIOUS TRADITIONS (3). Surveys major themes in myth and ritual systems of selected Native American religious/cultural traditions. Focuses on Native American groups representing varied geographical regions of North America (Woodlands, Plains, Southwest). Prerequisite(s): Completion of Religious Studies Core.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250 or completion of Religious Studies Core. Cross listing: PL 485 E-W.

RC 425E-W. THEMES IN RELIGION AND THE SOCIAL SCIENCES (3). Examines aspects of social scientific study of religion. Includes psychology and religion, anthropology and religion, and religion and the struggle for selfhood. Prerequisite(s): Completion of Religious Studies Core.

RC 451E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGION (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Prerequisite(s): PL 250 or RS 200 or completion of Religious Studies Core. Cross listing: PL 435E-W.

RC 460. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: WS 460.

RC 470E-W. THEMES IN SPIRITUAL LIFE (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes. Prerequisite(s): Completion of Religious Studies Core.

RC 490E-W. INDEPENDENT STUDY IN RELIGION AND CULTURE (3). Provides an interdisciplinary study of topics relating to the relationship between religion and culture not covered by regular course offerings. Prerequisite(s): Approval of Department Chair. NOTE: Specific assignments and meeting times are arranged with the instructor.

RELIGIOUS STUDIES (RS)

RS 200. INTRODUCTION TO RELIGIOUS STUDIES (3). Introduces the academic study of religion and develops an awareness of the nature of religion, the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns. NOTE: Prerequisite for all other Regis College Religious Studies courses.

RS 301E-W. INTRODUCTION TO THE CHRISTIAN FAITH (3). Investigates selected, central themes of Christian belief and practice and their application to living in the contemporary world. Prerequisite(s): RS 200.

RS 305. OLD TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the Old Testament focusing on specific Old Testament themes. Prerequisite(s): RS 200.

RS 306. NEW TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the New Testament, emphasizing the person of Jesus and the Gospels and writings of Paul. Prerequisite(s): RS 200.

RS 310. HISTORY OF EASTERN AND WESTERN CHRISTIANITY (3). Surveys the roots of Christianity in various cultural settings and its emergence and development in world history, from new Testament times to the present. Prerequisite(s): RS 200.

RS 340. CATHOLIC SACRAMENTAL PRACTICE (3). Explores the sacramental tradition in Catholic Christian history, thought and practice. Emphasis is on implications for Catholic lay persons in light of Vatican Council II.

RS 350E-W. CHRISTIAN SERVICE (3). Combines Christian service and reflection based on service or ministry for study and reflection. Includes Christian service and reflection, models of ministry, Christian leadership. Prerequisite(s): RS 200.

RS 360. CHRISTIAN ETHICS (3). Introduces Christian ethics focusing on methods, sources and forms of Christian ethics. Uses these as critical tools to address contemporary issues including economic justice, health care and sexual ethics. Prerequisite(s): RS 200.

RS 365. CHRISTIAN LOVE AND MARRIAGE (3). Investigates the nature of Christian love focusing on the Christian understanding of marriage. Prerequisite(s): RS 200.

RS 370E-W. SPIRITUALITY (3). Explores fundamentals of spirituality emphasizing the role of history, culture and the divine-human relationship. Focuses on central themes including prayer, discernment and the Holy Spirit. Prerequisite(s): RS 200.

RS 400E-W. THEMES IN CHRISTIANITY (3). Examines selected themes or areas of specific study in terms of both relevant historical background and contemporary discussion. Includes Christology, Ecclesiology, sacraments, ecumenical thought and liberation thought. Prerequisite(s): Completion of Religious Studies Core.

RS 401E-W. TOPICS IN OLD TESTAMENT STUDIES (3). Investigates key themes in Old Testament literature, involving study of the resources and methods of biblical scholarship. Prerequisite(s): Completion of Religious Studies Core.

RS 402E-W. THEMES IN NEW TESTAMENT STUDIES (3). Investigates key themes in New Testament literature, involving study of the resources and methods of modern biblical scholarship. Prerequisite(s): Completion of Religious Studies Core.

RS 403E-W. TOPICS IN CHURCH HISTORY (3). Explores selected topics in the field of Christian history from the standpoint of historic, social, cultural and religious influences and developments. May include Church history, the patristic era, medieval Christianity, the Renaissance and Reformation or the modern era. Prerequisite(s): Completion of Religious Studies Core.

RS 405E-W. ISSUES IN CONTEMPORARY CHRISTIANITY (3). Explores practical issues that face contemporary Christianity including issues of poverty and racism, hunger, death and dying. Prerequisite(s): Completion of Religious Studies Core.

RS 414E-W. TOPICS IN CONTEMPORARY CHRISTIAN ETHICS (3). Surveys issues in method and/or particular topics of contemporary concern including method in Protestant and Catholic moral thought, feminist Christian ethics, medical ethics, economic justice, and war and peace. Prerequisite(s): Completion of Religious Studies Core.

RS 425. CHRISTIANITY THROUGH THE CENTURIES: ETHICS AND SPIRITUALITY (3). Provides a selective survey of Christian praxis over the centuries. Focuses on major movements in ethics and spirituality during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core.

RS 426. CHRISTIANITY THROUGH THE CENTURIES: THOUGHT AND DOCTRINE (3). Provides a selective survey of Christian thought and doctrine over the centuries. Focuses on major movements in Christian thought and development of doctrine during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core.

RS 450. CHRISTIAN ETHICAL THOUGHT (3). In-depth study of Christian ethics with an emphasis on Roman Catholic tradition. Prerequisite(s): RS 200.

RS 471E-W. TOPICS IN SPIRITUALITY (3). Investigates spirituality focusing on modern Christian spirituality, spiritual leaders including Ignatius of Loyola and prayer in the Christian tradition. Prerequisite(s): Completion of Religious Studies Core.

RS 481. MEDIA THEOLOGY (3). A multidimensional exploration of the cultural and religious dimensions of communications media (oral, written, electronic) based on the tradition of analysis of Catholic Media scholars H. Marshall McLuhan and Walter J. Ong, S.J. Cross listing: CAS 420E and COM 481.

RS 490E-W. INDEPENDENT STUDY IN RELIGIOUS STUDIES (1-3). Provides focused research on a topic in religious studies not covered in regular course offerings. NOTE: Specific assignments and meeting times are arranged with the instructor. Prerequisite(s): Approval of Department Chair.

RS 491E-W. DIRECTED RESEARCH IN RELIGIOUS STUDIES (1-3). Provides individualized scholarly research in a topic in religious studies. Prerequisite(s): Approval of Department Chair.

RS 498E-W. INTERNSHIP IN RELIGIOUS STUDIES (3). Offers interested students an opportunity to explore Religious Studies in its practical application to the various working areas or contemporary life and to reflect critically and constructively on their experience. Prerequisite(s): RS 200 and approval of Department Chair and Director of Experiential Education.

RS 499. SENIOR PROJECT (3). Offers a directed research project culminating a major in religious studies and leading to a public presentation of research results, under the direction of a qualified supervisor approved by the Department Chair. NOTE: Typically taken the second semester of the senior year. Prerequisite(s): Approval of Department Chair.

SOCIOLOGY

Dr. James Roth, Associate Professor, Chairperson
 Dr. Gilbert Gardner, Associate Professor
 Dr. Lisa Garza, Associate Professor
 Dr. Eve Passerini, Assistant Professor
 Dr. Carla Guerron-Montero, Assistant Professor

SOCIOLOGY MAJOR 33 SH

Lower Division Requirements 9 SH

SO 200--Introduction to Sociology 3 SH
 SO 203--Social Problems 3 SH
 SO 204--Introduction to Cultural Anthropology 3 SH

Upper Division Requirements 24 SH

Twenty-four (24) upper division semester hours of Sociology courses, which must include:

SO 403--Sociology Theory 3 SH
 SO 404--Methods of Sociological Research 3 SH
 SO 499--Majors Seminar 3 SH
 Upper Division Sociology Electives 15 SH

Sociology Minor 15 SH

Lower Division Requirements 3 SH

SO 200--Introduction to Sociology 3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Sociology courses selected with the approval of the major advisor.

SOCIOLOGY COURSE DESCRIPTIONS (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and social processes.

SO 203. SOCIAL PROBLEMS (3). Surveys selected social problems from a national and international scope. Includes analysis of possible causes and consequences of these problems and of various proposals for solutions and reforms.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

SO 403. SOCIOLOGICAL THEORY (3). Surveys major analytic models used in sociology. Reviews classical foundations of social thought, including the works of Marx, Durkheim and Weber, and contemporary schools of thought, such as feminist and neo-Marxian theory. Prerequisite(s): SO 200.

SO 404. METHODS OF SOCIOLOGICAL RESEARCH (3). Introduces the process of sociological research. Includes reviewing previous research, sampling, interviewing and constructing questionnaires; and analysis and interpretation of data. Students design their own research project. Prerequisite(s): SO 200.

SO 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 416.

SO 419E-W. CULTURE AND CONSCIOUSNESS (3). Explores the social and cultural processes through which we construct our world. Includes the sociology of knowledge, symbolic interactionism, phenomenological sociology, ethnomethodology, cultural studies and related topics. Prerequisite(s): SO 200 or permission of instructor.

SO 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity and other diversity in the United States. Includes racism, creation and maintenance of ethnic group status, political processes and movements for self-determination. Prerequisite(s): SO 200. Cross listing: CJ 422.

SO 424. GENDER ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated in all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: WS 424.

SO 426. RACE AND ETHNICITY IN LATIN AMERICA (3). Explores the multiple, complex and historically changing meanings of the concepts of race and ethnicity in Latin America, and the consequences of discrimination towards specific groups based on these concepts. Regions covered will be the Caribbean, Atlantic Central America, and the Pacific, Atlantic and Andean regions of South America. Salient issues will be covered for each region.

SO 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the Earth. Prerequisite(s): SO 200. Cross listing: ENVS 436 and PJ 436.

SO 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states, emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 445 or ENVS 445 or HO 478P or POL 445.

SO 450. CRIMINOLOGY (3). Analyzes social, political and economic dynamics of crime including: corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Prerequisite(s): SO 200. Cross listing: CJ 450.

SO 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 451.

SO 452. PUNISHMENT AND CORRECTIONS (3). Provides historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor, SO 450 recommended. Cross listing: CJ 452.

SO 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, mass media, employment opportunities, family, criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 454.

SO 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses will focus on issues related to crime, police, the court system, punishment, social control, rehabilitation, etc. Prerequisite(s): SO 450 or CJ 450 recommended. Cross listing: CJ 495E-W.

SO 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Prerequisite(s): SO 200. Cross listing: PJ 460.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change. Prerequisite(s): SO 200 or permission of instructor.

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Prerequisite(s): SO 200 or permission of instructor.

SO 475. THE UNITED STATES AND THE THIRD WORLD (3). Provides an overview of the causes, methods and consequences of involvement by capitalist nations in formerly colonized nations. Includes multinational corporate investment and activities, foreign aid, the debt crisis, military intervention, etc. Prerequisite(s): SO 200 or permission of instructor. Cross listing: PJ 475.

SO 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Prerequisite(s): SO 200 or WS 300. Cross listing: WS 481.

SO 485. ANTHROPOLOGY OF RELIGION (3). Provides an anthropological examination of religious expression in past and present societies. Includes myth, ritual, shamanism, symbolism and religious change. Prerequisite(s): SO 200 or completion of Religious Studies Core or permission of instructor. Cross listing: RC 425E.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Prerequisite(s): SO 200 or COM 280. Cross listing: COM 486.

SO 490E-W. INDEPENDENT STUDY IN SOCIOLOGY (1-3). Offers an opportunity for individual study of an approved topic in sociology under the direction of a sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Prerequisite(s): SO 200 and approval of Department Chair.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies. Prerequisite(s): SO 200 or permission of instructor.

SO 498E-W. INTERNSHIP IN SOCIOLOGY (3). Provides an intensive work experience appropriate to the sociology discipline. Prerequisite(s): SO 200 and approval of Department Chair and Director of Experiential Education.

SO 499. MAJORS SEMINAR (3). Offers seminars on current topics in areas of sociology. Prerequisite(s): Majors only and Senior standing.

WOMEN'S STUDIES

Dr. Eve Passerini, Program Director

WOMEN'S STUDIES MAJOR 30 SH

Lower Division Requirements 3 SH

WS 300--Introduction to Women's Studies 3 SH

Upper Division Requirements 27 SH

Twenty-seven (27)* semester hours which must include the following:

WS 498E-W--Internship in Women's Studies 3 SH
WS 499--Senior Thesis 3 SH

Twenty-one (21) semester hours of Women's Studies courses which must include a minimum of one, three (3) semester hour course, selected from each of the following three areas:

Humanities

WS 410E-W--Women in Literature 3 SH
WS 433--Contemporary Hispanic Women Writers 3 SH
WS 435--Women in Arts 3 SH
WS 460--Women and Religion 3 SH
WS 470-- Selected Feminist Thinkers 3 SH
WS 490E-W--Selected Topics in Feminist Theory 3 SH

Social Science

WS 420--Topics in Gender and History 3 SH
WS 424--Gender Roles 3 SH
WS 440--Gender, Sexuality and Media 3 SH
WS 450--Psychology of Women 3 SH
WS 481--The Family 3 SH

Applied

WS 401--Women's Health Issues 3 SH
WS 423--Gender Politics in the Classroom 3 SH

WS 453--Gender Issues in Organizations 3 SH
WS 495E-W--Independent Study in Women's Studies 3 SH

Women's Studies Minor 12 SH

WS 490E-W--Selected topics in Feminist Theory 3 SH
Upper Division Women's Studies Electives (selected with the approval of the major advisor) 9 SH

NOTE: WS 300 is prerequisite for all upper division Women's Studies courses.

WOMEN'S STUDIES COURSE DESCRIPTIONS (WS)

WS 300. INTRODUCTION TO WOMEN'S STUDIES (3). Presents an overview of the study of gender in society from an interdisciplinary perspectives. Introduces a variety of theoretical frameworks for examining question of sexual difference in history, culture, and contemporary society. Examines central concepts and methods of Women's Studies and applies to such topics as family, religion, work, sexuality, and social change.

WS 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span. Prerequisite(s): WS 300. Cross listing: HSC 401 and PE 401. NOTE: For non-Nursing majors.

WS 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): WS 300 or CCS 200 or EN 210 and one (1) 300-level English course. Cross listing: EN 410E-W.

WS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: HS 420.

WS 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examine the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): WS 300 or ED 204. Cross listing: ED 423.

WS 424. GENDER ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated into all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: SO 424.

WS 433. CONTEMPORARY HISPANIC WOMEN WRITERS (3). Surveys contemporary Hispanic women's literary achievements. May draw from the literature of Latin America, the United States and Spain. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic and aesthetic contexts. Cross listing: SP 433.

WS 435. WOMEN IN ARTS (3). Through a broad study of works of women artists, this course examines the critical issues and the social, economic, and political conditions that have shaped the 20th century climate for women artists. The course includes a systematic study of some of the important subject-matter of art by women. Cross listing: FAHS 435.

WS 440. GENDER, SEXUALITY AND MEDIA (3). Focuses on women's attempts to alter their societal roles and the part played in the process by the mass media. Examines the media's effect on the sex-role stereotyping of women in society. Includes exploring the effect of the media on establishing societal values and analyzing mediated messages. Prerequisite(s): COM 280 or WS 300. Cross listing: COM 440.

WS 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or PY 251 or WS 300. Cross listing: PY 450.

WS 453. GENDER ISSUES IN ORGANIZATIONS (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or permission of instructor. Cross listing: BA 453.

WS 460. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: RC 460.

WS 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues

in feminist thought. Prerequisite(s): WS 300 or PL 250. Cross listing: PL 470.

WS 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Prerequisite(s): SO 200 or WS 300. Cross listing: SO 481.

WS 490E-W. SELECTED TOPICS IN FEMINIST THEORY (3). Discusses a variety of topics in feminist theory from eighteenth and nineteenth century writers such as Wollstonecraft and Mill to contemporary feminist thinkers. Among the possible topics to be considered are: Liberal reformism or radical transformation, the politics of difference, the challenges of postmodernism, feminism and women of color, etc. Prerequisite(s): WS 300.

WS 495E-W. INDEPENDENT STUDY IN WOMEN'S STUDIES (3). Provides an opportunity for independent study in an area of interest in women's studies. Prerequisite(s): WS 300 and approval of Program Director. Major/minor students only.

WS 498E-W. INTERNSHIP IN WOMEN'S STUDIES (3). Provides intensive and practical work experience related to the Women's Studies minor.

REGIS COLLEGE GRADUATE PROGRAM

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING (MAE)

Ms. Kathleen Nutting, Director

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INTRODUCTION

The Master of Arts in Education with a required specialization in Learning and Teaching (MAE) integrates the latest multidisciplinary research on the understanding and implementation of process education. It is designed to effect change in practice and prepare teachers to be leaders for educational renewal.

The MAE Program is committed to actively engaging teachers in collaborative, reflective, and rigorous learning experiences that wholly develop their capabilities as leaders in the teaching profession. The program is based on current research about effective curricula and how students learn best. Graduates are empowered as active and self-directed lifelong learners with a belief system that guides informed decisions about their students' education. They are committed to improving the potential of all students to contribute meaningfully in a diverse democratic society.

Although this program gives in-depth training in a number of areas, completion does not lead to certification as a public school teacher in the state of Colorado.

LEARNING FORMAT

The courses are delivered in a variety of formats. Fall and Spring semester courses are delivered on a weekend or evening format. There are a few courses that extend over a full sixteen (16) week academic period. Many of the Summer Semester courses are offered in concentrated weekly blocks.

FACULTY

The MAE Program is distinguished by a faculty drawn largely from the ranks of pre-collegiate teaching

professionals. The program's fundamental instructional philosophy is that eminently qualified master teachers practicing constructivist learning theory in classrooms are actively involved in the program as instructors and mentors/advisors.

MAE PROGRAM OUTCOMES

In addition to the Regis University Outcomes, MAE graduates also demonstrate in practice:

- beliefs about teaching and learning informed by sound research, theory, and professional experience
- understanding and application of the elements of a process learning classroom; including literacies in numeracy, reading, writing, expressive arts, and multicultural perspectives
- application of personal research to professional practice
- integrated, relevant and purposeful learning and teaching strategies
- development of curriculum and assessments that meet the needs of diverse learners
- effective learning partnerships with families and community
- a student-centered learning and teaching environment
- self-evaluation and reflection as a learner and educator
- commitment to continued professional growth.

ADMISSION

REQUIREMENTS

1. A baccalaureate degree and current teacher licensure as an elementary (K-6) and/or secondary (7-12) teacher.
2. Submission of official transcripts for all college/university course work.
3. An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution.
4. A minimum of one (1) year teaching experience in either public or private schools in any grade, pre-K through grade 12.
5. Submission of an essay in which the applicant discusses three books he/she has read and the impact these have had on the applicant's life; at least one of the books should be professional.
6. Three (3) letters of recommendation, including one each from a colleague, an administrator and a parent of one of the applicant's students.
7. Access to students within a classroom setting on a regular basis for on-going application of concepts developed in the Master's program.

All documents submitted during the application process become the property of Regis University.

APPLICATION DEADLINE

Applications for admission are accepted throughout the year. Early application prior to desired starting date is encouraged.

RETURNING STUDENTS

The MAE Program is designed to allow flexibility in the completion of the course of study. Those who step out of the program and wish to return may do so within two years without an interview with the Program Director. After a two-year absence, a student must have an interview with the Program Director to review degree goals and to outline steps to be taken for continuing in the program.

PROBATIONARY ADMISSION

No students are admitted on a probationary basis, nor are students who are on a probationary status at another university admitted to the program.

INTERNATIONAL STUDENTS

All international students seeking admission should check directly with the MAE Program Office for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements.

1. Submit an official score report of Test of English as a Foreign Language (TOEFL) with a proficiency 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Center's Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program.
2. Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until the student has been admitted by the University and an academic program.

Additional English instruction may be required on or after admission to the program to ensure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time

and may have to be held for the following academic period.

MAE PROGRAM CHARGES FOR THE 2002-2003 ACADEMIC YEAR

Tuition (per semester hour).....	\$315
Auditing Fee (per semester hour).....	\$315
Application Fee (nonrefundable).....	\$75
Graduation Fee.....	\$60
Rush Transcript Fee (same day service).....	\$5
Master's CAP Review Fee.....	\$225
ID Replacement Fee.....	\$15
Returned Check Charge (per return).....	\$20

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Application Fee

A nonrefundable application fee of \$75 is required. This fee must be paid in full before the application is processed.

Tuition

Since MAE courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week (before Saturday) of the academic period. There are several payment options, which are explained in the General Information section of the *Bulletin* under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call Enrollment Services at (303) 458-4126 or 1-800-388-2366 extension 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Tuition Refunds

The MAE Program refund of tuition is processed according to the following policy:

1. A full refund (minus the course change fee) is granted if students officially drop a course before the add/drop deadline.
2. All withdrawals must be approved in writing by the Program Director or designee.
3. Refunds of tuition are provided on a pro rata basis for course withdrawal. For additional information, students should refer to the General Information section of the *Bulletin* under the "Refunds of Tuition" heading.

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level course work for which a grade of "B" or better has been earned at other colleges and universities that are accredited by a regional association. A maximum of six (6) semester hours of transfer credit may be requested.

Courses that are transferred into a candidate's Regis University Master of Arts in Education: Teaching and Learning (MAE) Degree Plan must match or equate to existing courses in the MAE program in both underlying philosophy and content and/or must expand/support student's teaching position. No course may be transferred in to take the place of a Core course. A course syllabus must accompany each course transfer request.

NONDEGREE-SEEKING

Up to six (6) semester hours may be taken at Regis University at the master's level (MAE 600-level courses) as an unspecified (nondegree-seeking) student before declaring intention for degree candidacy. These semester hours may be applied to the candidate's degree program.

REGISTRATION

Students may register for courses during add/drop periods, by mail, fax, in person in the MAE Office, or via WebAdvisor (online student services software) before classes start. Publication of a course schedule each semester includes a registration form. Tuition must be paid at the time of registration or prior to the first class session of each course.

ATTENDANCE

Because of the concentrated nature of the program, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructors.

AUDITING A COURSE

Auditing is permitted for Regis alumni for a nominal fee through the Alumni Audit Program. Non-alumni may audit courses up to a maximum of six (6) credit hours. Full tuition is charged to all unspecified (nondegree-seeking) non-alumni students registered to audit any Regis University course.

ADD/DROP DEADLINES

For week-long classes, the add/drop period extends through the first day of class. For full semester classes the add/drop period extends through the seventh (7th)

calendar day of the semester. Students should refer to the schedule of courses for more detailed information.

COURSE WITHDRAWAL

All course withdrawals must be approved in writing by the Program Director. A withdrawal is recorded as a "W" on the transcript. The withdrawal period begins the day following the add/drop period and ends at the point at which approximately 75% of the course has been completed. Tuition refund policy information can be found under the "Tuition Refunds" heading in the General Information section of the *Bulletin*.

COURSE LOAD/OVERLOAD

Six (6) semester hours constitute a full load for Fall and Spring Semesters. Eight (8) semester hours constitute a full load in the Summer. Students wishing to carry nine (9) or more semester hours (course overload) must present a formal written request for overload to the Program Director prior to the beginning of the class.

APPEALS OF DISPUTED GRADES

Grade appeals for Regis College graduate students must be initiated within the first month of the semester following receipt of the grade.

Students who wish to protest a grade they have received in a course should follow the procedures listed.

1. The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow Step 2.
2. At the student's request, the Program Director arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of the three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. Typically, a written statement from each party that the other party can review and respond to in writing is the first step. Oral presentations to the committee are sometimes also useful. (Care should be taken lest either of the parties be intimidated through oral procedure.) The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.
3. The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination.

ACADEMIC STANDING AND PENALTY

Students whose cumulative grade point average falls below 3.000 are placed on academic probation. Students

placed on probation have one semester to raise their grade point average to 3.000. Students who fail to raise their cumulative grade point average to 3.00 are suspended from the MAE Program.

In addition, students who receive a grade of "C" in two courses at the 600 level are subject to academic review and may be suspended from the program. Suspension appeals should be submitted to the Program Director. The Review committee is comprised of the student's mentor/advisor, the Program Director and an instructor chosen by the student. The student may be asked to attend part or all of the appeal review meeting.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

GRADUATION

Application

The filing of a formal Application for Graduation and graduation fee with the MAE Office is required the semester in which students expect to complete graduation requirements. Specific application deadlines are available from the MAE Office. Failure to make application by the proper date may delay graduation. A Regis cumulative grade point average of 3.000 is required to apply for graduation.

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received by the MAE Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded at a later date.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Additional information regarding policies and procedures for making payment of account is located in the General Information section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation form of students' intent to participate in commencement. Graduates are listed in the commencement program for the commencement in which they march.

MAE PROGRAM OF STUDY

1. All students take a series of Core courses to provide a strong theoretical foundation in process learning.

These courses are taken in conjunction with a choice of concept Strategy Strand courses, which model theory as practice across content. These courses provide for integrated and multidisciplinary learning.

2. Choice, a key element in constructivist learning, provides ownership for learning and empowers the learner. Choice is, therefore, an integral part of the master's program. Candidates have the opportunity to set individual program goals in consultation with their respective mentor/advisor. Once these goals are defined, candidates select courses from one or more of the concept Strategy Strands towards fulfillment of these goals. It is understood that the Strategy Strand courses require on-going involvement with students in a classroom setting.
3. The design and implementation of the curriculum of the master's degree program are dedicated to the application of literacy in authentic contexts with meaningful purposes. Candidates are, therefore, expected to gather, process and share pertinent information with parents, community members, peers and school administrators for purposes that fit each contingency.
4. Candidates become members of a small Teaching and Learning Support Seminar (MAE 695E-H) that meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this master's program.
5. Candidates are required to complete a research project applied toward teaching and learning. The research project is part of MAE 615-The Teacher as Researcher: Foundation and MAE 616-The Teacher as Researcher: Practicum.
6. Candidates are required to present their program portfolio (i.e. evidence of change and growth as learners, parent partnership and materials demonstrating the application of learning, including the research and integrated learning projects) in Culminating Academic Program (CAP) Review before an examining committee comprised of one MAE instructor of the candidate's choice, the student's mentor/advisor, a representative from the MAE Program and one faculty-at-large from Regis University. The CAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699-CAP Review their final semester. The candidate must have completed all course work the semester prior to registering for the CAP Review.

DEGREE PLAN

The Degree Plan outlines in writing the requirements for the Master of Arts in Education: Teaching and Learning. The Degree Plan is signed by the student and mentor/advisor, acknowledging the requirements for the Master of Arts in Education: Teaching and Learning degree. The approved Degree Plan must be signed and

submitted to the MAE Office prior to the completion of thirteen (13) semester hours. The signed Plan guarantees the degree requirements and ensures students against program modifications made during the life of the Degree Plan. Signed Degree Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

Students must complete the program within five (5) years from the date of Degree Plan signature. The Degree Plan expires after five (5) years, after which a student must have an interview with the Program Director to establish remaining degree requirements and a time frame for program completion. Additional requirements may be imposed due to program modifications.

DEGREE REQUIREMENTS

1. Successful completion of thirty (30) semester hours from required Core courses, selected Strategy Strand courses and the Teaching and Learning Support Seminar with a minimum cumulative grade point average of 3.000.
2. Consistent participation in MAE 695E-H--Teaching and Learning Support Seminar. This small group meets throughout the duration of the program. Candidates may receive from two to four (2-4) semester hours of credit for participation in the Teaching and Learning Support Seminars over the course of their respective programs. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
3. Successful completion of a CAP Review the final semester of a candidate's program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of experiences in the MAE Program. The student's developing portfolio provides the resources for the CAP Review.

Total Master's Degree Requirements	38 SH
Core Component Requirements	19 SH
Endorsement Courses	18 SH
MAE 695E-H--Teaching and Learning Support Seminar	2-4 SH
Strategy Strand Requirements	5-7 SH

Total Master's Degree with ESL/Bilingual Endorsement Requirements 38 SH

Core Component Requirements (MAE 605M is waived)	19SH
Endorsement Courses	18 SH
MAE 695E-H--Learning and Teaching Support Seminar	1 SH

Core Courses

The Core component courses provide the framework for classroom practice. Focus is on students in the discovery of their literacy and self-as-learner, beliefs about teaching and learning, theoretical understanding and the development of research skills.

Teaching and Learning Support Seminar

Upon admission into the program, candidates are assigned to a small (4-10 person) Teaching and Learning Support Seminar group. This group is led by a mentor/advisor who orients the candidates to the program, facilitates the process of discovering their own literacy, coaches them through the developing portfolio process, supports them through the CAP Review process and helps them design their program of study beyond the Core component. Candidates are required to register for the Support Seminar for a minimum of two (2) semesters. Full participation in the Support Seminar is expected of candidates for the duration of the program whether or not they registered for it. In the semester of their CAP Review, candidates must register for the Support Seminar. Candidates must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

Strategy Strands

The purpose of the Strategy Strands is to provide choice for focus within or across curricular areas to deepen or widen understandings of the development of literacy in specific contexts.

Candidates select five (5) to seven (7) semester hours from one or more of five (5) Strategy Strands. These Strategy Strands are designed to highlight integration between and among the courses and across strands and to demonstrate theory-as-practice in classroom settings. The Strategy Strand courses are selected to meet a candidate's individual goals. Strategy strands include MAE 645E-W--Integrated Learning in Humanities, MAE 650E-W--Language Learning, MAE 685E-W--Integrated Learning in the Content Area, MAE 660E-W--Quantitative Thinking, and MAE 665E-W--Linguistically Diverse Learning.

The Linguistically Different Strategy Strand is comprised of a cluster of courses designed to meet the endorsement requirements for English as a Second Language (ESL) and Bilingual Education. The following is a brief description of each Strategy Strand.

MAE Program Student Expectations

The following expectations are the threads that weave through every course. In addition to the regular content requirements for each course, students are required to:

- Engage in the teacher-as-researcher process relating Core concepts and theoretical foundations to classroom pedagogues on a daily basis.

- Conduct on-going theory-as-practice classroom applications.
- Design and implement integrated curricula for their unique educational community, building on research and Core concepts presented throughout the program.
- Adapt process learning theory and strategies to meet the unique requirements of special needs students (e.g., gifted and talented students, English as a second language learners, remedial readers) in their classroom.
- Assimilate experiences and learning in a developmental portfolio.
- Practice constructive self-evaluation strategies and actively participate in the evaluation of themselves as learners at both the course and developmental portfolio levels.
- Demonstrate ethical behavior.

Successful attainment of these student expectations is evaluated as part of each Teaching and Learning Support Seminar.

Throughout the program, candidates work closely with a mentor/advisor, a master teacher, who coaches them in classroom applications, supervises the expectation threads and oversees their program's formative evaluation process.

Culminating Academic Program (CAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates expecting to participate in a CAP Review must send a letter to the MAE Office prior to the start of their final semester requesting a CAP Review. The letter must include first and second choices for the instructor. The MAE office schedules the CAP Reviews and notifies candidates accordingly. Candidates requesting a Review must register for MAE 699A--Culminating Academic Program (CAP). An abstract of a candidate's presentation must be submitted to the MAE Office no later than one (1) week prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates may have one (1) additional opportunity to successfully complete the CAP Review process if given an Incomplete. Should candidates have to repeat the Review process, they are expected to keep their degree program active by enrolling in a course or MAE 695E-H--Teaching and Learning Support Seminar during the semester(s) they are not repeating the Review. The semester the Review is repeated, candidates must register for MAE 699A--CAP Review. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

LINGUISTICALLY DIFFERENT LEARNER ENDORSEMENT PROGRAMS

INTRODUCTION

Two programs are offered that prepare teachers for a Colorado Teacher Endorsement in the area of Linguistically Diverse Learners. The linguistically diverse endorsement may be in either Bilingual Education or English as a Second Language (ESL). The Bilingual endorsement is for persons who demonstrate fluency in Spanish. These two endorsement programs are designed to provide comprehensive training for teachers in the process of literacy learning and teaching across the content areas as it applies to the linguistically different learner. These programs have been designed to meet all the state of Colorado Standards for Linguistically Diverse Education.

A student wishing either of the two endorsements does not need to complete a Master's degree but must follow similar admission requirements as outlined below. A student may choose, however, to pursue a Master's Degree in Education with an endorsement in Bilingual Education or English as a Second Language (ESL) by completing the core courses in the Master's Program and completing the required course work in the Linguistically Different Learner Strand.

Master's degree with Endorsement is a thirty-eight (38) semester hour program. MAE 605M--Multicultural Perspectives is waived for students completing the endorsement program.

ENDORSEMENT PROGRAM ADMISSIONS

REQUIREMENTS

- A bachelor's degree with an specialization in education and licensure as an elementary and/or secondary school teacher.
- One year teaching experience as a licensed teacher.
- Official transcripts for all college and university course work with an undergraduate grade point average (GPA) of 2.750.
- A typed, double-spaced essay of no more than two pages in which the candidates discusses their perception of Bilingual/Multicultural education.
- Three letters of recommendation to be completed by one of each of the following: a current administrator, a teacher colleague, a student's parent.
- Ongoing teaching experience with students in a classroom setting.

- A non-refundable \$75.00 application fee sent with the Linguistically Different Learner Endorsement Application.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of Bilingual/Multicultural education and must have cross culture sensitivity.

APPLICATION DEADLINE

Applications for admissions are accepted throughout the year. Early application prior to desired starting date is encouraged.

Candidates pursuing the ESL endorsement must pass the Place Test for ESL Educators at the conclusion of their program in order to be endorsed.

Candidates pursuing the Bilingual endorsements must have already completed a college or university course in Spanish or must speak Spanish fluently before applying for the endorsement program. They must pass the Place Test for Bilingual Educators at the conclusion of their programs in order to be endorsed.

ENDORSEMENT PROGRAM CHARGES FOR THE 2002-2003 ACADEMIC YEAR

Tuition (per semester hour)	\$315
Auditing Fee (per semester hour)	\$315
Application Fee (nonrefundable)	\$75
Graduation Fee	\$60
Rush Transcript Fee (same day service)	\$5
LDL CAP Review Fee	\$200
ID Replacement Fee	\$15
Returned Check Charge (per return)	\$20

Tuition

Since the endorsement courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week of the academic period. (Please refer to the General Information section of the *Regis University Bulletin* under the heading of "Tuition, Fees, Room and Board Charges") Students are also urged to call Enrollment Services at (303) 458-4126 to request a copy of the brochure, "Paying Your Tuition at Regis University."

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level course work for which a grade of "B" or better has been earned at other colleges and universities that are accredited by a regional association.

Courses that are transferred into a candidate's endorsement program must match or equate to existing courses in the endorsement program in both underlying philosophy and content. A candidate may request a transfer of up to six (6) graduate semester hours from another university for courses taken in the past five (5) years. A course syllabus must accompany each course transfer request. Requests are reviewed by a Transfer-of-Credit Committee.

REGISTRATION

Candidate's for the Linguistically Different Endorsement Programs will follow all registration procedures designated in the MAE Schedule of Courses.

ATTENDANCE

Because of the concentrated nature of the endorsement programs, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructor.

BILINGUAL AND ESL PROGRAM OF STUDY

1. Candidates complete a series of courses to provide a strong theoretical foundation in process learning as it relates to the linguistically diverse learner.
2. Candidates are also required to take 3-5 semester hours of practicum (150-250 hours) in which they demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of children in a bilingual/ESL classroom.
3. The design and implementation of the curriculum of the endorsement classes are predicated on the application of language in authentic context, with meaningful purposes. Candidates are, therefore, required to gather, process and share pertinent information with parents, community members, peers and school administrators.
4. Candidates are required to work with parents throughout their programs and to establish parent partnerships to assist parents in their roles as first teachers.
5. Candidates become members of a small Teaching and Learning Support Seminar that meets regularly throughout the duration of their programs. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program.
6. Candidates are required to present their program portfolio (i.e., evidence of change and growth as learners, parent partnerships and materials demonstrating the application of learning) in a Linguistically Different Learner Culminating Academic Programs (LDLCAP) Review before an examining

committee comprised of one MAE instructor of the candidate's choice, the student's mentor/advisor and a representative from the MAE Program. The LDLCAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699B their final semester.

Endorsement Plan

The Endorsement Plan outlines in writing the requirements for the Bilingual or the ESL program. The Endorsement Plan is signed by the student and mentor/advisor, acknowledging the requirements for the endorsement programs. The approved Endorsement Plan must be signed and submitted to the MAE Office prior to the completion of six (6) semester hours. The signed Plan guarantees the requirements and ensures students against program modifications made during the life of the Endorsement Plan. Signed Endorsement Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

Endorsement Requirements

1. Successful completion of eighteen to twenty (18-20) semester hours from required courses.
2. Participation in the Teaching and Learning Support Seminar. This small group meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of the endorsement programs. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program.
3. Successful completion of a LDLCAP Review the final semester of a candidate's program. The LDLCAP Review provides a platform for endorsement candidates to present evidence of their growth and change as a result of experience in the endorsement program. The student's developing portfolio provides the resources for the LDLCAP Review.

Linguistically Different Learner Culminating Academic Program (LDLCAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program Review before a Review Committee the final semester of their program. Candidates expecting to participate in a LDLCAP Review must send a letter to the MAE Office prior to the start of their final semester requesting a LDLCAP Review. The MAE Office schedules the LDLCAP Reviews and notifies the candidates accordingly. Candidates requesting a Review must register for MAE 699B--Linguistically Different Learner: (LDL) Culminating Academic Program (CAP) Review. An abstract of a candidate's presentation must be submitted to the MAE Office no later than two (2) weeks prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass Grade for the LDLCAP Review presentation. Candidates may have another opportunity to successfully complete the LDLCAP Review if given an Incomplete. If the candidate does not successfully complete the Review the second time, a No Pass will be given and the candidate will be terminated from the program. The semester the Review is repeated, candidates must register for MAE 699B. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

Course Work Required for ESL Endorsement

MAE 665E--Teaching the Linguistically Diverse Learner	3 SH
MAE 665G--Structure and Strategies for Language Acquisition	3 SH
MAE 665H--Introduction to Bilingual/ESL Education	3 SH
MAE 665I--Diagnostic Assessment	3 SH
MAE 665J--Parent/Community Involvement	3 SH
MAE 665K--Practicum ESL	3-5 SH
MAE 699B--Culminating Academic Program (CAP) Review	0 SH

Course Work Required for Bilingual Endorsement

MAE 665E--Teaching the Linguistically Diverse Learner	3 SH
MAE 665F--Spanish Literacy	3 SH
MAE 665H--Introduction to Bilingual/ESL Education	3 SH
MAE 665I--Diagnostic Assessment	3 SH
MAE 665J--Parent/Community Involvement	3 SH
MAE 665L--Practicum Bilingual Education	3-5 SH
MAE 699B--Culminating Academic Program (CAP) Review	0 SH

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING COURSE DESCRIPTIONS (MAE)

MAE 605E-W. DISCOVER YOUR OWN LITERACY: (2). The "Discover Your Own Literacy" series of the following five core courses provides primary basis of self-as-learner for the master's program. In order to promote the most effective learning possible in students, teachers must first understand the cognitive and affective processes which create their own learning. The objective of these courses is to guide teachers in the exploration, discovery, and subsequent understanding of their own learning processes of: language (including reading and writing), quantitative reasoning, multicultural perspectives, academic discourse and artistic expression.

MAE 605E. DISCOVER YOUR OWN LITERACY: ARTS FOR LEARNING (2). Participants examine current theories of multiple intelligences, creativity, and the role the expressive arts can play in effective teaching and learning of all content areas. The emphasis is on exploring a variety of ways to engage students in the learning

process. Participants design materials and learning experiences which utilize the fine arts as learning tools across content areas.

MAE 605M. DISCOVER YOUR OWN LITERACY: MULTICULTURAL PERSPECTIVES (2). Examines multi-cultural perspectives of personal attitudes and literacy, sociocultural aspects of literacy learning, and threads that tie diverse cultures together through literacy and oral traditions.

MAE 605N. DISCOVER YOUR OWN LITERACY: NUMERACY WORKSHOP (2). Explores numeracy emphasizing quantitative learning and the mathematics classroom environment. Based on current research, mathematics is explored as a natural thinking construct for learning and problem solving across all content areas.

MAE 605R. DISCOVER YOUR OWN LITERACY: READERS/WRITERS WORKSHOP (2). Students experience a readers'/writers' workshop to discover and explore their own literacy. Provides opportunity to develop ideas, to see responses, to revise and to edit their own writing. Crafted piece will be shared with other writers in a supportive community.

MAE 605S. DISCOVER YOUR OWN LITERACY: SOCRATIC SEMINAR K-12 (2). Explores literacy ideas, values and issues emphasizing participants' understanding through close reading, attentive listening, clear expression, analyzing logical arguments and promoting higher order thinking skills.

MAE 610. CONNECTING BELIEFS, THEORY AND PRACTICE (3). Research and learning theories from cognitive psychology, child/adolescent development and a number of other areas are explored. Students develop knowledge and understanding of the processes and skills that join learning and literacies education. Students are expected to have a clearly articulated theory of learning as it relates to literacy and literacy education as applied across grade levels and content areas. Prerequisite(s): MAE 605R.

MAE 615. TEACHER AS RESEARCHER: FOUNDATIONS (1). Examines research strategies emphasizing ethnographic research in the multifaceted culture of process learning classrooms. Participants identify questions and acquire techniques and resources for a research study.

MAE 616. TEACHER AS RESEARCHER: PRACTICUM (3). Participants conduct research in their respective classrooms, analyze data, draw conclusions and present research findings, choosing an appropriate format to share findings with colleagues within the educational community. Prerequisite(s): MAE 615.

MAE 619. CURRICULUM THEORY AND EVALUATION PROCEDURES (2). Guides participants through the process of discovering how curriculum is developed in student centered classrooms. Examine the distinctions among adopting, adapting and designing curriculum. Discusses a variety of evaluative procedures as an

integral part of curriculum design and instructional practice.

MAE 620. CURRICULUM AND EVALUATIONS APPLICATION (2). Students design curricula and evaluation procedures for their classrooms based on the specific cultural characteristics of the individual school communities. Each candidate begins classroom implementation of the curriculum he/she designs with the instructor acting as mentor. Prerequisite(s): MAE 619.

MAE 645E-W. HUMANITIES STRAND (1-3). Explores art, music and drama as disciplines, emphasizing developing concept understanding. Candidates learn the tools to help children appreciate and share their world more freely. Develops processes used to gather, think about and communicate information of experiences integrating art, music and drama into curriculum.

MAE 650E-W. LANGUAGE LEARNING STRAND (1-4). Provides an opportunity to practice process learning philosophy, research and theory to develop language (listening, speaking, reading and writing) as a critical thinking tool. Students learn that language learning, like mathematics learning, is a process of construction. Emphasizes literature as a major resource for learning across all content areas. Candidates plan, implement and evaluate activities in which students use and consider the functions of language for a variety of relevant learning programs.

MAE 655E-W. INTEGRATED LEARNING STRAND: (2). The research, philosophy and theory of constructivist learning are applied to the content areas. Topics of study are selected by students from community issues that are of interest to them. Emphasis is on developing concept understandings related to the topics being explored. Candidates plan, implement and evaluate integrated learning experiences that meet the diverse needs of the students in their own classrooms.

MAE 660E-W. QUANTITATIVE THINKING STRAND (1-3). Emphasizes developing concept, understandings and skill proficiency through relevant content. Explores mathematics as a discipline, a tool for learning across content areas and as a process of construction. Focuses on the meaning that is being communicated rather than the form of the mathematics itself. Candidates plan, implement and evaluate integrated experiences in which students explore the role mathematics plays on their lives while learning related mathematical concepts and skills.

MAE 665E-W. LINGUISTICALLY DIFFERENT STRAND (1-5). The courses for this strategy strand are designed to lead to endorsement in Colorado for Bilingual Education or English as a Second Language (ESL). Model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Learning for the Linguistically Different Strategy Strand may qualify a student to be recommended for endorsement.

MAE 665E. LINGUISTICALLY DIFFERENT STRAND: TEACHING THE LINGUISTICALLY DIVERSE LEARNER (3). Provides learners with information concerning first and second language acquisition theory. Examines research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Process learning as it applies to teaching ESL in content areas are explored. Specific teaching methodology including natural learning and sheltered approaches to second language acquisition are discussed and demonstrated.

MAE 665F. LINGUISTICALLY DIFFERENT STRAND: SPANISH LITERACY (3). Provides current and emerging philosophies and methods of teaching reading, writing, speaking and listening to culturally diverse second language learners. Includes a review of materials and strategies for teaching reading, writing and important considerations for transference from first to second language learner is infused. The course is taught in Spanish and designed for the bilingual educator.

MAE 665G. LINGUISTICALLY DIFFERENT STRAND: STRUCTURE AND STRATEGIES FOR LANGUAGE ACQUISITION (3). Explores the structure of the English language-linguistics, psycholinguistics and social-linguistics. Studies appropriate instructional techniques for teaching English to speakers of other languages. Process learning as it relates to the acquisition of the English language is explored and demonstrated. Emphasis is placed on teaching content area concepts via a sheltered approach. Designed for the ESL educator.

MAE 665H. LINGUISTICALLY DIFFERENT STRAND: INTRODUCTION TO BILINGUAL/ESL EDUCATION (3). Provides a comprehensive survey of bilingual/ESL programs. Includes an overview of the history and legislation related to bilingual/ESL education. Presents various models, philosophies and theoretical underpinnings of bilingual/ESL education. Strategies and important considerations for teaching the LEP student are discussed. Strategies for incorporating process learning and ESL bilingual education methodology.

MAE 665I. LINGUISTICALLY DIFFERENT STRAND: DIAGNOSTIC ASSESSMENT (3). Includes both theoretical and applied aspects of diagnostic testing. Reviews administration and interpretation of current educational tests.

MAE 665J. LINGUISTICALLY DIFFERENT STRAND: PARENT/COMMUNITY INVOLVEMENT (3). Focuses on developing a community of learners in the classroom and on models and strategies for improving parent and community involvement in the school. Examines strategies for becoming advocates for the linguistically diverse students and their families. Explores strategies for involving parents in the classroom. Students develop and implement a parent involvement component.

MAE 665K. LINGUISTICALLY DIFFERENT STRAND: PRACTICUM ESL (1-5). Candidates demonstrates their skills and knowledge and display dispositions or attributes which contribute to the success of the linguistically

different learner. Pass/No Pass grading only. NOTE: 100 to 200 clock hours. This class is designed for the ESL educator. 5 semester hours--Students without two years of experience teaching second language learners in their classrooms are required to complete 200 hour practicum; 3 semester hours-- All students are required to complete at least 100 hour practicum.

MAE 665L. LINGUISTICALLY DIFFERENT STRAND: PRACTICUM BILINGUAL EDUCATION (3-5). Candidates demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of the linguistically different learner. Pass/No Pass grading only. NOTE: 100 to 200 clock hours. This class is designed for the Bilingual educator. 5 semester hours--Students without two years of experience teaching bilingual students in their native language are required to complete 200 hour practicum; 3 semester hours--All students are required to complete at least 100 hour practicum.

MAE 680E-W. WHOLE LEARNING WORKSHOP SERIES (1-4). Includes workshops and courses that are offered on a variety of topics for a limited number of times and taught by distinguished guest instructors. Provides opportunities for teachers to interact with renowned scholars in whole learning theory and practice.

MAE 690E-W. INDEPENDENT STUDY IN PROCESS LEARNING (1-6). Addresses a topic in process learning not covered in a course offered in the *Bulletin* or addresses a unique field experience related to a candidate's degree goals. An independent study involving field experience must be submitted at least sixty (60) days prior to the start of the experience for approval by the Program Director. An independent study may substitute for up to six (6) hours of Strategy Strand courses. Prerequisite(s): Permission of a candidate's mentor/advisor, the instructor and the Program Director.

MAE 695E-H. LEARNING AND TEACHING SUPPORT SEMINAR (1). Candidates share, discuss and journal learning connections between and among readings, courses, research, beliefs and classroom practices, including issues related to program expectations. Candidates have opportunities to visit classrooms to observe instructional practices related to their professional and academic goals. Pass/No Pass grading only. Students must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

MAE 699A. CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0). Candidates are required to register for the Culminating Academic Program (CAP) Review the final semester of their respective programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the CAP Review is to provide a forum for prospective graduates to actively and creatively demonstrate their growth and changes as learners and educators. The CAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699B. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699C. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699D. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699E. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

MAE 699F. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699G. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699H. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

SHOP DEGREE AND
CERTIFICATE
OFFERINGS

SCHOOL FOR HEALTH CARE PROFESSIONS

DEGREE OFFERINGS

DOCTOR OF SCIENCE

Program: Health Services Administration and Management

Location: Regis University, Denver, CO

Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

DOCTOR OF SCIENCE IN NURSING

Program: Doctoral Studies in Nursing

Location: Denver

Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

NURSING

Program: Bachelor of Science in Nursing

Location: Regis University, Denver, CO

Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

DOCTOR OF PHYSICAL THERAPY

Program: Doctoral Studies in Physical Therapy

Location: Denver
Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

CERTIFICATE OFFERINGS

Program: Health Services Administration and Management

Location: Regis University, Denver, CO

Phone: (303) 733-1111
Fax: (303) 733-1111
Website: www.regis.edu

School for Health Care Professions

SCHOOL FOR
HEALTH CARE
PROFESSIONS

School for Health Care Professions

SHCP DEGREE AND CERTIFICATE OFFERINGS

Academic Dean's Office

Room 317 Carroll Hall
Regis University
Mail Code: G-6
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4174
(303) 964-5533 FAX

DEGREE OFFERINGS

BACHELOR OF SCIENCE

Program: Health Services Administration and Management

Majors: Health Care Administration (HCA)
Health Information Management (HIM)

Office: Room 330 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

BACHELOR OF SCIENCE IN NURSING

Program: Undergraduate Program in Nursing

Major: Nursing

Options: Traditional Nursing
Accelerated Nursing
Work-Site Option
RN-to-BSN Degree Completion

Office: Room 301 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4168

MASTER OF SCIENCE

CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS and HEALTH SERVICES ADMINISTRATION

Program: Graduate Program in Health Services Administration and Management

Office: Room 330 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157
(303) 964-5533 FAX

NURSING

Program: Graduate Program in Nursing

Specialization: Family Nurse Practitioner
Leadership in Health Care Systems

Office: Room 303 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4232

DOCTOR OF PHYSICAL THERAPY

Program: Graduate Program in Physical Therapy

Office: Room 411 Carroll Hall
Regis University
Mail Code: G-4
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4340

CERTIFICATE OFFERINGS

Program: Health Services Administration and Management

Certificate: Health Information Management
(Baccalaureate degree required)

Office: Room 330 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

Program: Graduate Program in Nursing
 Certificate: Post-Master's Certificate
 (Offered for each specialization)
 Office: Room 303 Carroll Hall
 Regis University
 Mail Code: G-8
 3333 Regis Boulevard
 Denver, CO 80221-1099
 (303) 458-4232

GENERAL INFORMATION

INTRODUCTION

Regis University offers a variety of health care programs to serve the needs of the community for well-prepared professionals in health care. The School is organized into three departments: the Department of Nursing, the Department of Physical Therapy, and the Department of Health Services Administration and Management. Within these departments, the School for Health Care Professions (SHCP) offers a Bachelor of Science in Health Care Administration (BS); Bachelor of Science in Health Information Management (BS); Bachelor of Science in Nursing (BSN); Master of Science in Health Services Administration (MS); Master of Science in Clinical Leadership for Physicians Assistants (MS); Master of Science in Nursing (MS) with a specialization in Family Nurse Practitioner, or Leadership in Health Care Systems; and a Doctor of Physical Therapy (DPT).

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION AND MANAGEMENT (HSAM)

The Department of Health Services Administration and Management houses undergraduate programs in Health Care Administration and Health Information Management, a post-baccalaureate certificate program in Health Information Management, and graduate programs in Health Services Administration and Clinical Leadership for Physicians Assistants. All course work is offered in an alternating weekend, accelerated format with curricula designed to reflect principles of adult learning. Designated courses are available as electives to students in other majors.

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION (HCA)

The Bachelor of Science in Health Care Administration degree program was approved for September 1993. The first classes for this degree began in spring of 1994.

BACHELOR OF SCIENCE/CERTIFICATE IN HEALTH INFORMATION MANAGEMENT (HIM)

The Health Information Management degree program has been operating at Regis University since the fall of 1980. The name was changed from Health Record Information Management to its current name to reflect the expanding role of the professional field. The curriculum incorporates a minor in Health Care Administration. The HIM program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in cooperation with the Council on Accreditation of the American Health Information Management Association (AHIMA). The HIM program has a certificate option for students who have already earned a baccalaureate degree. In addition to earning the Bachelor of Science degree or completing the certificate option in HIM, graduates are eligible to apply to write the national qualifying examination for certification as a Registered Health Information Administrator (RHIA).

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (CLP)

The Master of Science degree program in Clinical Leadership for Physician Assistants was approved in Spring 2002. The program offers a Master of Science degree specifically designed for bachelor's prepared physician assistants who are either licensed to practice as a physician assistant or are in the final year of study for completion of physician assistant course work.

Since the 1960's, physician assistants (PAs) have been influencing the way health care is delivered in this country. Although the profession is only 30 years old-relatively young in comparison to some other health professions-PAs have become a major part of the U.S. health care system. With 53 percent of the nation's practicing PAs specializing in primary care, they have a lot to contribute to the current health care system. Since many of them practice in physician offices, often in rural areas, this program provides coursework that assists them in taking a leadership role in a physician practice. The program is offered in an accelerated, every-other-weekend format and can be completed in fifteen to eighteen (15 to 18) months.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

The Master of Science degree program in Health Services Administration was approved in January, 1999 and the first class was admitted in October, 1999. The innovative advanced practice model recognizes prior learning based on an undergraduate foundation in health care management and/or prior health care management experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in finance and accounting, operations, quality, and technology management. This

allows for a shorter but more in-depth preparation of students. Courses make extensive use of case studies and applied projects. Special topics courses allow individual students to custom design learning experiences in specific areas of interest and expertise, preparing them for a wide range of administrative positions. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry. The program is offered in an accelerated, every-other-weekend format and can be completed in fifteen (15) months.

DEPARTMENT OF NURSING

Regis University adopted and integrated the Bachelor of Science in Nursing degree program when Loretto Heights College closed in May, 1988. The Colorado State Board of Nursing first approved the program at Loretto Heights in 1948, the year it was established at that college. In 1952, the National League for Nursing (NLN) accredited the College's program. That accreditation was transferred to Regis when the program moved. In 1991, a graduate program in nursing was established. In 1993, the NLN renewed the undergraduate accreditation and granted full five-year initial accreditation to the MSN program. In 1999, both the National League for Nursing Accreditation Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) visited the Department and granted full, continuing eight-year (NLNAC) and ten-year (CCNE) accreditation to the undergraduate and graduate Nursing Programs. The curriculum is designed to educate students in the art and science of nursing. Leadership skill development is promoted with a special emphasis on developing critical thinking, ethical decision-making, and a commitment to social justice.

BACHELOR OF SCIENCE IN NURSING AND MASTER OF SCIENCE IN NURSING

The Department offers the Bachelor of Science in Nursing (BSN) and the Master of Science (MS) in Nursing degrees in several formats. The undergraduate nursing program serves both traditional-aged and adult students in a daytime program. An accelerated schedule option is also available to serve the adult with a previous non-nursing baccalaureate degree who desires a degree in nursing. Course work is also offered to the registered nurse (RN) who wishes to earn a baccalaureate degree. This course work is delivered on an evening schedule on-site at several hospitals as well as on the Lowell Campus and Online.

The graduate program in nursing began in January 1991 on an every-other-weekend format. The first specialization, Nursing Administration, was developed to prepare nurses for mid-level and upper management positions. In 1998 the Department of Nursing re-organized the curriculum extensively and changed the name of the specialization to Leadership in Health Care Systems. This specialization is now offered in a one-evening-per-week

format. In 1992, the department established a specialization designed to prepare nurses for a new role--the Perinatal Nurse Practitioner (PNNP). This specialization is no longer offered. In fall of 1994, the graduate program added a specialization designed to prepare nurses for the role of Family Nurse Practitioner (FNP). The FNP specialization is offered in an every-other-weekend format. In fall of 1997, three special educational options for nurse practitioners were added to the graduate program in nursing. A post-master's certificate in dermatology is also offered.

DEPARTMENT OF PHYSICAL THERAPY

The physical therapy program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The program offers a Doctor of Physical Therapy (DPT) degree. In addition, the Department offers an undergraduate minor in Kinesiology. Refer to the Regis College section of this *Bulletin* for additional information on kinesiology.

DOCTOR OF PHYSICAL THERAPY

This professional educational program is three calendar years in length (eight semesters), with a new class starting in August of each year. Upon successful completion of the program, graduates receive a doctoral degree, which prepares them to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century. Graduation requirements include completion of a research project.

SCHOOL FOR HEALTH CARE PROFESSIONS MISSION

Supporting the University mission, the School for Health Care Professions (SHCP) has adopted the following mission, goals and statement of values:

MISSION

The School mission is to educate men and women as leaders committed to excellence within the health care professions.

GOALS

Goals of the School for Health Care Professions are to:

- Prepare professionals able to practice effectively in the changing health care environment.
- Foster the development of leadership and collaborative skills in service of others.
- Provide educational opportunities that facilitate learning, critical thinking and effective communication.

- Collaborate with the broader community to meet current and anticipated health care needs.
- Provide opportunities to explore ethical issues, spiritual dimensions and cultural differences.
- Promote a student-centered learning environment that respects the unique needs of the individual.

STATEMENT OF VALUES

The School for Health Care Professions is committed to:

- Respecting the intrinsic worth of each individual.
- Honoring the diversity of the human community.
- Helping students answer the question "How ought I to live?"
- Believing that each individual can make a positive contribution.
- Encouraging educational excellence in the Jesuit tradition.
- Promoting a philosophy of life-long learning.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate or graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and the academic advisor and/or department director.

The Degree Plan specifies the amount of time during which the requirements for a particular degree should be completed. This period is determined by the School for Health Care Professions (SHCP) undergraduate and graduate programs. The HCA program, HIM program, Bachelor of Science in Nursing, Master of Science in nursing, Master of Science in Health Services Administration, and Master of Science in Clinical Leadership for Physician Assistants allow five (5) years (60 months) to complete degree requirements from the date the student signs the Degree Plan. The Doctor of Physical Therapy program allows four (4) years (48 months) to complete degree requirements from the date the student signs the Degree Plan.

During that five- or four-year period, students are permitted to benefit from changes such as transfer credit policy changes; however, they are not affected by degree requirement changes that were implemented since Degree Plan activation (date of student signature). If the Degree Plan expires before the student has completed degree requirements, the student must sign a new Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

NOTE: *Traditional undergraduate nursing students who sign a degree plan should understand that the degree plan does not constitute admission to the Department of Nursing.*

INTERNATIONAL STUDENTS

ADMISSION REQUIREMENTS

All international students seeking admission to the School for Health Care Professions should check directly with the SHCP Office of Admissions.

All international students must complete the general admission requirements for the program of interest and also the following requirements:

- If English is not the native/first language, the applicant must submit an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper based) or 213 (computer-based), or the Michigan Language Test (MLT) with proficiency of 85, or complete ELS Language Centers' level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program.
- Complete a personal interview with the admissions representative.
- Submit to the SHCP Office of Admissions documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc. and demonstrate adequate coverage for health insurance in the United States for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until after the student has been admitted by the University and an academic program.

NOTE: *All documents submitted during the admissions process become the property of Regis University.*

Additional English instruction may be required on or after admission to the program to ensure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended, or, in cases in which application deadlines are in effect, four (4) weeks before the application deadline. Applications received later may not be processed in time and may have to be held for the following academic period.

DISCIPLINARY EXPULSION

All School for Health Care Professions students are bound by the provisions of the *Regis University Student Handbook*, the *Regis University Bulletin*, and the appropriate SHCP program handbook, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the *Student Handbook* may be obtained in the Office of Student Life located in the Student Center or accessed online at www.regis.edu/Current Students/SHCP.

Procedures for reviewing incidents of academic dishonesty are outlined in the General Information section

of this *Bulletin*. Procedures for reviewing violations of the University's Standards of Conduct are outlined in the *Student Handbook*. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to expulsion from the program, as set forth below. The Dean of the School for Health Care Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

- a. A pattern of unsafe clinical performance.
- b. Any action of omission or commission that results in serious injury or harm to another.
- c. Disrespectful, abusive or dishonest interaction with patients, families, staff, faculty or peers.
- d. Violation of a client's right to confidentiality.
- e. Performance of a criminal act.
- f. Abuse of drugs or illegal use or possession of controlled substances.
- g. Failure to follow the policies and procedures of the clinical agency.
- h. Academic dishonesty or plagiarism.
- i. Manipulation, alteration, removal or destruction of other student/faculty/University/clinical faculty materials and/or equipment.
- j. Unauthorized use of University or clinical agency equipment inclusive of computer accounts and files.
- k. Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.
- l. Other prohibited conduct as defined by Regis University, the School for Health Care Professions and the department or program.
- m. Other conduct or behavior that is unprofessional or unsafe as determined in the discretion of the School.

The faculty member and/or responsible supervisor making the initial judgment that a situation of unsafe behavior or unprofessional conduct in a clinical or academic setting exists shall inform the student of the charges against him/her and notify the Department Director or designee. If in the judgment of the faculty member and/or responsible supervisor the nature of the conduct or behavior warrants, the student may be suspended from the classroom or clinical area until the review process has been completed.

Following a preliminary review of the evidence available in a case, the Department Director or designee shall schedule a hearing with the student to review the charges. If the student fails to appear at the hearing and the failure of appearance is not excused by the Director for good cause as determined at the discretion of the Director, the charges shall be deemed to be unchallenged and the student shall be deemed to have waived the right to a hearing. In such case the Department Director may proceed to apply such sanctions as the Department Director deems appropriate.

At the hearing, the Department Director or designee shall:

1. Provide the student with copies of all written reports regarding the circumstances and facts of the case. The student shall have an opportunity to give his/her reactions to the reports and to offer any additional information relevant to resolving the case.
2. Interview involved parties about the facts of the case, including the student. The student shall have the right to hear any testimony related to the case that may adversely affect him/her and to question persons giving such testimony.
3. Allow the student to present witnesses on his/her own behalf and to be accompanied by one advisor who is not a party to the case. Such advisors must be members of the Regis University faculty or staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the Department Director or designee shall make a determination of the facts of the case and sanctions if appropriate. Sanction options include, but are not limited to, expulsion or suspension from the program, probation, warnings, or failure of a course.

Notification of the results of the review by the Department Director or designee shall be provided in writing by regular mail to the student's last known address as identified in the records of the University and to the Academic Dean of the School for Health Care Professions.

The student shall have three (3) working days from receipt of the letter to appeal the decision of the Department Director to the Dean. Notification of the results of the review by the Dean shall be provided in writing by mail to the student with a copy to the Department Director or designee. The decision of the Dean is final.

APPEALS OF DISPUTED GRADES

All grade appeals must be initiated within the first four (4) weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if students wish to protest a grade received in a course.

1. The student first contacts the instructor and reviews the issue. If the grade remains in dispute the student should follow Step 2.
2. The student contacts the appropriate Department Director and, in writing, protests the disputed grade. The Director then follows either Step "a" or Step "b", depending upon the circumstances.
 - a. *If the grade in dispute does not affect the student's ability to progress in the program, the following procedure applies:*

Both the student and the instructor submit written statements explaining the issue to the

appropriate Department Director. The Director reviews all the documentation submitted to determine the validity of the challenge. The Director contacts the student and faculty member to schedule an appointment, if necessary. The Department Director may choose to seek additional information from other sources, if indicated by the circumstances. The Director makes a decision about the disputed grade and conveys that decision in writing to the student and faculty member. If either party wishes to contest the Department Director's decision, Step 3 should be followed.

- b. *If the grade in dispute prevents the student from progressing in the program, the following procedure applies:*

The Department Director arranges for a committee of three faculty members to review the case. The student and the faculty member each appoint one of the three committee members. The third committee member is then chosen by the other two. The Department Director participates as an ex officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually a written statement from each party that the other party can review and respond to in writing is the first step.) Oral presentations to committee are sometimes useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends a solution to the Director, who notifies the student and the faculty member of the decision in writing. If either party wishes to further contest the committee's solution, Step 3 should be followed.

3. The dissatisfied party appeals to the Academic Dean of the School for Health Care Professions within two (2) weeks of receipt of the decision or solution. The Dean reviews the proceedings to date, obtains any new information deemed appropriate and makes the final determination. The Dean notifies all parties in writing of the final decision.

SCHOOL FOR HEALTH CARE PROFESSIONS EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

A date is designated in the University Calendar for obtaining financial clearance. Information regarding the financial clearance process is mailed to traditional students in advance of clearance dates. There is a per-day fee for late clearance. Students who complete preregistration--but do not complete financial clearance--

have their courses dropped. For additional information, students should contact Enrollment Services at 1-800-388-2366 extension 4126. Local students may call 303-458-4126.

Information regarding payment of charges is located under the "Tuition, Fees, Room and Board Charges" heading in the General Information section of the *Bulletin*.

UNDERGRADUATE PROGRAMS

Charges for the 2002-2003 Academic Year

HCA and HIM Program

Tuition (per semester hour)	\$240
Tuition, Distance Learning Courses (per semester hour)	\$252
Application Fee	\$40
Challenge Exam (per semester hour)	\$75
Graduation Fee	\$60

Additional specific course fees may exist that are not listed.

Nursing Program

Charges are per semester, unless otherwise noted.

Traditional Nursing Program

Full-time tuition	\$9,675
Part-time tuition (per semester hour)	\$605
Application Fee	\$40
Student Activity Fee Full-time*	\$100
Student Activity Fee Part-time*	\$70
Liability Insurance Fee (junior/senior)	\$75
Nursing Laboratory Fee (one-time fee; junior year)	\$125
Educational Resources Inc. (ERI) Fee (per semester hour; Junior/Senior)	\$56
Orientation Fee (one-time fee for new students)	\$150
Science Laboratory Fee	\$125
Late Clearance Fee (per semester)	\$100
Graduate Fee	\$60

Additional specific course fees may exist that are not listed.

* *Determined by the Student Executive Board; subject to change.*

Accelerated Nursing Program (tuition increases effective on January 1, 2003).

Tuition (per semester hour)	\$394
Application Fee	\$40
Liability Insurance Fee (Spring and Summer semesters)	\$75
Laboratory Fee	\$125
Educational and Resources Inc. (ERI) Fee (per semester, Junior/Senior)	\$56
Graduation Fee	\$60

RN-to-BSN Program

Tuition (per semester hour).....	\$240
Tuition, Distance Learning (per semester hour).....	\$252
Application Fee.....	\$40
Liability Insurance Fee (junior/senior).....	\$75
Graduation Fee.....	\$60

GRADUATE PROGRAMS

Master of Science in Clinical Leadership for Physician Assistants

Tuition (per semester hours).....	\$284
Application Fee.....	\$60
Graduation Fee.....	\$60

Master of Science in Health Services Administration Program

Tuition (per semester hour).....	\$284
Tuition, Distance Learning Courses (per semester hour).....	\$294
Application Fee.....	\$60
Graduation Fee.....	\$60

Master of Science in Nursing Program

Tuition (per semester hour).....	\$284
Tuition Distance Learning (per semester hour).....	\$294
Application Fee.....	\$60
Liability Insurance Fee (per year) [Leadership in Health Care Systems].....	\$75
Liability Insurance Fee (per year) [Family Nurse Practitioner Specialization].....	\$260
Laboratory Fee.....	\$125
Graduation Fee.....	\$60

Doctor of Physical Therapy

Tuition (per semester hour).....	\$452
Transition DPT (per semester hour).....	\$284
Tuition Distance Transition DPT (per semester hour).....	\$294
Application Fee.....	\$75
Wait List Fee.....	\$100
Laboratory Fee (per year).....	\$150
Liability Insurance Fee (per year).....	\$170
Graduation Fee.....	\$60

**ACADEMIC INFORMATION
UNDERGRADUATE
PROGRAMS**

**UNDERGRADUATE CORE STUDIES AND
GENERAL DEGREE REQUIRMENTS**

Unless otherwise indicated in this section, policies included in the General Information section of this Bulletin apply to the School for Health Care Professions.

The Liberal Arts Core requirements vary somewhat among the three major academic units of the University. In undergraduate programs offered by Regis College, the School for Professional Studies and the School for Health Care Professions, some of the Core requirements may be met by courses considered prerequisites for a specific major. The Core requirements for students in undergraduate programs offered by the School for Health Care Professions follow.

<i>Core Studies Requirements</i>	44 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	14 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	12 SH

NOTE: *At least one of the courses used to meet the above requirements must have a non-U.S. focus.*

Undergraduate General Degree Requirements

In addition to completion of the Core studies, major, minor (if required) and elective areas, each undergraduate degree candidate must also satisfy each of the following requirements:

1. Completion of 128 semester hours of academic course work.
2. No course in which the candidate has received less than a "C-" grade is acceptable for credit in major or minor areas. The Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher for all courses in the major.
3. A minimum of thirty (30) graded semester hours must be taken at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or exams).
4. Once students enroll at Regis University, all upper division course work in the major must be completed at Regis. Students may use CLEP, Portfolio and Regis University Credit-by-Exam to earn credit.

COURSE LOAD

HCA/HIM: The normal academic load should not exceed nine (9) semester hours per 10-week academic period or a total of 18 semester hours per semester for an HCA or HIM.

Nursing: The average course load is fifteen (15) to eighteen (18) semester hours for Traditional Option students; twelve (12) to fifteen (15) semester hours for Accelerated Options students; and three (3) to six (6) semester hours each 8-week or 10-week academic period or a total of six (6) to twelve (12) semester hours per semester for RN-BSN Degree Completion Option students.

COURSE OVERLOAD

HCA/HIM: The normal academic load should not exceed nine (9) semester hours per 10-week academic period or eighteen (18) semester hours per semester. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of incomplete are eligible to apply for an overload. Students wishing to exceed this maximum academic load must submit a formal written request for overload to the Department Director at least one week prior to the beginning of the 10-week academic period.

Nursing: The normal academic load in the Traditional Nursing Program should not exceed eighteen (18) semester hours per semester. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of incomplete are allowed to carry an overload. Permission to carry nineteen (19) or more semester hours (course overload) must come from the Department Director or designee. A written request for overload should be submitted at least one week prior to the beginning of the semester.

Accelerated Nursing Option: Because of the intense pace of the Accelerated Option, students are strongly advised not to attempt additional courses (non-nursing) while enrolled as an accelerated nursing student.

CREDIT FOR PRIOR LEARNING ASSESSMENT (PLA)

Students who have work experience as an adult may be eligible for undergraduate credit through Prior Learning Assessment. The procedure is as follows:

1. Students write a letter outlining their work experience and submit it to their Academic Advisor for approval.
2. If approved, the Academic Advisor submits the request to the Director of Adult Learner Services (ALS), School for Professional Studies.
3. If it is decided by the Director of Adult Learner Services and the student that portfolio is a viable option, the ALS Director approves and forwards all

paperwork to the Dean, School for Health Care Professions.

4. If approved by the Dean, School for Health Care Professions, the student enrolls in ED 202-Prior Learning Assessment, a one-credit portfolio preparation seminar.
5. With the assistance of the student's Academic Advisor, the Director of Adult Learner Services and the student identify courses for the portfolio that fit into the Degree Plan.
6. Students wishing to major in programs offered by SHCP must do all courses in the major through SHCP. Thus, courses in the major may not be completed through PLA.
7. Courses in the Core, prerequisite courses and general electives may be completed through PLA.
8. Students continue the PLA process and, if successful, receive academic credit.

REGISTRATION

Registration Phone Number: (303) 458-4114
Registration Fax Number: (303) 964-5536

Procedure

HCA/HIM: Students may register by phone, fax, mail, or in person through the Office of the University Registrar prior to the first day of class. Registration is also available through online WebAdvisor links accessed at www.regis.edu.

Traditional Nursing: Registration for the Traditional Nursing Option follows the same policies described for Regis College undergraduate program students.

RN-to-BSN Degree Completion and the Accelerated Option: Students must register by the first day of class. Registration is available by phone, fax, mail, or in person through the Office of the University Registrar. Registration is also available online through WebAdvisor links accessed at www.regis.edu.

Students who are notified of **academic suspension** for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Add/Drop

HCA/HIM: Add/drop may occur up to the eight (8) days following the start of the academic period.

Nursing: Students in the Traditional and Accelerated Options follow the same add/drop policies as those identified in the Regis College undergraduate program section. The add/drop period for the RN-to-BSN option extends through the first week of class.

All students may add/drop by phone, fax, mail, or in person through the Office of the University Registrar. Add/drop for all students except traditional nursing may also be completed online at www.regis.edu, using the WebAdvisor link.

Auditing a Course

HCA/HIM: Auditing is permitted only with the approval of the Department Director.

Nursing: Auditing of theory courses only is permitted in nursing with the approval of the Department Director.

DEAN'S LIST: UNDERGRADUATE TRADITIONAL NURSING AND ACCELERATED NURSING

Traditional degree-seeking students or students in the Accelerated Nursing option who carry a semester load of fifteen (15) or more graded hours and who earn a minimum grade point of 3.700 are placed on the Dean's List. Students who are required during the semester to take a Pass/No Pass course--and who also carry twelve (12) or more graded hours with a 3.700 semester grade point and who earn a grade of pass on the course--are eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

The Dean's List is posted for traditional students fall and spring semesters and for Accelerated Nursing students spring and summer semesters.

ACADEMIC STANDING AND PENALTIES UNDERGRADUATE PROGRAMS

Good Standing

Students at Regis must maintain at least a 2.000 ("C") cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. A grade of "C-" or higher is required for upper division courses in the major or minor area to be counted as work toward the major or minor. A grade of "C-" or higher is required by some departments for lower divisions major courses to be counted as work toward the major or minor.

NOTE: *The Department of Nursing undergraduate program requires a grade of "C" (2.000) or higher in all nursing major courses.*

A grade of "D" in other courses indicates an academic deficiency; however, those course hours apply toward graduation.

Warning

Undergraduate nursing students whose semester grade point average falls below 2.000 but whose cumulative grade point average remains above 2.000, are placed on academic warning. Although academic warning indicates an academic deficiency, it is not as severe as academic probation and is not indicated on the student's permanent academic record (transcript).

Probation

Students with a cumulative grade point average below 2.000 are placed on academic probation. During the next semester of enrollment, the School expects students to raise their cumulative grade point average to a minimum of 2.000. In some instances, the Academic Advisor, in consultation with the Department Director, establishes additional conditions that students must meet within a specified period of time. Failure to raise the grade point average or to meet any of the specified conditions may result in suspension. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally a student's Regis cumulative grade point average is so low that it is almost mathematically impossible for the student to raise it to a 2.000 in one semester. In that situation, the Department Director may enter into an agreement with the student to permit the student to earn a provisional grade point average for the semester. This agreed upon grade point average is set within a range that is a fair and reasonable expectation for the student in question. If the provisional grade point average is earned for the semester but the student's cumulative grade point average remains below a 2.000, the student may be awarded the status of Probation Continued. If the agreed upon grade point average is not achieved, the student may be suspended.

Academic Suspension

Undergraduate students in the School for Health Care Professions who have been placed on academic probation and do not achieve a cumulative grade point average of 2.000 or meet those conditions established during their probation are, under ordinary circumstances, suspended. This renders students ineligible to return to Regis for a period of 12 months.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After one (1) year, students may reapply for admission by submitting to the appropriate program: (1) a letter requesting readmission, explaining the causes of the earlier academic difficulties and describing how the student has overcome those difficulties; and (2) an official transcript showing at least 12 semester hours (or equivalent quarter hours) of acceptable academic course work completed at another regionally accredited college or university.

Academic Dismissal

Students who have been readmitted after a period of suspension and who fail to meet the terms of their probation are dismissed from Regis University and are not eligible to return.

Academic Suspension/Dismissal Appeal Procedure

Upon being notified by letter of suspension or dismissal, students who wish to appeal the decision should do the following:

1. Write a letter to the Director of the appropriate department stating:
 - a. The student's honest and straight-forward assessment of how the academic problems came about.
 - b. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - c. Why the student should not be suspended from the program or dismissed from the University.
 - d. Some indication that the student is ready to continue serious academic work.
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.
3. Contact the advisor, faculty member, doctors, etc. to discuss the case. Any supporting statements from them must be received by the same deadline.

The Department Director is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at the University.

The Department Director reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The Director notifies the student in writing of the decision regarding the student's appeal.

Suspension Final Appeal Procedure

All decisions regarding a student's suspension or dismissal may be appealed in writing to the Academic Dean of the School for Health Care Professions. The Academic Dean may require a personal interview with the student before a decision is reached. The decision of the Academic Dean is final.

SHCP UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration (HCA) is offered through the Department of Health Services Administration and Management.

The HCA program combines liberal arts and an extensive professional core emphasizing the development of management and leadership skills for application in a variety of health care settings. The unique multi-disciplinary design of the curriculum places HCA students together with students from other health care disciplines in a combined classroom setting.

Health care administration offers a wide array of professional opportunities in many different health care settings including hospitals, clinics, managed care providers, insurance companies, commercial vendors and government agencies.

ADMISSION

1. Students must submit an application to the program and pay the initial application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
2. All applicants must complete a written essay as part of the application process. The essay addresses the applicant's reasons for choosing this degree and Regis University and is evaluated for evidence of satisfactory writing skills.
3. The applicant must submit official transcripts from all colleges and universities attended.
4. Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
5. The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance into the Program.
6. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of

harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HCA Program, the School for Health Care Professions or the University.

- Students are admitted into the HCA Program, but may not take upper division HCA course work until the specific prerequisites of each course are met.

NOTE: All documents submitted during the application process become the property of Regis University.

HCA PROGRAM POLICIES

- A minimum of thirty (30) graded semester hours must be taken at Regis University.
- Transfer course work is evaluated on a course-by-course basis.
- All HCA classes are scheduled for weekends, except the internship.
- To graduate, students must have at least a 2.000 cumulative grade point average.
- Students are responsible for monitoring progress toward completion of degree requirements including meeting the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising assistance.
- Students enrolled in the HCA Program must complete the Regis health history form and provide documentation of current immunization.

HCA GENERAL PROGRESSION POLICIES

In order for progression through the Health Care Administration program to occur, students must meet the following progression policies:

- Students must earn a grade of "C-" or better in all HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the department director. Students may repeat no more than two courses.
- Students who earn a grade below "C-" in more than two HCA courses may not progress in the program.
- If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

HCA BACCALAUREATE PROGRAM REQUIREMENTS

Total Degree Requirements 128 SH

A minimum of thirty-nine (39) semester hours of the course work must be completed before beginning the major requirements.

Core Studies Requirements 44 SH

English Composition	3 SH
Introduction to Economics	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science Computer Literacy (HSC 250 or equivalent)	
Introduction to Statistics (MT 270 or equivalent)	
Electives	14 SH
Philosophy Elective	3 SH
PL 447--Health Care Ethics or equivalent	3 SH
Religious Studies Electives	6 SH
Social Science/Economics	9 SH

NOTE: At least one of the courses used to meet the Core Studies requirements must have a non-U.S. focus.

Department Requirements 6 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH

HCA Major Requirements 51 SH

HCA 312--Introduction to Health Services	3 SH
HCA 380--Professional Communication in Health Care Settings	3 SH
HCA 408--Health Care Policy	3 SH
HCA 412--Integrated Health Care Delivery Systems	3 SH
HCA 413--Fundamentals of Managed Care	3 SH
HCA 420--Marketing and Public Relations in Health Care Settings	3 SH
HCA 423--Legal Aspects of Health Services	3 SH
HCA 425--Quality Improvement in Health Care Settings	3 SH
HCA 428--Health Care Economics	3 SH
HCA 432--Leadership and Management in Health Care Settings	3 SH
HCA 450--Health Care Information Systems	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 460--Health Statistics and Research Methods	3 SH
HCA 464--Budget and Operations Management in Health Care Settings	3 SH
HCA 465--Health Care Finance	3 SH
HCA 480--Health Care Administration Capstone	3 SH
HCA 485--Administrative Internship	3 SH

Upper Division Electives 6 SH

General Electives 21 SH

BACHELOR OF SCIENCE OR CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

The Health Information Management (HIM) program within the Department of Health Services Administration and Management is the only program of its kind offered in the Rocky Mountain region. The HIM program is fully accredited by the Commission on the Accreditation of Allied Health Educational Programs (CAAHEP) in cooperation with the Council on Accreditation of the American Health Information Management Association (AHIMA).

The HIM program provides a convenient and accessible educational opportunity to students seeking new career opportunities. The program combines liberal arts, basic sciences, business and professional courses, with a specialization on developing management skills and applying those skills in a variety of health information settings. The minor in Health Care Administration offers students a unique multi-disciplinary learning experience by joining HIM students with students from other health care disciplines in a combined classroom setting.

The health information professional is an integral member of the health care team, providing comprehensive information and information systems for patient care, administrative planning, professional education and research.

ADMISSION

1. Students must submit an application to the program and pay the initial application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
2. All applicants complete a written essay as part of the application process. The essay addresses the applicant's strengths, weaknesses and career goals and is evaluated for evidence of satisfactory writing skills.
3. The applicant submits official transcripts from all colleges and universities attended.
4. Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
5. All prospective students must have an interview with the Department Director, or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made.
6. The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete

the ELS Language Center's level 109-Academic within one year prior to acceptance into the Program.

7. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HIM Program, the School for Health Care Professions or the University.
8. Students are admitted into the HIM program, but may not take upper division HIM course work until the specific prerequisites of each course are met.

NOTE: All documents submitted during the application process become the property of Regis University.

HIM PROGRAM POLICIES

1. HIM applicants may challenge (by exam) any junior-level professional course (HSC 310 through HIM 351) for which a challenge examination is available.
2. A minimum of thirty (30) graded semester hours must be taken at Regis University.
3. HIM students with a prior baccalaureate degree may choose the HIM Certificate option. Completion of courses in this option qualifies students to take the national registration examination.
4. All HIM classes are scheduled for weekends, except the directed practice and management practicum.
5. A minor in Health Care in Administration is required for degree-seeking students. A specialization in Health Care Administration is required for the completion of the certificate option.
6. To graduate, students must have at least a 2.000 cumulative grade point average.
7. Students are responsible for monitoring progress toward completion of degree requirements including the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising and assistance.
8. Students enrolled in the HIM program must complete the Regis health history form and provide documentation of current immunization.

HIM GENERAL PROGRESSION POLICIES

In order for progression through the Health Information Management program to occur, students must meet the following progression policies:

1. Students must earn of a grade of "C-" or better in all HIM and HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the

approval of the department director. Students may repeat no more than two courses.

2. Students who earn a grade below "C-" in more than two HIM or HCA courses may not progress in the program.
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

HIM BACCALAUREATE PROGRAM REQUIREMENTS

Total Degree Requirements 128 SH

Core Studies Requirements 44 SH

English Composition 3 SH
Literature/Humanities/Oral and Written Communication 3 SH

Natural Science/Mathematics/Computer Science 14 SH

Which must include:

- Human Anatomy and Physiology I
- Human Anatomy and Physiology Laboratory I
- Human Anatomy and Physiology II
- Human Anatomy and Physiology Laboratory II
- Computer Literacy (HSC 250 or equivalent)*

Philosophy Elective 3 SH
PL 447--Health Care Ethics or equivalent 3 SH
Religious Studies Electives 6 SH
Social Science/Economics/Business 12 SH

* Completed within the last five (5) years.

NOTE: At least one of the courses used to meet the above requirements must have a non-U.S. focus.

Business/Computer Science Electives

Upper Division Business/Computer Science Electives 6 SH

Departmental Requirements 6 SH

AC 320A--Principles of Accounting I 3 SH
HSC 310--Medical Terminology 3 SH

Professional Requirements 40 SH

NOTE: HIM students take cross-listed courses with the HIM prefix.

HIM 312--Introduction to Health Services 3 SH
HIM 313--Introduction to Health Information Management 3 SH
HIM 320--Fundamentals of Human Disease 3 SH
HIM 350--Disease Classification/Reimbursement Systems I 3 SH
HIM 351--Disease Classification/Reimbursement Systems II 3 SH
HIM 385--Directed Practice 2-3 SH
HIM 423--Legal Aspects of Health Services 3 SH
HIM 425--Quality Improvement in Health Care Settings 3 SH
HIM 432--Leadership and Management in Health Care Settings 3 SH
HIM 450--Computerized Health Information Systems 3 SH
HIM 455--Health Information Resource Management 3 SH
HIM 460--Health Statistics and Research Methods 3 SH
HIM 480--Administration of Health Information Management Services 3 SH
HIM 485--Management Practicum 2-3 SH

HCA Minor Requirements 12 SH

HCA 428--Health Care Economics 3 SH
HCA 452--Human Resource Management in Health Care Settings 3 SH
HCA 464--Budget and Operations Management in Health Care Settings 3 SH
HCA 465--Health Care Finance 3 SH

General Electives 23 SH

HIM CERTIFICATE CURRICULUM

Total Certificate Requirements 66 SH

Departmental Requirements 17 SH

AC 320A--Principles of Accounting I 3 SH
BL 244--Human Anatomy and Physiology: Movement and Integration 3 SH
BL 245--Human Anatomy and Physiology: Movement and Integration Laboratory 1 SH
BL 246--Human Anatomy and Physiology: Regulatory Systems 3 SH
BL 247--Human Anatomy and Physiology: Regulatory Systems Laboratory 1 SH
HSC 310--Medical Terminology 3 SH
MT 270--Introduction to Statistics or equivalent 3 SH

Professional Requirements 40 SH

NOTE: HIM students take cross-listed courses with the HIM prefix

HIM 312--Introduction to Health Services 3 SH
HIM 313--Introduction to Health Information Management 3 SH
HIM 320--Fundamentals of Human Disease 3 SH
HIM 350--Disease Classification/Reimbursement Systems I 3 SH

School for Health Care Professions

HIM 351--Disease Classification/Reimbursement Systems II	3 SH
HIM 385--Directed Practice	2-3 SH
HIM 423--Legal Aspects of Health Services	3 SH
HIM 425--Quality Improvement in Health Care Settings	3 SH
HIM 432--Current Topics in Health Care Leadership	3 SH
HIM 450--Health Care Information Systems	3 SH
HIM 455--Health Information Resource Management	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HIM 480--Administration of Health Information Management Services	3 SH
HIM 485--Management Practicum	2-3 SH

HCA Requirements

HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 464--Budget and Operations Management in Health Care Settings	3 SH
HCA 465--Health Care Finance	3 SH

THE DEPARTMENT OF NURSING

The Department of Nursing is comprised of the undergraduate and graduate nursing programs. The undergraduate program in nursing provides the broad foundation in the sciences and humanities necessary for preparing professional nurses as generalists. The graduate program in nursing builds upon this preparation and upon a broad base of experience as the graduate student develops the role of specialist. The graduate program emphasizes systematic inquiry; interpretation, application and empirical testing of theory; and analysis of sociopolitical, economic, and technological issues that affect clients, health care, the nursing profession and society.

GOALS OF THE DEPARTMENT OF NURSING

Inspired by the Regis University vision of "leadership in the service of others," the goals of the Department of Nursing are to:

1. Provide a learning environment that is individualized, innovative, supportive and motivating to students.
2. Foster a holistic, values-centered approach to learning that integrates liberal arts and professional nursing education.
3. Encourage meaningful interaction between faculty and students that enhances intellectual growth and professional development.
4. Promote intellectual curiosity, critical thinking and a commitment to life-long learning.

5. Develop professional nursing competency based upon respect and caring for all individuals.
6. Foster the development of written and oral communication skills that are fundamental to the mission.
7. Support opportunities for faculty and students to contribute to the profession and community.

BACHELOR OF SCIENCE IN NURSING

Within the framework of the mission and goals of the University, the undergraduate program in nursing has as its dominant focus a holistic, individualized and humanistic approach to the individual, family and community. The curriculum is organized to focus on critical thinking, ethical decision-making, and social responsibility. Upon successful completion of the undergraduate program, each graduate receives the Bachelor of Science in Nursing (BSN) degree, which prepares students for professional practice in a variety of health care agencies and for graduate study. Graduates are eligible to take the state board licensure examination in any state.

TRADITIONAL OPTION

The Traditional Undergraduate Nursing Option extends over four academic years. The upper division nursing courses are based on the humanities, behavioral science and natural science courses taken in the freshman and sophomore years. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year to repeat course work and reenter the sequence.

ACCELERATED OPTION

The Accelerated Undergraduate Nursing Option is designed to meet the needs of individuals who wish to make a career change. Students in the Accelerated Option complete their nursing course work in approximately twelve (12) months. To be accepted into this Option, students must have a previously earned non-nursing baccalaureate degree and have met the criteria for acceptance into the undergraduate program in nursing, including completion of all necessary prerequisites. Since the Accelerated Option is intense and fast-paced, it is strongly recommended that students in the Option not be employed.

RN-TO-BSN OPTION

Acceptance into the undergraduate nursing BSN degree completion option requires a current RN license in the United States. One year of experience in nursing practice as a Registered Nurse is recommended.

Coursework in the option is provided in an 8-week accelerated format and delivered both online and in a ground-based classroom format. The length of time to complete the Bachelor of Science in Nursing degree depends upon the academic background of the individual RN student and generally takes sixteen (16) to twenty-two (22) months.

All requirements for the Bachelor of Science in Nursing degree are completed through enrollment in Regis University classes, transfer credits, or examination. A minimum of thirty (30) semester hours must be completed through Regis University. The University grants credit by examination to individuals who have developed college-level knowledge outside the formal classroom situation and can successfully demonstrate the knowledge.

The Department of Nursing fully supports the Colorado Nursing Articulation Model. This model permits nurses who are graduates of associate degree or diploma programs to enter the program without testing and receive up to thirty-three (33) semester hours of credit for prior learning. Certain restrictions apply and applicants are advised to consult the RN-to-BSN Admission Counselor.

Two types of examinations are offered. RN students may challenge selected lower division (freshman and sophomore level) courses by taking the College Level Examination Program (CLEP) tests or Defense Activity for Non-Traditional Education Support (DANTES) tests. RN students may take the National League for Nursing (NLN) exams to earn credit in anatomy and physiology, microbiology and nutrition.

The course and sequences for RN students differ from those in the Traditional and Accelerated Options. Nevertheless, all Regis University nursing students meet the same requirements and outcomes in order to earn the Bachelor of Science in Nursing degree.

ADMISSION

Traditional and Accelerated Nursing Option

Students who declare Nursing as a major when entering Regis University are assigned an Academic Advisor from the nursing faculty and follow the School for Health Care Professions Core Studies requirements. Nursing majors are eligible to take Freshman Seminar (CCS 200) and Sophomore Seminar (CCS 300), both with a health care focus. Usually, during the first two years, students complete prerequisite course work. Clinical courses begin during the junior year; however, students declaring undergraduate nursing as a major are not guaranteed acceptance into the junior year of the undergraduate program in nursing unless they meet the criteria identified below.

All applicants for admission are reviewed by the Nursing Admission, Progression, and Retention Committee. Students who meet the following minimum criteria are considered for acceptance into the undergraduate program in nursing (Traditional or Accelerated Options):

1. A grade of "C-" (1.670) or better in all transfer prerequisite courses required for the major in Nursing.
2. A minimum cumulative grade point average of 2.500 on a 4.000 scale.
3. Ability to meet the physical, psychological and emotional standards established by the Colorado Nurse Practice Act and the State Board of Nursing.
4. Submission of completed application with application fee.*
5. Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109-academic within one year prior to acceptance into the Program.
6. The ability to become certified in CPR.

* *Students who are enrolled at Regis University as Freshmen or Sophomores and who meet all the specified criteria are not required to submit an essay or pay an application fee.*

NOTE: *All documents submitted during the application process becomes the property of Regis University.*

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions, or the University.

A complete physical examination record indicating that the student is physically able to meet the objectives of the undergraduate program in nursing, is appropriately immunized and free of communicable disease is required upon admission to the Undergraduate Program. Students who have been accepted into the Program must have received the first two of three injections that provide immunization against hepatitis prior to clinical activities, which begin early in the first semester of the Junior year. The third injection must be received at the appropriate time during the Junior year.

RN-to-BSN Degree Completion Option

In accordance with the Colorado Nursing Articulation Model of 1991, applicants must be Registered Nurses (RN) with current RN licensure. Work experience as an RN prior to enrollment is highly recommended. RNs from associate degree in nursing or diploma programs may now articulate into the RN-to-BSN Degree Completion Option without testing of prior nursing knowledge. Students should refer to the Articulation Model brochure, available from the School for Health Care Professions Office of Admissions, for restrictions that may apply.

Transfer students, whether licensed or unlicensed, who graduated from a nursing program more than three years prior to admission must have a minimum of 1,000 hours of nursing work experience in the last three years or have successfully completed a Colorado Council on Nursing Education (CCNE) approved refresher course.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions, or the University.

All applicants for admission are reviewed by the Nursing Admission, Progression, and Retention Committee. Students who meet the following minimum criteria are considered for acceptance into the undergraduate program (RN to BSN Option):

1. Preliminary evaluation of transcripts. Credits are accepted in transfer with a grade of "C-" or better from regionally accredited schools as well as from approved testing programs (CLEP, DANTES, NLN) in accordance with established Regis University policies. The Department of Nursing undergraduate program requires a grade of "C" (2.000) or higher in all Departmental prerequisites, upper division electives and nursing major requirement courses.
2. Submission of completed application with application fee.
3. Receipt of official transcripts from each school attended.

Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the Program.

BSN PROGRAM REQUIREMENTS (Traditional and Accelerated Option)

Total Degree Requirements 128 SH or 158 SH *

Core Studies Requirements	21 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH

Departmental Requirements ** 31 SH

BL 244--Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245--Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246--Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247--Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Science Laboratory	1 SH
MT 270--Introduction to Statistics	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PY 250--General Psychology	3 SH
PY 459--Developmental Psychology: Child	3 SH
SO 200--Introduction to Sociology	3 SH

Major Requirements 57 SH

NR 415--Health Assessment	3 SH
NR 417--Nursing Seminar I: Student as Individual	1 SH
NR 427--Nursing Seminar II: Interaction of Student with Client and Family	1 SH
NR 436--Introduction to Nursing Therapeutics	5 SH
NR 438--Nursing Care of Adult and Older Adult I	5 SH
NR 439--Pharmacology	3 SH
NR 441--Nursing Care of the Childbearing Family	5 SH
NR 442--Nursing Care of Children and their Families	5 SH
NR 457--Nursing Seminar III: Interactions of the Student with the Community	1 SH
NR 460--Research Methods for Evidence-Based Nursing Practice	3 SH
NR 466--Community Health Nursing	5 SH
NR 467--Nursing Seminar IV: Development of the Student as a Member of the Profession	2 SH
NR 468--Context of Professional Nursing Practice	3 SH
NR 471--Mental Health Nursing	5 SH
NR 476--Nursing Care of the Adult and Older Adult II	6 SH
NR 485--Senior Nursing Practicum	4 SH

Upper Division Electives 6 SH

General Electives 13 SH or 43 SH

Forty-three (43) semester hours of general elective credit is required for the accelerated option.

NOTE: One course in the Core Studies or in the general electives must have a non-U.S. focus.

* Accelerated Option students complete 158 semester hours. The additional 30 semester hours is transferred from the previously earned non-nursing baccalaureate degree.

** The courses in the Departmental Requirements also meet the School for Health Care Professions Core Studies Requirements. A grade of "C" (2.000) or higher is required for all Departmental prerequisites.

upper division electives, and Nursing major requirement courses.

RN-TO-BSN REQUIREMENTS

Total Degree Requirements 128 SH

Core Studies Requirements 21 SH

English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH

Departmental Requirements 27 SH

BL 244--Human Anatomy and Physiology: Movement and Integration	3 SH
BL 245--Human Anatomy and Physiology: Movement and Integration Laboratory	1 SH
BL 246--Human Anatomy and Physiology: Regulatory Systems	3 SH
BL 247--Human Anatomy and Physiology: Regulatory Systems Laboratory	1 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
MT 270--Introduction to Statistics	3 SH
PY 250--General Psychology	3 SH
PY 459--Developmental Psychology: Child	3 SH
SO 200--Introduction to Sociology	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH

Lower Division Nursing - Nursing Articulation 30 SH

Major Requirements 27 SH

NR 415R--Health Assessment	3 SH
NR 444--Professional Role Development	3 SH
NR 448--Updates in Clinical Care	3 SH
NR 455--Health Promotion Concepts	3 SH
NR 460R--Research and Evidence-Based Nursing Practice	3 SH
NR 466R--Community Health Nursing	3 SH
NR 478--Community Practicum	3 SH
NR 480R--Leadership and Management in Nursing	3 SH
NR 485R--Advanced Practicum	3 SH

Upper Division Electives 6 SH

General Electives 17 SH

NOTE: A minimum of thirty (30) semester hours must be completed through Regis University.

GENERAL PROGRESSION POLICIES IN THE UNDERGRADUATE PROGRAM IN NURSING

In order for progression through the undergraduate program to occur, students must, in the judgment of the faculty, demonstrate the following:

1. Achievement of a grade of "C" or better in each of the Nursing courses. (A grade of "C-" is not acceptable.)
2. Adequate emotional and physical fitness for the nursing skills to be performed.
3. Communication skills adequate for the demands of nursing.

Students who fail a nursing course:

1. May be allowed to repeat a nursing course one time only with faculty recommendation and the approval of the Admission, Progression and Retention Committee and the Department Director.
2. May progress to another course provided they are not on provisional status, if the failed course is not a prerequisite course, and if they have faculty recommendation and the approval of the Admission, Progression, and Retention Committee and the Department Director.

Students may not progress in the undergraduate program after two nursing course failures.

SHCP UNDERGRADUATE COURSE DESCRIPTIONS

NOTE: Course descriptions for traditional Regis College courses such as Accounting (AC), Biology (BL), Chemistry (CH), Mathematics (MT), Philosophy (PL), Psychology (PY), and Sociology (SO), may be found in the Regis College section of this Bulletin.

HEALTH CARE ADMINISTRATION (HCA)

HCA 312. INTRODUCTION TO HEALTH SERVICES (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. Cross listing: HIM 312 or HSA 612.

HCA 380. PROFESSIONAL COMMUNICATION IN HEALTH CARE SETTINGS (3). Explores interpersonal and group communication processes emphasizing team work, group dynamics and interdepartmental relationships. Emphasizes effective communication skills for dealing with physicians, patients, families, and other internal and external parties. Develops a working knowledge of critical thinking and problem resolution skills.

HCA 408. HEALTH CARE POLICY (3). Examines the relationship of health policy to health care practices and outcomes with emphasis on application to advanced practice and nursing leadership roles. Topics include change in socioeconomic theories, regulation, funding, health planning, organization, delivery and evaluation of health care services to individuals and populations, quality activities and legal issues. Prerequisite(s): HCA 423 or permission of instructor. Cross listing: HSA 608 and NR 608.

HCA 412. INTEGRATED HEALTH CARE DELIVERY SYSTEMS (3). Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access and cost. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements and institutional accreditation. Cross listing: HSA 612. NOTE: Recommend HCA 312 or prior experience in health care.

HCA 413. FUNDAMENTALS OF MANAGED CARE (3). Introduces the history, philosophy, business principles and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management and utilization patterns. Examines issues related to regulatory requirements and national health policy. Cross listing: HSA 613. NOTE: Recommend HCA 312 or prior experience in health care.

HCA 420. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3). Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and marketing strategy. Discusses media, public relations and advertising strategies. Cross listing: HSA 620.

HCA 423. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management, and current medical/legal issues. Explores the use of health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of record issues. Cross listing: CLP 623, HIM 423 or HSA 623.

HCA 424. QUALITY TOOLS (1-3). Provides basic understanding and history of quality management theory in health care. Explores TQM principles and the use of specific tools to solve quality issues.

HCA 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care. Emphasizes the ongoing use of objective data and

feedback to improve processes, systems and patient outcomes. Cross listing: CLP 624, HIM 425 or HSA 624.

HCA 428. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic micro-economic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. Cross listing: HSA 628.

HCA 432. LEADERSHIP AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Explores concepts of leadership and management functions and theories as they are applied in health care settings. Examines leadership versus management skills, team development, systems theory, organizational culture and the role of the middle manager. Cross listing: HIM 432.

HCA 450. HEALTH CARE INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. Prerequisite(s): CS 200 or equivalent. Cross listing: HIM 450 or HSA 649.

HCA 452. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. Cross listing: HSA 652.

HCA 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HIM 460.

HCA 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HCA 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HCA 460. The student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): HCA 460. Majors or Minors only. Cross listing: HIM 461. NOTE: Approval of Department Director or prerequisite required.

HCA 464. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTINGS (3). Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. Cross listing: CLP 667 and HSA 667.

HCA 465. HEALTH CARE FINANCE (3). Introduces major topics in managerial finance essential for understanding how health care organizations acquire, manage and finance assets. Special topics include corporate compliance, master budgeting, capital requests, cash flow management, costing models and inventory. Prerequisite(s): AC 320A recommended. Cross listing: HSA 663. NOTE: Approval of academic advisor required.

HCA 480. HEALTH CARE ADMINISTRATION CAPSTONE (3). A comprehensive course designed to provide the student an opportunity to apply multiple elements of other courses as they relate to the management of health care organizations. Emphasizes strategic planning, project management, operations analysis, current trends in management and health care organizations and managing stakeholders. Prerequisite(s): Majors and minors only and Senior standing.

HCA 485. ADMINISTRATIVE INTERNSHIP (3-6). Provides the student an opportunity to observe and participate in management activities in a health care setting. Emphasizes ability to complete assigned projects gain an overview of the facility and participate in a wide variety of functions including budgeting, human resource management, project management and quality improvement activities. Prerequisite(s): Majors only and permission of Department Director. Liability insurance fee required.

HCA 490E-W. INDEPENDENT STUDY IN HEALTH CARE ADMINISTRATION (1-3). Offers an opportunity for a focused course of study within a specific practice area of health care administration under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): All lower level Health Care Administration courses. Majors or minors only. NOTE: Approval of Department Director or prerequisite required.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 312. INTRODUCTION TO HEALTH SERVICES (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. Cross listing: HCA 312 or HSA 610.

HIM 313. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (3). Introduces the health care record, from inception to completion. Emphasizes form and content, and regulations impacting the health care record or the uses of computerization and other technology. Examines medical record department functions.

HIM 320. FUNDAMENTALS OF HUMAN DISEASE (3). Introduces clinical medicine, stressing the relationship between the human organism and disease processes, including diagnosis and treatment.

HIM 350. DISEASE CLASSIFICATION / REIMBURSEMENT SYSTEMS I (3). Introduces the development and use of various disease classification systems and reimbursement regulations. Emphasizes ICD-9 coding and the diagnosis related groups (DRG) system for inpatient reimbursement. Explores coding management issues. Prerequisite(s): BL 244, BL 246 and HSC 310.

HIM 351. DISEASE CLASSIFICATION / REIMBURSEMENT SYSTEMS II (3). A continuation of HIM 350. Emphasizes CPT-4 coding and outpatient reimbursement systems. Explores coding management issues. Prerequisite(s): HIM 350.

HIM 385. DIRECTED PRACTICE (2-3). A clinical affiliation assigned no earlier than the end of the junior year. Provides an overview of department functions and improves skills through hands-on experience. Liability insurance fee required. NOTE: Students must document evidence of 120 clock hours of clinical activities.

HIM 423. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patient. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management, and current medical/legal issues. Explores the use of health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of records issues. Cross listing: CLP 623, HCA 423 or HSA 623.

HIM 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. Cross listing: CLP 624, HCA 425 or HSA 624.

HIM 432. LEADERSHIP AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Explores concepts of leadership and management functions and theories as they are applied in health care settings. Examines leadership versus management skills, team development, systems theory, organizational culture and the role of the middle manager. Cross listing: HCA 432.

HIM 450. HEALTH CARE INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. Prerequisite(s): CS 200 or equivalent. Cross listing: HCA 450 or HSA 649.

HIM 455. HEALTH INFORMATION RESOURCE MANAGEMENT (3). Explores skills necessary to identify information needs and uses through techniques of data flow analysis, data mapping and assessment of the continuum of data integrity. Presents highly technical topics in a format accessible for non-information technology professionals. Topics include current industry trends and the impact on health information managers, technical elements of data base structure and management, components of a comprehensive information management plan, including database inventory, data dictionary, data integrity, and data security. Prerequisite(s): CS 200 or equivalent. Cross listing: HSA 655.

HIM 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HCA 460.

HIM 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HIM 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HIM 460. Student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): HIM 460. Majors only. Permission of director. Cross listing: HCA 461. NOTE: Approval of Department Director or prerequisite required.

HIM 480. ADMINISTRATION OF HEALTH INFORMATION MANAGEMENT SERVICES (3). Emphasizes principles of health records administration encompassing planning, controlling, actuating and organizing. Prerequisite(s): Senior standing.

HIM 485. MANAGEMENT PRACTICUM (2-3). At the end of the senior year, students are assigned to health care facilities or other approved nontraditional health related environments. Emphasizes ability to act independently, complete assigned management projects, gain an overview of the department and its interrelatedness to the other units in the facility. Demonstration of management potential is expected. Liability insurance fee required.

HIM 490E-W. INDEPENDENT STUDY IN HEALTH INFORMATION MANAGEMENT (1-3). Offers an opportunity for a focused course of study within a specific

practice area of health information management under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): Senior standing. Majors only.

HEALTH SCIENCES (HSC)

HSC 250. COMPUTER CONCEPTS/APPLICATIONS FOR HEALTH CARE PROFESSIONALS (3). Explores basic theory and practical application of various software programs emphasizing applications typically utilized in health care settings: word processing, databases, spreadsheets, presentation packages and health care related internet resources. Course is taught in a laboratory environment with extensive hands-on experience.

HSC 310. MEDICAL TERMINOLOGY (3). Provides intensive study in the language used in the health care field. Includes the use of prefix, suffix and root words. Focuses on the assimilation of this information through medical reports and readings on disease processes.

HSC 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Explores physiological, psychological, cultural, economic, political, sociological, and spiritual factors that influence women's health over the lifespan. Cross listing: PE 401.

NURSING (NR)

NR 350. NORMAL AND THERAPEUTIC NUTRITION (3). Studies the science of nutrition. Presents the nutritional requirements of humans as the basis for planning an adequate diet with consideration giving to variation in food choices due to a variety of social, economic, cultural and psychological factors. Emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

NR 415. HEALTH ASSESSMENT (3). Introduces a holistic approach to the assessment of adults and older adults. Includes evaluation of physiologic, developmental, psychosocial, and socio-cultural components. Students learn to use beginning history taking and physical assessment skills to collect and document data systematically. Prerequisite(s): BL 244 and BL 245 or equivalent. Junior standing. NOTE: Liability fee required. Acceptance into Nursing Program.

NR 415R. HEALTH ASSESSMENT (3). Utilizes a holistic approach for health assessment of individuals across the lifespan. Builds upon registered nurses' knowledge of physiologic, developmental, psychological, and socio-cultural-spiritual components of health. Students enhance history taking and physical assessment skills for collecting and documenting data systematically. Prerequisite(s): BL 244 and BL 245 or equivalent. NOTE: Liability fee required. Acceptance into Nursing Program. This course is for RN to BSN students only.

NR 417. NURSING SEMINAR I: STUDENT AS INDIVIDUAL (1). One of a series of four sequential seminar courses organized around themes of Jesuit mission, values, ethics, service learning, culture, personal and professional development. Includes development of communication skills, portfolio, critical thinking, reflection/journaling, and group process. Focuses on student as individuals and on personal development. Prerequisite(s): Junior standing. NOTE: Acceptance into Nursing Program required.

NR 427. NURSING SEMINAR II: INTERACTION OF STUDENT WITH CLIENT AND FAMILY (1). Explores interactions of nursing student with client and family, building on theories and concepts presented in NR 417. Interactions with client and family in relation to differing value systems, cultural differences or similarities, non-judgmental attitude and response, trust and respect, conflict management, and communication are emphasized. Service learning activity included. Prerequisite(s): Successful completion of NR 417. Majors only.

NR 436. INTRODUCTION TO NURSING THERAPEUTICS (5). Provides the student with an introduction to the profession of nursing. Explores a nurses responsibilities and accountability related to legal issues. Presents an overview of nursing history and past, present, and emerging roles. Introduces the nursing process and how it relates to the functional health patterns. Explores therapeutic nursing interventions that may be implemented for individuals across the lifespan and in a variety of settings. Co-requisite: NR 415. Prerequisite(s): Majors only. Junior Standing. NOTE: Acceptance into the Nursing Program. Laboratory fee required.

NR 438. NURSING CARE OF THE ADULT AND OLDER ADULT I (5). Focuses on the various roles of the nurse in relation to the leading causes of morbidity. Explores components of the nursing process in relation to human responses to alterations in health. Explains pathophysiology, appropriate medical management, and the application of the nursing process in the provision of care for adult and older adult clients within the context of their families and environments. Examines functional health patterns and evidence based practice models. Prerequisite(s): NR 415, NR 436, NR 439 and NR 441. Majors only. Junior Standing.

NR 439. PHARMACOLOGY (3). Provides an introductory study of principles of drug action and drug therapy in health and illness as they relate to clinician and teacher roles of the nurse. Emphasis on nursing responsibilities and patient rights in safe administration and legal considerations of medication delivery. Selected prototypical agents from major drug classifications are discussed. Permission of instructor for non-majors required.

NR 441. NURSING CARE OF THE CHILDBEARING FAMILY (5). Focuses on roles of the nurse as they apply to the childbearing family. Explores human responses to the childbearing experience. Applies biological, psychosocial, cultural and spiritual principles and concepts

that have an impact on the childbearing family. Addresses family theories and dynamics. Emphasizes family-centered approaches during antepartal, intrapartal, postpartal, and neonatal clinical experiences. Co-requisite(s): NR 415, NR 417, and NR 439. Prerequisite(s): NR 436 and Majors only.

NR 442. NURSING CARE OF CHILDREN AND THEIR FAMILIES (5). Focuses on the art and science of providing effective, appropriate nursing care to children and their families. Examines health promotion, illness and injury prevention, health teaching and anticipatory guidance strategies. Applies the nursing process to the appropriate medical management and pathophysiology of altered health patterns affecting children. Explores functional health patterns and evidence-based practice models. Prerequisite(s): NR 438. Majors only.

NR 444. PROFESSIONAL ROLE DEVELOPMENT (3). Examines themes such as Jesuit mission, service learning, personal and professional values, roles and issues in contemporary professional nursing, standards of practice, and academic tools that foster success in the nursing program. Prerequisite(s): Majors only and current RN Licensure.

NR 445. NURSING PRACTICE: THE OPERATING ROOM ENVIRONMENT (3). Acquaints students with the roles and functions of the perioperative nurse. Students participate in selected clinical experiences emphasizing the clinician and teacher roles of the nurse. Includes didactic content and a clinical practicum in the operating room. Prerequisite(s): NR 436 and NR 438. NOTE: Permission of Option Chair required.

NR 448. UPDATES IN CLINICAL CARE (3). Focuses on pathophysiology and updates in medical management and nursing care of selected acute and chronic illnesses. Social, cultural, and environmental influences on health and illness are explored. Features current research and the use of cutting-edge and web-based health care resources. Prerequisite(s): NR 415 and NR 444.

NR 451. NURSING EXTERNSHIP (3). Under the preceptorship of a registered nurse, externs provide direct patient care in selected specialty areas. Enhances competency and critical decision-making in the reality of the practice setting. Emphasizes skills and procedures, organization and priority setting, written and oral communication, and the nurse's role including investigation, teaching and discharge planning. NOTE: Permission of Option Chair required.

NR 455. HEALTH PROMOTION CONCEPTS (3). Focuses on health promotion and health teaching for healthy lifestyles in a diverse and multicultural society. Concepts of culture, spirituality, aging, chronicity, advocacy, and client anatomy are explored. Nursing process is applied to health promotion, disease prevention, and wellness through health teaching interventions. Prerequisite(s): NR 415 and NR 444.

NR 457. NURSING SEMINAR III: INTERACTION OF THE STUDENT WITH THE COMMUNITY (1). Focuses on nursing student in interaction with community, continuing

concepts and theories studied in NR 417 and NR 427. Interactions with community in relation to differing value systems, cultural differences or similarities, non-judgmental attitude and response, trust and respect, conflict management, and communication are emphasized. Service-learning activity included. Prerequisite(s): Successful completion of NR 427.

NR 460. RESEARCH METHODS FOR EVIDENCE BASED NURSING PRACTICE (3). Focuses on the role of the professional nurse as informed consumer of research. Stresses the importance of research rigor in evidence-based nursing practice. Explores quantitative and qualitative approaches to the study of health and illness, the philosophical underpinnings of knowledge, and the relationship of theory to research and practice. Reviews literature, research designs, methods for data collection, and analytical procedures for quantitative and qualitative research. Explores the ethics for research with human subjects and skills as research consumers are developed. Prerequisite(s): MT 270 or equivalent. Majors only. Junior standing.

NR 460R. RESEARCH AND EVIDENCE-BASED PRACTICE (3). Focuses on analysis and research by the professional nurse. Analyzes research processes and other tools fundamental to evidence-based nursing practice, and stresses the importance of both qualitative and quantitative methods to the evolving art and science of nursing. Prerequisite(s): NR 415 and NR 444.

NR 466. COMMUNITY HEALTH NURSING (5). Examines contemporary health and nursing issues in society, with an emphasis on health promotion and disease prevention, cultural diversity, public health, families, and "community-as-client". Analyzes actual and potential roles of nurses in community-based practice and the impact of a range of health issues on identified populations. Emphasizes the use of the nursing process and epidemiological and ethical principles to promote healthy communities through clinical experience in community settings. Involves community assessments, program planning/management, health teaching, and the utilization of current research findings to address health needs with identified with identified populations of children, adolescents, adults, older adults, and vulnerable populations with special needs. Prerequisite(s): Successful completion of NR 438, NR 441, NR 442 and NR 471.

NR 466R. COMMUNITY HEALTH NURSING (3). Explores ethical issues related to social justice, marginalization and vulnerability, and nursing roles in community and public health practice. Utilizes epidemiological principles to analyze patterns of health and disease in assessing the health needs of groups.

NR 467. NURSING SEMINAR IV: DEVELOPMENT OF THE STUDENT AS A MEMBER OF THE PROFESSION (2). Focuses on nursing student as a member of the profession, continuing to build on the concepts and theories studied in NR 417, NR 427 and NR 457. Preparation for professional practice roles, responsibilities, and involvement including nursing organization and political activism, group process, and conflict management are among the foci of the course. Service learning activity

included. Prerequisite(s): Successful completion of NR 457. Majors only.

NR 468. CONTEXT OF PROFESSIONAL NURSING (3). Further explores roles of professional nurse with emphasis on concepts of leadership and management including current trends in health care, legal aspects of practice, collaboration, and delegation. Includes research utilization, health policy, ethical issues, economic influences, fiscal management, and health care delivery systems. Prerequisite(s): Majors only. Senior standing.

NR 471. MENTAL HEALTH NURSING (5). Focuses on the various roles of the nurse as clinician and teacher for patients with mental illness. Explores components of the nursing process in relation to human responses to alterations in mental health. Examines the nurse as the therapeutic tool and communication as the basis of nursing care. Examines functional health patterns, Diagnostic and Statistical Manual IV, and evidence-based practice models. Includes treatment of children, adolescents, adults, and older adults within the context of their families and environment. Prerequisite(s): NR 415, NR 436, and NR 439. Majors only.

NR 475. SCHOOL NURSE SEMINAR (3). Includes in-depth sessions regarding school health organization and services, health education and legal requirements for school health programs. Integrates content from existing knowledge of the growth and development of the school-age child and young adult with more specific knowledge and understanding of the child in the school setting. Prerequisite(s): Permission of Option Chair required.

NR 476. NURSING CARE OF THE ADULT AND OLDER ADULT II (6). Presents the roles of the nurse in relation to the assessment, planning, intervention, and evaluation of human responses to alteration in health. Focuses on pathophysiology, appropriate medical management, and the application of the nursing process in the provision of care for adult and older adult clients within the context for their families and environments. Organized around functional health patterns and evidence-based practice models. Prerequisite(s): NR 438. Majors only. Senior standing.

NR 478. COMMUNITY PRACTICUM (3). Fosters integration of community health theory into clinical practice while students complete 45 hours of practicum in a community based setting. With faculty guidance, students select experiences that provide opportunity to develop a community assessment and program plan. Service learning activities focus on community and social justice.

NR 480R. LEADERSHIP AND MANAGEMENT IN NURSING (3). Expands knowledge of leadership and management principles as it applies to health care, the changing health care system, evaluation of health outcomes, professional issues, and career development. Explores ethical, legal, and policy issues related to the mission of leadership in service to others. Prerequisite(s): NR 415 and NR 444.

NR 485. SENIOR NURSING PRACTICUM (4). Utilizes clinical experience to provide senior nursing students with the opportunity to integrate the professional roles of clinician, teacher, investigator and leader/manager within a variety of health care settings. Provides avenues for discussion and opportunity to synthesize theory, research, and practice. Prerequisite(s): Majors only. Senior standing. Successful completion of all prior clinical nursing courses. NOTE: Liability insurance fee required.

NR 485R. ADVANCED PRACTICUM (3). Examines integration of leadership and management principles in practice. Students complete 45 hours of practicum, while with faculty guidance. Students select an agency and leader/preceptor that provide opportunities for expanding competency in leadership and management in health care, and collaboratively develop a practice improvement project. Service learning focuses on leadership, social justice, and action. Prerequisite(s): NR 478 and NR 480R.

NR 488E-W. TOPICS IN CLINICAL NURSING PRACTICE (1-8). Clinical courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Prerequisite(s): Majors only. Permission of Option Chair required.

NR 490E-W. INDEPENDENT STUDY IN NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Nursing majors only and permission of Option Chair.

SHCP GRADUATE PROGRAMS

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (CLP)

The Master of Science in Clinical Leadership for Physician Assistants, housed in the Department of Health Services Administration and Management (HSAM), prepares graduates to take a leadership role in physician practices and other health care settings in which they may be employed. In addition to their advanced clinical skills, the CLP program broadens their perspective with challenging courses in leadership and ethics, quality improvement, budget and operations management and research and writing. The curriculum promotes not only the development of leadership abilities but also a deeper appreciation of the social and ethical obligations and conflicts within the health care industry.

ADMISSION

The ideal candidate for the Master of Science degree in Clinical Leadership holds a baccalaureate degree in the sciences or a health-related field and has at least two to three years of health care experience. Proof of enrollment in or completion of an Accredited Physician Assistant Program must be provided prior to acceptance. Students must also provide proof of certification from the National Commission on Certification of Physician Assistants prior to graduation from this program in order to be awarded additional credit. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university
or
evidence that the undergraduate degree requirements will be met no later than July for fall starts and December for spring starts.
- A minimum GPA of 3.000 in physician assistants (PA) coursework.
- One letter of recommendation from the PA program where coursework was completed. (Practicing PAs may use a professional or managerial reference.)
- An admission essay (750 words) addressing a health care issue or describing how PA practice contributes to health care as a whole.
- A current resume or other documentation that summarizes the candidate's professional experience.
- A completed application form including non-refundable application fee. (The application fee is waived for current Red Rocks Community College PA students by prior arrangement.)

NOTE: All documents submitted during the application process become the property of Regis University.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation, and Internet software programs including e-mail. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses may be enhanced with the use on e-mail and other distance learning technologies to communicate and exchange learning materials.

ADMISSION ON PROBATION

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first nine (9) hours on graduate course work. (A grade of B- is not acceptable.) Successful completion of the first nine (9)

School for Health Care Professions

hours of course work with a 3.000 average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

CONDITIONAL ADMISSION

Students who appear to be in good academic standing, but for whom all admission materials have yet to be received, may be allowed to register for a maximum of nine (9) hours while awaiting official admission.

ACADEMIC INFORMATION

Candidacy for the Master of Science in Clinical Leadership degree at Regis University requires successful completion of course requirements and completion of a master's project based on clinical fieldwork. The thirty-semester hour (30) program may be completed in eighteen (18) months of full-time study.

Six (6) semester hours per ten-week (10) term constitutes full-time study. There is a five (5) year time limit for completion of all degree requirements. This time limit is computed from the semester in which the student completes the first course that is to be applied toward the degree, whether or not the student has been officially admitted to the program. If students wish to complete the degree after the degree plan has expired, readmission to the program may be required, and a new degree plan must be signed.

In order for progression through the CLP program to occur, students must meet the following requirements:

- Candidates must maintain a minimum 3.000 (B) average.
- No grade may be lower than "C" regardless of grade point average. A grade lower than "C" is not counted toward graduation but is included in the student's cumulative grade point average.
- Graduate students who receive the grade "C-" or lower for a 600-level course must repeat the course.

Students will not be awarded the degree until evidence of successful completion of the PA certification exam is received by the HSAM Department. When a notarized copy of the certification is received, nine (9) credits will be awarded to complete the degree requirements.

ACADEMIC STANDING AND PENALTY

Probation and Suspension

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the CLP program course requirements, the student is placed on academic probation. Students placed on academic probation have

one semester to raise their grade point average to 3.000. Students who fail to raise the cumulative grade point average to 3.000 are suspended from the CLP program. In addition, students who receive a grade of "C" in two courses at the 600-level are subject to academic review and may be suspended from the program. Suspensions may be appealed to the Department Director.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registrations will be dropped.

TRANSFER OF CREDIT POLICY AND PROCEDURE

No course work will be accepted in transfer for the CLP program. Upon successful completion of the certification exam, nine (9) credit hours will be awarded towards the thirty (30) hours of completion.

GRADUATION

Students graduate the semester that all requirements are met and documentation of such is received in the School for Health Care Professions Office of the Academic Dean by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic course work.
- Cumulative grade point average of 3.000.
- Satisfactory completion of a master's project.

Incomplete grades, falling below the required cumulative grade point average, late application for graduation, may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

CLP PROGRAM OF STUDY

The curriculum was designed primarily for students completing PA studies at Red Rocks Community College (RRCC) who have already completed five (5) hours of master's course work in CLP 601--Human Anatomy and Histology at Regis University. Other PAs who are certified may also enroll in the program but must complete slightly different requirements.

Curricular Requirements for RRCC PA Students

Total Degree Requirements	30 SH
CLP 600--Leadership and Ethics in Health Services	3 SH
CLP 601--Human Anatomy and Histology	5 SH
CLP 623--Legal Aspects of Health Services	3 SH
CLP 624--Quality Improvement in Health Care Settings	1 SH
CLP 660--Methods of Inquiry and Research	3 SH
CLP 667--Budget and Operation Management in Health Care Settings	3 SH
CLP 681E-W--Special Topics in Clinical Leadership for Physician Assistants	3 SH
Articulation from RRCC/Certification (awarded upon completion)	9 SH

Curricular Requirements for non-RRCC PA Students

Total Degree Requirements	30 SH
CLP 600--Leadership and Ethics in Health Services	3 SH
CLP 623--Legal Aspects of Health Services	3 SH
CLP 625--Advanced Concepts in Quality and Outcomes Management	3 SH
CLP 660--Methods of Inquiry and Research	3 SH
CLP 664--Budget and Operation Management in Health Care Settings	3 SH
CLP 681E-W--Special Topics in Clinical Leadership for Physician Assistants	3 SH
CLP 696--Master's Project in Clinical Leadership for Physician Assistants	3 SH
PA Certification (students must present notarized certification for award of credits)	9 SH

MASTER OF SCIENCE IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS COURSE DESCRIPTIONS (CLP)

CLP 600. LEADERSHIP AND ETHICS IN HEALTH SERVICES (3). Addresses advanced concepts in leadership development and practice including the dynamics of personal and organizational power, decision models, systems thinking, organizational learning, change theory, work force diversity, collaboration and mentorship. Explores contemporary ethical issues in health care policy and leadership through case presentation and application of a framework for ethical analysis and decision-making. Cross listing: HSA 600.

CLP 601. HUMAN ANATOMY AND HISTOLOGY (5). Systemic examination of normal human anatomy across the lifespan. Explores relationships of the musculoskeletal, nervous, integumentary, cardiopulmonary, alimentary, and genitourinary systems at the cellular, tissue, organ, and system level. Embryology is included. Laboratory includes cadaver prosection (limited dissection) and surface palpation. Prerequisite(s): Graduate standing. NOTE:

Acceptance in Physicians Assistant program-Red Rocks Community College or by permission of instructor.

CLP 623. LEGAL ASPECTS OF HEALTH SERVICES (3). Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patients. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management and current medical/legal issues. Explores the use of the health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of records issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 423, HIM 423 or HSA 623. NOTE: Approval of academic advisor required.

CLP 624. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1). Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 425, HIM 425 or HSA 624. NOTE: Approval of academic advisor required.

CLP 625. ADVANCED CONCEPTS IN QUALITY AND OUTCOMES MANAGEMENT (3). Examines concepts related to the application of outcomes data to clinical decision making, patient management and quality initiatives. Explores concepts and strategies used in epidemiological studies. Emphasizes outcome research and design, bench marking, cost analysis, regulatory reporting and other practical uses for outcomes data. Prerequisite(s): HCA 425, HIM 425 or HSA 624, and Graduate Standing. Cross listing: HSA 625.

CLP 660. METHODS OF INQUIRY AND RESEARCH (3). Examines qualitative and quantitative research assumptions, design, methods and ethical considerations as applied in health services research. Reviews statistical methods and tools, critique of published findings, data evaluation, analysis and presentation. Explores advanced concepts in health care outcomes and operations research applications. Prerequisite(s): Graduate Standing. Cross listing: HSA 660.

CLP 667. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTINGS (3). Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. Cross listing: HCA 464 and HSA 667.

CLP 681E-W. SPECIAL TOPICS IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (3). Advanced study within a focused topic area of practice related to clinical leadership for physician assistant under the direction of an assigned instructor. Student selects an established module, or create a new module through development of an individualized learning contract. Prerequisite(s): Graduate Standing.

CLP 696. MASTERS PROJECT IN CLINICAL LEADERSHIP FOR PHYSICIAN ASSISTANTS (3). Examines, in-depth, physician assistant practice in a clinical setting. Combines the student's fieldwork, journaling of field experiences culminating in a final research project. Prerequisite(s): Graduate Standing.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

PROGRAM DESCRIPTION

The Master of Science in Health Services Administration program, housed in the Department of Health Services Administration and Management (HSAM), prepares graduates for a variety of roles in health services management and administration. Employment settings include hospitals, other health care facilities, medical group practices, health care management companies, state and federal agencies, insurance and managed care companies, technology firms, and educational institutions.

The curriculum is designed to build on an undergraduate foundation in health care management and/or prior health care experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in the management of finance, operations, quality and technology. Courses make extensive use of case studies and applied projects. Special topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise. With prior approval, courses may also be taken from other graduate programs at Regis University including the Master of Business Administration (MBA). In addition to advanced practice content, the curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry.

ADMISSION

The ideal candidate for the Master of Science degree in Health Services Administration holds a baccalaureate degree in health care administration/management or a baccalaureate degree in a business or health related field with 2-3 years of management experience in a health industry setting. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university
or
evidence that undergraduate degree requirements will be met no later than August of the current year.
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale
or
a satisfactory score on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
- Two letters of recommendation from persons familiar with the applicant's academic and/or professional potential.
- An admission essay (minimum 750 words) addressing an issue specified in the application materials.
- A current resume or other documentation of professional experience.
- A personal interview. This is not required for HSAM progression students.
- A completed application form including non-refundable application fee. The application fee is waived for HSAM progression students.

NOTE: All documents submitted during the application process become the property of Regis University.

ADMISSION THROUGH HSAM UNDERGRADUATE PROGRESSION

Qualified students in the undergraduate and post-baccalaureate certificate HSAM programs (HCA and HIM) are encouraged to progress into the MS program. These students complete the same application process. Students must provide evidence that undergraduate degree requirements will be met no later than August of the current year.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation, and Internet software programs including e-mail. Microsoft Office Suite is recommended and is available on all campus lab computers. Selected courses may be enhanced with the use of e-mail and other distance learning technologies to communicate and exchange learning materials.

ADMISSION ON PROBATION

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first

nine (9) hours of graduate course work. (A grade of B- is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

CONDITIONAL ADMISSION

Students who appear to be in good academic standing, but for whom all admission materials have yet to be received, may be allowed to register for a maximum of nine (9) hours while awaiting official admission.

ACADEMIC INFORMATION

PROGRAM PROGRESSION

Candidacy for the Master of Science degree in Health Services Administration at Regis University requires successful completion of course requirements and a master's project. The thirty-six (36) semester hour program may be completed in fifteen (15) months of full-time study. Six (6) semester hours per 10-week term constitutes full-time study. There is a five year time limit for completion of all degree requirements. This time limit is computed from the semester in which the student completes the first course that is to be applied toward the degree, whether or not the student has been officially admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program is required and a new Degree Plan must be signed.

In order for progression through the HSA program to occur, students must meet the following grade requirements:

- Candidates must maintain a minimum 3.000 ("B") average.
- No grade may be lower than "C", regardless of grade point average. A grade lower than "C" is not counted toward graduation but is included in the student's cumulative grade point average.
- Graduate students who receive the grade "C-" or lower for a 600-level course must repeat the course.

ACADEMIC STANDING AND PENALTY

Probation and Suspension

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the HSA program course requirements, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to 3.000. Students who fail to raise the cumulative grade point average to 3.000 are suspended from the HSA program.

In addition, students who receive a grade of "C" in two courses at the 600-level are subject to academic review and may be suspended from the program. Suspensions may be appealed to the Department Director.

Students who are notified of academic suspensions for the previous term and who are currently in attendance in a Regis University class may complete that class. Any additional registration will be dropped.

TRANSFER OF CREDIT POLICY AND PROCEDURE

Acceptance of transfer credit is permitted at the discretion of the Department Director. Transfer credits are considered only for courses taken at a regionally accredited school and for course work for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three (3) years. Students wishing to transfer credit into the Master of Science degree program in Health Services Administration must forward a letter stating the request and provide an official school transcript of the course work. A copy of the course syllabus may also be necessary.

GRADUATION

Students graduate the semester that all requirements are met and documentation of such is received in the School for Health Care Professions Office of the Dean by the designated deadline. Graduate requirements include:

- Satisfactory completion of required academic course work.
- Cumulative grade point average of 3.000.
- Satisfactory completion of a master's project.

Incomplete grades, falling below the required cumulative grade point average, late application for graduation, or late receipt of transcripts of transfer credit may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

HSA PROGRAM OF STUDY

RECOMMENDED PREREQUISITES

- HCA/HIM 425--Quality Improvement in Health Care Settings or equivalent course or experience
- HCA/HIM 450--Health Care Information Systems or equivalent course or experience

Total Degree Requirements 36 SH

Master's Core 18 SH

HSA 600--Leadership and Ethics in Health Services 3 SH

HSA 601--Operations and Process Management in Health Services 3 SH

HSA 602--Strategic Planning and Development in Health Services 3 SH

HSA 660--Methods of Inquiry and Research 3 SH

HSA 680--Contemporary Issues in Health Services Delivery Systems 3 SH

HSA 696--Masters Project in Health Services Administration 3 SH

Advanced Practice Core 18 SH

HSA 604--Foundations of Health Care Economics, Accounting and Financial Management 3 SH

HSA 605--Applications of Health Care Economics, Accounting and Financial Management 3 SH

HSA 625--Advanced Concepts in Quality and Outcomes Management 3 SH

HSA 650--Strategic Management of Technology in Health Services 3 SH

HSA 681E-W--Special Topics in Health Services Administration* 3 SH

HSA 681E-W--Special Topics in Health Services Administration* 3 SH

* Student-designed courses. HSA electives and/or courses in the MBA, MSM, MNM and MSCIS Master's programs in the School for Professional Studies may be substituted for these courses with advisor approval.

HEALTH SERVICES ADMINISTRATION COURSE DESCRIPTIONS (HSA)

HSA 600. LEADERSHIP AND ETHICS IN HEALTH SERVICES (3). Addresses advanced concepts in leadership development and practice including the dynamics of personal and organizational power, decision models, systems thinking, organizational learning, change theory, work force diversity, collaboration and mentorship. Explores contemporary ethical issues in health care policy and leadership through case presentation and application of a framework for ethical analysis and decision-making. Cross listing: CLP 600.

HSA 601. OPERATIONS AND PROCESS MANAGEMENT IN HEALTH SERVICES (3). Investigates organizational dynamics with emphasis on communication, re-engineering, process redesign, work flow analysis and methods of assessing organizational effectiveness. Explores current theories and approaches used in dealing with organizational problems.

HSA 602. STRATEGIC PLANNING AND DEVELOPMENT IN HEALTH SERVICES (3). Addresses the business planning process emphasizing strategic planning, business plan development and evaluation, advanced project management, and marketing research and strategy. Focuses on financial analysis, market projection, risk assessment, and implementation planning principles as applied to new or expanded services and/or other business opportunities.

HSA 604. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Provides an overview of macroeconomics and microeconomics with emphasis on application to health care. Studies accounting theory information, and systems related to a variety of health care institutions. Considers accounting in both the profit and not-for-profit health care organizations, emphasizing the interpretations of accounting information for decision-making by nonfinancial managers. Includes financial management and forecasting, statement preparation and analysis, budgeting, cost analysis and control and case management. Requires basic skills in electronic spreadsheets.

HSA 605. APPLICATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Studies accounting information, theory and systems related to a variety of health care institutions. Applies accounting in both profit and not-for-profit health care organizations, emphasizing the interpretation of accounting information for decision-making. Utilizes cost financial forecasting, budgeting and analysis, cash management techniques, planning models, and applies these concepts to management practice in the health care industry. Utilizes case studies and field work.

HSA 608. HEALTH CARE POLICY (3). Examines the relationship of health policy to health care practices and outcomes with emphasis on application to advanced practice and nursing leadership roles. Topics include change in socioeconomic theories, regulation, funding, health planning, organization, delivery and evaluation of health care services to individuals and populations, quality activities and legal issues. Prerequisite(s): HCA 423 or permission of instructor. Cross listing: HCA 408 or NR 608.

HSA 610. INTRODUCTION TO HEALTH SERVICES (3). Introduces the historical development and contemporary structure of health services in the United States. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, and sources of health care funding. Addresses national health policy and related current issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 312 or HIM 312. NOTE: Approval of academic advisor required.

HSA 612. INTEGRATED HEALTH CARE DELIVERY SYSTEMS (3). Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access and cost. Explores issues related to urban versus rural settings, managed care,

reimbursement, regulatory requirements and institutional accreditation. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 412.

HSA 613. FUNDAMENTALS OF MANAGED CARE (3).

Introduces the history, philosophy, business principles and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management and utilization patterns. Examines issues related to regulatory requirements and national health policy. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Cross Listing: HCA 413.

HSA 620. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3).

Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and market strategy. Discusses media, public relations, and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 420. NOTE: Approval of academic advisor required.

HSA 623. LEGAL ASPECTS OF HEALTH SERVICES (3).

Studies the legal and ethical issues involved in the management and delivery of health care services and the interrelations between hospital, physician, and patients. Emphasizes law as it pertains to negligence, contracts, consents, confidentiality, risk management and current medical/legal issues. Explores the use of the health record as a legal document, privacy rights, corporate compliance, and peer review. Examines release of information, quality of documentation, and retention of records issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 623, HCA 423 or HIM 423. NOTE: Approval of academic advisor required.

HSA 624. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (1).

Provides a basic understanding of the history and theory of Quality Management in health care settings. Explores TQM principles as applied in ambulatory clinics, hospital departments, medical staff organizations, and the utilization management function. Examines the interpretation and analysis of health care data as it relates to capitation and managed care. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: CLP 624, HCA 425 or HIM 425. NOTE: Approval of academic advisor required.

HSA 625. ADVANCED CONCEPTS IN QUALITY AND OUTCOMES MANAGEMENT (3).

Examines concepts related to the application of outcomes data to clinical decision making, patient management and quality initiatives. Explores concepts and strategies used in epidemiological studies. Emphasizes outcome research

and design, bench marking, cost analysis, regulatory reporting and other practical uses for outcomes data. Prerequisite(s): HCA 425, HIM 425 or HAS 624 and Graduate Standing. Cross listing: CLP 625.

HSA 628. HEALTH CARE ECONOMICS (3).

Provides an understanding of the elements necessary to apply basic micro-economic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 428. NOTE: Approval of academic advisor required.

HSA 649. HEALTH CARE INFORMATION SYSTEMS (3).

Introduces foundational knowledge and skills to participate in the design, selection, implementation, and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Cross listing: HCA 450 or HIM 450. NOTE: Approval of academic advisor required.

HSA 650. STRATEGIC MANAGEMENT OF TECHNOLOGY IN HEALTH SERVICES (3).

Investigates methods for developing information management strategies, executive decision support systems, and infrastructure designs in health care organizations, emphasizing enterprise wide systems. Additional topics include development and use of data repositories, warehouse, outsourcing information technology services, financial impact of information technology on organizations, assessing/acquiring clinical and managerial computer systems. Prerequisite(s): HCA 450, HIM 450 or HAS 649.

HSA 652. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3).

Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 452. NOTE: Approval of academic advisor required.

HSA 655. HEALTH INFORMATION RESOURCE MANAGEMENT (3).

Explores skills necessary to identify information needs and uses through techniques of data flow analysis, data mapping and assessment of the continuum of data integrity. Presents highly technical topics in a format accessible for non-information technology professionals. Topics include current industry trends and the impact on health information managers, technical elements of database structure and

management, components of a comprehensive information management plan, including database inventory, data dictionary, data integrity, and data security. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): CS 200 or equivalent. Cross listing: HIM 455.

HSA 660. METHODS OF INQUIRY AND RESEARCH (3). Examines qualitative and quantitative research assumptions, design, methods and ethical considerations as applied in health services research. Reviews statistical methods and tools, critique of published findings, data evaluation, analysis and presentation. Explores advanced concepts in health care outcomes and operations research applications. Prerequisite(s): Graduate Standing. Cross listing: CLP 660.

HSA 663. HEALTH CARE FINANCE (3). Introduces major topics in managerial finance essential for understanding how health care organizations acquire, manage and finance assets. Special topics include corporate compliance, master budgeting, capital requests, cash flow management, costing models and inventory. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 465. NOTE: Approval of academic advisor required.

HSA 664. ADVANCED CONCEPTS IN ACCOUNTING FOR HEALTH SERVICES (3). Reviews basic accounting theory and practice as applied in managerial accounting and managerial decision making process in the health care environment. Employs case analysis in a variety of managerial scenarios including financial reporting and product line profitability. Prerequisite(s): AC 320A.

HSA 665. ADVANCED CONCEPTS IN FINANCE AND ECONOMICS FOR HEALTH SERVICES (3). Investigates fiscal and economic management issues at the divisional and organizational level including issues of payers and providers in health care organizations. Topics include health risk market assessment, current fiscal and economic policy and return on investment. Reviews financial concepts such as capitation, discounting, contracting and other reimbursement/cost containment strategies. Prerequisite(s): HAS 663 or HCA 465.

HSA 667. BUDGET AND OPERATIONS MANAGEMENT IN HEALTH CARE SETTINGS (3). Introduces the operations management function within a health care organization. Provides the basic skills and knowledge to analyze operations, manage financial resources, optimize management of budgets, staff appropriately and make informed decisions about resource allocation. Cross listing: CLP 667 and HCA 464.

HSA 680. CONTEMPORARY ISSUES IN HEALTH SERVICES DELIVERY SYSTEMS (3). A capstone seminar examining contemporary issues in health services delivery systems. Topics include integration of delivery settings, managed care trends, stakeholder relations, health policy, regulatory initiatives, health care workforce, health promotion, and complimentary medicine. Includes

presentation of the master's project. Prerequisite(s): HAS 696.

HSA 681E-W. SPECIAL TOPICS IN HEALTH SERVICES ADMINISTRATION (3). Advanced study within a focused topic or area of practice related to health services administration under the direction of an assigned instructor. The student may select a new/established module or modify an established module through development of an individualized learning contract.

HSA 696. MASTER'S PROJECT IN HEALTH SERVICES ADMINISTRATION (3). Examines a current health care organization/system issue or problem. Students may work in conjunction with or at a particular agency to investigate and collect data on the problem. The final project, both in written and oral form, exhibits appropriate communication skills, evidence of critical thinking and problem solving skills, and a dedicated understanding/cohesive description of the issue.

MASTER OF SCIENCE IN NURSING (MSN)

PROGRAM DESCRIPTION

The Master of Science degree in nursing (MS) prepares graduates for a role in Leadership in Health Care Systems, or as a Family Nurse Practitioner. The curriculum for the various specializations consist of three major areas: the core, the specialization and the supporting course work. The core incorporates the major focus of an MS degree including theoretical frameworks, ethics, health care policy and research in nursing. All graduate nursing students take these core courses. The core courses promote principles of ethics and social justice which are designed to help develop leaders in service to others. Students are also required to complete either a master's thesis or a master's project. Students are prepared at the graduate level as expert clinicians, teachers, leaders/managers and investigators.

LEADERSHIP IN HEALTH CARE SYSTEMS SPECIALIZATION

In the Leadership in Health Care Systems emphasis, students may choose a focus in management or a focus in education.

Management Focus

Students in the management focus are prepared for leadership roles in management in a variety of health care settings. Courses focus on leadership development, administrative skills, health care policy and economics, and ethical and social issues impacting nursing and health care.

Supporting courses include two courses from the Master of Health Services Administration (HSA) Program at Regis University—accounting and financial management. A practicum is required to allow students to apply theory to practice and to study the organization, nursing service and nursing role in administration directly. The Leadership in Health Care Systems specialization is offered in a one evening per week intensive format to accommodate working registered nurses.

Education Focus

Students in the education focus are prepared for leadership roles in education in health care. Courses focus on leadership development, teaching and learning strategies, curriculum development, and evaluation methods.

FAMILY NURSE PRACTITIONER (FNP) SPECIALIZATION

The Family Nurse Practitioner (FNP) specialization prepares nurses to deliver primary health care to families across the life span. The curriculum focuses on health promotion, disease prevention and management of acute and chronic illness and injury. The curriculum is designed to develop critical thinking ability, creativity and clinical expertise in competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and applicable American Nurses Association (ANA) documents. Clinical experiences are offered in a variety of health care settings in both urban and rural communities. The FNP specialization is offered in an every-other-weekend intensive format that also includes some weekday courses to maximize use of clinical facilities and preceptors.

SPECIAL EDUCATIONAL OPTIONS FOR NURSE PRACTITIONERS

Building on the well-established Master of Science degree in nursing (MS) program, the Department of Nursing has expanded its offerings to enable nurses with specialized needs to meet their educational goals. These offerings include the following:

1. Post-Master's Certificate for nurses who have an MS in nursing and want to become nurse practitioners.
2. MSN Articulation for nurse practitioners without an MS in nursing who have a non-Family Nurse Practitioner (FNP) specialization and wish to earn an MS in nursing with an FNP specialization.
3. MS Completion for nurse practitioners who want to complete an MS degree in nursing but who do not want to complete an additional clinical specialty.
4. Post-master's specialty certification in Dermatology for NPs who want to focus on this specialization area of advanced nursing practice.

ADMISSION

Admission to the MS degree program in nursing is based on individual evaluation in accordance with the following minimum admission requirements:

- A nursing baccalaureate degree from a nationally accredited program.
- A minimum undergraduate cumulative grade point average of 2.750 on a 4.000 scale.
- A grade of "C" or better in all undergraduate nursing courses. (A grade of "C-" is not acceptable.)
- Three recommendations from professional persons knowledgeable about the applicant's academic, professional and leadership potential.
- Evidence of eligibility for Colorado licensure.
- Two years of clinical practice as a registered nurse is preferred.
- A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. (A grade of "C-" is not acceptable.) This course may be taken after admission, but must be taken before NR 602-Research in Nursing.
- A one page essay describing how graduate education will impact the applicant's practice.

MSN COMPLETION OPTION

- Ability to meet current MSN admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in the nurse practitioner specialty.

MSN ARTICULATION OPTION

- Ability to meet current MS in nursing admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in nurse practitioner specialty.
- Credit evaluation interview to determine courses needed to complete MS degree in nursing (Plan of Study determined on an individual basis).

POST-MASTER'S CERTIFICATE

- Master's degree in nursing (or equivalent) from an NLNAC or AACN-CCNE accredited school.
- Minimum 2 years work experience in nursing.
- Current Colorado licensure or evidence of eligibility for Colorado licensure.
- Minimum of 3.000 GPA in previous Master's program.
- Three recommendations.
- Essay describing professional goals.

NOTE: *All documents submitted during the application process become the property of Regis University.*

ADMISSION ON PROBATION

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first nine (9) hours of graduate course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 average removes the probationary status and entitles students to good academic standing.

CONDITIONAL ADMISSION

Students who appear to be in good academic standing, but for whom all admission materials have yet to be received, may be allowed to register for a maximum of nine (9) hours while awaiting official admission.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions or the University.

PROGRESSION

Candidacy for the Master of Science degree in nursing at Regis University requires successful completion of course requirements, a Master's thesis or Master's project, and a final oral and written comprehensive examination. The thirty-nine (39) to forty-two (42) semester hour program in Leadership in Health Care Systems, and forty-six (46) to forty-nine (49) semester hour program for the Family Nurse Practitioner may be completed in two (2) to three and one-half (3½) years of full-time study. Six (6) to eleven (11) semester hours per semester constitutes full-time study.

There is a five-year time limit for completion of all degree requirements. This time limit is computed from the semester in which students complete the first course that is to be applied toward the degree, whether or not the student has been officially admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program may be required and a new Degree Plan signed.

ACADEMIC INFORMATION

WITHDRAWAL

Students may withdraw from a class with the approval of the academic advisor or the Graduate Option Chair. Information regarding the last day to withdraw is available from the Department of Nursing. Tuition refund information is available from Enrollment Services (303) 458-4114.

COURSE LOAD/ OVERLOAD

Master of Science courses are sequenced for full-time study. Courses taken out of sequence may constitute an overload. Anyone wishing to exceed the maximum academic load by changing course sequence must present a formal written request for overload to the Department Director prior to registration. Ordinarily, only a student with a minimum cumulative GPA of 3.000 and no grades of incomplete is eligible to apply for an overload. The first three (3) credits of the Master's thesis (NR 697A) are not considered overload and therefore no request is required.

STUDENT ADVISING

Students are assigned an academic advisor upon admission. Students and advisors sign a Degree Plan by the end of the first semester. A list of faculty available to serve on thesis committees and as project advisors is circulated to students during the project/thesis seminar offered each year following the completion of NR 602--Research in Nursing.

PROGRAM GRADE REQUIREMENTS

Grades of "A" and "B" represent superior or satisfactory progress toward the MS degree in nursing. The grade of "C" is a passing grade in the MS Program and counts toward graduation. It is understood to mean less-than-satisfactory achievement. A candidate is required to maintain a minimum 3.000 ("B") average, but no grades may be lower than "C," regardless of grade point average. A grade lower than "C" is not counted toward graduation, but is included in the student's cumulative grade point average. Graduate students who receive the grade "C-" or lower for a 600-level course must repeat the course.

TRANSFER OF CREDIT POLICY AND PROCEDURE

Acceptance of transfer credits is at the discretion of the Graduate Option Chair. Transfer credits are considered only for courses taken at regionally accredited schools and for course work for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three (3) years. All requests for transfer credits should be submitted before beginning the first graduate course. Students wishing to transfer credits into the Regis University Master of Science degree in nursing must forward a letter stating the request and provide an official school transcript of the course work. A copy of the course syllabus is also required.

After all of the material is reviewed, the Graduate APR Committee notifies the MS Admission Counselor and the student as to the decision.

ACADEMIC STANDING AND PENALTY

Probation and Suspension

Students need a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in MS program course requirements, the student is placed on academic probation. Students placed on probation have one semester to raise their grade point average to 3.000. Students who fail to raise the cumulative grade point average to 3.000 are suspended from the MS program. In addition, students who receive a grade of "C" in two courses at the 600-level are subject to academic review and may be suspended from the program. Suspensions may be appealed to the Department Director.

Students who are notified of academic suspension for the previous term and who are currently in attendance in Regis University class, may complete that class. Any additional registrations will be dropped.

DISCIPLINARY REVIEW PROCESS

The disciplinary review process is described in the School for Health Care Professions General Information section of this Bulletin.

MSN DEGREE REQUIREMENTS

The Master of Science degree in nursing degree requires completion of a minimum of thirty-nine (39) semester hours of graduate (600-level) course work for the Leadership in Health Care Systems Specialization, and a minimum of forty-six (46) semester hours of graduate (600-level) coursework for the Family Nurse Practitioner specialization. Students are also required to complete either a six (6) semester hour master's thesis or a three (3) semester hour master's project.

Students are expected to maintain at least a 3.000 grade point average.

MS PROGRAMS OF STUDY

LEADERSHIP IN HEALTH CARE SYSTEMS SPECIALIZATION

Total Semester Hours Required for
MS Master's Project Option: 39 SH

Total Semester Hours Required for
MS Thesis Option: 42 SH

Core Requirements 24 or 27 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 608--Health Care Policy	3 SH
NR 620--Health Care Structure and Dynamics	3 SH
NR 622--Advanced Leadership Concepts	3 SH
NR 624--Issues in Practice	3 SH
NR 696--Master's Project	
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examination, Master of Science in Nursing	0 SH

Students select one (1) of the following
two (2) groups: 15 SH

- NR 621--Advanced Management Concepts 3 SH
- NR 623E--Leadership in Health Care Systems Practicum: Management 3 SH
- HSA 604--Foundations of Health Care Economics, Accounting, and Financial Management 3 SH
- HSA 605--Applications of Health Care Economics, Accounting, and Financial Management 3 SH
- Elective 3 SH
- NR 623F--Leadership in Health Care Systems Practicum: Education 3 SH
- NR 646--Teaching and Learning Strategies 3 SH
- NR 647--Curriculum Development 3 SH
- NR 648--Evaluation Methods for Health Care Education 3 SH
- Elective 3 SH

**FAMILY NURSE PRACTITIONER
SPECIALIZATION**

Total Semester Hours Required for MS
Master's Project Option 46 SH

Total Semester Hours Required for MS
Master's Thesis Option 49 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
NR 642--Primary Health Care of Children and Their Families	5 SH
NR 643--Primary Health Care of Adults and Their Families I	5 SH
NR 644--Primary Health Care of Women	3 SH
NR 645--Clinical Integration Practicum	5 SH
NR 696--Master's Project or	
NR 697A--Master's Thesis I and	3 SH
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examination Master of Science in Nursing	0 SH

**MS COMPLETION FOR CERTIFIED NURSE
PRACTITIONER**

The MS Completion Option is designed for certified nurse practitioners who wish to earn an MS degree without changing clinical specialty.

Total Semester Hours Required for MS
Master's Project Option 33-39* SH

Total Semester Hours Required for MS
Master's Thesis Option 36-42* SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
NR 655--Transitions in Nursing Practice Credit awarded based on previous education, experience and National Certification	6-12 SH
NR 696--Master's Project or	
NR 697A--Master's Thesis I and	3 SH
NR 697B--Master's Thesis II	3 SH

NR 699--Comprehensive Examinations, Master
of Science in Nursing 0 SH

* A minimum of 30 SH graduate credit must be
completed at Regis University

**MS DEGREE IN NURSING ARTICULATION
FOR CERTIFIED NURSE PRACTITIONER**

The MS Articulation option allows nurse practitioners without an MS who have a non-FNP clinical specialization to pursue an MS degree with an FNP specialization.

The option is designed to provide variable academic credit based on previous nurse practitioner education, national professional certification as a nurse practitioner, and recent clinical practice in a specific nurse practitioner clinical specialty.

Total Semester Hours Required for MS
Completion for Nurse Practitioners
(Articulation) 45-48* SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
FNP Specialization Courses	10-15 SH
Credit awarded based on previous education, experience and national certification.	3-8 SH
NR 696--Master's Project or	3 SH
NR 697A--Master's Thesis I and	3 SH
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examinations, Master of Science in Nursing	0 SH

Graduates who complete the FNP specialization are eligible to sit for the national Family Nurse Practitioner Certification Examination.

* A minimum of 30 SH graduate credit must be
completed at Regis University.

**POST-MASTER'S CERTIFICATE FOR NURSE
PRACTITIONERS**

The Post-Master's Certificate is designed for nurses who have an MS or its equivalent in nursing and wish to become a nurse practitioner without earning a second Master's degree in Nursing.

The Post-Master's Specialty Certification is designed for nurse practitioners who want to pursue specialization in a clinical area of advanced practice nursing.

Total Semester Hours Required for Post-Master's Certificate:

FNP	31 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Role and Concepts	3 SH
FNP Specialization Courses	18 SH

Total Semester Hours required for a Post-Master's Specialty Certificate in**Dermatology: 12 SH**

NR 688F--Clinical Dermatology for the Nurse Practitioner	3 SH
NR 688E--Procedural Dermatology for the Nurse Practitioner	3 SH
NR 688G--Clinical Integration in Dermatology	6 SH

MASTER OF SCIENCE IN NURSING COURSE DESCRIPTIONS (NR)

NR 601. THEORETICAL FRAMEWORKS (3). Examines the theoretical basis of nursing which guides advanced nursing practice. Critiques and evaluates theories from nursing and related fields such as the natural, social, organizational, and biological sciences. Analyzes the usefulness and applicability of theory in nursing practice, research, education, and administration. The University, School for Health Care Professions and Nursing Department mission and goals are discussed. Prerequisite(s): Graduate standing.

NR 602. RESEARCH IN NURSING (3). Develops consumer competency and discrimination of research findings and the tools, methods and processes of research. Compares quantitative and qualitative designs, methods and analytical procedures. Critiques and compares published research findings on the basis of validity, applicability and value. Discusses informed consent and ethical issues of research. Prerequisite(s): NR 601.

NR 604. ETHICS AND SOCIETY (3). Examines the basic ethical principles relevant to professional health care delivery. Analyzes standards, constraints, professional codes, and ethical norms applicable to the health care context. Develops skills in solving ethical problems, and in designing policies that are both managerially responsible and ethically acceptable.

NR 605. PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (3). Utilizes a comprehensive approach addressing the underlying principles of disease processes. Includes etiology, epidemiology and theories related to pathogenesis. Focuses on the differentiation of pathophysiological findings and identification of treatment modalities.

NR 607. PHARMACOLOGY FOR ADVANCED PRACTICE (3). Provides the advanced practitioner student with an in-depth understanding of the clinical applications of drugs commonly used. Emphasizes the principles of drug action and drug therapy related to the practitioner and teacher roles. Discusses selected prototypical agents from the major drug classifications as indications for use, efficacy, therapeutic and adverse effects, monitoring parameters, dosing principles and common drug interactions.

NR 608. HEALTH CARE POLICY (3). Examines the relationship of health policy to health care practices and outcomes with emphasis on application to advanced practice and nursing leadership roles. Topics include change in socioeconomic theories, regulation, funding, health planning, organization, delivery and evaluation of health care services to individuals and populations, quality activities and legal issues. Prerequisite(s): HCA 423 or permission of instructor. Cross listing: HCA 408 and HSA 608.

NR 618. CASE MANAGEMENT IN HEALTH CARE (3). Examines the role and scope of practice for the nurse case manager. Topics include comprehensive client assessment, partnerships, monitoring and evaluation of client process, case load management, legal and ethical issues in care management and utilization.

NR 620. HEALTH CARE STRUCTURE AND DYNAMICS (3). Explores and analyzes classical and contemporary organizational theories and their applicability in health care. Organizational culture, mission and governance, strategic planning, private, public and integrated health care systems, and environmental issues will be examined in relation to health care organizations. Health care organizations will be evaluated using an analysis of the interplay of structure and function based on contemporary organizational theories. Liability insurance fee required.

NR 621. ADVANCED MANAGEMENT CONCEPTS (3). Examines and analyzes managerial roles of the master's prepared nurse in the context of theories, principles and processes of management and organization of nursing services. Topics include personnel issues, labor/legal issues, risk management, quality management, policy development and implementation, and managing information systems and resources.

NR 622. ADVANCED LEADERSHIP CONCEPTS (3). Analyzes leadership roles in relation to decision-making and strategic planning. Focuses on leadership theories and concepts, team building, motivation, negotiation, mediation, conflict management, mentorship, workforce planning, human diversity, power and communication.

NR 623E/NR 623F. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM (3). Designed for students to synthesize and analyze knowledge of leadership, management and educational principles through practical and classroom experience. Ninety-five (95) practical hours and ten (10) hours of service learning required. Students meet to compare and contrast their practical experience with theory and to reflect on their service. Prerequisite(s): Enrollment in or completion of all Leadership in Health

Care Systems emphasis courses. Liability insurance fee required. NOTE: NR 623E is designed for Management focus students and NR 623F is designed for Education focus students.

NR 624. ISSUES IN PRACTICE (3). Analyzes issues and forces that influence nursing and health care. Incorporates evaluation of nursing's contribution to social, economic, technological, legal, political, and ethical issues as they affect change and redefine health care. Topics include fiscal accountability, population demographics and diversity, advocacy and changing roles. Facilitates understanding of the complexities of issues shaping health care. Students will demonstrate synthesis of issues influencing local, state, national or international nursing and health care.

NR 630. ADVANCED HEALTH ASSESSMENT OF THE FAMILY (3). Presents a framework for systematic data collection, precise recording, accurate physical and psychosocial assessment and communication of data reflecting the health status of the family. Facilitates an analysis of cultural, occupational, and environmental factors that are integral to an understanding of the family's physical and psychosocial well being through a holistic perspective. Liability insurance fee required.

NR 640. ADVANCED PRACTICE ROLES AND CONCEPTS (3). Addresses a variety of concepts essential to advanced nursing practice. History and role development within advanced nursing practice and primary care are examined. Family theory and dynamics integral to advanced nursing practice are explored. Standards of Advanced Nursing are defined and practiced.

NR 642. PRIMARY HEALTH CARE OF CHILDREN AND THEIR FAMILIES (5). Addresses well child care, and health maintenance and promotion for children from birth through adolescence. Develops skills in assessment and management of minor acute illness, chronic illness and injuries. Prerequisite(s): NR 644 or permission of the Option Chair. NOTE: Laboratory fee required; 105 clinical hours required.

NR 643. PRIMARY CARE OF ADULTS AND OLDER ADULTS (5). Addresses health maintenance, disease prevention and health promotion for adults from young adulthood through geriatric age. Develops skill in assessment and management of minor acute illness, chronic illness and injuries. Prerequisite(s): NR 605, NR 607 and NR 630. NOTE: 105 clinical hours required.

NR 644. PRIMARY CARE OF WOMEN (5). Addresses health maintenance and health promotion for women. Discusses family issues in relationship to women's health. Develops skill in assessment and management of reproductive and genitourinary conditions. Prerequisite(s): NR 643. NOTE: 105 clinical hours required.

NR 645. CLINICAL INTEGRATION PRACTICUM (5). Integrates advanced family nurse practitioner theory and practice. Students examine and evaluate outcomes of nursing therapeutics and collaborative management strategies in specific primary care situations. Students discuss and defend clinical data assessment and decision

making. Prerequisite(s): NR 642 or permission of the Option Chair. Liability insurance fee required. NOTE: 315 clinical hours required.

NR 646. TEACHING AND LEARNING STRATEGIES IN HEALTH CARE (3). Focuses on teaching learning theory and cognitive psychology principles. Analyzes the selection and implementation of a variety of instructional methods and learning strategies, new developments in the field of nursing education and ways to use the media, computer technology, and new innovations in and out of the classroom.

NR 647. CURRICULUM DEVELOPMENT (3). Designed for health care providers who are or will be engaged in teaching within the professional health care setting. Focuses on curriculum development, outcomes and competencies. Curriculum design, evaluation and change are analyzed within a guiding philosophical conceptual framework and in keeping with underlying social, political, and professional factors. Emphasizes faculty role, academic performance and social responsibility of program curriculum in meeting consumer and community needs. Discusses the influence of accrediting body/certification requirements and the implementation of innovation in the field of the discipline. Prerequisite(s): Graduate standing.

NR 648. EVALUATION METHODS FOR HEALTH CARE EDUCATORS (3). Allows students to compare, question, and analyze numerous assessment and evaluation concepts, models, and frameworks for their applicability in the evaluation and quality assurance process of curriculum development. Explores techniques to evaluate critical thinking, communication and therapeutic skills within and outside the classroom, evaluation of students/faculty, curricula, and programs. Students compare and contrast innovations in the area of evaluation with current theory and practice. Prerequisite(s): Graduate standing or permission of instructor.

NR 655. TRANSITIONS IN NURSING PRACTICE (3). Course designed for nurse practitioners currently in practice. Students demonstrate synthesis of nursing knowledge and roles at the graduate level and apply clinical leadership to practice. Prerequisite(s): acceptance into MSN Educational Options or permission of the Option Chair required.

NR 688E. PROCEDURAL DERMATOLOGY FOR THE NURSE PRACTITIONER (3). Addresses common procedures used in clinical dermatology. NOTE: One hundred and five hours of supervised clinical experience is included. Concurrent enrollment in NR 688F required. Liability insurance required.

NR 688F. CLINICAL DERMATOLOGY FOR THE NURSE PRACTITIONER (3). Building on basic physiology and pathophysiology, this course utilizes a comprehensive approach to address the underlying principles of clinical dermatology. Etiology, epidemiology and theories related to pathogenesis of dermatology are included. Focuses on structure and function of the skin, differential diagnosis, and identification of treatment modalities for a variety of common dermatological conditions. Discusses

reimbursement and insurance management issues.
NOTE: Concurrent enrollment in NR 688E required.

NR 688G. CLINICAL INTEGRATION IN DERMATOLOGY (6). Focuses on skill competency and practice related to the nurse practitioner's role in dermatology. Emphasizes assessment, different diagnosis, management, and patient education of common dermatological disorders as well as health maintenance in dermatology. Students evaluate outcomes of advanced nursing therapeutics, collaborative management strategies, and ethical decision making in managing dermatological conditions. The clinical practicum experience, under the direct supervision of a preceptor, provides advanced integration of diagnostic and therapeutic competency within a collaborative practice model in dermatology. NOTE: 420 clinical hours required.

NR 690E-W. INDEPENDENT STUDY IN GRADUATE NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and permission of Option Chair.

NR 696. MASTER'S PROJECT (3). Offers students an opportunity to develop an independent scholarly project to explore or research a relevant professional nursing topic. No concurrent course work required. Prerequisite(s): NR 602.

NR 697A. MASTER'S THESIS I (3). Provides an opportunity for completion of a thesis representing original work as a result of research. Students must submit a written proposal for approval by the faculty chair of the thesis committee. Prerequisite(s): NR 602 and approval of the Coordinator of Graduate Education. NOTE: An "IP" (in progress) grade is assigned for NR 697A since the thesis is designed to be completed over more than one semester. A letter grade is assigned after completion of NR 697B.

NR 697B. MASTER'S THESIS II (3). Completion and defense of thesis begun in NR 697A. Prerequisite(s): NR 697A. NOTE: A letter grade is assigned for both NR 697A and NR 697B after completion of NR 697B.

NR 699. COMPREHENSIVE EXAMINATION, MASTER OF SCIENCE IN NURSING (0). Required of all students in the Graduate Program in Nursing. Consists of an oral component on Specialization specific course content. Pass/No Pass grading only. Prerequisite(s): Completion of all graduate courses and approval of Department of Nursing Faculty required.

DOCTOR OF PHYSICAL THERAPY (DPT)

The Department of Physical Therapy at Regis University is dedicated to providing value-centered education within the Jesuit Catholic tradition. The professional education experience is extensive in depth and breadth and supports

advanced clinical practice in varied settings. The program is designed to prepare graduates as leaders in the profession of physical therapy who bridge theory and practice in a dynamic health care environment. Special attention is placed on developing an appreciation of the uniqueness of the individual and recognition of how this uniqueness influences health and wellness of diverse populations. Emphasis is placed on collaborating with other health care professionals and contributing for the benefit of the community as advocates for the public welfare. In this process, graduates are challenged to integrate Jesuit values with personal and professional pursuits. Graduates practice independently, ethically, and legally as primary care providers. As professionals, the physical therapy graduates are decision-makers and critical thinkers who have a clear understanding of the value of being lifelong learners and contributors to the body of knowledge of physical therapy.

PROGRAM DESCRIPTION

The entry-level program is 110 semester hours, offered in eight semesters over three calendar years. Classes are held in traditional weekday format on the Lowell Campus in north Denver. A class of forty-eight (48) students starts the program each August. Upon successful completion of the program, graduates are awarded a Doctor of Physical Therapy degree which prepares them to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century and they are eligible to take the physical therapy licensure examination. Graduation requirements include completion of a research project. The Department of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

The physical therapy curriculum explores motor control and movement theory as it is expressed across the lifespan of individuals with diverse health care needs. Students study movement for its effect on each body system and its relationship to physical therapy management. Extensive study of the foundation sciences that support physical therapy interventions serves to support rationale for clinical decision making. This model enables students to successfully link theory and application to clinical practice. Numerous self-directed, small group activities are included in the curriculum. For example, in-depth clinical problems and issues are explored in small group tutorials offered each semester in the Professional Issues series of the curriculum. These tutorials serve to extend and integrate material discussed in all courses within a semester in a matter that relies on the students ability to access and apply information collaboratively in small work groups. Tutorials also stress development of communication, teaching skills, and self-assessment. As another example, students conduct a team research project that enables familiarity with the process of research and contribution to the body of knowledge that defines the physical therapy profession.

During clinical experiences, students have the opportunity to integrate knowledge gained from courses and to expand their skills in evaluation, intervention, case management, and interpersonal communication.

The clinical component of the program necessitates travel to various sites. Many clinical experiences in the curriculum are outside the Denver area and often outside of Colorado. Every effort is made to give students opportunities to work in a variety of clinical practice settings with diverse populations, rural areas often provide such opportunities. Students are required to participate in one rural experience within or outside of Colorado. Currently, the Department is affiliated with more than 300 facilities throughout the country, and students are encouraged to participate in at least one clinical experience outside the state.

ADMISSION

All applicants are reviewed by the Physical Therapy Admission Committee. At the discretion of the Committee, other faculty may be consulted. If students meet the following criteria to the satisfaction of the Department of Physical Therapy, they are considered for acceptance into the graduate program and are invited for a personal interview.

1. Criteria for admission are as follows:

- Completion of a baccalaureate degree (BA or BS) prior to matriculation with a major in a field other than physical therapy from an accredited institution of higher education. No academic major is given priority in the selection process.
- Completion of prerequisite coursework with a minimum grade of "B-" or above in each prerequisite course preferred (further details are listed under the "Admissions Prerequisites" heading in this section). Prerequisite coursework must be completed prior to matriculation; however, coursework may be in progress or planned at the time of application.
- Demonstration of an undergraduate cumulative grade point average of 3.000 (on a 4.000 scale) preferred.
- Demonstration of familiarity with the profession of physical therapy.
- Evidence of potential for success in graduate education.
- Evidence of potential for success as a professional in the field of physical therapy.

2. Applicants must also have the following information on file:

- Essay.
- Official transcripts of all academic work since high school.
- Three letters of recommendation from persons well suited to evaluate qualification for graduate

study and/or physical therapy. One recommendation must be completed by a licensed physical therapist and one recommendation must be completed by a college level faculty. Personal letters of recommendation are not accepted.

- Official GRE Scores: Analytical, quantitative and verbal.
 - Course record form.
 - Completion of prerequisites.
3. Applicants are ranked for admission according to the following criteria:
- Prerequisite grade point average.
 - Cumulative grade point average.
 - Recommendation scores.
 - GRE scores.
 - Completion of highly recommended courses.
 - Earned baccalaureate degree from Regis University.

NOTE: *Regis University undergraduate students receive preferential admittance to the graduate program in physical therapy.*

4. Applicants with the highest rank are invited for an interview with the members of the Faculty Planning Committee.
5. Since the number of qualified applicants exceeds available slots, the committee selects a diversified student group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Physical Therapy, the School for Health Care Professions or the University. Also, adherence to the "Code of Ethics, Guide to Professional Conduct," and "Standards of Practice for Physical Therapy" as described by the American Physical Therapy Association shall be required of all students in the program.

NOTE: *All documents submitted during the application process become the property of Regis University.*

ADMISSION PREREQUISITES

Prerequisite course work must be completed prior to matriculation into the Department. The biological and physical science courses must be those designed for science majors.

PREREQUISITE COURSES

Human Anatomy	3 SH
Human Physiology	3 SH
General Chemistry (lectures and laboratories)	8 SH
General Physics (lectures and laboratories)	8 SH
Psychology (Abnormal and Developmental are recommended)	6 SH
English Composition/Scientific Writing	3 SH
Statistics	3 SH

Other courses that are recommended but not required for admission include: Communications/Speech, Motor Control, Research Methods, Neuroscience, Advanced Statistics, Biomechanics, Exercises Physiology, and Motor Learning.

NON-DEGREE SEEKING STUDENTS

Students seeking admission as non-degree seeking special student must:

1. Provide official documentation of a baccalaureate degree and/or a Physical Therapy degree from a regionally accredited college or university when pursuing advanced study in physical therapy.
2. Have appropriate work experience.
3. Meet prerequisite requirements.

A maximum of nine (9) semester hours may be taken. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the Department Director.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Courses taken by non-degree seeking special students are for academic advancement and may apply to a degree offered by the Department of Physical Therapy only if the courses are appropriate and student has approval of the Department Director.

PHYSICAL THERAPY EXPERIENCE

Students should obtain a broad exposure to the various roles and responsibilities of the practicing physical therapist and have a general understanding of the future direction of physical therapy as a profession. While a specific number of hours is not required, candidates are expected to have had enough experience to serve as

evidence of their commitment to the career choice of physical therapy.

COMPUTER LITERACY

Students need an understanding of computers as computer applications are addressed in several classes. Students need computer skills by the beginning of the second semester. These skills include the use of windows word processing programs such as Microsoft Word; the use of spread sheets, preferably Excel; and the use of data management programs such as dBase. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs at colleges, universities and neighborhood schools, or through private companies. Although evidence of course work for academic credit is not required, it is highly recommended.

Students are assigned an e-mail account in their first semester of the program. Students are expected to be literate in using online activities such as e-mail, Internet, and database services.

LIMITATIONS ON CREDIT

The Pass/No Pass option is not accepted in prerequisite courses. In addition, grades of "D" or "F" are not acceptable toward required courses.

Prerequisite courses (with the exception of English composition) taken over seven years prior to expected admission date are not accepted. Advanced level courses or repeating the introductory level course work within the seven-year limit can meet the requirements.

ACADEMIC INFORMATION

PROGRAM PROGRESSION

A student needs a minimum grade of "C+" or better in each course in order to progress in the Physical Therapy Program. If a grade of "C" or "C-" is received in any of the course requirements, the student must remediate the course within the following semester in order to progress (for specifics, see Remediation in this section of the *Bulletin*). Students may participate in clinical education rotations during semester IV while remediating a grade of "C" or "C-". DPT students may not participate in any subsequent clinical education rotation until remediation of a grade of "C" or "C-" in a previous semester course is completed. It should be noted that failure to participate in a clinical education experience may limit a student's ability to continue participation in the Program with the present schedule. Since courses are offered once a year, this may necessitate stopping out until the next academic year.

STUDENT ADVISING

A faculty academic advisor is assigned to all entering physical therapy students. The student and advisor sign a Degree Plan for the graduate course work by October 15th of the student's first semester. Advisors must also sign the Degree Plan prior to the student's graduation to confirm that the student has completed the coursework stated in the Degree Plan and is eligible for graduation. Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression through the program as necessary. Students are required to schedule appointments with their advisor on a semester basis to facilitate ongoing dialogue and address graduation requirements throughout their studies. Advisors may or may not serve as the student's research project advisor depending on the topics of choice. Conflicts with the assigned advisor must be presented in writing to the Department Director.

REGISTRATION

Procedure

Registration is processed by the Department staff for all students for the first semester. All semesters thereafter are initiated by the students through the Office of the University Registrar. Students may also register online through WebAdvisor accessed at www.regis.edu.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Add/Drop

Students follow the add/drop policy dates published in the General Information section of this *Bulletin* by the University Registrar for semester-long courses. Requests to drop a course require the signature of the Department Director. Students who drop a course must understand that this jeopardizes their ability to continue in the program.

ACADEMIC STANDING AND PENALTY

Students are notified of a change in academic status by a certified letter from the Department Director, but failure to provide or receive the notice does not invalidate the action taken. Probation, suspension and dismissal designations are recorded on the permanent academic record (transcript).

Academic Probation

If a student's cumulative grade point average falls below 3.000, the student is placed on academic probation. A student is allowed a maximum of two probation periods during the length of the program. However, it is a Department expectation that the student will make every

effort to raise his/her cumulative grade point average to 3.000 by the end of the next semester in order to return to good academic standing. In addition, if a student fails a clinical rotation, he/she is also placed on academic probation. A student on academic probation is not allowed to participate in clinical education rotations. Academic Probation is noted on the Official Academic Transcript.

Academic Suspension

A student is suspended from the DPT program if he/she fails to complete necessary remediation to a satisfactory level in the subsequent semester of receiving a "C" or "C-". A student who receives a grade lower than a "C-" in a course is suspended from the program. In addition, if a student's cumulative grade point average is less than 3.000 for more than two (2) semesters then he/she is suspended from the program. Academic suspension renders the student ineligible to participate in PT academic activities including academic course work, clinical course work, and project course work for the remaining sequence of course offerings with their respective class. The student may apply for consideration of readmission to the program for the following academic year. Academic Suspension is noted on the Official Academic Transcript.

Academic or Program Suspension Appeal/Readmission

Procedures for an Academic or Program Suspension appeal and readmission are as follows:

1. An appeal of suspension must be submitted in writing to the Department Director within thirty (30) working days of the date on which the student was placed on suspension. This time is measured from the date on the letter of notification of suspension. If the issue is not resolved to the student's satisfaction, the suspension may be appealed to the Academic Dean of the School for Health Care Professions within ten (10) working days of the Director's action on the appeal. The Dean's decision regarding the appeal is final.
2. Readmission following suspension is determined on an individual basis by the Department of Physical Therapy Faculty Planning Committee based on the following criteria:
 - a. A student applying for readmission to the DPT program must meet the criteria in effect at the time of application for readmission.
 - b. The student must present documentation indicating that the reasons for suspension have been satisfactorily addressed.
 - c. Any student readmitted following suspension is admitted on a probation, is ineligible for another term of probation, and must meet all terms specified by the Faculty Planning Committee.

Readmission action after suspension is highly unusual and is only considered for exceptional circumstances.

Academic Dismissal

Academic dismissal is action taken by Regis University that renders a student ineligible to return to Regis for any program of study. For this action to be taken a student must have been suspended for academic reasons, been readmitted to the PT Program on academic probation, and subsequently failed to achieve the required cumulative grade point average of 3.000. Academic dismissal is recorded on the permanent academic record (transcript).

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the Department Director. In addition, a form must be completed by the student and signed by the Department Director. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before withdrawing.
- The student returns to the program within one (1) calendar year of withdrawing.

Students who meet these criteria must submit a written request for readmission to the Department Director. Students may be required to pass a competency exam verifying retention of previous course material. If the stated conditions are not met, students must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee readmittance.

DISCIPLINARY REVIEW PROCESS

The disciplinary review process is described in the School for Health Care Professions General Information section of this *Bulletin*.

REMEDATION

A grade of "C" or "C-" for a course must be remediated. The initial grade will be changed to a "C+" following a successful remediation of the "C" or "C-" grade. Grades of "D" or "F" for a course cannot be remediated. Refer to the academic suspension section in the *Bulletin* for consequences. The process of remediation begins the first week of the semester following receipt of a grade of "C" or "C-". During this week, a remediation contract with input from the student and instructor is developed that outlines format, content and evaluation method for the remediation. This contract is finalized and signed by the student, instructor, and Department Director.

The agreed upon remediation must be successfully completed by the end of the semester following the receipt of an unsatisfactory grade. Failure to successfully complete the remediation process by this time cancels the student's ability to participate in a clinical education experience. An exception to this policy is available during semester IV. Students may participate in DPT 750--Clinical Education I while remediating a "C" or "C-" grade. Students may not participate in any subsequent clinical education rotations until remediation for a "C" or "C-" in a previous semester course is completed.

Students should be aware that completion of a remediation must occur at least nine (9) days prior to the start of the clinical education rotation. It should be noted that failure to participate in a clinical education experience may limit a student's ability to progress through the remainder of the curriculum. (Since courses are offered once a year, this may necessitate stopping out until the next academic year.) Students should refer to the progression and retention heading in this section of the *Bulletin* for consequences. If the initial remediation is not successful, one more remediation is allowed. However, this may also necessitate stopping out until the next academic year if the remediation is not completed by the end of the semester. If this remediation is not successful, the student is considered to have an unremediated "C" or "C-" and is suspended from the program.

GRADUATION

Students graduate the semester that all requirements are met and documentation of such is received by the Office of the University Registrar. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded a DPT degree:

- Satisfactory completion of required academic and clinical course work.
- Cumulative grade point average of 3.000 and a minimum grade of "C+" in each course unless a "C" or "C-" grade is successfully remediated.
- Satisfactory completion of a research project.
- Successful completion of a comprehensive examination.
- Recommendation for the degree by the faculty of the Department of Physical Therapy. Successful progression in generic abilities is considered in this recommendation.

For additional information on Commencement and Graduation, refer to the General Information section of this *Bulletin*.

DPT PROGRAM OF STUDY

TOTAL DEGREE REQUIREMENTS	110 SH
YEAR 1	47 SH
<i>Fall Semester</i>	16 SH
DPT 701--Human Anatomy and Histology	6 SH
DPT 702--Human Physiology	3 SH
DPT 703--Biomechanics	3 SH
DPT 776--Scientific Inquiry 3 SH	1 SH
DPT 770--Professional Issues I	1 SH
<i>Spring Semester</i>	18 SH
DPT 704--Neuroscience	4 SH
DPT 705--Kinesiology I	3 SH
DPT 708--Wellness and Health Promotion	4 SH
DPT 730--Physical Therapy Assessment	3 SH
DPT 709--Health Care Ethics	3 SH
DPT 771--Professional Issues II	1 SH
<i>Summer Semester</i>	13 SH
DPT 706--Theory of Motor Behavior 3 SH	1 SH
DPT 710--Pharmacology I	3 SH
DPT 733--Musculoskeletal Management I	3 SH
DPT 732--Cardiopulmonary Management	1 SH
DPT 713--Practices in Health Care	2 SH
DPT 772--Professional Issues III	2 SH
YEAR II	43 SH
<i>Fall Semester</i>	14 SH
DPT 707--Kinesiology II	3 SH
DPT 711--Pharmacology II 1 SH	1 SH
DPT 712--Radiology	3 SH
DPT 734--Musculoskeletal Management II	3 SH
DPT 736--Neurological Management I	1 SH
DPT 750A--Clinical Education I-A	1 SH
DPT 773--Professional Issues IV	1 SH
DPT 790--Research Project I	1 SH
<i>Spring Semester</i>	17 SH
DPT 738--Complex System Management	3 SH
DPT 737--Neurological Management II	5 SH
DPT 735--Musculoskeletal Management III	5 SH
DPT 750B--Clinical Education I-B	1 SH
DPT 774--Professional Issues V	2 SH
DPT 791--Research Project II	1 SH
<i>Summer Semester</i>	12 SH
DPT 731--Differential Diagnosis	2 SH
DPT 751--Clinical Education II	4 SH
DPT 714--Psychosocial Aspects of Health Care	2 SH
DPT 775--Professional Issues VI	2 SH
DPT 780E-W--Topics in Physical Therapy	1 SH
DPT 792--Research Project III	1 SH

YEAR III

20 SH

Fall Semester

13 SH

DPT 752--Clinical Education III	5 SH
DPT 715--Health Care Policy	2 SH
DPT 716--Business Management	3 SH
DPT 781E-W--Topics in Physical Therapy II	1 SH
DPT 793--Research Project IV	2 SH
DPT 799--Comprehensive Exam	0 SH

Spring Semester

7 SH

DPT 753--Clinical Education IV	6 SH
DPT 796--Physical Therapy Capstone	1 SH

TRANSITION DOCTOR OF PHYSICAL THERAPY (tDPT)

OVERVIEW

In 2001, Regis University Board of Trustees approved a change of the MS in Physical Therapy degree to an entry-level professional doctoral degree, the Doctor of Physical Therapy (DPT). In addition approving the entry degree, the Board approved a second program the transition DPT. The tDPT is intended to enable practicing physical therapists to advance their education to the doctoral level. The primary goal of the program is to support Regis MS graduates and Regis clinical faculty. These decisions were supported by the Higher Learning Commission, North Central Association of Colleges and Schools later in 2001. At that time they granted an institutional change in accreditation status allowing the University to offer the Doctor of Physical Therapy degree.

Progressing physical therapy education to the doctoral level has been a goal of the Department of Physical Therapy at Regis University. In conjunction with the move to an entry-level doctoral degree, physical therapy programs are currently developing transitional DPT programs for practicing physical therapists wishing to achieve a similar degree status. The transition Doctor of Physical Therapy (tDPT) is an integral component in advancing physical therapy practice. By incorporating new educational paradigms, such as online distance-education, these busy practitioners can access the knowledge and skills inherent in the DPT degree without excessive disruption to their personal or professional lives. The tDPT curriculum consists primarily of content that was incorporated into the entry-level DPT curriculum. By requiring students in the tDPT program to be actively involved in physical therapy practice while enrolled in the tDPT, the students will be able to integrate course content immediately into clinical practice, allowing graduates from the entry-level and tDPT to have similar skills and knowledge.

PROGRAM DESCRIPTION

The transition program ranges from twenty-four to forty-eight (24 to 48) semester hours in length, depending on the student's degree status. The program has a rolling admission, allowing students to enter into the program at various time points throughout the year. In addition, the courses are each 3 semester hours, have the flexibility of being offered primarily online, and can be taken in a variety of sequences. Upon successful completion of the program, graduates receive a Doctor of Physical Therapy degree, similar to the entry-level graduates, which prepares them to autonomous general practitioners equipped with the tools necessary to practice physical therapy in the 21st century.

The transition DPT curriculum is primarily focused on augmenting the knowledge and skills currently practicing physical therapists to those at the professional DPT level. A secondary focus of the curriculum incorporates the evidence-based practice model into clinical decision-making. This model allows clinicians to integrate theory and literature-based evidence supporting clinical decision-making into their already-established patient management scheme. For example, clinical scenarios allow students to explore alternative approaches to problem solving.

ACADEMIC INFORMATION

- The program consists of online and weekend-based courses in an accelerated eight-week model.
- CAPSTONE Project is required.
- MS graduates can complete this degree in thirty-six (36) semester hours, and physical therapists with baccalaureate degrees in forty-eight (48) semester hours. A twenty-four (24) semester hour accelerated track is available for Regis graduates who initiate the tDPT program within six (6) years of graduation. Regis graduates should contact the Department for specifics of this accelerated track.
- Opportunities are available for awarded credit based on previous career accomplishments. These are evaluated in light of previous educational experience and specialty certifications.

Additionally, transition DPT students are held to the same academic progression and standing requirements as the Doctor of Physical Therapy student.

ADMISSION

Prior to being formally admitted in the transition DPT program, a student may take up to six (6) semester hours (two courses) at Regis University as a special student. To be considered for admission, the applicant must meet the following minimum requirements:

- Completion of the tDPT application form.
- Evidence of current and valid PT licensure in the United States.
- Submission of official transcripts indicating successful completion of an entry-level physical therapy degree from an accredited physical therapy program.
- Submission of two (2) letters of recommendation.
- Submission of a one-page essay that discusses how achievement of a Doctor of Physical Therapy degree will change your professional practice.
- \$60.00 application fee.

TRANSFER CREDITS

It is likely that a few highly qualified individuals will be able to transfer credits from other universities. The Department considers these requests using established Regis University guidelines that permit students completing graduate degrees to transfer in up to 20% of total credits toward a graduate degree. Maximum transfer credit is allowed for the tDPT is as follows:

- 3 credits for Regis MS PT alumni -- 24 credit option
- 6 credits for non-Regis MS PT graduates -- 36 credit option
- 9 credits for BS PT/Certificate PT graduates -- 48 credit option.

AWARDED CREDITS

Physical therapists with advanced national specialty certifications may be eligible for awarded credits applied to their degree in lieu of transfer credit for up to 20% of the program. This credit will be held in escrow until the student has completed 75% of his or her specified degree plan. Examples of these certifications include APTA Specialty Certifications and National Manual Therapy Certifications. Awarded credit is determined by the Department on an individual certification basis, depending on rigor and appropriateness of match to the courses within the curriculum. To assist in this process, the Department will use the APTA-developed Physical Therapy Evaluative Tool (PTET) to help ensure objectivity and efficiency in awarding credit.

COMPUTER LITERACY

Due to the online format of the courses in the transition DPT, students need to be proficient in several areas of computer applications. In addition to the applications found in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook), students are expected to be comfortable navigating web pages using common internet browsers; attach documents to e-mails; and participate in online discussion groups. Similarly, it is expected that students will have a home computer that has Internet access,

preferable high-speed (broadband) access, although this type of access is not required. Potential students should consult with a Department advisor for more specific details.

TRANSITION DPT PROGRAM OF STUDY

Core Courses for MS Prepared Physical Therapist

DPT 708T--Health & Wellness in PT Practice	3 SH
DPT 709T--Leadership in Health Care Ethics	3 SH
DPT 713T--Dynamics of Physical Therapy Practice	3 SH
DPT 716T--Business Health Care Practice	3 SH
DPT 731T--Differential Diagnosis in PT Practice	3 SH
DPT 739T--Clinical Decision Making in PT Practice	3 SH
DPT 762T--Mentoring in PT Practice with Capstone Project	3 SH
DPT 770T--Professional Development	3 SH

Core includes two (2) of the following management courses or one (1) management and pharmacology:

DPT 741T--Advanced Musculoskeletal Management I: Management of Lumbosacral Disorders	3 SH
DPT 742T--Advanced Musculoskeletal Management II	3 SH
DPT 743T--Advanced Neurological Management I	3 SH
DPT 744T--Advanced Neurological Management II	3 SH
DPT 711T--Pharmacology	3 SH

Electives

DPT 701T--Clinical Anatomy	3 SH
DPT 703T--Biomechanical Control of Human Movement	3 SH
DPT 704T--Neural Control of Human Movement	3 SH
DPT 712T--Radiology	3 SH
DPT 776T--Research Design and Biostatistics	3 SH
DPT 783T--Histology	3 SH

PHYSICAL THERAPY COURSE DESCRIPTIONS (DPT)

DPT 701. HUMAN ANATOMY AND HISTOLOGY (6). Examines normal gross anatomy and histology across the lifespan. Explores relationships of the musculoskeletal, nervous, integumentary, and cardiopulmonary systems at the cellular, tissue, organ, and system level. Neuromusculoskeletal embryology is included. Co-requisite: DPT 770. NOTE: Laboratory includes cadaver dissection.

DPT 702. HUMAN PHYSIOLOGY (3). Studies physiological function of the human with emphasis on regulation and integration of the nervous, musculoskeletal, cardiovascular, and respiratory systems at the cellular, organ, and systems level. Addresses the immune, genitourinary, endocrine, and reproductive systems. Discusses the physiological foundation of theories and principles to clinical practice. Co-requisite: DPT 770.

DPT 703. BIOMECHANICS (3). Investigates the structure and function of bone, cartilage, connective tissue, and skeletal muscle properties during the production of movement. Involves videographic and body diagram analysis to evaluate the kinematics and kinetics of movement. Co-requisite: DPT 770.

DPT 704. NEUROSCIENCE (4). Studies the structure/function of the nervous system across the lifespan. Includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control. Co-requisite: DPT 771. Prerequisite(s): DPT 701 and DPT 702. NOTE: Laboratory included.

DPT 705. KINESIOLOGY I (3). Studies relationships of kinematics, kinetics and muscle function of single and multi-axis joints of the extremities and spine. Compares and contrasts joint structure versus connective tissue arrangements. Co-requisite: DPT 771. Prerequisite(s): DPT 701 and DPT 703. NOTE: Laboratory includes principles and methods of muscle activity measurement and refinement of movement.

DPT 706. THEORY OF MOTOR BEHAVIOR (3). Investigates the theoretical principles of motor learning, motor control, and motor development. Analyzes the motor behavior approach to movement science and changes related to normal development. Co-requisite: DPT 772. Prerequisite(s): DPT 704. NOTE: Laboratory included.

DPT 707. KINESIOLOGY II (3). Analyzes neural recruitment of muscle, kinematic and kinetic characteristics of multi-joint movement patterns in the extremities. Addresses static and dynamic postures of work and play, balance and gait. Co-requisite: DPT 773. Prerequisite(s): DPT 705 and DPT 706. NOTE: Laboratory included.

DPT 708. WELLNESS AND HEALTH PROMOTION (4). Advances the study of wellness and health promotion with emphasis on physical activity. Discusses the adaptations of physiological systems to exercise and associated effects on health and wellness. Co-requisite: DPT 771. Prerequisite(s): DPT 701 and DPT 702. NOTE: Laboratory involves health and physical fitness assessment used in developing individual exercise prescriptions.

DPT 709. HEALTH CARE ETHICS (3). Analyzes health care ethics based on contemporary ethical theories, moral reasoning, natural law, hermeneutics of interdisciplinary health care ethics, relevant health law, and professional code of ethics. Emphasizes Catholic moral tradition and other religious and spiritual beliefs. Co-requisite: DPT 771.

DPT 710. PHARMACOLOGY I (1). Investigate drug classes in terms of action, target organs, clinical application, and effect at the cellular, tissue, and organ level. Emphasizes common drugs used in conditions typically associated with physical therapy practice. Co-requisite: DPT 772.

DPT 711. PHARMACOLOGY II (1). Examines pharmacokinetic principles such as dose-response, absorption, distribution, biotransformation, excretion, therapeutic and adverse effects, and drug interactions. Analyzes factors as age, gender, body composition, disease, nutrition, and hydration on drug efficacy. Co-requisite: DPT 773. Prerequisite(s): DPT 710.

DPT 712. RADIOLOGY (1). Introduces the foundations and principles of radiographic examination. Discusses rationale and guidelines for radiographic examination selection that augment diagnosis. Studies basic interpretation of classic imaging. Co-requisite: DPT 773. Prerequisite(s): DPT 701.

DPT 713. PRACTICES IN HEALTH CARE (1). Introduces health care delivery systems, ethical guidelines in practice, the role of the physical therapist and physical therapy assistant, and describes the inter-relationship of providers within various delivery models. Studies the regulation of clinical practice and the legal requirements of clinical documentation. Co-requisite: DPT 772.

DPT 714. PSYCHOSOCIAL ASPECTS OF HEALTH CARE (2). Examines common psychological attitudes and responses to illness and disability as influenced by cultural or ethnic background. Modifies physical therapy approach addressing the meaning of injury or illness to the individual. Explores the awareness and interventions for at-risk populations. Co-requisite: DPT 775. Prerequisite(s): DPT 750, DPT 732, DPT 735, DPT 737, and DPT 738.

DPT 715. HEALTH CARE POLICY (2). Explores major forms of health care delivery and how they interact with physical therapy services. Investigates practice settings, organizational structures, reimbursement mechanisms, and the impact of managed care from a fiscal, quality, and legal perspective. Co-requisite: DPT 716. Prerequisite(s): DPT 709, DPT 751, and DPT 775.

DPT 716. BUSINESS MANAGEMENT (3). Introduces principles of strategic planning, market analysis, personnel, fiscal, and total quality management through development of a business plan. Applies legal boundaries and ethical guidelines related to service provision issues. Co-requisite: DPT 715. Prerequisite(s): DPT 709, DPT 751, and DPT 775.

DPT 730. PHYSICAL THERAPY ASSESSMENT (3). Introduces physical therapy examination, evaluation, and diagnosis within a clinical decision making framework referencing the *Guide to Physical Therapist Practice*. Co-requisite: DPT 771. Prerequisite(s): DPT 701, DPT 702, and DPT 703. NOTE: Laboratory included.

DPT 731. DIFFERENTIAL DIAGNOSIS (2). Advances differential diagnosis skills with emphasis on patients/clients with complex presentations. Explores the clinical decision making role of a primary care practitioner and thorough systems review to differentiate dysfunction within the scope of P.T. practice from those that indicate referral to other practitioners. Prerequisite(s): DPT 734, DPT 736, DPT 737, and DPT 738. NOTE: Laboratory included.

DPT 732. CARDIOPULMONARY MANAGEMENT (3). Studies management of patients with cardiopulmonary disorders. Discusses principles of prevention, examination, evaluation, diagnosis, prognosis, intervention and outcomes. Addresses cardiovascular assessment and conditioning of all physical therapy patients/clients, and managing patients with life support. Co-requisite: DPT 772. Prerequisite(s): DPT 708 and DPT 730. NOTE: Laboratory included.

DPT 733. MUSCULOSKELETAL MANAGEMENT I (3). Initiates the examination, evaluation and intervention strategies for patients/clients with musculoskeletal problems of the spine and peripheral joints. Discusses interventions such as therapeutic exercise, manual therapy, physical agents and electrotherapeutic modalities selected for a wide variety of conditions. Co-requisite: DPT 732 and DPT 772. Prerequisite(s): DPT 730. NOTE: Laboratory included.

DPT 734. MUSCULOSKELETAL MANAGEMENT II (3). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to musculoskeletal dysfunction of the upper extremity, cervical, TMJ, and thoracic spine across the lifespan. Co-requisite: DPT 773. Prerequisite(s): DPT 732 and 733. NOTE: Laboratory included.

DPT 735. MUSCULOSKELETAL MANAGEMENT III (5). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients with musculoskeletal dysfunction of the lumbar, pelvic, and lower extremity across the lifespan. Topics include: women's health, emergency trauma care, ergonomic assessment, amputations, and prosthetics, orthotics, and bracing. Co-requisite: DPT 774. Prerequisite(s): DPT 711, DPT 712, DPT 732, and DPT 734.

DPT 736. NEUROLOGICAL MANAGEMENT I (3). Studies the theoretical basis for altered function of the nervous system, including mechanisms of recovery. Principles of examination, evaluation, diagnosis, prognosis and basis for establishment of intervention are discussed in relationship to patients with classic neurological conditions. Co-requisite: DPT 773. Prerequisite(s): DPT 706 and DPT 732. NOTE: Laboratory included.

DPT 737. NEUROLOGICAL MANAGEMENT II (5). Studies the examination, evaluation, diagnosis, prognosis, interventions, and outcomes of patients with disorders of the nervous system. Emphasizes efficacy of intervention strategies leading to recovery and adaptations based on etiology, pathology, current theories of motor control and scientific evidence. Covers pharmacological, contrived and functional task based interventions. Co-requisite: DPT 774. Prerequisite(s): DPT 736. NOTE: Laboratory included.

DPT 738. COMPLEX SYSTEM MANAGEMENT (3). Studies management of patient disorders that have complex etiologies and involve multiple systems including integumentary, immune, metabolic disorders, neoplasms, and neonatal problems. Discusses principles of

prevention, examination, evaluation, diagnosis, prognosis, intervention and outcomes. Co-requisite: DPT 775. Prerequisite(s): DPT 732. NOTE: Laboratory included.

DPT 741T. ADVANCED MUSCULOSKELETAL MANGMENT I (3). Integrates manipulative intervention techniques in the management of individuals with lower quarter disorders. Classification systems and outcomes assessment tools, within the framework of evidence-based practice are included. NOTE: Intensive laboratory included.

DPT 750A. CLINICAL EDUCATION I-A (1). Focuses on the examination, evaluation, and intervention techniques in a clinical setting (6 weeks). Practices written and oral interpersonal communication skills with patients/clients, family, and other staff. Emphasizes professional socialization, self-assessment, and critical thinking. Co-requisite: DPT 732, DPT 733, and DPT 772. Prerequisite(s): DPT 713. NOTE: Offered Summer semester only.

DPT 750B. CLINICAL EDUCATION I-B (1). A continuation of DPT 750A. Prerequisite(s): DPT 750A. NOTE: Offered Fall semester only.

DPT 751. CLINICAL EDUCATION II (4). Emphasizes application of comprehensive prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcome strategies for clients with cardiopulmonary, musculoskeletal, and/or neuromuscular problems in a clinical setting (8 weeks). Requires refinement of interpersonal communication skills, role delineation, and professional behaviors. Prerequisite(s): DPT 713, DPT 732, DPT 735, DPT 737, DPT 738, DPT 750, and DPT 774.

DPT 752. CLINICAL EDUCATION III (5). Focuses on the integration and application of all previous courses and clinical work in relationship to the development, enhancement, and restoration of movement function and the prevention of movement dysfunction. Prerequisite(s): DPT 751. NOTE: Length and timing of clinical placements at any one facility may vary.

DPT 753. CLINICAL EDUCATION IV (6). Continues the focus of DPT 752. Emphasizes the refinement of critical thinking and clinical decision-making, autonomous practice and professional socialization in the clinical setting. Prerequisite(s): DPT 751. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Time may be divided into a number of clinical placements of varied lengths and practice settings.

DPT 770. PROFESSIONAL ISSUES I (1). Introduces mission and philosophy, curriculum model, and services learning. Explores student values, principles of teaching and learning, and aspects of professionalism. NOTE: Laboratory included.

DPT 770T. PROFESSIONAL DEVELOPMENT (3). Explores foundations for developing as a reflective practitioner able to successfully expand personal roles, responsibilities, and accountability consistent with a doctoring profession. Current guides for clinical practice,

concepts of informatics and clarification of professional identity, and incorporation of Jesuit values in developing personalized educational outcomes. NOTE: Intensive computer laboratory included.

DPT 771. PROFESSIONAL ISSUES II (1). Uses evidence from the literature and other available sources to discuss clinical situations in small group tutorials with the facilitation of faculty. Examines problem-based learning concepts. Expands application of communication and teaching/learning theory. Prerequisite(s): DPT 770. NOTE: Laboratory and service learning included.

DPT 772. PROFESSIONAL ISSUES III (2). Expands concepts of problem-based learning using patient scenarios. Discusses aspects of diversity, scope of practice, and professionalism in the clinical setting. Prerequisite(s): DPT 771. NOTE: Laboratory and service learning included.

DPT 773. PROFESSIONAL ISSUES IV (1). Uses patient scenarios to further develop evidence-based clinical decision making skills. Explores methods to refine communication skills. Prerequisite(s): DPT 772. NOTE: Laboratory and service learning included.

DPT 774. PROFESSIONAL ISSUES V (2). Addresses patient problems related to musculoskeletal, neuromuscular, and complex case management. Further explores the mission thread of the curriculum. Prerequisite(s): DPT 773. NOTE: Laboratory and service learning included.

DPT 775. PROFESSIONAL ISSUES VI (2). Continues problem-based learning using patient scenarios. Discusses professional responsibilities in the clinical setting. Prerequisite(s): DPT 774. NOTE: Laboratory and service learning included.

DPT 776. SCIENTIFIC INQUIRY (3). Explores research methodologies used in basic and clinical research in health care. Examines descriptive and inferential statistics, literature searches, critical analysis of research reports, and studies ethical constraints in research. Co-requisite: DPT 770.

DPT 780E-W. TOPICS IN PHYSICAL THERAPY (1). Advances study in topics of interest related to physical therapy practice. Prerequisite(s): DPT 732, DPT 735, DPT 737, DPT 738, and DPT 750.

DPT 781E-W. TOPICS IN PHYSICAL THERAPY II (1). Advances study in topics of interest related to physical therapy practice, research or education. Prerequisite(s): DPT 780E-W.

DPT 790. RESEARCH PROJECT I (1). Initiates research project proposal development in small groups under the guidance of faculty advisor. Addresses aspects of informed consent, funding of research projects, elements of technical writing, and participant recruitment methods. Prerequisite(s): DPT 776.

DPT 791. RESEARCH PROJECT II (1). Begins research project data collection and analysis under the guidance of faculty advisors. Prerequisite(s): DPT 790.

DPT 792. RESEARCH PROJECT III (1). Completes research project data collection and analysis, and revision of the final paper under the guidance of faculty advisors. Prerequisite(s): DPT 791.

DPT 793. RESEARCH PROJECT IV (2). Prepares and presents research in public forum and final paper in manuscript format under the guidance of faculty advisors. Prerequisite(s): DPT 792.

DPT 796. CAPSTONE (1). Focuses on completion of capstone experiences such as professional socialization, case report presentations, sharing of clinical inservices, and submission of research for publication. Prerequisite(s): DPT 716, DPT 738, DPT 753, DPT 775, DPT 793, and DPT 799.

DPT 799. COMPREHENSIVE EXAM (0). Administered following the completion of all academic requirements of the curriculum with the exception of completing clinical case reports and other clinical education requirements. Serves as the component of the capstone experience that measures success of curricular outcomes and prepares the student for the licensure examination.

SCHOOL FOR
PROFESSIONAL
STUDIES

School for Health Care Professions

UNDERGRADUATE
DEGREE OFFERINGS

SCHOOL FOR PROFESSIONAL STUDIES

555 Gateway Center
Regis University
Adult Learning Center
West Egan, L.T.
1200 Park Boulevard
Denver, CO 80221-1029
303-468-6500 SPS Undergraduate Program
800-871-2525 SPS Undergraduate Program Toll Free
303-468-6500 fax

The School for Professional Studies offers undergraduate degrees with majors in the following areas. Students may also receive a minor in one of the following areas. All programs are available at the following locations:

BACHELOR OF ARTS

- Communication
- Health Care
- Human Resource Development
- Liberal Studies
- Social Science

BACHELOR OF SCIENCE

- Accounting
- Applied Psychology
- Business Administration
- Computer Information Systems
- Computer Networking
- Computer Science
- Finance
- Human Resource Management
- Management of Computer Systems and Global Technology
- Marketing

GRADUATE DEGREE OFFERINGS

555 Gateway Center
Regis University
Adult Learning Center
West Egan, L.T.
1200 Park Boulevard
Denver, CO 80221-1029
303-468-6500 SPS Graduate Programs
800-871-2525 Graduate Programs Toll Free
303-468-6500 fax

All our graduate programs are designed to meet the needs of working professionals. Our programs are available through distance learning. We are also available to meet on campus during the summer for the Master of Arts degree.

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

- Specialization
- Adult Learning, Training and Development
- Language and Communication
- Psychology
- Social Science

Academic Conditions

- Adult Learning, Training and Development
- South Asian, Peace and Administration
- Technical Communication

MASTER OF BUSINESS ADMINISTRATION (MBA)

- Specialization
- Executive Business
- Entrepreneurship
- General
- Health Care Management (Online only)
- International Business
- Marketing
- Operations Management

Academic Conditions

- Project Management
- Technical Management

School for Professional Studies

SCHOOL FOR PROFESSIONAL STUDIES

UNDERGRADUATE DEGREE OFFERINGS

SPS Undergraduate Program
Regis University
Adult Learning Center
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4300 SPS Undergraduate Program
(800) 967-3237 SPS Undergraduate Program (toll free)
(303) 964-5539 fax

The School for Professional Studies offers undergraduate degrees with majors in the following areas. Students should consult a program representative for available learning formats and campus locations.

BACHELOR OF ARTS

Communication
Liberal Arts
Organization Development
Religious Studies
Social Science

BACHELOR OF SCIENCE

Accounting
Applied Psychology
Business Administration
Computer Information Systems
Computer Networking
Computer Science
Finance
Human Resource Management
Management of Communications and Media Technology
Marketing

GRADUATE DEGREE OFFERINGS

SPS Graduate Programs
Regis University
Adult Learning Center
Mail Code: L-16
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4300 SPS Graduate Programs
(800) 677-9270 SPS Graduate Programs (toll free)
(303) 964-5538 fax

The School for Professional Studies Graduate Programs offers five graduate degrees and nineteen (19) graduate certificates. Students should consult a program representative for available learning formats and campus locations.

Each graduate degree is designed to address the educational needs of adult learners. The degrees vary in format, content and delivery system, but they share a common commitment to a high quality, value-centered educational experience for adults.

All five (5) degrees may be pursued at the Regis University Lowell Campus in Denver and at sites in addition to the Lowell Campus. One degree (MALS) is non-campus based, but requires limited instructional time at the Lowell Campus. The external Master of Business Administration, Master of Science in Computer Information Technology, Master of Science in Management, and the Master of Nonprofit Management may be earned entirely through distance technology. The history, objectives, format and content of each degree are described in the section for that degree.

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

Specialization

Adult Learning, Training and Development
Language and Communication
Psychology
Social Science

Academic Certificate

Adult Learning, Training and Development
Social Justice, Peace and Reconciliation
Technical Communication

MASTER OF BUSINESS ADMINISTRATION (MBA)

Specialization

Electronic Business
Finance and Accounting
General
Health Care Management (online only)
International Business
Market Strategy
Operations Management

Academic Certificates

Project Management
Technical Management

MASTER OF NONPROFIT MANAGEMENT (MNM)

Academic Certificates

Leadership
Program Management
Resource Development
Social Justice, Peace and Reconciliation

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY (MSCIT)

Specialization

Database Technologies
E-Commerce Engineering
Management of Technology
Networking Technologies
Object-Oriented Technologies
Self-Selected

Academic Certificates

Database Technologies
E-Commerce Engineering
Management of Technology
Networking Technologies
Object-Oriented Technologies

MASTER OF SCIENCE IN MANAGEMENT (MSM)

Specialization

Computer Information Technology
Organizational Leadership
Project Leadership and Management

Academic Certificates

Executive International Management
Executive Leadership
Executive Project Management
Strategic Business Management
Strategic Human Resource Integration

TEACHER EDUCATION

SPS Teacher Education Program
Regis University
Adult Learning Center
Mail Code: K-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 964-5446

In addition to the majors listed previously in the Undergraduate degree offerings, Teacher Education offers the following undergraduate majors:

BACHELOR OF ARTS

English/Language Arts
Elementary Education*

BACHELOR OF SCIENCE

Mathematics
Science

Teacher Education offers the following graduate degree and academic certificate:

MASTER IN EDUCATION (M.Ed.)

Academic Certificate:

Educational Technology

Teacher Education offers the following initial Licensure areas:

Undergraduate or Graduate:

Early Childhood
Elementary
Middle School
Secondary
Fine Arts: Art or Music

Graduate:

Early Childhood Special Education (initial or added endorsements)
Special Education Moderate Needs (initial or added endorsements)
English as a Second Language (added endorsement only)

NOTE: *Limited endorsements are available at the Las Vegas, Nevada campus.*

* Las Vegas, Nevada Campus only

SCHOOL FOR PROFESSIONAL STUDIES

GENERAL INFORMATION

Policies in the General Information section apply to the School for Professional Studies (SPS) unless otherwise indicated in this section.

MISSION

The Regis University School for Professional Studies is a leader in adult higher education; offers learners innovative education opportunities; fosters collaborative, personalized education; and develops lifelong learners who contribute to their communities.

PURPOSE

The School for Professional Studies develops and administers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses for both traditional and nontraditional learners. These offerings tailor learning to the adult learner through classroom-based, guided independent study, or distance learning delivery. The School for Professional Studies is structured to serve two general groups: those who wish to complete a program leading to a degree; and those who seek specialized training or knowledge to increase their competence in their current occupation or profession or to prepare themselves for a new occupation or profession.

PROGRAM DESCRIPTION

The Regis University School for Professional Studies recognizes that lifelong learning is integral to professional growth. No longer can the working professional survive on the assumption that the completion of a formal program in a prescribed number of years is adequate preparation for a lifetime of work. This concept must give way to a concept of lifelong education as an integral part of a career.

The teaching/learning theories and strategies of the School for Professional Studies are drawn from the growing field of andragogy—the art and science of helping adults learn. In particular, four assumptions drawn from the work of Malcolm Knowles are implemented in programs offered by the School for Professional Studies.

Changes in Self-Concept: This assumption is that, as people grow and mature, their self-concept moves from one of

dependency to one of increasing self-directedness. Adult learners are accustomed to making important decisions in their personal and professional lives. An educational program that seeks to meet adult learners on a psychologically sound and healthy basis must encourage increasing self-directedness.

Role of Experience: This assumption is that, as individuals mature, they accumulate an expanding reservoir of experience that causes them to be increasingly rich resources for learning. At the same time, this reservoir of experience provides them with a broadening base from which to relate new learning. Studies of cognitive changes in the adult years give evidence that both programmed and unprogrammed experiences produce deep-seated changes in the way adults approach their thinking. Accordingly, for adult learners, effective education demands increasing emphasis on experiential techniques that tap this experience.

Readiness to Learn: This assumption is that, as individuals mature, their readiness to learn is decreasingly the product of biological development and academic pressures and is increasingly the product of the developmental tasks required for the performance of their evolving social roles. Adults, then, develop as workers, spouses, parents, organizational members and leaders, leisure time users and the like. There is no assumption that one has to sit passively by and wait for readiness to develop naturally. There are ways to stimulate readiness to learn through exposure to better models of performance, higher levels of aspiration and self-diagnostic procedures.

Orientations to Learning: This assumption is that adults tend to have a problem-centered orientation to learning. While much of a child's education is one of postponed application, adults come to education because they are experiencing some need to improve their capabilities and demonstrate their competencies with some immediacy. Adult students want to apply tomorrow what they learn today.

SERVICE LEARNING

Service Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Service Learning joins two complex concepts: community action, the "service" and efforts learn from that action and connect what is learned to existing knowledge, the "learning." Community service becomes service learning when it is connected to classroom curriculum and activities and contains opportunities for students to reflect on their experiences, thus allowing for consciousness raising and systemic change. This is particularly true of Jesuit education that has for centuries held a mission of forming men and women who seek to transform the world through service to others.

The School for Professional Studies Service Learning program seeks to assist SPS faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning program in SPS houses information regarding service learning

opportunities for faculty, students and staff including a database of service opportunities and resources for curricular information. The SPS Office of Service Learning offers site referrals and consultation, faculty development, resource development, service learning newsletter and evaluation.

STUDENT LIFE

The following includes information specific for SPS students. Additional information in this area is located in the General Information section of the *Bulletin*, under the same heading.

UNIVERSITY MINISTRY

University Ministry, with offices at the Denver Lowell Campus, serves the entire University community. Its goal is to assist the members of the Regis community in their search for, experience with, and celebration of, a life of faith. University Ministry strives to provide the following services: daily and Sunday celebration of the Eucharist, availability of the sacraments, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. University Ministry also rents the St. John Francis Regis Chapel for weddings, funerals and baptisms to Regis University students, staff and faculty. Its office is located in the Student Center, Room 200. Students may call (303) 458-4153 for more information.

CAREER SERVICES

The Career Services department at Regis offers SPS undergraduate and graduate students a full spectrum of career services including resume critiques, job search strategies, career fairs, networking resources, and activities to assist in career and education decision making. Appointments at the distance sites are available. Workshops on job search topics are held each semester. For more information on these activities and to see our job listings, click on our website at www.regis.edu/career services. For an appointment or workshop schedule, call (303) 458-3508.

ACADEMIC INFORMATION

For information on student responsibility, types of credit accepted and student records, students should refer to the Academic Information section in the Regis University General Information section of the *Bulletin*.

INTERNATIONAL STUDENTS

The School for Professional Studies welcomes international students. However, the curriculum places heavy emphasis on English reading, speaking and writing skills. No exceptions to degree requirements are made.

Admission Requirements

All international students must complete the general admission requirements for the program of interest and also the following requirements:

- Submission of an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program. If English support services are provided by the academic program, or if the international recruiter/admissions officer determines through an alternate formal English language proficiency assessment that the student has the necessary language proficiency, the requirement for submission of the TOEFL, MLT scores, or 109-Academic may be waived by the appropriate School for Professional Studies Associate Dean.
- Completion of an interview with the admissions representative.
- Submission of documentation to the program office of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., and demonstrate adequate coverage for Health Insurance in the United States, for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until the student has been admitted by the University.

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period. All documents submitted during the application process become the property of Regis University.

FINANCIAL AID

For information on application, eligibility requirements and available funding, students should refer to the Financial Aid Information in the Regis University General Information section of the *Bulletin*.

PAYMENT OF TUITION AND OTHER CHARGES

Registration confirmations and invoices for related charges are mailed to students by the Office of Student Accounts. Payment of the charges is expected before the end of the first week of the academic period. There are several payment options, and Regis personnel are available at many Regis sites to collect payment. For payment option information, students may call 1-

800-388-2366, extension 4126, or locally (303) 458-4126 or stop by any University site and request a copy of the brochure, "Paying Your Tuition at Regis University." Additional information is also listed in the General Information section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

TRANSFER CREDIT

An official evaluation of transfer credit will be completed only after all admissions requirements have been met, formal admission to the University has been granted, and the student has submitted the required official credentials. Any evaluation of transfer credit completed prior to meeting all these conditions is considered unofficial.

Transfer credit policies vary for undergraduate and graduate programs in the School for Professional Studies. In order to ensure acceptance of transfer credit from other institutions once students are enrolled at Regis University, all transfer courses need prior approval of an Academic Advisor, graduate Faculty Advisor or designee. Undergraduate transfer credit with a grade of "C-" or better is accepted in transfer toward an undergraduate degree. Graduate transfer credit with a grade of "B-" or better is transferred toward a graduate degree. For additional information on Transfer Credit, students should refer to the Transfer Credit Information in the Regis University General Information section of the *Bulletin*.

REGISTRATION

The course schedules in the School for Professional Studies are originated by the respective programs of the School. Course registration occurs through the Operations and Administrative Services Department. Students may register in person, by phone, fax, e-mail, or mail. Students may register and pay at any Regis University site. Additionally, online registration is available to some SPS programs via WebAdvisor.

Add/Drop

School for Professional Studies students may drop a course through the end of the published add/drop period in person, by phone, e-mail, mail or fax at any Regis University site. When students drop a course within the add/drop period, the course does not appear on the transcript, tuition charges are credited to the account and a course drop fee is charged. Students that are registered for a course but are absent from the first class meeting without giving prior notice to the instructor may be dropped. Students are notified by the SPS Operations and Administrative Services Department inquiring about status.

Withdrawal

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program without academic penalty. Students may withdraw from a course(s) for the current term beginning the first business day following the add/drop deadline through the last day of class

as determined by Regis University. If a student withdraws from a course(s), a grade of "W" is posted on the transcript but is not calculated in the grade point average. Tuition only (not fees and books) is refunded in accordance with University Policy. The date the Course Withdrawal Form is received by Regis University or that a withdrawal request is received by phone, will be used to determine that rate of refund, if applicable. Information about withdrawal procedures and tuition refund is available from SPS Operations and Administration (303) 458-7420 or (800) 568-8932.

Concurrent Enrollment in Other Regis Programs

Approval of the appropriate SPS Associate Dean or designee is generally required for concurrent enrollment when School for Professional Studies students wish to enroll in a course in Regis College or the School for Health Care Professions. Approval of the Dean for the school offering the course may also be required. Tuition and any associated fees are charged at the rate of the program offering the requested course.

Cross-Listed Regis Courses

Some undergraduate courses are cross-listed by two or more departments. Students may choose course credit from only one of the departments listed, and they must register for the appropriate department in which they wish to receive credit.

CLASS ATTENDANCE

Students are expected to make every effort to attend all class meetings. Attendance standards for individual courses are established in writing by the instructor at the first class session. Students unable to attend the first class must contact the instructor ahead of time. Students should refer to specific degree program policies for further information.

Students who do not attend the first night of class, or for online courses do not log-in with in the first two (2) days of the class session, and do not notify the instructor in advance, risk being dropped from the course and charged a course drop fee.

ATTENDANCE AT FINAL EXAMINATION/CLASS

Final examinations may be given at the end of each academic period. Students who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Students who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control), may request in writing to the instructor a grade of Incomplete ("I"). The "I" grade must be removed within a specified period of time or the alternate grade is assigned. More information can be found under the "Grade of Incomplete" heading in the General Information section of the *Bulletin*.

GRADE REPORTS

All grades are reported at the end of each academic period, at which time they become official and are entered on students' permanent records. Grades are mailed at the end of each academic period to the grade address specified by the student. If no grade address is specified, grades are mailed to the permanent address. Grades cannot be released by telephone, but may be accessed online through the WebAdvisor link at www.regis.edu.

APPEALS OF DISPUTED GRADES

Students who wish to dispute a grade earned in a course should use the following procedures:

1. The student contacts the instructor of the course to request a review of the issue. A written request must be initiated within sixty (60) days after the last official day of the term in which the course in question was taken.
2. If the dispute is not resolved with the instructor, the student submits a written request for review of the grade to one of the individuals listed below. The request must provide rationale indicating why the grade earned is not appropriate, and all relevant documentation must be included (course syllabus, copies of exams, quizzes, papers, presentation materials, etc.) The request must include the student's name, address, e-mail address, course number, instructor name and the term in which the course was completed.

Graduate Students: Degree Chair of the Graduate Program in which the course was offered.

Undergraduate Students: Associate Director of Faculty and Curriculum.

Teacher Education: Curriculum Coordinator

3. For Graduate students, the Degree Chair reviews all documentation submitted. If needed, the Degree Chair contacts the student and the instructor to arrange a personal interview. The Degree Chair approves or disapproves the appeal. If the Degree Chair approves the appeal, a Change of Grade Form is completed and submitted to the Office of the University Registrar. The Degree Chair informs the student and the instructor in writing of the decision regarding the appeal.
4. In the case of Undergraduate students and Teacher Education students, the Associate Director of Faculty and Curriculum (Undergraduate students) or the Curriculum Coordinator (Teacher Education students) will evaluate the appeal. If he/she deems the appeal warranted, faculty will be appointed to review the documentation. Appointed faculty will recommend the appropriate grade to be assigned, and this grade will be communicated in writing to both the instructor of the course and the student.

5. If the grade dispute is not satisfactorily resolved, the student may appeal the decision to one of the following individuals as appropriate. This written appeal must be submitted within two (2) calendar weeks of receipt of the decision in step 3 or 4 above.

Graduate students may appeal the decision to the Associate Dean of Graduate programs.

Undergraduate students may appeal the decision to the Associate Dean's designee, the Director of Faculty and Curriculum.

Teacher Education students may appeal the decision to the Associate Dean of the Teacher Education program.

The individual named above will review the proceedings and any additional information provided by the student. The decision of the individual named above is final.

GRADUATION

For information on application, application processing, degree award, financial clearance, graduation honors and attendance at commencement exercises, students should refer to the "Graduation" information in the Regis University General Information section of the *Bulletin*.

CORPORATE EDUCATION SERVICES

Corporate Education Services meets the continuing professional development needs of large and small businesses, professional associations, governmental agencies, educational institutions, and individual adult learners. A variety of educational services are available through Corporate Education including non-credit certificate programs, non-credit customized training, employee development, contractual consulting services, and transcribing of credit.

Regis University's Corporate Partnerships offer long-term contractual arrangements with corporations. The partnerships provide a variety of educational services designed to meet the corporation's educational needs, including a full-time educational professional at the Coors Brewing Company.

Corporate Education has formed strategic partnerships with numerous professional organizations to offer ongoing state-of-the-art professional training and certification. Corporate Education currently collaborates with:

- The Society for Human Resource Management
- The American Society for Quality
- The Rocky Mountain Direct Marketing Association
- National Association of Church Business Administration

SPS UNDERGRADUATE PROGRAM

GENERAL INFORMATION

Unless otherwise noted, the School for Professional Studies (SPS) Undergraduate Program follows all policies and procedures as stated in the General Information section of the *Bulletin*. Supplemental information for SPS Undergraduate students is outlined in the following section and in the SPS Undergraduate Guidebook.

LEARNING FORMATS

Three learning options are available for students to earn Regis University credit: accelerated classroom-based, guided independent study, and online.

ACCELERATED CLASSROOM-BASED

Regis University SPS campus centers are located in the following areas/communities:

Colorado

Boulder	Denver North (Lowell Campus)
Interlöcken/Broomfield	Denver Tech Center
Colorado Springs	Fort Collins

Nevada

Las Vegas

Accelerated classes are offered in five- and/or eight-week academic periods. Some sites offer a weekend intensive format. Most courses meet one or two days/evenings each week for a total of 20 to 32 contact hours. **Course learning format, selection and availability varies by campus location.**

Students choosing this option usually study a single subject area for a concentrated period of time. This course format is based on a facilitative model of learning.

Most accelerated classes require a minimum of 19-25 hours of combined study and classroom time each week, depending on the course content, course length and the student's learning style. While this model allows for degree completion in a shorter period of time, there is an increased expectation for independent learning outside the classroom.

GUIDED INDEPENDENT STUDY (GIS)

In addition to completing courses in the classroom or online, students may choose to complete all but a few selected courses through an independent study format. Students should consult with an advisor or the appropriate department chair about which courses may be taken in an independent study format. In most cases, students will complete the same assignments - with a few revisions - as students in classroom-based courses. Each course will be taken in an eight-week format. Instructors will be chosen from the affiliate faculty within the School for Professional Studies.

Learning Contract

The Learning Contract is a formal agreement that defines the plan of independent study, and is approved and signed by students, Course Consultants and Regis advisors. It is developed by students in cooperation with Course Consultants, is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Students spend approximately 45 clock hours per credit on each course, including planning time, meetings with their Course Consultants and doing the course work. For a three (3)-credit course completed during an eight-week academic period, this would constitute a minimum of seventeen to twenty (17-20) hours each week. Selected courses are offered on the semester calendar.

REGIS ONLINE

Regis Online courses are generally offered in an accelerated 8-week format over the Internet. These courses are designed to provide an interactive learning experience for students. Faculty and students communicate and collaborate through online discussions and e-mail. Course materials generally include textbook(s) and online workshops; many courses also include video presentations. Students may complete a business administration major with the following emphasis areas: finance, human resources, international business, management and small business management.

Lifestyle issues—including variable work schedules, family responsibilities, physical limitations or geographical inaccessibility—make this a viable option for adults pursuing higher educational goals. Regis Online courses primarily focus on the completion of a degree in Business Administration or Computer Networking; however, many of the courses may be approved to apply toward other majors.

Online students need to have computer equipment and skills at a specified minimum level. Please check with the Undergraduate Program for current requirements. Students should allocate a minimum of 20 hours each week for completing course assignments and participating in online discussions.

CURRICULUM

Regardless of format, each course offered through the School for Professional Studies (SPS) Undergraduate Program focuses on course objectives, required learning activities and outcome evaluation. Close attention is given to the integration of theory and practice, as well as the opportunity to develop skills and abilities that prepare students for changing demands of the workplace.

Because effective written and oral communication skills are essential in both occupational and academic environments, the SPS Undergraduate Program emphasizes the development of these skills.

FACULTY

Facilitators, independent study course instructors and presenters are working professionals representing various corporations, businesses and organizations. All hold a masters or doctoral degree, and bring academic theory and current professional experience to the learning environment. An assessment process is employed to determine not only the knowledge base of each selected faculty member, but also his/her ability to facilitate the learning of adult students.

ACADEMIC ADVISING

A unique feature of the SPS Undergraduate Program is its emphasis on individualized academic advising. Full-time advisors are available to assist with course planning and degree development as needed. Advisors provide assistance and recommendations to students from the point of admission through graduation.

ETHICS STATEMENT

An integral component of SPS Undergraduate Program courses is student and facilitator/instructor self-disclosure and the use of personal experience for the purpose of facilitating course work. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information which would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and facilitators/instructors.

SPS UNDERGRADUATE PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Denver and Colorado Springs

Tuition

Classroom-based (per semester hour)	\$250
Guided Independent Study (per semester hour; includes Course Consultant stipend of \$60 per semester hour)	\$280
Online Courses (per semester hour)	\$280

Fees

Application Fee (non-refundable) Undergraduate degree and nondegree-seeking	\$50
Challenge Exam Fee (per semester hour)	\$75
CLEP Exam Fee (per exam)	\$65
DANTES Exam Fee (per exam)	\$65
Course Drop Fee (per course; student initiated)	\$30
Graduation Fee	\$60
Portfolio Fee (per semester hour)	\$75

Las Vegas, Nevada

Tuition

Classroom-based (per semester hour)	\$260
Guided Independent Study (per semester hour)	\$283

Fees

Application Fee (non-refundable)	\$50
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The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION

BACCALAUREATE DEGREE

An Application for Admission may be submitted to SPS Marketing and Admissions Office any time during the year. To be accepted to the SPS Undergraduate Program, each applicant is required to:

- Submit an Application for Admission and initial application fee.
- Document a minimum of three (3) years of work experience after high school graduation on the application.

- Document high school or equivalent education by submitting official high school transcripts or GED scores (required only if the applicant is enrolling in college for the first time).
- Submit official transcripts from all colleges and universities previously attended from which students would like a transfer credit evaluation.
- Submit if applicable: official CLEP, PEP and/or DANTES scores; notarized military records and training certificates; professional training, licenses and certificates that have been evaluated by the American Council on Education (ACE) or by the Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).
- Applicants who do not reside in Colorado or Wyoming must document a minimum of thirty (30) semester hours of college experience from an accredited institution.
- Applicants who reside in Nevada must document a minimum of thirty (30) semester hours of college experience from an accredited institution.

To ensure academic success, the School for Professional Studies requires that degree-seeking students submit a writing sample to be evaluated by faculty. The writing sample must be received no later than 60 days from the date of application. In lieu of a writing sample, the student may enroll directly in EN 200-Essentials of Effective Writing.

Students seeking admission to Online Bachelor's degree programs should check with the Admissions Department for additional admissions requirements.

All documents submitted during the application process become the property of Regis University.

In order to evaluate an applicant's official transcripts and prepare a Degree Plan, all of the documents previously listed must be in the student file. Applicants are encouraged to submit these materials as soon as possible to ensure accuracy and completeness of records for effective academic advising.

Upon acceptance, students may enroll in courses for which prerequisites have been met. Faculty members assume that all students enrolled in a course have the foundational knowledge provided in the specified prerequisite course(s).

NONDEGREE-SEEKING STUDENT STATUS

Students who wish to enroll in individual courses, certificates of completion, and teachers enrolling for recertification purposes, must meet the general admission criteria of three (3) years work experience. The appropriate application form(s) of post high school work experience and designated application fee must also be submitted.

Recertification students are asked to confirm selected course work with the appropriate State Department of Education.

Nondegree-seeking students may register for any number of courses, as long as course prerequisites have been met. However, academic advising services are not available unless students become degree-seeking.

RETURNING STUDENTS

Students who have had to interrupt their Regis education, and who are in good academic and financial standing, may return at any time.

For students who do not sign a Degree Plan and/or do not enroll in any Regis University courses within one year of acceptance, the Application for Admission expires. Reapplication is required, however no additional admission fee is charged.

Students who have taken courses and return to the University within five (5) years of leaving, do not need to reapply. However, it is necessary to request that the student's file be activated by completing a School for Professional Studies Reactivation Form. Students returning to the University after a five (5) year or longer absence must reapply. No additional admission fee is charged. Policies and degree requirements current at the time of reapplication/reactivation pertain and a new Degree Plan is prepared and reviewed with the student.

SPECIAL PROGRAMS

SERVICEMEMBERS OPPORTUNITY COLLEGE (SOC)

Regis University has been designated as an institutional member of the Servicemembers Opportunity College (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Regis University recognizes the unique nature of the military lifestyle and is committed, to assisting with the transfer of relevant course credits, providing flexible academic residency requirements and validating experiences as college-level training from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

BACHELOR DEGREES FOR SOLDIERS (BDFS)

Bachelor Degrees for Soldiers (BDFS) is a system of voluntary, off-duty bachelor's degree programs designed for Army NCOs and Warrant Officers. Programs in the BDFS system relate directly to the Military Occupational Specialties (MOS) of soldiers and are offered only by regionally accredited colleges/universities on or accessible to Army installations worldwide. This system is operated by the SOC for the Army.

Regis University holds membership in the following BDFS curricula: BS in Accounting, BS in Computer Science, BS in Computer Information Systems and BS in Business Administration.

EARNING ACADEMIC CREDIT

Toward completion of degree, certificate, or licensure/certification requirements, students may utilize a combination of the following methods for accumulating credit:

REGIS UNIVERSITY CREDIT

As defined under the Course Learning Formats heading for the SPS Undergraduate Program, students may complete Regis University academic course work through any or all of the following learning formats:

- accelerated classroom-based courses
- guided independent study (GIS)
- Online courses

Course work acquired through any of these learning formats, as well as courses available through Regis College or the School for Health Care Professions meet the definition of Regis University credit.

All undergraduate students seeking a bachelor's degree and/or teacher licensure/certification are required to complete a minimum of thirty (30) semester hours at Regis University.

CREDIT FOR PRIOR LEARNING

Many adult students have extensive work or life learning that can be documented and evaluated for college credit. The School for Professional Studies offers two methods of assessing prior learning:

Prior Learning Assessment (PLA)

Regis University, like more than 1,500 other American colleges and universities, awards credit for documented, college-level learning gained through experience and/or on-the-job training programs. A portfolio of prior learning consists of one or more essays in which the student demonstrates the knowledge equivalent to that gained from a college course. PLA credit may be awarded for a wide range of areas of expertise. Students can petition to earn credit in any college-level subject area (e.g., business, computers, fine arts, creative writing, foreign languages and photography).

All students who wish to earn PLA credit must enroll in ED 202-Prior Learning Assessment (1 semester hour). This course is available in the accelerated classroom-based format at selected Regis campuses or through Regis Online. Students also have the potential of earning a minimum of three PLA credits at completion of this course.

Students may petition for a maximum of forty-five (45) semester hours of PLA credit. Both the ED 202 course and subsequent portfolio credits are graded on a Pass/No Pass basis by faculty and/or subject matter experts. Credits earned through the PLA process do not apply toward the Regis University residency requirements (thirty [30] semester hours). Students may obtain additional information from the PLA office at 303-458-3531 or 1-800-967-3237, or through the PLA Website at www.regis.edu/spsportfolio.

Credit by Exam

Students' prior learning may also be assessed through several testing options. Two nationally standardized exams are available: College Level Examination Program (CLEP) and Defense Activity for Nontraditional Education Support (DANTES). In addition, students who have experience in the course content area may be awarded credit for courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement.

Students are advised to review their previous college work with a Faculty Advisor and seek approval prior to taking any examination to avoid duplicate or unacceptable credit.

College Level Examination Program (CLEP)

There are over 30 standardized CLEP exams in a wide range of academic areas offered nationally through the College Board. Most CLEP exams meet specific Regis University degree requirements.

The most recent Official Handbook for CLEP Examinations is available in most bookstores, including the Regis University Bookstore, library and Regis website www.regis.edu/spstesting. This guide should be used as a reference in preparation for all CLEP exams. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Defense Activity for Nontraditional Education Support (DANTES)

Dantes Subject Standardized Tests (DSST) were originally developed for military personnel. They are similar to the CLEP exams but cover additional subject areas.

Fact sheets for each DANTES exam are available from the Testing Center or Regis website. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Challenge Exams

Over 30 exams have been developed by Regis faculty. Business, computer science, accounting and speech communications are examples of the subject areas offering Challenge Exams. Students who wish to take a Challenge Exam are required to have experience in the subject area that they

want to "challenge." Exams are graded on a Pass/No Pass basis, and the grade is recorded on the student's academic transcript. Students who do not pass the Challenge Exam are not eligible to re-take the exam.

Information for each exam may be obtained directly from the Regis SPS/Testing Center, room 103, Adult Learning Center.

TRANSFER CREDIT

Regis University transfer policies are outlined under the Types of Credit Accepted heading in the General Information section of the *Bulletin*.

The School for Professional Studies accepts credit toward Core and General Elective requirements, and up to half of the upper division semester hours required for the major and (if applicable) half of the upper semester hours required for the minor in transfer credit. Once a Degree Plan is finalized, all remaining upper division (advanced) course work must be completed at Regis. Specific questions concerning the evaluation of credits should be directed to an Academic Advisor.

In addition to credit transferred from regionally accredited institutes of higher learning, the SPS Undergraduate Program has established provisions for the acceptance of military, business and industry training, and technical credit.

Military Credit

Credit is awarded upon recommendation of the ACE Guide for Educational Experiences in the Armed Services.

Business and Industry Training

Credit is awarded upon recommendation of the American Council on Education National guide for ACE evaluated courses in business and industry training programs and The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

Technical Credit

Technical credit is defined as college-level credit in the practical, industrial or mechanical arts or the applied sciences. The credit must come from a regionally accredited institution, or from an institution having national accreditation from the Commission on Recognition of Postsecondary Accreditation (CORPA).

Only a limited proportion of the Technical Occupational Speciality (TOS) credits are allowed as transfer credit into the general elective portion of a Degree Plan. Current policies stipulate that nine (9) TOS credits transfer at face value, and one-third of any remaining credits transfer up to a maximum of thirty (30) total credits.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and an Academic Advisor.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by the SPS Undergraduate Program and is seven (7) years (84 months) from the date the student is accepted into the Undergraduate Program. During that seven-year period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since Degree Plan activation (date of acceptance into the program). If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Degree Requirements Categories

Each Degree Plan is divided into four (4) major categories of course work: Core Studies, major, minor and general elective requirements.

Core Studies Requirements

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements:

<i>Total Core Studies Requirements</i>	45 SH
Oral Communication Skills (principles of speech, public speaking or rhetoric)	3 SH
English Composition (college-level composition or freshman writing)	3 SH
Advanced Oral or Written Communication (advanced composition, advanced public speaking or advanced rhetoric)	3 SH
Literature/Humanities (art, art history and theory, film studies, humanities, literature, music, music history and theory or theatre)	6 SH
Global Issues (cultural anthropology, cultural geography, non-U.S. history, foreign language, global area studies, comparative political systems, comparative economic systems, global political economy or intercultural communication)	6 SH
Social Sciences (anthropology, communications, current issues, economics, education, ethnic studies, history, political science, psychology, geography, criminal justice or sociology)	6 SH
Mathematics (college-level algebra or higher)	3 SH
Natural Sciences (astronomy, atmospheric science, biology, biochemistry, chemistry, computer science, ecology, environmental science, geology, oceanography, physical geography or physics)	3 SH

Philosophy (philosophy, epistemology or ethics)	6 SH
Religious Studies (biblical studies, religion, religious studies, religion and culture, spirituality or theology)	6 SH

Major Requirements 42 SH

Students must complete a minimum of forty-two (42) semester hours in their chosen field of study. At least eighteen (18) semester hours must be at the upper division level.

Lower division (foundational) courses are designed to offer students a discipline breadth in a particular subject area. These courses are usually taken at the freshman and sophomore level (200 and 300 level).

Upper division courses are designed to offer students greater depth on a specific topic within the major field of study. These courses are usually completed at the junior and senior level (400 level).

Specific requirements for each major offered through the SPS Undergraduate Program are listed in this section of the *Bulletin* under the Program of Study heading.

Minor Requirements (Optional) 0 or 12 SH

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offering section of the *Bulletin*. In addition, SPS Undergraduate students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the School for Health Care Professions.

General Electives 29 through 41 SH

The remaining credits required to meet the 128 semester hour requirement for a bachelor's degree are known as general electives. This category may also be used to earn a second minor or a second major.

General electives may include transfer credit that did not satisfy other degree requirements, or additional course work students select to complement or strengthen the degree program.

BACCALAUREATE DEGREES

Majors by Bachelor's Degree

For a list of approved Bachelor of Arts majors and Bachelor of Science majors, students should consult the SPS Undergraduate Degree Offerings list at the beginning of the SPS section.

Baccalaureate Degree Requirements

In addition to the completion of the Core Studies academic requirements, the following are also required of each undergraduate degree candidate in the School for Professional Studies:

The completion of 128 semester hours of academic work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000. Thirty (30) semester hours of the total 128 hours must be at the upper division level.

- A minimum of thirty (30) semester hours completed at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or credit by exam). Of these thirty (30) semester hours, eighteen (18) semester hours must be at the upper division course level (400 level).
- The completion of a major, consisting of a minimum of forty-two (42) semester hours of courses in one subject area. Of the forty-two (42) semester hours, a minimum of eighteen (18) semester hours must be at the upper division (advanced) level.
- The completion of a minor area is optional. The minor consists of twelve (12) upper division (advanced) semester hours in a discipline outside the major, that lends support to the development of the major and aids students in reaching their ultimate educational objective.
- A grade of "C-" or higher for credit to be counted in the major or minor areas.
- Students may transfer up to half of the upper division semester hours in the major and half in the minor. Once a Degree Plan is finalized, all remaining upper division (advanced) courses must be completed at Regis University.
- Any course taken toward a major may also count toward the Core Studies requirements. A single course cannot, however, satisfy two Core Studies requirements.
- Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
 1. In the event the upper division requirements for a major exceed eighteen (18) semester hours, those excess hours may also be applied to another major or minor.
 2. In the event that the upper division requirements for a minor exceed twelve (12) upper division semester hours, those excess hours may also be applied to another major or minor.
 3. Courses that satisfy lower division prerequisites for more than one major or minor may be applied to more than one major or minor.

- Competence in oral and written communication skills is required. Students should be able to express themselves with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

CHANGES IN REQUIREMENTS

The reevaluation of requirements listed in this section is the responsibility of University committees and the Board of Trustees, and is subject to revision. The Regis University Bulletin provisions in effect at the time of the Degree Plan signing by the student prevail. Those students without a signed Degree Plan are subject to changes in policies and requirements as they occur. All students wishing to transfer from one major and/or minor to another must meet all requirements at the time the transfer is made.

COURSE LOADS/OVERLOADS

If students register for three or more courses at one time, or more than eighteen (18) hours in one semester, their advisors are notified and will:

1. Verify that students have a 3.000 grade point average or higher.
2. Ensure that students have no incomplete grades pending.
3. Contact students regarding approval or denial of the request.

No further overloads are approved if students receive any incomplete grades and/or fall below a 3.000 grade point average.

COURSE NUMBERING SYSTEMS

Accelerated classroom-based and online courses are numbered as indicated under the Course Numbering System heading in the General Information section of the Bulletin. Guided independent study courses are numbered as follows:

- Each GIS course begins with the prefix UWW or GIS.
- Each course number consists of a three-digit numeric code (200-399 for lower division level and 400-499 for upper division level) followed by a single letter code (E through W).
- The first digit denotes the level of the course; the second and third digits of the numeric code are used to identify the academic field of study as follows:

Fine Arts	10-19
Humanities	20-39
Natural Sciences and Mathematics	40-49
Education	50-59
Social Sciences	60-79
Accounting	81

Business	82
Computer Science	83
Other	90-99

ACADEMIC STANDING AND PENALTIES

GOOD STANDING

A School for Professional Studies undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward completion of major or minor requirements. A grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

PROBATION

The School for Professional Studies undergraduate student whose cumulative grade point average falls below 2.000 at the end of any given semester is placed on academic probation. During the next semester (Fall, Spring, Summer) of enrollment, the University expects the student to raise his/her cumulative grade point average to a minimum of 2.000. If the cumulative grade point average remains below 2.000, the student is academically suspended at the end of the probationary semester. The student must work closely with his/her Academic Advisor to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required cumulative 2.000 grade point average by the end of the semester. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally, a student's Regis cumulative grade point average is so low that the student finds it almost mathematically impossible to attain a 2.000 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with an Academic Advisor of the School for Professional Studies to earn a provisional grade point average for the semester. The agreed-upon grade point average is set within a range that is a fair and reasonable expectation for the student. If the provisional semester grade point average is earned for the semester, but the student's cumulative grade point average is still below 2.000, the student may be permitted to continue on probation, rather than be suspended.

Undergraduate students accepted on probation by the School for Professional Studies may be suspended at the completion of their first semester of course work if they have not achieved a 2.000 cumulative grade point average.

SUSPENSION

If a School for Professional Studies undergraduate student has been placed on academic probation and does not achieve a 2.000 cumulative grade point average at the end of the next

semester of enrollment he/she is suspended. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous semester and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After a year, the student may reapply for admission by submitting the following:

1. A letter requesting readmission and explaining the causes of the earlier academic difficulties; and
2. An official transcript showing at least twelve (12) semester hours of acceptable academic course work completed at a regionally accredited college or university.

DISMISSAL

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and been readmitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and an Academic Advisor. Academic dismissal is recorded on the permanent academic record (transcript).

SUSPENSION / DISMISSAL APPEAL PROCEDURE

Upon being notified by letter of suspension or dismissal, students who wish to appeal should do the following:

1. Write a letter to the Associate Dean stating:
 - a. Why the student should not be suspended from the program or dismissed from the University.
 - b. The student's honest and straightforward assessment of how the academic problems occurred.
 - c. Some indication that the student is ready to continue serious academic work.
 - d. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.

3. Contact the advisor, faculty member, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline.

The Associate Dean is interested in any pertinent information which has genuine bearing on the matter. The focus is on why the suspension/dismissal action should be reversed and why the student failed to reach their academic goals.

PROGRAM OF STUDY

BACHELOR OF ARTS IN COMMUNICATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 12 SH

COM 280--Communication Theory	3 SH
COM 281--Research Methods in Communication	3 SH
COM 310--Interpersonal Communication	3 SH
COM 427--Communication Ethics	3 SH

Advanced Communication Major Requirements 33 SH

COM 493--Senior Capstone 3 SH

Thirty (30) upper division semester hours of Communication electives selected from the following:

COM 400--Intercultural Communication	3 SH
COM 407--Leadership Principles	3 SH
COM 408--Conflict Management	3 SH
COM 410--Strategic Leadership	3 SH
COM 416--Public Relations	3 SH
COM 418--Organizational Communication	3 SH
COM 420--Mediation	3 SH
COM 426--Group Dynamics	3 SH
COM 433--Internal Public Relations	3 SH
COM 434--Writing for Public Relations	3 SH
COM 435--Public Relations Campaigns	3 SH
COM 436--Event Planning for Public Relations	3 SH
COM 437--Persuasion, Influence and Motivation	3 SH
COM 438--Crisis Communication	3 SH
COM 439--Facilitating Groups and Teams	3 SH
COM 441--Team Leadership	3 SH
COM 451--Interviewing Theory and Practice	3 SH
COM 455--Advanced Presentation Methods and Strategies	3 SH
COM 466--Negotiation	3 SH
COM 474--Advertising and Promotion	3 SH
COM 486--Mass Communication and Society	3 SH
COM 487E-W--Communication Topics	3 SH
COM 498N-W--Internship in Communication	3 SH

*Upper Division Minor Requirements
(Optional)* 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF ARTS IN LIBERAL ARTS

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 18 SH

EN 370--Research in the Liberal Arts	3 SH
HS 213--Survey of Western Civilization to 1600	3 SH
HS 214--Survey of Western Civilization Since 1600	3 SH
PL 250--Introduction to Philosophy	3 SH
SO 200--Introduction to Sociology	3 SH
Natural Science or Mathematics	3 SH

Advanced Liberal Studies Major Requirements 24 SH

Upper Division Literature, Fine Arts, Humanities Electives	9 SH
Upper Division Liberal Arts Electives	3 SH
Upper Division Social Science Electives	9 SH
HU 493--Senior Capstone	3 SH

Specialization (Optional)

Catholic Studies Specialization

EN 435F--Exploration in Literature: Faith Traditions in Literature	3 SH
RC 415--Peace and Justice in Catholic Thought	3 SH
RC 470F--Adult Spirituality: Jesuit Traditions	3 SH
RS 408--Dimensions of Contemporary Catholicism	3 SH

English Specialization

Twelve (12) semester hours of upper division English selected from the following:

EN 405--Creative Non-Fiction	3 SH
EN 435E--Exploration in Literature: Women in Literature	3 SH
EN 435F--Exploration in Literature: Faith Traditions in Literature	3 SH
EN 435G--Exploration in Literature: Literature of Social Justice	3 SH
EN 435I--Exploration in Literature: American Southwest	3 SH
EN 435J--Exploration in Literature: The Bible as Literature	3 SH

EN 475--Business Writing	3 SH
EN 483--Technical Writing	3 SH

Irish Studies Specialization

IRSH 410E--Introduction to Irish Studies: Early Christian Ireland 431-1169	3 SH
IRSH 410F--Introduction to Irish Studies: Medieval Ireland 1169-1603	3 SH
IRSH 410G--Introduction to Irish Studies: Early Modern Ireland 1603-1845	3 SH
IRSH 410H--Introduction to Irish Studies: Modern Ireland 1845-1998	3 SH

Philosophy Specialization

PL 451E--Philosophical Perspectives: Perceptions of Death	3 SH
PL 451F--Philosophical Perspectives: Classical Philosophy	3 SH
PL 451G--Philosophical Perspectives: Existentialism	3 SH
PL 465--Philosophy of Education	3 SH
PL 485R--Themes in Religion and Philosophy: Eastern Religions	3 SH

Religious Studies Specialization

Twelve (12) upper division semester hours of Religious Studies or Religion and Culture courses selected in consultation with an advisor.

Teacher Education Specialization

Fifteen (15) upper division semester hours of EDFD courses which must include the following:

EDFD 402--Craft of Writing for Educators	3 SH
EDFD 403--Cultural Competence in Education	3 SH
EDFD 440--Literacy Development	3 SH
EDFD 441--Children's and Adolescent Literature	3 SH
EDFD 445--Math for Educators	3 SH

*Upper Division Minor Requirements
(Optional)* 0 or 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF ARTS IN ORGANIZATION DEVELOPMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

BA 215--Principles of Budget and Finance	3 SH
BA 250--Introduction to Business	3 SH
BA 315--Developing Management Skills	3 SH
BA 420--Marketing *	3 SH
BA 461--Management *	3 SH
BA 481A--Business Law I *	3 SH
BA 485--Research Principles and Methods*	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Organizational Development Major Requirements 24 SH

BA 407--Leadership Principles	3 SH
BA 411--Conflict Management	3 SH
BA 426--Managing Cultural Diversity	3 SH
BA 452--Management of Human Resources	3 SH
BA 454--Organizational Behavior	3 SH
BA 479--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF ARTS IN RELIGIOUS STUDIES

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

PL 360--Ethics (required)	3 SH
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Foundational Courses 15 SH

RS 200--Introduction to Religious Studies	3 SH
RC 220A--World Religious Traditions I	3 SH
RC 220B--World Religious Traditions II	3 SH
RS 305--Old Testament Themes	3 SH
RS 306--New Testament Themes	3 SH

Upper Division Requirements 30 SH

RC 400E--Themes in Religion and Culture: Religion in America	3 SH
RS 406--Approaches to Biblical Literature	3 SH
RS 493--Senior Capstone	3 SH

Three (3) semester hours selected from the following:

RC 470E--Adult Spirituality: Adult Spiritual Life and Growth	3 SH
RC 470F--Adult Spirituality: Jesuit Traditions	3 SH
RC 470G--Adult Spirituality: Spirituality and the Family	3 SH
RC 470H--Adult Spirituality: Spirituality and the Community	3 SH
RS 455--Women, Religion and Spirituality	3 SH

Eighteen (18) semester hours selected from the following:

RC 415--Peace and Justice in Catholic Thought	3 SH
RS 408--Dimension of Contemporary Catholicism	3 SH
RC 400E-W--Themes in Religion and Culture	3 SH
RC 410E-W--American Religious Traditions	3 SH
RC 412E-W--Themes in Religion and Philosophy	3 SH
RC 458--Judaism	3 SH
RC 459--Islam	3 SH
RC 470E-W--Adult Spirituality	3 SH
RS 401E-W--Topics in Old Testament Studies	3 SH
RS 402E-W--Topics in New Testament Studies	3 SH
RS 407--Jesus Within Judaism I	3 SH
RS 422--Jesus of Nazareth	3 SH
RS 424--Jesus Within Judaism II	3 SH
RS 455--Women, Religion and Spirituality	3 SH

Specialization (Optional)

Academic Religious Studies

RS 401E-W--Topics in Old Testament Studies	3 SH
RS 402E-W--Topics in New Testament Studies	3 SH
RC 458--Judaism	3 SH
RS 422--Jesus of Nazareth	3 SH

Spirituality

RC 470E--Adult Spirituality: Adult Spiritual Life and Growth	3 SH
RC 470F--Adult Spirituality: Jesuit Traditions	3 SH
RC 470G--Adult Spirituality: Spirituality and the Family	3 SH
RC 470H--Adult Spirituality: Spirituality and the Community	3 SH
RS 455--Women, Religion and Spirituality	3 SH

Peace and Social Justice

RC 400U--Religion and the Environment	3 SH
RC 410E--American Religious Traditions: Native American	
or	
RC 410F--American Religious Traditions: African American	3 SH
RC 415--Peace and Justice in Catholic Thought	3 SH
RC 470H--Adult Spirituality: Spirituality and the Community	3 SH

Catholic Studies

RC 400K--The Southwest	3 SH
RC 415--Peace and Justice in Catholic Thought	3 SH
RC 470F--Adult Spirituality: Jesuit Traditions	3 SH
RS 408--Dimension of Contemporary Catholicism	3 SH

Minor (Optional) 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective semester hours of general academic course are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF ARTS IN SOCIAL SCIENCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 18 SH

EC 201--World Economic Issues	3 SH
EN 370--Research in the Liberal Arts	3 SH
HS 213--Survey of Western Civilization to 1600	3 SH
HS 214--Survey of Western Civilization Since 1600	3 SH
SO 200--Introduction to Sociology	3 SH
Natural Science or Mathematics	3 SH

Advanced Social Science Major Requirements 24 SH

Upper Division Economic Electives or	
Upper Division History Electives	9 SH
Upper Division Social Science Electives	3 SH
Upper Division Sociology Electives	9 SH
SO 493--Senior Capstone	3 SH

Specialization (Optional)**Economics Specialization**

EC 400--Comparative Economic Systems	3 SH
EC 420--Money and Banking	3 SH
EC 440--Labor Relations and Economics	3 SH
EC 481--International Economics	3 SH

History Specialization

Twelve (12) upper division semester hours of History selected from the following:

HS 418--United States Military History	3 SH
HS 428--United States History, 1945 to Present	3 SH
HS 465--Europe Since 1914	3 SH

HS 487E--Themes in Historical Perspective: History of the American Worker	3 SH
HS 487F--Themes in Historical Perspective: Women in American History	3 SH
HS 487G--Themes in Historical Perspective: History of the American Southwest	3 SH

Sociology Specialization

Twelve (12) upper division semester hours of Sociology courses selected in consultation with an advisor.

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN ACCOUNTING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 30 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
AC 410A--Intermediate Accounting I *	3 SH
AC 410B--Intermediate Accounting II *	3 SH
AC 410C--Intermediate Accounting III *	3 SH
AC 440--Cost Accounting *	3 SH
BA 481A--Business Law I *	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting Major Requirements 21 SH

AC 420--Advanced Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Students preparing for the CPA Exam should complete the following twelve (12) semester hours:

BA 430--Business Finance	3 SH
BA 461--Management	3 SH
Upper Division Business or Accounting Electives	6 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN APPLIED PSYCHOLOGY

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 15 SH

PY 250--General Psychology	3 SH
PY 280--Research Methods and Statistics for the Social Sciences**	3 SH
PY 469-- Life Span Development*	3 SH
PY 470--Psychology of Personality*	3 SH
PY 471--Abnormal Psychology*	3 SH

* Lower division course work acceptable in transfer.

** This course will not fulfill the core requirement for a course in mathematics. It is recommended that a student complete MT 270--Intermediate Statistics or a course with similar content.

Advanced Psychology Major Requirements 27 SH

PY 440--Professional Ethics in Psychology	3 SH
PY 481--Biological Foundations of Human Behavior	3 SH
PY 493--Senior Capstone	3 SH

Eighteen (18) upper division semester hours of Psychology selected from the following:

PY 426--Psychology of the Criminal Mind	3 SH
PY 427--Criminal Profiling	3 SH
PY 428--Children and Violence	3 SH
PY 429--Family Violence	3 SH
PY 430--Sexual Homicide	3 SH
PY 431--Personal Violence, Grieving and Survival	3 SH
PY 433--Violence in the Workplace	3 SH
PY 441--Social Psychology	3 SH
PY 446--Psychology of Group Process	3 SH
PY 454--Cognitive Psychology	3 SH

PY 456--Organizational Behavior	3 SH
PY 461--Developmental Psychology: Adulthood and Aging	3 SH
PY 462--Behavioral and Stress Management	3 SH
PY 463--Psychology of Intimate Relationships	3 SH
PY 464--Educational Psychology	3 SH
PY 468--Psychology of Change	3 SH
PY 496H--Addictive Behavior	3 SH
PY 496J--Psychology of Gender	3 SH
PY 498N-W--Internship in Psychology	3 SH

Upper Division Minor Requirements (Optional) 0 to 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing *	3 SH
BA 461--Management *	3 SH
BA 481A--Business Law I *	3 SH
BA 485--Research Principles and Methods*	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Business Administration Major Requirements 27 SH

BA 430--Business Finance	3 SH
BA 452--Management of Human Resources	3 SH
BA 454--Organizational Behavior	3 SH
BA 479--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Nine (9) upper division semester hours in an area of emphasis are required for the Business Administration major. A minimum of one emphasis, selected from the following list, must be completed.

Electronic Commerce Specialization 9 SH

Nine (9) semester hours selected from the following:

BA 406-Managing Web Technologies	3 SH
BA 450-Electronic Marketing	3 SH
CS 445-Database Management	3 SH
CN 457-The Internet	3 SH

Finance Specialization 9 SH

Nine (9) semester hours selected from the following:

BA 433-Money and Banking	3 SH
BA 435-Fundamentals of Investments	3 SH
BA 494-International Economics	3 SH
FIN 420-Advanced Corporate Finance	3 SH
FIN 440-Working Capital Finance	3 SH
FIN 450-Capital Budgets and Corporate Strategy	3 SH

Human Resource Management Specialization 9 SH

Nine (9) semester hours selected from the following:

BA 411-Conflict Management	3 SH
BA 418-Organizational Communication	3 SH
BA 426-Managing Cultural Diversity	3 SH
BA 440-Labor Relations and Economics	3 SH
BA 446-Interviewing Theory and Practice	3 SH
BA 466-Negotiation	3 SH

Management Specialization 9 SH

Nine (9) semester hours selected from the following:

BA 407-Leadership Principles	3 SH
BA 411-Conflict Management	3 SH
BA 437-Persuasion, Influence and Motivation	3 SH
BA 441-Team Leadership	3 SH
BA 448-Project Management: Theory and Application	3 SH
BA 465-Strategic Management	3 SH
BA 468-International Business	3 SH
BA 480E-Issues in Management: Changing Paradigms and Cultures	3 SH

Marketing Specialization 9 SH

BA 416-Public Relations	3 SH
BA 421-Marketing and Management Policies	3 SH
BA 425-Consumer Behavior	3 SH
BA 429-Advertising and Promotion	3 SH
BA 450-Electronic Marketing	3 SH

Flexible Specialization 9 SH

There are no specific course requirements in the flexible specialization area. The student selects nine (9) upper division semester hours of Business Administration courses in

consultation with an Academic Advisor. The flexible specialization is not posted on the transcript or diploma.

Double Specialization 18 SH

Students are permitted to earn a double specialization by completing the four upper division Business Administration major courses with nine (9) upper division semester hours of courses in each of any two of the five Business Administration specializations (Electronic Commerce, Finance, Human Resource Management, Management or Marketing).

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 17 or 29 SH

Twenty-nine (29) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

CS 208-Computer Science Fundamentals	3 SH
CS 241-Control Structures	3 SH
CS 320-C Programming	3 SH
CS 341-Data Structures	3 SH
CS 445-Database Management *	3 SH
CS 455-Management Information Systems *	3 SH
MT 270-Introduction to Statistics	3 SH
or	
MT 320-Introduction to Discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Advanced Computer Information Systems Major Requirements 27 SH

**or
Advanced Computer Information Systems:
Networking Major Requirements 39 SH**

BA 495E-Ethical Decision-Making in Business	3 SH
CS 425-System Analysis and Design	3 SH
CS 432-Object-Oriented Analysis and Design	3 SH
CS 450-Data Networks	3 SH
CS 493-Senior Capstone	3 SH

Twelve (12) upper division semester hours of Computer Information Science courses selected from the following:

CS 430--Operating Systems	3 SH
CS 434--Java Programming	3 SH
CS 437--Advanced Data and File Structures	3 SH
CS 436--Object-Oriented Programming Using C++	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 442--Database Programming	3 SH
CS 443--COBOL Programming	3 SH
CS 444--Software Engineering	3 SH
CS 447--Multi-Media Presentations	3 SH
CS 448--Project Management: Theory and Application	3 SH
CS 460--Decision Support Systems	3 SH
CS 465--UNIX Operating System	3 SH
CS 477--Work Flow Analysis	3 SH
CS 478--Automation and Groupware Tools	3 SH

Optional Networking Specialization 12 SH

In addition to the requirements listed previously, students who complete the following may graduate with a Networking specialization.

Twelve (12) upper division semester hours of Computer Information Science courses selected from the following:

CS 406--Managing Web Technologies	3 SH
CN 457--The Internet	3 SH
CN 458--Internetworking Devices and Concepts	3 SH
CN 466--Protocol Analysis	3 SH
CN 467--Design and Management of Enterprise Networks	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 11 or 23 or 35 SH

Thirty-five (35) elective semester hours of general academic courses are required if a minor and if the optional Networking specialization are not selected. Twenty-three (23) elective semester hours of courses are required if a minor is not selected and the optional Networking specialization is selected. Twenty-three (23) elective semester hours of courses are required if a minor is selected and the optional Networking specialization is not selected. Eleven (11) elective semester hours of courses are required if a minor and if the optional Networking specialization are selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER NETWORKING

<i>Total Degree Requirements</i>	128 SH
<i>Core Studies Requirements</i>	45 SH
<i>Foundational Courses</i>	27 SH
CS 208--Computer Science Fundamentals	3 SH
CS 241--Control Structures	3 SH

CS 320--C Programming	3 SH
CS 341--Data Structures	3 SH
CN 300--Fundamentals of Computer Networks	3 SH
CN 310--Local Area Networks	3 SH
CN 315--Wide Area Networks	3 SH
CN 320--Network Architecture	3 SH
MT 270--Introduction to Statistics	
or	
MT 320--Introduction to discrete Mathematics	3 SH

Advanced Computer Networking Major Requirements 33 SH

BA 495E--Ethical Decision Making in Business	3 SH
CS 425--System Analysis and Design	3 SH
CS 430--Operating Systems	3 SH
CS 440--Computer Organization and Architecture	3 SH
CN 457--The Internet	3 SH
CN 458--Internetworking Devices and Concepts	3 SH
CN 466--Protocol Analysis	3 SH
CN 467--Design and Management of Enterprise Networks	3 SH
CS 493--Senior Capstone	3 SH

Six (6) upper division semester hours of Computer Networking electives selected from the following:

CS 406--Managing Web Technologies	3 SH
CS 432--Object-Oriented Analysis and Design	3 SH
CS 434--Java Programming	3 SH
CS 436--Object-Oriented Programming using C++	3 SH
CS 445--Database Management	3 SH
CS 448--Project Management: Theory and Applications	3 SH
CS 455--Management Information Systems	3 SH
CS 465--Unix Operating System	3 SH

Upper Division Minor Requirements (Optional) 0-12 SH

General Electives 11 or 23 SH

Twenty-three (23) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

<i>Total Degree Requirements</i>	128 SH
<i>Core Studies Requirements</i>	45 SH
<i>Foundational Courses</i>	29 SH
CS 208--Computer Science Fundamentals	3 SH
CS 241--Control Structures	3 SH
CS 320--C Programming	3 SH

CS 341--Data Structures	3 SH
CS 370--Assembly Language	3 SH
CS 375--Computation Theory	3 SH
MT 320--Introduction to Discrete Math	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH

Advanced Computer Science Major Requirements 33 SH

BA 495E--Ethical Decision Making in Business	3 SH
CS 430--Operating Systems	3 SH
CS 432--Object Oriented Analysis and Design	3 SH
CS 434--Java Programming	3 SH
or	
CS 436--Object-Oriented Programming Using C++	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 444--Software Engineering	3 SH
CS 450--Data Networks	3 SH
CS 493--Senior Capstone	3 SH
MT 415--Linear Algebra	3 SH

Six (6) upper division semester hours of Computer Science electives selected from the following:

CS 424--Computer Graphics	3 SH
CS 425--Systems Analysis and Design	3 SH
CS 428--Compiler Theory	3 SH
CS 437--Advanced Data and File Structures	3 SH
CS 442--Database Programming	3 SH
CS 445--Database Management	3 SH
CS 465--Unix Operating System	3 SH
CS 472--Algorithms Analysis	3 SH
CS 473--Artificial Intelligence	3 SH

Mathematics Minor (Optional) 12 SH

MT 405--Numerical Methods	3 SH
MT 417--Discrete Mathematical Structures	3 SH
MT 445--Advanced Linear Algebra	3 SH
MT 470A--Mathematical Statistics I	3 SH

General Electives 9 or 21 SH

Twenty-one (21) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN FINANCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing*	3 SH
BA 461--Management*	3 SH

BA 481A--Business Law I*	3 SH
BA 485--Research Principles and Methods*	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower Division course work acceptable in transfer.

Advanced Finance Major Requirements 24 SH

BA 430--Business Finance	3 SH
BA 433/EC 420--Money and Banking	3 SH
BA 435--Fundamentals of Investments	3 SH
BA 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH
FIN 420--Advanced Corporate Finance	3 SH
FIN 440--Working Capital Management	3 SH
FIN 450--Capital Budgets and Corporate Strategies	3 SH

Upper Division Minor Requirements 0 or 12 SH
(OPTIONAL)

General Electives 20 or 32 SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 250--Introduction to Business	3 SH
BA 315--Developing Management Skills	
BA 420--Marketing *	3 SH
BA 461--Management *	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Human Resource Management Major Requirements 30 SH

BA 418--Organizational Communication	3 SH
BA 426--Managing Cultural Diversity	3 SH
BA 440--Labor Relations and Economics	3 SH
BA 452--Management of Human Resources	3 SH
BA 454--Organizational Behavior	3 SH
BA 467--Employment Law, Compensation and Policy	3 SH

BA 479--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Three (3) semester hours selected from the following:

BA 411--Conflict Management	3 SH
BA 430--Business Finance	3 SH
BA 446--Interviewing Theory and Practice	3 SH
BA 447--Multi-media Presentations	3 SH
BA 448--Project Management: Theory and Application	3 SH
BA 466--Negotiation	3 SH
PY 468--Psychology of Change	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 17 or 29 SH

Twenty-nine (29) elective semester hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN MANAGEMENT OF COMMUNICATIONS AND MEDIA TECHNOLOGY

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

Overview of Telecommunications*	3 SH
Communication Media and Methods*	3 SH
Communication Regulations and Standards*	3 SH
Computer Networks and Data Communications*	3 SH
BA 215--Principles of Budget and Finance	3 SH
BA 461--Management*	3 SH
MCMT 305--Introduction to Programming Concepts: Communicating with Programmers	3 SH
MT 270--Introduction to Statistics	
or	
MT 320--Introduction to Discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Advanced Management of Communication and Media Technology Major Requirements 27 SH

BA 495E--Ethical Decision Making in Business	3 SH
CS 425--System Analysis and Design	3 SH
MCMT 448--Project Management: Theory and Application	3 SH
MCMT 477--Work Flow Analysis	3 SH
MCMT 478--Automation and Groupware Tools	3 SH

MCMT 480--Managing Technology for Business Strategies	3 SH
MCMT 493--Senior Capstone	3 SH

Six (6) upper division semester hours of Management of Communications and Media Technology courses selected from the following:

BA 418--Organizational Communication	3 SH
CS 432--Object Oriented Analysis And Design	3 SH
CS 436--Object Oriented Programming Using C++	3 SH
CS 445--Database Management	3 SH
MCMT 447--Multi-Media Presentations	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN MARKETING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing *	3 SH
BA 461--Management*	3 SH
BA 481A--Business Law I *	3 SH
BA 485--Research Principles and Methods*	3 SH
EC 320--Principles of Macroeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Marketing Major Requirements 27 SH

BA 421--Marketing and Management Policies	3 SH
BA 425--Consumer Behavior	3 SH
BA 429--Advertising and Promotion	3 SH
BA 430--Business Finance	3 SH
BA 454--Organizational Behavior	3 SH
BA 465--Strategic Management	3 SH
BA 479--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

Upper Division Minor Requirements
(Optional) 0 or 12 SH

General Electives 20 or 32SH

Thirty-two (32) elective hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

MINORS (OPTIONAL)

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses. A split minor, twelve (12) semester hours of 400-level credit from two areas with six (6) semester hours in each area, may also be earned in consultation with an academic advisor.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offerings section of the Bulletin. In addition, students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the School for Health Care Professions.

AVAILABLE SCHOOL FOR HEALTH CARE PROFESSIONS MINORS

The School for Health Care Professions offers students in the SPS Undergraduate Program an opportunity for a minor in Health Care Administration or a minor in Health Information Management. Cross-enrollment for courses offered by the School for Health Care Professions may be completed following appropriate consultation with an Academic Advisor. While these minors are especially complementary to the Business Administration major and the Computer Information Systems major, they are options for any student.

Health Information Management Minor Requirements 12 SH

Prerequisites

HIM 313--Introduction to Health Information Management 3 SH
MT 270--Introduction to Statistics 3 SH

Upper Division Requirements

HIM 423/HCA 423--Legal Aspects of Health Services 3 SH
HIM 425/HCA 425--Quality Improvement in Health Care Settings 3 SH
HIM 450--Health Care Information Systems 3 SH
HIM 460--Health Statistics and Research Methods 3 SH

Health Care Administration Minor Requirements 12 SH

Prerequisite

HCA 312--Introduction to Health Services 3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Health Care Administration courses selected from the following in consultation with an Academic Advisor.

HCA 423/HIM 423--Legal Aspects of Health Services 3 SH
HCA 425/HIM 425--Quality Improvement in Health Care Settings 3 SH
HCA 428--Health Care Economics 3 SH
HCA 432--Leadership and Management in Health Care Settings 3 SH
HCA 435--Management Principles in Health Care Settings 3 SH
HCA 452--Human Resource Management in Health Care Settings 3 SH
HCA 465--Health Care Finance 3 SH

PROFESSIONAL ACCOUNTING TRACK / MBA

The Professional Accounting Track (PAT) constitutes a collaborative effort among the faculty of the Regis College Division of Business and the School for Professional Studies. This program prepares students to take the CPA and/or CMA exam. By combining the resources (course offerings and faculty) of Regis College and School for Professional Studies graduate programs, students receive a Bachelor of Science in Accounting and an MBA degree upon completion of the program.

ADMISSION

Students are required to meet certain standards to complete this program. Upon reaching junior standing, students are required to initiate a request (application) for continuation in this program. The application process includes the following minimum requirements:

- a writing sample,
- grade point average review, and
- personal interviews with undergraduate and graduate advisors.

Depending on the outcomes of these minimum requirements for continuation, other requirements may be necessary; for example, the GMAT, certain course work, or additional interviews. The student's MBA advisor will make the final decision concerning the student's continuation.

Tuition and Fees

The Regis College Undergraduate Program charges per semester are listed in this section under the Undergraduate Program Expenses heading of the Bulletin. MBA Program charges are listed in the SPS Graduate section under the MBA Program Charges heading.

Total Program Requirements 158 SH

Total Undergraduate Requirements 128 SH

Core Studies Requirement 45 SH

Foundational Courses 30 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
AC 410A--Intermediate Accounting I *	3 SH
AC 410B--Intermediate Accounting II *	3 SH
AC 410C--Intermediate Accounting III *	3 SH
AC 440--Cost Accounting *	3 SH
BA 481A--Business Law I *	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting Major Requirements 30 SH

AC 420--Advanced Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 493--Senior Capstone	3 SH
BA 495E--Ethical Decision-Making in Business	3 SH
BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH

General Electives 23 SH

Twenty-three (23) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

Total MBA Requirements 30 SH

MBAA 602--Interpreting Accounting Information	3 SH
MBAA 605--Advanced Auditing	3 SH
MBAA 615--Income Tax Research	3 SH
MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 695--Strategies in a Global Environment	3 SH

MBAF 602--Financial Decision Making	3 SH
MBAM 608--Advanced Business Law	3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 608--Accounting for the International Enterprise	3 SH
MBAF 605--International Financial Management	3 SH
MBAI 602--Issues in International Business	3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 616--Accounting for Business Combinations	3 SH
MBAA 617--Accounting Systems	3 SH
MBAA 618--Advanced Cost Accounting	3 SH

SPS UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING (AC)

AC 320A. PRINCIPLES OF ACCOUNTING I (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations.

AC 320B. PRINCIPLES OF ACCOUNTING II (3). A continuation of AC 320A. Prerequisite(s): AC 320A.

AC 410A. INTERMEDIATE ACCOUNTING I (3). Provides an in-depth study of financial accounting including theory and problems. Discusses recent developments in accounting valuation and reporting practices promulgated by the leading accounting organizations. Emphasizes assets, liabilities, shareholders equity, income determination and preparation and analysis of financial statements. Prerequisite(s): AC 320B.

AC 410B. INTERMEDIATE ACCOUNTING II (3). Provides an in-depth study of financial accounting topics, including theory and problems. Prerequisite(s): AC 410A.

AC 410C. INTERMEDIATE ACCOUNTING III (3). A continuation of AC 410A and 410B, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.). Prerequisite(s): AC 410B.

AC 420. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting, installment sales and consignments and home office and branch operations. Prerequisite(s): AC 410C.

AC 440. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasizes current topics from CPA examinations. Prerequisite(s): AC 320B.

AC 450A. INCOME TAX ACCOUNTING I (3). Studies income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates and trusts. Prerequisite(s): AC 320B.

AC 450B. INCOME TAX ACCOUNTING II (3). A continuation of AC 450A. Prerequisite(s): AC 450A.

AC 460. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Prerequisite(s): AC 410C.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): AC 410C.

AC 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing. NOTE: Successful completion of eighteen (18) upper division Accounting semester hours required.

BUSINESS ADMINISTRATION (BA)

BA 202. BUSINESS WRITING (3). Addresses business communications, including information requests and replies, letter forms, sales letters, memoranda and report preparation.

BA 203. TIME AND STRESS MANAGEMENT (3). Focuses on understanding the role of the manager as it relates to utilization of time and building skills in time management. Students define stress in their own lives, identify different sources of stress, recognize sources of strength during stress and utilize relaxation techniques to manage the symptoms of stress.

BA 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Cross listing: CS 206.

BA 215. PRINCIPLES OF BUDGET AND FINANCE (3). Explores development of budgets, how to read and interpret financial reports to better supervise departmental operations, control costs, set objective priorities, and improve performance.

BA 216A. SUPERVISION SKILLS I: INFLUENCE MANAGEMENT (1). Studies why it is critical to the survival and success of a leader to have the ability to influence. Focuses on influence practices, tactics and concepts. Provides feedback on using influence practices and an opportunity to develop an action plan to enhance performance. Pass/No Pass grading only.

BA 216B. SUPERVISION SKILLS I: MANAGEMENT SKILLS (1). Studies how management skills go beyond technical job knowledge and why skilled managers must be effective communicators, accomplished problem solvers and excellent group facilitators. Introduces effective verbal communication, leadership style theory and assessment, theories of motivation and theories of group dynamics. Pass/No Pass grading only.

BA 220. CAREER MANAGEMENT (3). Provides an opportunity to explore career management theories and practices, understand the role of the individual and the organization in career management and examine contemporary issues and future trends related to the field. Emphasizes the assessment of skills, values, interests, knowledge, adult development and career stages.

BA 230. INTRODUCTION TO COMPUTING (3). Introduces personal computers and the disk operating system. Develops skills using word processing, spreadsheets and database management. Emphasizes applications for Business, Accounting and Economics. Cross listing: CS 200.

BA 250. INTRODUCTION TO BUSINESS (3). Introduces fundamental business concepts, current business practices and basic principles of management, marketing and finance. Includes personal financial planning, career planning and business communications.

BA 298E-W. PRACTICUM: (2). Experience in roles or projects under the supervision of a professional in the specified field to gain experience in a career field new to the student. NOTE: Portfolio Credit not available.

BA 305. IMPACT OF EMERGING TECHNOLOGY (3). Examines trends and issues surrounding technological advancements and implications for current business practice.

BA 315. DEVELOPING MANAGEMENT SKILLS (3). Introduces effective management skills and their impact on organizational, team, and individual performance. Familiarizes students with the skills of management such as delegating, coaching, conflict resolution, stress management, problem solving, and building effective teams.

BA 316A. SUPERVISION SKILLS II: COMMUNICATION TOOLS FOR MAXIMUM PERFORMANCE (1). Provides participants with the ability to successfully put new communication techniques into practice. Emphasizes how to build trust and rapport, deal with difficult people, exert influence and direct discussions toward solutions. Pass/No Pass grading only.

BA 316B. SUPERVISION SKILLS II: BUILDING DELEGATION SKILLS (1). Provides participants with an opportunity to assess, improve and refine delegation skills through exercises, discussions and case studies. Emphasizes increasing organizational effectiveness by placing the decision-making process on a lower managerial level, providing a support system for subordinates to handle increased responsibilities and facilitating individual accountability. Pass/No Pass grading only.

BA 350A. HUMAN RESOURCE DEVELOPMENT: MANAGING PERFORMANCE APPRAISAL/SELECTION INTERVIEWING (1). Introduces the performance appraisal and interview process. Includes legal issues in interviews, definition of a behavioral hypothesis, job/candidate profiles, performance standards and effective performance appraisal and follow-up systems. Pass/No Pass grading only.

BA 350C. HUMAN RESOURCE DEVELOPMENT: CORRECTIVE DISCIPLINE (1). Introduces discipline systems including prevention of discipline problems, problem identification and effective administration of discipline. Pass/No Pass grading only.

BA 406. MANAGING WEB TECHNOLOGIES (3). Introduces the web development process and client side programming using Java scripts, HTTP, CGI and Perl. Provides the concepts of developing interactive web sites. Covers web security and e-commerce. Cross listing: CS 406.

BA 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership. Cross listing: COM 407.

BA 410. STRATEGIC LEADERSHIP (3). Explores strategic leadership through discussion of vision, mission and values. Examines how a clear, compelling vision can move individuals and organizations toward desired goals. Evaluates strategies that translate vision and mission into action. Cross listing: COM 410.

BA 411. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, or manage common types of conflicts within organizations. Presents communication styles and strategies for working through conflict. Cross listing: COM 408.

BA 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Cross listing: COM 416.

BA 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication process functions in organizational structures. Cross listing: COM 418.

BA 420. MARKETING (3). Studies the macro and micro marketing systems and institutions, domestically and internationally. Includes marketing's role in the global economy and marketing in the United States emphasizing the development of marketing strategies and marketing mixes.

BA 421. MARKETING AND MANAGEMENT POLICIES (3). Analyzes the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies and choice of a channel of distribution.

BA 423. MARKETING RESEARCH (3). Familiarizes students with the basic objectives, techniques and applications of market research used in a modern business environment. Develops proficiency in acquisition, analysis and interpretation of market information for business decisions. Prerequisite(s): BA 420.

BA 425. CONSUMER BEHAVIOR (3). Students analyze the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 426. MANAGING CULTURAL DIVERSITY (3). Provides an in-depth exploration of diversity influences in organizations. Includes stereotypes and other blocks to equal treatment, and the impact of increasing diversity on organizational objectives and career expectations.

BA 429. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: COM 474.

BA 430. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): AC 320B.

BA 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 420.

BA 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 430.

BA 437. PERSUASION, INFLUENCE AND MOTIVATION (3). Examines the general theories that explain persuasion and one's ability to influence others. Discusses communication skills, attitudes and competencies associated with persuasion, influence and motivation. Enables students to learn and practice powerful persuasion communication skills which will enhance both personal and professional success. Cross listing: COM 437.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 or EC 330. Cross listing: EC 440.

BA 441. TEAM LEADERSHIP (3). Examines leadership and its impact on team development, communication, quality of decision-making, and performance. Includes course activities and discussions that explore types of teams, leadership roles, member selection, team development and culture, trust and collaboration, barriers to performance, performance feedback, and leading global teams. Cross listing: COM 441.

BA 446. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: COM 451.

BA 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operational effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: CS 447 and MCMT 447.

BA 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Introduces management of personnel and material resources for accomplishment of a project. Implements techniques for establishing goals and realistic time lines for delivery of a project. Cross listing: MCMT 448 and CS 448.

BA 450. ELECTRONIC MARKETING (3). Provides in-depth exploration of marketing applications through the Internet and other electronic means. Includes web based advertising and promotion, transaction processing, interactive sales, customer service, and ethical considerations. Prerequisite(s): BA 420.

BA 452. MANAGEMENT OF HUMAN RESOURCES (3). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force and the development and management of human resources. Studies creating a favorable work environment, including management and labor relations, remuneration and security for employees.

BA 454. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Cross listing: PY456.

BA 461. MANAGEMENT (3). Provides comprehensive coverage of managerial principles applicable to numerous activities through a study of the fundamental functions of management. Studies recent developments and their effect upon management and management techniques.

BA 462. MANAGING SMALL BUSINESS (3). Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business.

BA 466. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings. Cross listing: COM 466.

BA 467. EMPLOYMENT LAW, COMPENSATION AND POLICY (3). Surveys the impact of state and federal employment law on personnel administration. Examines applicable legislation and case studies of relevant court and administrative decisions, technical requirements, personnel policies and procedures manuals, and state employment law. Analyzes provisions of Title VII of the Civil Rights Act and other federal statutes. Prerequisite(s): BA 452.

BA 468. INTERNATIONAL BUSINESS (3). Examines scopes and challenges of doing business and marketing goods and services in foreign markets. Addresses cultural, legal, political, geographic, management, organizational, and marketing practices. Reviews establishing markets, research, distribution channels, and export processes.

BA 469. INTERNATIONAL MANAGEMENT (3). Studies the history and evolution of international business, the international environment, and the development, organization and structure of the international organization. Includes cultural differences and business-governmental relations. Prerequisite(s): BA 461.

BA 470. PRINCIPLES OF REAL ESTATE (3). Studies laws governing real estate transactions, property appraisal, acquisition and sale of both residential and commercial property and property management.

BA 471. BUSINESS WRITING (3). Introduces strategies and styles used in preparing effective business communication including memoranda, letters, reports, and proposals. Examines issues related to proper composition, style, grammar, tone, electronic information, and physical presentation. Prerequisite(s): EN 203. Cross listing: EN 475.

BA 479. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, technical issues in developing systems, strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Cross listing: CS 480, MCMT 480. NOTE: Not for CIS majors.

BA 480E-W. ISSUES IN MANAGEMENT (3). Focuses on various aspects of Management. Provides perspective on current issues and practices in both for-profit and not-for-profit organizations. Explores legal and ethical behavior, technology's impact on management and operations, changing cultures and organizational structure, demographic shifts, and international competitive forces.

BA 481A. BUSINESS LAW I (3). Explores the foundations of law. Studies the fundamentals of contract law as applied in sales and employment contexts as well as agency law. Prerequisite(s): BA 250 and Junior standing.

BA 481B. BUSINESS LAW II (3). Studies law applicable to commercial paper, security devices, partnerships, corporations, real property, estates and bankruptcy. Prerequisite(s): BA 481A.

BA 485. RESEARCH PRINCIPLES AND METHODS (3). Introduces research design, data acquisition and analysis. Focuses on problem definition, research elements, and application of research for the decision process.

BA 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Prerequisite(s): Senior standing. NOTE: Recommended as final course.

BA 494. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, under-development, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 481.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community.

COMMUNICATION (COM)

COM 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse.

COM 215. MANAGING INTERNET INFORMATION SERVICES (3). Introduces the Internet as a way to enrich personal, school, and business lives of students. Focuses on how to navigate search engines for research purposes, how to develop home pages for educational and business purposes, and how to customize web pages using HTML.

COM 280. COMMUNICATION THEORY (3). Surveys important theories of communication from ancient Greece to the post-modern world. Includes theories of speech acquisition, the psychology of spoken language and theories of human communication from interpersonal to mass media.

COM 281. RESEARCH METHODS IN COMMUNICATION (3). Introduces research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skills necessary to begin original research.

COM 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

COM 400. INTERCULTURAL COMMUNICATION (3). Studies how cultural perspectives affect communication including an examination of intra- and intercultural phenomena. May also explore issues of international mass media systems, and examine issues of international media coverage of events.

COM 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership. Cross listing: BA 407.

COM 408. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict. Cross listing: BA 411.

COM 410. STRATEGIC LEADERSHIP (3). Explores strategic leadership through discussion of vision, mission and values. Examines how a clear, compelling vision can move individuals and organizations toward desired goals. Evaluates strategies that translate vision and mission into action. Cross listing: BA 410.

COM 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Cross listing: BA 416.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication processes function in organizational structures. Cross listing: BA 418.

COM 420. MEDIATION (3). Explores the communication process where a third party helps parties negotiate interest-based solutions to problems. Provides theoretical

understanding and skill-based practice to develop skills that effective mediators must possess. Includes discussion of factors that contribute to successful mediation, such as the importance of context, overcoming obstacles, motivating parties, mediator roles, mediation processes, drafting agreements, and balancing of power.

COM 426. GROUP DYNAMICS (3). Focuses on the theory and practice of small group processes. Examines group development, roles, leadership, decision-making, problem solving, conflict management and performance.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives. Prerequisite(s): COM 280.

COM 433. INTERNAL PUBLIC RELATIONS (3). Explores the role of Public Relations inside the organization. Discusses contributing theory, individual style and organization frameworks within which Public Relations must operate. Identifies strategies and tactics for building and maintaining relationships. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 433.

COM 434. WRITING FOR PUBLIC RELATIONS (3). Focuses on public relations materials prepared for the mass media, specifically news releases, fact sheets, media advisories, feature articles and news stories. Analyzes purpose, style, format, content and distribution options. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 434.

COM 435. PUBLIC RELATIONS CAMPAIGNS (3). Examines the basic structure for designing and developing public relations campaigns, campaign budgets, organizational policy issues, ethical issues, and media relations. Topics include campaign strategy, timing, and tactics. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 435.

COM 436. EVENT PLANNING FOR PUBLIC RELATIONS (3). Examines the secrets behind a successful public relations event. Topics include cultural sensitivity, timing, access, setting, staffing, catering, permits, security, budget, and the role of the media in promoting the event. Students develop an event checklist and will identify effective ways to inform and persuade the audience to attend. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 436.

COM 437. PERSUASION, INFLUENCE AND MOTIVATION (3). Examines the general theories that explain persuasion and one's ability to influence others. Discusses communication skills, attitudes and competencies associated with persuasion, influence and motivation. Enables students to learn and practice powerful persuasion communication skills which will enhance both personal and professional success. Cross listing: BA 437.

COM 438. CRISIS COMMUNICATION (3). Focuses on the three P's of crisis: plan, prepare, and practice. Topics include what to do when unexpected trouble arises, making a plan,

developing a crisis communication objective, delivering the message, selecting a spokesperson, effective message delivery, informing the media, and managing a press conference. Prerequisite(s): COM 416 or equivalent. Cross listing: MKT 438.

COM 439. FACILITATING GROUPS AND TEAMS (3). Examines principles and techniques associated with leading small groups in discussion, problem solving, decision-making, and strategic planning processes. Focuses on communication, redirect tangential discussions, reframe issues, manage group conflict, promote listening, and create environments conducive to collaborative processes.

COM 441. TEAM LEADERSHIP (3). Examines leadership and its impact on team development, communication, quality of decision-making, and performance. Includes course activities and discussions that explore types of teams, leadership roles, member selection, team development and culture, trust and collaboration, barriers to performance, performance feedback, and leading global teams. Cross listing: BA 441.

COM 451. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: BA 446.

COM 455. ADVANCED PRESENTATION METHODS AND STRATEGIES (3). Explores advanced strategies and techniques for successful, professional-level oral presentations. Emphasizes strategic purpose refinement driven by desired outcomes, situation and audience analysis and adaptation, audience participation and involvement, innovations in speaking aids and related technologies, effective use of language, dynamic delivery techniques, speaker credibility enhancement, and speech/presentation analysis and coaching strategies. Prerequisite(s): COM 210.

COM 466. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings. Cross listing: BA 466.

COM 474. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: BA 429.

COM 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Cross listing: SO 486.

COM 487E-W. COMMUNICATION TOPICS (3). Examines selected topics in Communication. Topics include international communication in addition to current trends and research in the field.

COM 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis

University. Prerequisite(s): Majors only and senior standing. Successful completion of eighteen (18) Communication Arts upper division semester hours of course work required.

COM 498N-W. INTERNSHIP IN COMMUNICATION (3). Involves placement in industry, media organizations, government or other agency for on-the-spot training and experience. Internships are for advanced Communication students. Prerequisite(s): COM 280 or equivalent. Junior standing and approval of Department Chair. NOTE: Portfolio Credit not available.

COMPUTER NETWORKING (CN)

CN 300. FUNDAMENTALS OF COMPUTER NETWORKS (3). Introduces the underlying concepts of data networks. Focuses on the terminology and technologies in current networking environments. Provides a general overview of the field of networking as a basis for continued study in the field.

CN 310. LOCAL AREA NETWORKS (3). Covers the latest concepts of Local Area Network (LAN) technologies. Provides a comprehensive introduction to the concepts, technologies, components and acronyms inherent in today's local networking environments. Prerequisite(s): CN 300.

CN 315. WIDE AREA NETWORKS (3). Provides a conceptual and working background of how Local Area Networks communicate over a wide area. Introduces telephony, the technology of switched voice communications. Introduces communication channels of the public switched telephone networks for data communications and how voice and data communications have become integrated. Prerequisite(s): CN 300.

CN 320. NETWORK ARCHITECTURES (3). Examines important networking architectures mainly TCP/IP in current corporate environments. Discusses major components and functions of each of these architectures, and methods used to connect different architectures. Provides concepts which are important to the field of systems integration as well as a conceptual basis for understanding network architectures. Prerequisite(s): CN 300.

CN 457. THE INTERNET (3). Familiarizes students with the operation, function, components and protocols of the Internet. Covers concepts necessary for establishing and maintaining Internet connectivity. Incorporates tools used to navigate and access information on the Internet. Prerequisite(s): CN 300 or CS 450.

CN 458. INTERNETWORKING DEVICES AND CONCEPTS (3). Enables networking professionals and students who already grasp the general concepts of data communications and networking to build a more detailed understanding of Internetworking. Presents techniques and components for managing network growth, and connecting disparate network architectures. Develops solutions to Internetworking problems. Prerequisite(s): CN 300 or CS 450.

CN 460. FUNDAMENTALS OF E-SECURITY (3). Introduces the concept of security management and addresses the ambient factors that constitute a sound organizational security policy. Examines basic security management, security models, risk analysis, internal and external security threats, privacy issues and security laws and regulations in an effort to provide a solid foundations for future e-security courses. Prerequisite(s): CN 300.

CN 466. PROTOCOL ANALYSIS (3). Enables networking professionals and students who grasp the basic concepts of networking to receive more understanding of some of the major protocols controlling the flow of information between data communication layers and cooperating processes on network nodes. Trace and analysis tools are used to analyze the frames and packets traversing a network. Prerequisite(s): CN 300 or CS 450.

CN 467. DESIGN AND MANAGEMENT OF ENTERPRISE NETWORKS (3). Enables networking professionals and students to analyze, design, and manage LANs and point-to-point networks. Exercises feature learning techniques used to design and analyze networks. Prerequisite(s): CN 300 or CS 450.

COMPUTER SCIENCE (CS)

CS 200. INTRODUCTION TO COMPUTING (3). Introduces microcomputers and computer systems. Covers categories of software including word processing, databases and electronic spreadsheets and involves creating and manipulating files. Introduces the fundamentals of program design. Cross listing: BA 230.

CS 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Cross listing: BA 206.

CS 208. COMPUTER SCIENCE FUNDAMENTALS (3). Provides an introduction for Computer Science/Computer Information Systems majors/minors. Includes hardware and software systems, numbering systems, mathematical and logical binary operations, basic concepts of computer organization and operating systems. Introduces program development environments using PASCAL.

CS 230. COBOL PROGRAMMING (3). Introduces computing within a structured approach to the COBOL programming language. Includes algorithms and techniques for the solution of practical problems. Involves the designing, coding, debugging and documentation of programs. Prerequisite(s): CS 208.

CS 241. CONTROL STRUCTURES (3). Discusses basic concepts of computer organization. Develops a precise and logical methodology in reducing complex and unformatted data to algorithmic format. Introduces the concepts and methodologies of structured programming and design. Explains the uses and abuses of control structures. Prerequisite(s): CS 208.

CS 305. INTRODUCTION TO PROGRAMMING CONCEPTS: COMMUNICATING WITH PROGRAMMERS (3). Introduces programming for non-programmers and concentrates on the terminology of structured and object oriented programmers. Provides managers of programmers methodologies used to achieve programming goals. Cross listing: MCMT 305.

CS 320. "C" PROGRAMMING (3). Presents computer problem solving techniques using the "C" language as a tool. Includes data typing, assignments, flow control, repetition, modular programming with functions, arrays, strings, structures, data files, bit operations and comparisons with other high level languages. Prerequisite(s): CS 341.

CS 333. SQL (3). Introduces the ANSI standard structured query language. Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use of sub-queries, and data security and integrity. Prerequisite(s): MT 270 or MT 320, and CS 341.

CS 341. DATA STRUCTURES (3). Combines concepts discussed in CS 241, computer organization with structural programming and design, control structures, data structures, file organization and file processing. Emphasizes sound programming practices. Presents algorithms used in problem-solving. Prerequisite(s): CS 241.

CS 370. ASSEMBLY LANGUAGE (3). Describes the elements and techniques of assembly language programming for microprocessors used in the IBM compatible family of microcomputers. Introduces computer architectures, and discusses the concepts of data representations, processing instructions, addressing modes, macros, functions and procedures, and file I/O. Prerequisite(s): CS 341.

CS 375. COMPUTATION THEORY (3). Provides the concepts of languages and language analysis including lexical analysis, syntax analysis and regular expression. Introduces automata theory including deterministic and non deterministic finite state machines and parsing techniques. Prerequisite(s): CS 341 and MT 320.

CS 406. MANAGING WEB TECHNOLOGIES (3). Introduces the web development process and client side programming using Java scripts, HTTP, CGI and Perl. Provides the concepts of developing interactive web sites. Covers web security and e-commerce. Cross listing: BA 406.

CS 420. ADVANCED PROGRAMMING (3). Develops structured programming skills. Presents advanced features of program design and analysis, functions, subroutines, arrays, records, files, debugging, testing and validation of larger programs and documentation. Prerequisite(s): CS 300 or CS 230 or permission of instructor.

CS 422. ADVANCED "C" PROGRAMMING (3). Develops advanced programming skills in the "C" programming language. Includes program design and analysis, functions, subroutines, arrays, records, files, debugging, testing and validation of larger programs and documentation. Uses a structured, multi-phased approach to program development. Develops a series of modules, which become part of a tool kit

to be used in the development of future programs, including various graphics features. Prerequisite(s): MT 270 or MT 320, and CS 230.

CS 424. COMPUTER GRAPHICS (3). Provides an understanding of computer graphics emphasizing graphics, algorithms and code design. Includes graphical interfaces, image generation and user interaction. Prerequisite(s): CS 320.

CS 425. SYSTEMS ANALYSIS AND DESIGN (3). Studies the analysis and design of computer based information systems. Considers transformation processes and comprehensive design. Includes advanced technology, emphasizing expert and knowledge-based systems. Considers human resources, communications and computers in a systems framework. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320.

CS 428. COMPILER THEORY (3). Explores the concepts and theories used in the design and implementation of compilers. Studies identification of lexical elements, syntax verification and code generation. Discusses the concepts of finite state machines, grammars parsing and optimization related to compiler construction. Illustrates various parts of the compilation process. Prerequisite(s): CS 375. NOTE: Proficiency in at least one high order programming language and the use of complex data structures required. Knowledge of an assembly language desirable, but not required.

CS 430. OPERATING SYSTEMS (3). Studies the organization and operation of computer systems. Includes batch processing, interactive processing, multi-programming systems, storage management, data sharing in main storage, resource control, file systems and processor scheduling. Prerequisite(s): CS 341.

CS 432. OBJECT ORIENTED ANALYSIS AND DESIGN (3). Introduces the Object Oriented paradigm for systems analysis and design. Develops an Object Model for use in Object Oriented Programming Using C++. Topics include OMT object modeling, object oriented analysis and object oriented design. Prerequisite(s): CS 341 and MT 270 or MT 320.

CS 434. JAVA PROGRAMMING (3). Introduces the Java programming language. Includes selection and repetition, arrays and strings, file input and output, applets, methods, classes and objects, inheritance, graphics and animation. Prerequisite(s): CS 432 and CS 320, or CS 436.

CS 436. OBJECT ORIENTED PROGRAMMING USING C++ (3). Focuses on translation of Object Oriented analysis and design documents into efficient program code. Uses C++ programming to implement object oriented programming techniques. Emphasizes class inheritance, polymorphism, message passing, instantiation and data hiding. Prerequisite(s): CS 320 and CS 432.

CS 437. ADVANCED DATA AND FILE STRUCTURES (3). Presents advanced features of data structures, including linked lists, queues and trees. Studies files structures including file processing methods, sequential, indexing, hashing and sorting techniques. Prerequisite(s): CS 320 and MT 270 or MT 320.

CS 440. COMPUTER ORGANIZATION AND ARCHITECTURE (3). Introduces machine architecture through the traditional Von Neumann architectural schemes. Features traditional register-to-register transfer logic, ALU design and BUS architectures. Examines hamming codes, disk drive performance analysis, virtual storage and cache memory, pipelining, micro-code and bit-slicing. Examines several systolic architectures and their corresponding parallel processing environments. Prerequisite(s): CS 341 and MT 270 or MT 320.

CS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, using subqueries, data security and integrity. Introduces a quick introduction to ORACLE™. Prerequisite(s): CS 208.

CS 443. COBOL PROGRAMMING (3). Introduces computing with a structured approach to the COBOL programming language. Includes algorithms, designing, coding, debugging, and documentation of programs. Discusses sequential processing, indexed sequential processing and COBOL subroutines. Introduces virtual storage and the use of Report Writer feature of ANSI COBOL. Prerequisite(s): CS 208.

CS 444. SOFTWARE ENGINEERING (3). Studies the different ways and techniques used for software development, testing and the methods to manage software projects. Introduces conventional methods for software engineering and object-oriented software engineering. Prerequisite(s): CS 320.

CS 445. DATABASE MANAGEMENT (3). Discusses techniques of database systems design and implementation, and physical file organization, data integrity and security techniques. Emphasizes the management of the database environment. Develops data structures in a context of database, database management and data communications. Assesses the role of the relational database in expert systems. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320.

CS 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operation effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: BA 447 and MCMT 447.

CS 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Introduces management of personnel and material resources for accomplishment of a project. Implements techniques for establishing goals and realistic time lines for delivery of project. Cross listing: BA 448 and MCMT 448.

CS 450. DATA NETWORKS (3). Provides the concepts and terminology of data communications and network design. Includes transmission techniques, network topologies, protocols, security, network control and network architectures. Prerequisite(s): CS 208

CS 455. MANAGEMENT INFORMATION SYSTEMS (3). Explores organizational and technical imperatives of the management information system. Includes a general theory for management or organization. Provides a framework for management theory, organization theory and information theory. Examines management information system technology and its physical and logical components. Introduces decision support and expert systems. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320.

CS 460. DECISION SUPPORT SYSTEMS (3). Studies decision support systems representing recent advances in computer-based information systems. Studies how the decision support system—which is highly interactive, targets on top management, and undertakes to make relevant information available in a heuristic system from three different perspectives—differs from earlier information systems. Analyzes the historic development of information systems, and the design and the implementation of decision support systems. Assesses decision support systems from the user's perspective. Prerequisite(s): CS 341 or CS 484 (minors only) and MT 270 or MT 320.

CS 465. UNIX OPERATING SYSTEMS (3). Explores the architecture of the UNIX operating system. Provides hands-on experience in file management, the UNIX shell, using filters, using and developing pipes, security, software development tools, text processing tools and in-depth knowledge of how these aspects are incorporated into the UNIX system. Discusses how UNIX meets its design objectives, its relative merits in comparison with other operating systems, and interoperability issues. Prerequisite(s): CS 320 and CS 430.

CS 472. ALGORITHMS ANALYSIS (3). Introduces designing and analyzing computer algorithms from an efficiency point of view. Introduces NP-complete problems and the algorithms that solve NP-complete problems. Prerequisite(s): CS 320.

CS 473. ARTIFICIAL INTELLIGENCE (3). Reviews the artificial intelligence field. Introduces neural networks and examines the different propagation algorithms, convergence criteria and neural network applications. Prerequisite(s): CS 208 and MT 415.

CS 477. WORK FLOW ANALYSIS (3). Defines and describes the processes and work flows within a business, with special attention to the mode of operation and management. Defines business processes which are conducive to automation. Cross listing: MCMT 477.

CS 478. AUTOMATION AND GROUPWARE TOOLS (3). Builds on the workflow analysis completed in CS 477. Utilizes "Groupware" tools to develop a collaborative model of business process. Prerequisite(s): CS 477 or MCMT 477. Cross listing: MCMT 478.

CS 480. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, and technical issues in developing systems. Covers strategic issues related to critical success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative

development methods and addresses issues of databases, projected management, and functional management. Cross listing: BA 479, MCMT 480.

CS 484. TECHNICAL ASPECTS OF CIS (3). Provides an executive perspective of several technical aspects of the CIS environment. Includes hardware configurations, software classes, programming theory, file structures, technical database issues, fundamental operating systems theory and data communications basis. Emphasizes research into current publications and industry trends.

CS 485. COMPUTERS AND SOCIETY (3). Provides a terminal course for Computer Science and Computer Information Systems majors. Focuses on unplanned and unexpected social, political and economic consequences resulting from the "Information Revolution." Evaluates high technology, emphasizes computer information systems and includes the design, development and use of advanced technology. Considers unemployment, invasions of personal privacy and a posited "dehumanizing" effect.

CS 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Successful completion of eighteen (18) upper division semester hours of Computer Science course work required.

ECONOMICS (EC)

EC 201. WORLD ECONOMIC ISSUES (3). Introduces the structure and process of world economic interaction and develops an understanding of the concepts and methods used to analyze world economic issues and problems. Students assess issues and ethical problems surrounding global economics and the growing interdependence of the contemporary world.

EC 320. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 330. PRINCIPLES OF MICROECONOMICS (3). Studies microeconomics, supply and demand. Examines the causes of different market structures, their influence on market conduct and performance, and issues of public policy towards a variety of different kinds of market behavior.

EC 400. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems.

EC 420. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions, and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433.

EC 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 440.

EC 481. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions, and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 494.

EDUCATION (ED)

ED 202. PORTFOLIO: PRIOR LEARNING ASSESSMENT (1). Assists students in assessing prior learning experiences to identify learning that fulfills degree requirements. Students petition for a minimum of three semester hours of credit for prior learning. Fee required. Pass/No Pass grading only.

ED 205. LEARNING AS ADULTS (3). Examines and applies various theories of adult learning focusing on different delivery models and learning strategies. Investigates issues facing adult learners in higher education and techniques for addressing those issues.

ENGLISH (EN)

EN 200. ESSENTIALS OF EFFECTIVE WRITING (3). Studies the basics of grammar and punctuation, and composition of paragraphs of description, explanation, narration, causation and process. Develops methods for free writing and brainstorming, for maintaining paragraph unity and coherence, and for critically reviewing, editing and polishing course work. Pass/No Pass grading available upon request.

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words.

EN 325. ADVANCED COMPOSITION (3). Studies expository writing, concentrating on the longer critical essay, the persuasive essay and the research paper. Prerequisite(s): EN 203. NOTE: Mastery of basic rhetorical skills and an ability to write 500-word essay presumed.

EN 370. RESEARCH IN THE LIBERAL ARTS (3). Explores scholarly research available to liberal arts students including library, Internet, and primary services. Focuses on research writing and correct style and citation requirements.

EN 385. ART OF PERSUASION (3). Explores techniques of written rhetoric and oral debate. Cross listing: PL 385.

EN 405. CREATIVE NON-FICTION (3). Examines contemporary rhetorical strategies and critical thinking for enhancing professional and persuasive writing.

EN 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts.

EN 435E-W. EXPLORATION IN LITERATURE (3). Examines literary works produced by women authors and explores themes, style, and presentation of various literary genre.

EN 475. BUSINESS WRITING (3). Introduces strategies and styles used in preparing effective business communication including memoranda, letters, reports, and proposals. Issues related to proper composition, style, grammar, tone, electronic information, physical presentation will be covered. Prerequisite(s): EN 203 or equivalent. Cross listing: BA 471.

EN 483. TECHNICAL WRITING (3). Provides hands on instruction in preparing technical reference manuals, computer user guides, operations manuals, and system documentation; instructs students in using automated documentation software and electronic document distribution via the Internet. Prerequisite(s): EN 203 or equivalent.

FINANCE (FIN)

FIN 420. ADVANCED CORPORATE FINANCE (3). Comprehensive study of how corporations make investment decisions, raise capital to finance their investments and manage their financial affairs to create shareholder value. Topics include capital budgeting and the cost of capital, dividend policy, capital structure and financial distress. Emphasizes developing analytical tools and problem solving. Prerequisite(s): BA 430 or equivalent.

FIN 440. WORKING CAPITAL MANAGEMENT (3). Acquaints students with the modern techniques and practices of short-term corporate finance. Focuses on the management of the firm's liquid assets: cash and securities, accounts receivable, and inventories. Discusses the importance of good forecasting techniques and comprehensive information systems. Cases and examples illustrate the variety of short-term financing sources and the complications of multinational working capital flows. Prerequisite(s): BA 430 or equivalent.

FIN 450. CAPITAL BUDGETS AND CORPORATE STRATEGY (3). Examines capital budgets decision-making process in furtherance of corporate strategy. Explores capital markets, risk analysis, taxes and foreign capital investments, cost of capital and dividend policy. Prerequisite(s): BA 430 or equivalent.

GEOLOGY (GE)

GE 201. PHYSICAL GEOLOGY (3). Introduces physical geology, Earth materials, history of the Earth, geophysics and geochemistry. Examines the topography and structural features of the Earth, soils, and soil formation and the geological processes involved in their development.

HISTORY (HS)

HS 213. SURVEY OF WESTERN CIVILIZATION TO 1600 (3). Studies the evolution of western civilization from the beginnings of civilization through the period of the Reformation. Emphasizes concepts and institutions that have played major roles in the evolution of Western civilization. Includes major themes on the formation of the great religions which have influenced the West, Classical culture, the Middle Ages, the Renaissance and the Reformation.

HS 214. SURVEY OF WESTERN CIVILIZATION SINCE 1600 (3). Traces the evolution of modern western civilization, and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on absolutism, the Enlightenment, the French Revolution, the great wars of the 20th century and the ideologies of the modern world.

HS 223. HISTORY OF THE UNITED STATES TO 1877 (3). Surveys the development of United States civilization from the era of discovery, exploration and settlement to the end of the Reconstruction.

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 428. UNITED STATES HISTORY, 1945 TO THE PRESENT (3). Studies recent events and trends in the United States since the end of World War II.

HS 465. EUROPE SINCE 1914 (3). Studies the transformation of Europe following World War I emphasizing economic, political and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 487E-W. THEMES IN HISTORICAL PERSPECTIVE (3). Focuses on various aspects of American and world history. Provides a perspective on the history of people and events in relation to social, political, and cultural influences.

HUMANITIES (HU)

HU 204. HUMANITIES THROUGH THE ARTS: PRE-HISTORY TO RENAISSANCE (1550) (3). Provides a values-based historical survey of arts in the western world. Studies important works of painting, sculpture, architecture, literature, music and dance from the classical period through the 19th century, emphasizing the understanding of artistic styles and values.

HU 206. HUMANITIES THROUGH THE ARTS: BAROQUE TO THE PRESENT (3). Provides a values-based survey of Western culture, including non-Western tradition, from the age of the European Baroque to the present. Studies architecture, sculpture, painting, photography, literature, music, philosophy and religion.

HU 315E-W. VOICES OF HUMANITY (3). Examines various forms of literature, music, and art. Focuses on ideas, vision, and commentary concerning social, cultural, and historical events and their impact on individuals and communities.

HU 421. MYTH, SYMBOLS AND CULTURES (3). Utilizes the work of Joseph Campbell. Explores myths throughout the ages and reveals the universal nature of their cultural symbols. Views myth in popular culture through the Star Wars epic. Investigates how myth helps us understand our ties to the past, the world today and ourselves.

HU 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division liberal arts required.

IRISH STUDIES (IRSH)

IRSH 410E-W. INTRODUCTION TO IRISH STUDIES (3). Studies academic facets of Irish culture including Religion, literature, history, and humanities.

MANAGEMENT OF COMMUNICATION AND MEDIA TECHNOLOGY (MCMT)

MCMT 305. INTRODUCTION TO PROGRAMMING CONCEPTS: COMMUNICATING WITH PROGRAMMERS (3). Programming for non-programmers with an emphasis on the terminology of structured and object oriented programmers. Introduces managers of programmers to methodologies used to achieve programming goals. Cross listing: CS 305.

MCMT 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operational effectiveness, visual appeal, and concise written and oral communication skills. Prerequisite(s): CS 200 or CS 208. Cross listing: BA 447 and CS 447.

MCMT 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Management of personnel and material resources for accomplishment of a project. Includes techniques for establishing goals and realistic timeliness for delivery of a project. Cross listing: BA 448 and CS 448.

MCMT 477. WORK FLOW ANALYSIS (3). Defines and describes processes and work flows within a business, with special attention to the mode of operation and management. Defines business processes which are conducive to automation. Cross listing: CS 477.

MCMT 478. AUTOMATION AND GROUPWARE TOOLS (3). Builds on the work flow analysis completed in MCMT 477. Utilizes "Groupware" tools to develop a collaborative model of business process. Prerequisite(s): CS 477 or MCMT 477. Cross listing: CS 478.

MCMT 480. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, technical issues in developing systems, and strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Cross listing: BA 479 and CS 480. NOTE: Not for CIS majors.

MARKETING (MKT)

MKT 433. INTERNAL PUBLIC RELATIONS (3). Explores the role of Public Relations inside the organization. Discusses contributing theory, individual style and organization frameworks within which Public Relations must operate. Identifies strategies and tactics for building and maintaining relationships. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 433.

MKT 434. WRITING FOR PUBLIC RELATIONS (3). Focuses on public relations materials prepared for the mass media, specifically news releases, fact sheets, media advisories, feature articles and news stories. Analyzes purpose, style, format, content and distribution options. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 434.

MKT 435. PUBLIC RELATIONS CAMPAIGNS (3). Examines the basic structure for designing and developing public relations campaigns, campaign budgets, organizational policy issues, ethical issues, and media relations. Topics include campaign strategy, timing, and tactics. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 435.

MKT 436. EVENT PLANNING FOR PUBLIC RELATIONS (3). Examines the secrets behind a successful public relations event. Topics include cultural sensitivity, timing, access, setting, staffing, catering, permits, security, budget, and the role of the media in promoting the event. Students develop an event checklist and will identify effective ways to inform and persuade the audience to attend. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 436.

MKT 438. CRISIS COMMUNICATION (3). Focuses on the three P's of crisis: plan, prepare, and practice. Topics include what to do when unexpected trouble arises, making a plan, developing a crisis communication objective, delivering the message, selecting a spokesperson, effective message delivery, informing the media, and managing a press conference. Prerequisite(s): COM 416 or equivalent. Cross listing: COM 438.

MATHEMATICS (MT)

MT 101. MATH WORKSHOP (0). Provides a review of mathematics and basic algebra. Fee required. Pass/No Pass grading only.

MT 201. COLLEGE ALGEBRA (3). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial equations, exponential and logarithmic functions and linear systems of equations.

MT 202. MATH SKILLS ENHANCEMENT (3). A self-paced course to improve mathematical ability. Topics include whole numbers, exponents and equations, word problems, factoring, fractions, decimals, percent, introduction to algebra, graphing and straight lines. Videotape available on each chapter for self-paced tutoring. Does not meet the core mathematics requirement.

MT 231. PLANE TRIGONOMETRY (3). Presents trigonometric functions, relation and graphs, solution of triangles, solution of trigonometric equations and identities, applications, other topics as time permits.

MT 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics, probability distributions, estimation, hypothesis testing, linear regression and correlation and other topics.

MT 320. INTRODUCTION TO DISCRETE MATHEMATICS (3). Introduces mathematical tools used by computer scientists with an emphasis on developing problem solving abilities. Topics include machine logic, set theory, Boolean algebra, mathematical induction, and data structures. Prerequisite(s): MT 201.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 201.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): MT 360A.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): MT 360B, with MT 360C strongly recommended.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B and MT 360C strongly recommended.

MT 417. DISCRETE MATHEMATICAL STRUCTURES (3). Presents tools used by mathematicians and computer scientists and emphasizes problem-solving development. Topics include logic, set theory, counting techniques, mathematical induction, basic properties of graphs and digraphs. Prerequisite(s): MT 360A and MT 360B.

MT 445. ADVANCED LINEAR ALGEBRA (3). Continues the study of Matrices, determinants, systems of equations eigenvalues, characteristics matrices, and space matrices. Prerequisite(s): MT 415.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B.

PHILOSOPHY (PL)

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 360. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g., Abortion, capital punishment and the socioeconomic order).

PL 380. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning, unclear or misleading language and manipulative techniques in various forms of human communication.

PL 385. ART OF PERSUASION (3). Explores techniques of written rhetoric and oral debate. Cross listing: EN 385.

PL 449E. DEATH AND DYING (3). Focuses on historical and contemporary attitudes toward death and dying. Discusses the impact of major world religions and their social significance. Topics include suicide, euthanasia, hospice care, and social and religious attitudes. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 400G.

PL 451E-W. PHILOSOPHICAL PERSPECTIVES (3). Explores various aspects of philosophy from the perspective of time, social phenomena and individual viewpoint of well-known thinkers.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: RC 412E-W.

PL 486E-W. THEMES IN PHILOSOPHY (3). Explores specific and focused topics in philosophy including philosophical schools, existentialism, and varied topics such as "good and evil."

PSYCHOLOGY (PY)

PY 250. GENERAL PSYCHOLOGY (3). Introduces science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 280. RESEARCH METHODS AND STATISTICS FOR THE SOCIAL SCIENCES (3). Provides an understanding of research methods including quantitative and qualitative designs and ethical and legal considerations in research. Examines description, interpretation and application of research results and includes role of statistics in interpreting studies. Prerequisite(s): PY 250.

PY 426. PSYCHOLOGY AND THE CRIMINAL MIND (3). Studies the psychopathology of the antisocial personality. Examines theories of antisocial behavior as well as specific psychological profiles of perpetrators who commit various types of crimes. Prerequisite(s): PY 250.

PY 427. CRIMINAL PROFILING (3). Provides an introduction to the science of criminal investigative analysis, which is the process of inferring distinctive personality characteristics of individuals responsible for committing criminal acts. Discussions include wider societal contexts and implications. Prerequisite(s): PY 250. Cross listing: SO 427.

PY 428. CHILDREN AND VIOLENCE (3). Examines children as victims and perpetrators from historical, clinical and sociological perspectives. Discusses assessment and prevention of abuse and the effects of abuse as measured in long term psychological impairment and societal impact. Prerequisite(s): PY 250. Cross listing: SO 428.

PY 429. FAMILY VIOLENCE (3). Investigates issues associated with the use of aggression against household members, aggression that is against their will and detrimental to their physical, emotional and psychological welfare. Addresses social impact of violence as well as prevention. Prerequisite(s): PY 250. Cross listing: SO 429.

PY 430. SEXUAL HOMICIDE (3). Explores the psychological mind of sex crime perpetrators and murderers, including formative influences, contexts of power, patterns and motives. Uses case studies to probe into criminal enterprise, personal cause, group cause and sexual homicides. Prerequisite(s): PY 250. Cross listing: SO 430.

PY 431. PERSONAL VIOLENCE, GRIEVING AND SURVIVAL (3). Examines the nature of personal violence, including social and psychological definitions and circumstances. Explores the relationships of suicide to mental illness, suicide methods and places, the role and phases of grieving, as well as prevention. Prerequisite(s): PY 250. Cross listing: SO 431.

PY 433. VIOLENCE IN THE WORKPLACE (3). Interdisciplinary examination of and practical approaches to prevention, intervention and dealing with the aftermath of violence in the workplace. Prerequisite(s): PY 250. Cross listing: SO 433.

PY 440. PROFESSIONAL ETHICS IN PSYCHOLOGY (3). Provides an overview of pertinent issues related to ethics in the helping professions. Students formulate their own personal/professional ethics statements. Prerequisite(s): PY 250.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250.

PY 446. THE PSYCHOLOGY OF GROUP PROCESS (3). Focuses on the process specific to the practice of group psycho-therapy in all its forms; psychodynamic, existential, cognitive and supportive. Examines different types of groups, group dynamics, appropriate facilitation/leadership styles, and critique different counseling theories for groups. Prerequisite(s): PY 250.

PY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving and language. Examines current research data, theories and applications. Prerequisite(s): PY 250.

PY 456. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Cross listing: BA 454.

PY 461. DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3). Studies biological, psychological and social factors in human development during adulthood and later years.

PY 462. BEHAVIORAL AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques.

PY 463. PSYCHOLOGY OF INTIMATE RELATIONSHIPS (3). Explores the most recent information regarding the factors leading to the success or failure of intimate relationships.

PY 464. EDUCATIONAL PSYCHOLOGY (3). Theory of developmental psychology and learning theory and its impact on education. Students will study current theories of educational psychological research and relate that information to teaching. Students will specifically study the following areas: learning and motivation, behavioral objectives, learning styles, diversity, individual differences, and adaptations for special-need students. Cross listing: EDU 464 and EDFD 431.

PY 468. PSYCHOLOGY OF CHANGE (3). Examines change from personal and organizational perspectives. Explores principles of change, sources of resistance and strategies for overcoming resistance.

PY 469. LIFESPAN DEVELOPMENT (3). Analyzes human developmental stages from the perspectives of major theories of development--cognitive, learning, humanistic and psychoanalytic.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250.

PY 481. BIOLOGICAL FOUNDATIONS OF HUMAN BEHAVIOR (3). Examines relationships between activity of the nervous system, endocrine systems, and behavior. Topics include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, and learning. Prerequisite(s): PY 250.

PY 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division Psychology courses required. Recommended final course for majors.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250.

PY 498N-W. INTERNSHIP IN PSYCHOLOGY (3). Provides an intensive work experience appropriate to the psychology discipline. Prerequisite(s): PY 250 and approval of Department Chair. NOTE: Portfolio credit not available.

RELIGION AND CULTURE (RC)

RC 220A. WORLD RELIGIOUS TRADITIONS I (3). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding.

RC 220B. WORLD RELIGIOUS TRADITIONS II (3). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and affect on individual outlooks and cultural interaction.

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, death and dying, and religious understandings of family life.

RC 410E-W. AMERICAN RELIGIOUS TRADITIONS (3). Focuses on the religious practices and beliefs of various ethnic and cultural groups which comprise religious communities in the United States.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: PL 485 E-W.

RC 415. PEACE AND JUSTICE IN CATHOLIC THOUGHT (3). Studies the sources and influences of Catholic social teaching. Focuses on such themes as liberation theology, economic justice, war and peace, and workplace rights.

RC 458. JUDAISM (3). Studies Judaic religious history and traditions, sacred scriptures, key historic figures, and contemporary issues facing the local and international Jewish community as well as its connection to and relationships with members of other faith perspectives.

RC 459. ISLAM (3). Presents essential elements of Islam including practices, beliefs, and relationships to other world religions.

RC 470E-W. ADULT SPIRITUALITY (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes.

RELIGIOUS STUDIES (RS)

RS 200. INTRODUCTION TO RELIGIOUS STUDIES (3). Introduces the academic study of religion and develops an awareness of the nature of religion, the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns.

RS 305. OLD TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the Old Testament focusing on specific Old Testament themes.

RS 306. NEW TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the New Testament, emphasizing the person of Jesus and the Gospels and writings of Paul.

RS 401E-W. TOPICS IN OLD TESTAMENT STUDIES (3). Investigates key themes in Old Testament literature, involving study of the resources and methods of biblical scholarship.

RS 402E-W. THEMES IN NEW TESTAMENT STUDIES (3). Investigates key themes in New Testament literature, involving study of the resources and methods of modern biblical scholarship.

RS 406. APPROACHES TO BIBLICAL LITERATURE (3). Surveys key themes in the Hebrew and Christian scriptures, utilizing the resources and methodology of contemporary biblical scholarship.

RS 407. JESUS WITHIN JUDAISM I (3). Provides an historical introduction to the social, political and cultural milieu of 1st century Judaism and the relationship of Rabbi Yeshua ben Yoseph (Jesus) to the Judaism of his time.

RS 408. DIMENSIONS OF CONTEMPORARY CATHOLICISM (3). Introduces contemporary Catholicism with particular emphasis on United States Catholicism. Examines Catholic belief and practice and recent changes and tensions within Catholicism.

RS 422. JESUS OF NAZARETH (3). Studies the significance of Jesus of Nazareth's life and message in the context of his historical existence, and the faith traditions of Christian peoples.

RS 424. JESUS WITHIN JUDAISM II (3). A continuation of Jesus Within Judaism I.

RS 455. WOMEN, RELIGION AND SPIRITUALITY (3). Encourages students to think critically and with insight about their own spiritual, cultural, and religious experiences. Emphasizes the value of feminist approaches to spiritual experiences in social and personal transformation. Topics include ancient goddess traditions, female expression of spirituality in various religious traditions, contemporary trends, and future implications. Journal writing, as well as exploring and sharing one's own journey are significant.

RS 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division Religious Studies required.

SOCIOLOGY (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and social processes.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

SO 350. CRIMINOLOGY (3). Analyzes social, political and economic forces that shape the nature, extent and definitions of crime. Includes corporate and government crime; the relationship of racism, sexism and drugs with crime; and imprisonment. Prerequisite(s): SO 200 or permission of instructor.

SO 420. AGING IN AMERICA (3). Examines the effects of changing demographics with regard to age on the character of contemporary institutions and society in the United States. Explores the social implications of changing roles of aged persons in society.

SO 421. SOCIOLOGY OF GENDER (3). Examines the social implications of changing roles of men and women in the workplace and the changing roles within the family. Explores comparable worth, sexual harassment, and management and leadership paradigms.

SO 427. CRIMINAL PROFILING (3). Provides an introduction to the science of criminal investigative analysis, which is the process of inferring distinctive personality characteristics of individuals responsible for committing criminal acts. Discussions include wider societal contexts and implications. Prerequisite(s): PY 250. Cross listing: PY 427.

SO 428. CHILDREN AND VIOLENCE (3). Examines children as victims and perpetrators from historical, clinical and sociological perspectives. Discusses assessment and prevention of abuse and the effects of abuse as measured in long term psychological impairment and societal impact. Prerequisite(s): PY 250. Cross listing: PY 428.

SO 429. FAMILY VIOLENCE (3). Investigates issues associated with the use of aggression against household members, aggression that is against their will and detrimental to their physical, emotional and psychological welfare. Addresses social impact of violence as well as prevention. Prerequisite(s): PY 250. Cross listing: PY 429.

SO 430. SEXUAL HOMICIDE (3). Explores the psychological mind of sex crime perpetrators and murderers, including formative influences, contexts of power, patterns and motives. Uses case studies to probe into criminal enterprise, personal cause, group cause and sexual homicides. Prerequisite(s): PY 250. Cross listing: PY 430.

SO 431. PERSONAL VIOLENCE, GRIEVING AND SURVIVAL (3). Examines the nature of personal violence, including social and psychological definitions and circumstances. Explores the relationships of suicide to mental illness, suicide methods and places, the role and phases of grieving, as well as prevention. Prerequisite(s): PY 250. Cross listing: PY 431.

SO 432. RESTORATIVE JUSTICE (3). Investigates addressing crime within and outside the criminal justice system. Topics include crime as a violation of people and relationships, obligations to make things right, justice, prevention, intervention, monitoring, and correction, as it involves the victim, the offender and the community. Prerequisite(s): SO 200.

SO 433. VIOLENCE IN THE WORKPLACE (3). Interdisciplinary examination of and practical approaches to prevention, intervention and dealing with the aftermath of violence in the workplace. Prerequisite(s): PY 250. Cross listing: PY 433.

SO 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship to the Earth. Prerequisite(s): SO 200 or permission of instructor.

SO 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, operations of the criminal justice system, youth culture and subcultures, and related social issues. Explores various

sociological theories of juvenile delinquency, and examines historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200.

SO 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, mass media, employment opportunities, family, criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change. Prerequisite(s): SO 200 or permission of instructor.

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power.

SO 476. SOCIAL JUSTICE IN THE WORKPLACE (3). Examines the sociological aspects of work from the personal viewpoint of the individual in the workplace as well as the greater impact and implications of societal norms and expectations within the workplace.

SO 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Cross listing: COM 486.

SO 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. NOTE: 18 SH of upper division Social Science required.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies.

SO 498N-W. INTERNSHIP IN SOCIOLOGY (3). Provides and intensive work experience appropriate to the sociology discipline. Prerequisite(s): SO 200 and approval of Department Chair. NOTE: Portfolio credit not available.

SPS GRADUATE PROGRAMS

GENERAL INFORMATION

Since the mid-1970s, the Regis University School for Professional Studies (SPS) has been nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in SPS. Dating from 1978, when the first graduate degree was offered at Regis, SPS Graduate Programs has expanded its options for adults, now offering five (5) different graduate degrees and nineteen (19) graduate certificates to well over 4,000 adult students. The following five graduate degrees vary in content, delivery system and focus; however, they hold in common a commitment to serving adult learners with quality, value-oriented, relevant graduate education.

- Master of Arts in Liberal Studies (MALS)
- Master of Business Administration (MBA)
- Master of Nonprofit Management (MNM)
- Master of Science in Computer Information Technology (MSCIT)
- Master of Science in Management (MSM)

LEARNING FORMATS

A variety of learning formats and locations offer graduate students flexibility and options in completing graduate study. Among all degrees, close attention is given to the integration of theory and practice as well as opportunities to develop skills and abilities that prepare learners for changing demands of the workplace. Graduate study is available via classroom-based, guided independent study and distance technology formats.

Classroom-Based

Most classroom-based courses are offered in an eight-week accelerated format. Some are offered in a sixteen-week academic period, or in a weekend intensive format. Most accelerated courses meet one evening a week for a total of 28-32 contact hours. Course instruction is based on a facilitative model of learning.

Guided Independent Study (GIS)

For guided independent study, students share the responsibility for course design with a graduate Faculty Advisor at Regis University, as well as an outside expert who serves as a Course Consultant. Plans for course study are formalized in a Learning Contract. The Learning Contract is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Distance Technology

Educational technologies like videotape, audiotape, e-mail, threaded conferencing and the world wide web offer learners convenience and flexibility as well as opportunities for learning any time and any place.

LEARNING FORMAT AND INSTRUCTIONAL SITES BY DEGREE

All SPS graduate degrees are available at the Lowell Campus in northwest Denver. The following is a listing of instructional sites for SPS Graduate Programs.

- | | |
|-------|---|
| MALS | Seminars at the Lowell and Las Vegas, Nevada Campuses; noncampus-based learning format; guided independent study. |
| MBA | Classroom-based; eight-week academic periods at the Lowell, Southeast/DTC, Interlocken/Broomfield, Fort Collins, Colorado Springs and Las Vegas, Nevada Campuses. NOTE: External MBA Program offered via distance technology. |
| MNM | Accelerated classroom-based; eight-week academic periods at the Lowell and Southeast/DTC Campuses. Also available via distance technology in eight-week academic periods. |
| MSCIT | Accelerated classroom-based; eight-week academic periods at the Lowell, Southeast/DTC, Boulder, Interlocken/Broomfield, Fort Collins and Colorado Springs Campuses. MSCIT online program is offered via distance technology. |
| MSM | Accelerated classroom-based; eight-week academic periods at the Lowell, Southeast/DTC, Boulder, Interlocken/Broomfield and Fort Collins Campuses. Also available via distance technology in eight-week academic periods. |

ADMISSION

APPLICATION DEADLINE

Application materials for admission to graduate degree programs must be submitted thirty (30) days prior to the start of courses. Students are encouraged to check specific degree program deadlines. The completed application form, application fee, student copies of transcript(s)—to be followed by official copies—and other designated documents must be submitted to the Graduate Marketing and Admissions Office prior to the student starting classes. All documents submitted during the application process become the property of Regis University.

ADMISSION ON PROBATION

Students that do not meet all academic admission criteria but demonstrate promise for the program, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or higher on the first nine (9) hours of graduate course work. (A grade on B- is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 grade point average removes the probationary status and entitles students to good academic standing.

EXPIRED APPLICATIONS

Applications remain current for one year after submission. Students who do not sign a Degree Plan within one year must reapply and complete the admissions process under the policies and degree requirements in effect at the time of reapplication.

RETURNING STUDENTS

Graduate degrees are designed to allow flexibility in the completion of the course of study. Students may find it necessary to stop taking courses for a period of time. Students who have an active Degree Plan are not required to complete the admissions process again. They can restart at any time.

NONDEGREE-SEEKING STUDENT

Students seeking admission as a nondegree-seeking, special student must:

- Provide official documentation of a baccalaureate degree from a regionally accredited college or university.
- Have appropriate work experience.
- Meet prerequisite requirements.
- Degree Chair Approval.

A maximum of nine (9) semester hours may be taken. Courses can be taken either on a Pass/No Pass (P/NP) or graded basis. Additional semester hours may be taken with the approval of the appropriate Degree Chair.

Nondegree-seeking students are not eligible to receive financial aid or veteran's benefits.

Nondegree-seeking students who wish to become degree-seeking must meet all the admission and degree requirements for that degree. Courses taken by nondegree-seeking, special students apply to an SPS graduate degree only if the courses are appropriate to the selected degree.

INTERNATIONAL STUDENTS

All international students must complete general admission requirements as outlined under the "International Student" heading in the SPS General Information section of the *Bulletin*. Additionally, the applicant's undergraduate degree must be equivalent to a four year bachelor's degree granted by a regionally accredited college or university in the United States. International applicants can only be considered for full acceptance (not conditional), and must maintain a full-time course load. International applicants are not eligible for Financial Aid.

TUITION AND FEES

Registration confirmations and invoices are mailed to students. Payment of tuition and fees is expected during the first week of the academic period. There are several payment options, which are explained in the General Information section of the *Bulletin* under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call Enrollment Services at (303) 458-4126 to request a copy of the brochure, "Paying Your Tuition at Regis University."

STANDARDS OF CONDUCT

A detailed summary of regulations and the student discipline process is available in the *Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Office of Student Life located in the Student Center.

STUDENT ETHICS STATEMENT

It shall be a violation of the ethical standards applicable to all Regis graduate students in all graduate course work for any student to use information shared, or comments or opinions expressed by another student during the course of classroom discussions in a manner which is intended to humiliate, embarrass, harass, damage or otherwise injure other students in their personal, public or business/professional lives.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University. Students involved in such dishonest activity may be denied admission to the Program, expelled from the University, receive "F" grades for those courses in which academic record integrity was violated, lose academic scholarship awards for the next academic year, or receive other sanctions as deemed appropriate.

GRADUATE PROGRAMS PLAGIARISM POLICY

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for

credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Sanctions for plagiarism may include:

- a failing grade on the assignment,
- failure of the course,
- or expulsion of the student from the course or the department.

Procedures for Plagiarism

1. An instructor who suspects that a student has committed plagiarism consults with the Degree Chair as soon as practical after the instructor develops the suspicion. Prior to consultation, however, the instructor may take action to prove, detect or preserve evidence of plagiarism. In taking such action the instructor should minimize disruption and embarrassment to the student(s).
2. The instructor and Degree Chair shall review the evidence. If the evidence warrants a claim of plagiarism, the student shall be informed of the charge and given an opportunity to state his/her case. The student shall be informed of the possible penalties that may be imposed or recommended. The instructor, with the approval of the Degree Chair, shall inform the student in person or by personal telephone call, and by certifying mail (to the local address on record in the Office of the University Registrar) of the evidence, charges, and possible penalties. All written documents will be placed in the student file.

Student Appeal Process

The student involved may appeal any plagiarism accusation or sanction given in Graduate Programs. The appeal is made to the Associate Academic Dean of Graduate Programs whose decision is final.

ACADEMIC INFORMATION

STUDENT RESPONSIBILITIES

Graduate students are expected to have college-level writing skills when they enter a graduate program. These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure) along with analysis of issues, support of position and clarity of thought. Each student is responsible for meeting the writing standards designated by the degree program.

For masters' students, a personal computer with a modem is an indispensable management tool. The benefits of having full-time access to a personal computer far exceeds those obtained through sharing the limited amount of equipment in Regis'

computer laboratories. Students are encouraged to have access to their own personal computer, either through personal ownership, rental or arrangements made with their employer.

ACADEMIC STANDING

To sustain good academic standing at the graduate level, a cumulative grade point average of 3.000 for 600-level course work is required. The cumulative grade point average is computed by dividing the total number of grade points earned in the 600-level courses, by the total number of semester hours attempted in those courses. No more than two courses with grades of "C" can count toward graduation requirements. A grade lower than a "C" (e.g., "C-") is not counted toward degree requirements, but is included in the cumulative grade point average.

PROBATION

Graduate students whose cumulative grade point average falls below 3.000 for 600-level course(s) at the end of any given semester are placed on academic probation. After one semester on probation, a student's performance will be reviewed by the appropriate Degree Chair and the Associate Academic Dean for Graduate Programs. Normally, students on probation are permitted to take only one course per semester; students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the Degree Chair and the Associate Academic Dean for Graduate Programs. In addition, graduate students who receive a grade of "C" or less in two courses are subject to academic review. Students are formally notified of their academic probation in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

SUSPENSION

Students on probation who do not achieve a 3.000 grade point average are suspended. Academic Suspension is recorded on the student's permanent academic record (transcript). Students are formally notified of their suspension from Regis University in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

Students who are notified of academic suspension for the previous semester and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After one calendar year, the student may apply for re-admission by fulfilling the following written requirements:

- Submit a letter requesting re-admission and an explanation of the previous academic difficulties and how the problems(s) have been addressed.
- Submit a written contract, signed by the student and the appropriate Degree Chair, that states how the student will

meet the required minimum 3.000 grade point average or an agreed-upon provisional grade point average within a defined period.

Applications for re-admission are addressed to the Associate Academic Dean for Graduate Programs, School for Professional Studies.

DISMISSAL

Academic dismissal is action taken by Regis University in which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, a graduate student must have been suspended, applied for and been re-admitted to Regis University on academic probation, and failed to achieve either the required minimum 3.000 grade point average or an agreed-upon provisional grade point average as pre-determined by the student and the appropriate Degree Chair. Academic dismissal is recorded on the permanent academic record (transcript).

SUSPENSION/DISMISSAL APPEAL PROCEDURE

Students who wish to appeal their suspension/dismissal must complete the following requirements within 30 days of the date on the letter of notification for Suspension/Dismissal:

Write a letter to the Associate Academic Dean for Graduate Programs, School for Professional Studies stating:

- Why the student should not be suspended or dismissed from the University.
- What prevented the student from successful progress toward completion of academic goals.
- A commitment that the student is ready to proceed in serious academic study.
- A request for an appointment with the Associate Academic Dean for SPS Graduate Programs to discuss the terms for continuation in the student's academic program and/or Regis University.

Decisions on Suspension/Dismissal appeals by the Associate Academic Dean for Graduate Programs are final; no further appeals are accepted.

GRADING

For information on grade reports, Incomplete grades, change of recorded grade, and repeat for higher grade, students should refer to the University General Information section of the *Bulletin*.

Grade of Incomplete

If a grade of Incomplete is approved by the instructor for an SPS graduate course, the incomplete grade assigned is "I/F". For detailed information, students should refer to the University Grade of Incomplete Policy in the General Information section of this *Bulletin*.

Grade of "In Progress"

A grade of "IP" denotes that the required work for the course is in progress. Courses for which "IP" grading is permitted require work that is expected to extend beyond the academic period within which the course is offered (e.g., a master's thesis). "IP" grades are assigned at the end of the academic period for which the course is offered. The maximum length of time permitted to complete the required course work is twelve (12) months from the end of the academic period for which the "IP" grade was assigned, unless otherwise denoted by the instructor in the course syllabus. The instructor may impose a completion deadline that is less than twelve (12) months from the assignment of the "IP" grade, but the instructor can not permit more than twelve (12) months to complete required course work. If at the end of the twelve (12) month period, course work has not been completed and a grade assigned, the instructor will assign the grade earned which then becomes the student's permanent grade for the course.

Appeals of Disputed Grades

For information regarding appeals of disputed grades students should refer to the SPS General Information section of the *Bulletin*.

TRANSFER CREDIT

Transfer of credit is permitted for each graduate degree. Of the total semester hours required for any one of the graduate degrees, no more than 20% of the total semester hours required may be comprised of transfer course work or course work included in a previously earned graduate degree from another regionally accredited college or university or from Regis University. Graduate degrees with the total semester hours required equal to either thirty or thirty-six (30 or 36) semester hours, may transfer a maximum of six (6) semester hours. Graduate degrees for which forty-eight (48) semester hours are required, permit nine (9) hours of transfer credit.

Course(s) considered for transfer must be graduate level and be equivalent to a course required for the degree or meet a degree requirement category (e.g., general elective). Students must have earned a minimum grade of "B-" for the course(s) to be eligible for transfer and only credit completed within the last ten (10) years is eligible for transfer consideration. Some Graduate programs may have a more restrictive age limit on transfer credit than the University limit of ten (10) years. Transfer credit is approved by a graduate Faculty Advisor (or designee).

Course work is eligible for transfer at any point in the Degree Plan unless otherwise stated. Graduate degree programs may

have more specific or more restrictive transfer credit policies than these stated policies. Specific transfer credit policies are stated in the appropriate graduate degree section of the *Bulletin*.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and a graduate Faculty Advisor or designee.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by each program and is listed in the degree requirements. During that period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign a new Degree Plan reflecting current degree requirements. The student must complete any degree requirement changes associated with the new Degree Plan.

GRADUATION

Application

The Application for Graduation Form and graduation fee must be submitted to the Graduate Programs Office before eligibility for graduation can be evaluated. This Application for Graduation is required at the beginning of the semester in which the student expects to complete graduation requirements or within six (6) semester hours of completing the degree requirements. Specific application deadlines are available from the Graduate Programs Office at the Lowell Campus or at other instructional sites. Failure to make application by the proper date may delay graduation.

Students should refer to the General Information section for additional information on graduation, application processing, degree award, diplomas, graduation honors and commencement.

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

INTRODUCTION

The Master of Arts in Liberal Studies (MALS) is an individualized graduate program. In addition, there are several specialization and certificate tracks. The program is designed for students who wish to tailor their course work to meet personal and professional goals. It addresses the needs of both recent college graduates and mature, self-directed learners

through flexibility and individuality in the design of courses and the Degree Plan. MALS course work is completed through guided independent study and through traditional semester-long classroom courses in the evening, as well as accelerated eight-week and weekend intensive courses. The individual degree program is designed under supervision of a graduate Faculty Advisor.

The MALS can be completed by working adults and is not limited to those learners who live near the Metro Denver area. The program may be pursued by taking courses on campus or at a distance through guided independent study. For most of the semester, students work independently in their home communities under the guidance of graduate faculty and Course Consultants. Course Consultants are professionals and specialists with expertise appropriate to the course content. At least once each year, MALS students attend a seminar on the Lowell Campus of Regis University. The seminars are intellectually focused and are opportunities to meet and interact with faculty and other graduate students.

The MALS combines an interdisciplinary approach to the liberal arts with specializations available in the following disciplines:

- Adult Learning, Training and Development
- Language and Communication
- Psychology
- Social Science

Within the Psychology specialization, students may prepare to sit for the Colorado State Examination for Licensed Professional Counselor (LPC). This preparation requires twelve (12) semester hours of additional course work beyond that for the nonlicensure option graduate degree. The LPC program is more structured and some courses may not be available in the Independent Study format.

ADMISSION

MALS admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally-accredited college or university. Applicants must demonstrate an ability to achieve graduate-level writing and critical analysis abilities before admission to the MALS degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Completed admission essays.

- Two letters of recommendation.
- Current Resume

Once all documentation has been received, an Admission Committee reviews the application and makes an admission. In some cases a student may be encouraged or required to complete preparatory graduate work prior to enrollment in the program.

MALS PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Tuition (per semester hour)	\$310
Tuition, Las Vegas (per semester hour)	\$318
Application Fee (non-refundable)	\$75
Certificate Completion Fee	\$25
Drop Fee (per student initiated transaction)	\$30
Graduation Fee	\$60
Liability Insurance (LPC students only)	\$95

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

MALS DEGREE REQUIREMENTS

The Master of Arts in Liberal Studies degree requires the successful completion of thirty-six (36) semester hours of graduate course work (600 level) in an individualized Degree Plan, except for the Professional Counselor Licensure option available with the Psychology specialization. The Professional Counselor Licensure option is comprised of forty-eight (48) semester hours for degree requirements. Core courses, research methods, and a master's research project are required. Half of the thirty-six (36) required semester hours may be completed by individually designed and other courses. For students in the Licensed Professional Counselor track, a Supervised Internship (700 hours) is required instead of research methods and a master's research project.

- Students completing the thirty-six (36)-semester hour track may take nine (9) semester hours outside of the MALS Program of which a maximum of six (6) semester hours may be from another regionally-accredited institution.
- Students completing the forty-eight (48) semester hour LPC track may take nine (9) semester hours outside of the MALS Program; these nine (9) semester hours may include (in any combination): a.) Graduate study from another regionally-accredited institution; and b.) Graduate study from other graduate programs at Regis University.

Students in the MALS program have the option of taking select courses from the Regis University School for Health Care Professions. Contact the Degree Chair to discuss how and if the selected class or classes fulfill degree requirements.

DQUBLE SPECIALIZATION

Candidates are permitted and encouraged to complete the Master of Arts in Liberal Studies with multiple specializations. The candidate must meet all the requirements of the initial specialization and, in addition, must complete the Core courses and nine (9) elective hours from the second specialization.

SECOND SPECIALIZATION

A Regis Master of Arts in Liberal Studies graduate who wishes to return for a second Master of Arts in Liberal Studies specialization must meet all the core requirements of the specialization and nine (9) elective hours from the second specialization.

DEGREE PLAN

Students must complete all MALS degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 or 48-54 SH

Core Requirements 12 SH

Adult Learning, Training and Development Specialization 12 SH

MLS 650E--Foundations of Adult Education	3 SH
MLS 650F--Facilitating Adult Learning	3 SH
MLS 650G--Adult Learning and Development	3 SH
MLS 650I--Multicultural and Ethical Perspectives in Adult Education	3 SH

Language and Communication Specialization 12 SH

MLS 621E--The Nature of Language and Communication	3 SH
MLS 621F--Communication in an Interdisciplinary Context	3 SH
MLS 621G--The Writer's Voice	3 SH
MLS 621H--Communication and Values	3 SH

Psychology Specialization (except Licensed Professional Counselor track, see below) 12 SH

MLS 660E--History and Development of Psychological Thought	3 SH
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MLS 660F--Psychology and Interdisciplinary Perspectives	3 SH
MLS 660G--Life Span Development	3 SH
MLS 660H--Multicultural and Ethical Issues in Psychology	3 SH

Social Science Specialization 12 SH

MLS 680E--History of Social Theory	3 SH
MLS 680F--Interdisciplinary Approaches to Social Science	3 SH
MLS 680G--Individual and Society in Cross-Cultural Perspective	3 SH
MLS 680H--Ethical Issues in the Social Sciences	3 SH

Individualized Courses 18 SH

Eighteen (18) semester hours of individualized courses in the student's area of specialization (i.e., Adult Learning, Training and Development, Language and Communication, Psychology or Social Science). The student, the Faculty Advisor, and Course Consultant design individualized course. They are intended to meet the student's educational and professional goals as well as graduation requirements of the degree. Elective courses may be selected from the University Bulletin or other courses offered in the MALS program.

Culminating Project 6 SH

Six (6) semester hours of a culminating project, which normally includes the following:

MLS 688--Research Methods	3 SH
MLS 696--Research Project	3 SH

Psychology Specialization [Licensed Professional Counselor (LPC) Option] 48-54 SH

Core Requirements

MLS 660G--Life Span Development	3 SH
MLS 671I--Theories of Personality	3 SH
MLS 671J--Abnormal Psychology	3 SH
MLS 671K--Social and Multicultural Issues	3 SH

Students enrolled in the Licensed Professional Counselor Option complete thirty-six to forty-two (36-42) semester hours of LPC course work. The following courses are normally available only to degree seeking students who are enrolled in the Licensed Professional Counselor Option:

MLS 670E--Supervised Practicum A	3 SH
MLS 670F--Supervised Practicum B	1 SH
MLS 670G--Counseling and Clinical Techniques	4 SH
MLS 671U--Groups: Process and Counseling	3 SH
MLS 698A--Supervised Internship A	3 SH
MLS 698B--Supervised Internship B	3 SH
MLS 698C--Supervised Internship C	3 SH
MLS 671W--Theories of Counseling and Psychotherapy	3 SH
MLS 670H--Professional Orientation and Ethical Issues	3 SH

MLS 671V--Research Methods, Evaluation and Statistics	3 SH
MLS 671Y--Appraisal: Testing and Measurement	3 SH
MLS 671Z--Career Counseling and Development	3 SH
MLS Electives	4-10 SH

Students enrolled in the Licensed Professional Counselor option must complete the Supervised Practicum and Supervised Internship placement through the Master of Arts in Liberal Studies Program at an approved site.

CERTIFICATE IN LIBERAL STUDIES

CERTIFICATE ADMISSIONS

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally-accredited College or University.
- Two letters of recommendation.
- Competed admission essay
- Current Resume

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All required hours must be earned through Regis University.

CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to the twelve (12) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four (4) years (48 months) from the date of the

student's signature on the Certificate Plan. *Student signature on the Certificate Plan must occur before the completion of the first course.*

Adult Learning, Training and Development 12 SH

MLS 650E--Foundations of Adult Education	3 SH
MLS 650F--Facilitating Adult Learning	3 SH
MLS 650G--Adult Learning and Development	3 SH
MLS 650H--Program Planning to Adult Education	3 SH

Social Justice, Peace and Reconciliation 12 SH

MLS/MNM 683--The Philosophical Foundations of Social Justice	3 SH
MLS 685--Peace Movements and Organizations in Comparative Perspectives	3 SH
MLS 686--Political Violence: Theory and Case Studies	3 SH
MLS/MNM 687--Social Justice and Reconciliation Seminar	3 SH

Technical Communication 12 SH

MLS 620E--Technical Communication: Theory and Practice	3 SH
MLS 620F--Computer Mediated Communication: Theory and Practice	3 SH
MLS 620G--Legal Dimensions of Technical Communication	3 SH
MLS 620H--Communication Management	3 SH

MASTER OF ARTS IN LIBERAL STUDIES COURSE DESCRIPTIONS (MLS)

MLS 500. ESSENTIALS FOR GRADUATE LEVEL WRITING (3). Develops writing proficiencies for producing credible written documents at the graduate level. Through frequent writing exercises with course consultant feedback, students learn to recognize common grammatical errors and to demonstrate precision, clarity, coherence and unity in writing. Students master the elements of academic writing, including presentation, expression, economy, precision, and documentation, and culminate this knowledge into a written graduate-level document. Cross listing: EDFD 500.

MLS 501. CRITICAL THINKING SKILLS (3). Examines how to determine the difference between good and bad ideas and how something does or does not "make sense". Studies the quality of thinking used in researching conclusions. Demonstrates how to think critically and to evaluate information.

MLS 620E. TECHNICAL COMMUNICATION: THEORY AND PRACTICE (3). Provides an in-depth study of technical communication, with an emphasis on technical writing and editing. Critiques and applies technical communication theory, technical research methodology, and effective technical writing techniques. Emphasizes document and content for communication within government, scientific, industrial, and other agencies.

MLS 620F. COMPUTER MEDIATED COMMUNICATION: THEORY AND PRACTICE (3). Investigates how technical communication is part of the online environment and how it differs from traditional methods. Assesses and uses a variety of multimedia and other software for technical communication. Emphasizes project planning, audience analysis, design, and other creative applications. Explores theoretical and research implications of online communication.

MLS 620G. LEGAL DIMENSIONS OF TECHNICAL COMMUNICATION (3). Focuses on the legal obligations in the technical communication profession. Analyzes, clarifies and defines obligations to the employer, the audience, and oneself. Includes such legal topics as: the basics of the United States and state legal systems, privacy, copyright and trademark laws, and defamation.

MLS 620H. COMMUNICATION MANAGEMENT (3). Analyzes technical communication systems within organizations. Emphasizes information flow, internal and external audiences, and organization cultures. Includes analysis and application through case studies, theoretical implications and research methodologies.

MLS 621E. THE NATURE OF LANGUAGE AND COMMUNICATION (3). Studies the structure and dynamics of language. Considers the nature of language as a part of the communication process. Examines major theories and philosophical perspectives critical to the understanding of the structure and dynamics of language and communication.

MLS 621F. COMMUNICATION IN AN INTER-DISCIPLINARY CONTEXT (3). Provides an interdisciplinary approach to understanding language and communication, which includes perspectives from areas such as psychology, biology and anthropology, as well as from linguistics and communication. Emphasizes current theoretical and interdisciplinary issues.

MLS 621G. THE WRITER'S VOICE (3). Considers the presence and influences of the individual writer's voice in varied forms of writing from fiction, nonfiction, personal and political documents. Organizes around a series of issues concerning life and values related to our understanding of the self. Provides an intensive study of the individual approaches to literature chosen for their impact on the human imagination. Emphasizes selected figures and schools of thought.

MLS 621H. COMMUNICATION AND VALUES (3). Examines the social context of language and communication emphasizing issues of values, change, conflict, diversity and ethics. Considers literature and communication.

MLS 650E. FOUNDATIONS OF ADULT EDUCATION (3). Examines the history of adult education from both global and local perspectives. Analyzes the underlying philosophical, political and sociological foundations of adult education. Applies the insights gained from this study to contemporary issues of interest, e.g. adult basic education, alternative adult education programs, literacy, welfare to work programs, industrial and corporate training and lifelong learning.

MLS 650F. FACILITATING ADULT LEARNING (3). Provides in-depth understanding of effective instructional ways to

enhance adult learning and motivation in educational, business and organizational settings. Applies adult learning theories, intrinsic motivation strategies, instructional design techniques and how these essentials relate to culturally diverse adult learners.

MLS 650G. ADULT LEARNING AND DEVELOPMENT (3). Introduces the basic concepts and recent research and theories about adult learning, motivation and development. Explores how adults develop cognitively, emotionally and culturally. Students learn about themselves as changing learners, explore issues related to adult learning and development and compare various perspectives on adult learning and development.

MLS 650H. PROGRAM PLANNING FOR ADULT EDUCATION (3). Provides a thorough understanding of planning procedures and strategies that result in effective programs for adults who are learning in a wide variety of social and institutional settings. Explores how to do strategic planning, conduct needs assessments, detect and solve human performance problems and market and evaluate their intended programs.

MLS 650I. MULTICULTURAL AND ETHICAL PERSPECTIVES IN ADULT EDUCATION (3). Examines the broad range of cultural diversity issues in society with special emphasis focusing on ethical implications for adult education. Relates issues pertaining to race, class, gender, ethnicity, and other forms of diversity to concepts, resources, and strategies needed to provide an effective, just, and pluralistic working or learning environment. Emphasizes respecting diversity while meeting the educational needs of all adult learners. Provides an opportunity to develop an ethical stance for educational practice.

MLS 654E. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of educational theory. Investigates leading contemporary and classical philosophical perspectives and implications towards practical educational goals. Analyzes educational values and practices and strategies for educational change. Cross listing: EDFD 600.

MLS 654F. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current issues, research and implications for learning. Cross listing: EDFD 610.

MLS 654G. THEORIES OF HUMAN DEVELOPMENT AND LEARNING (3). Studies theories and principles of human development and learning emphasizing applications to teaching and practices in educational settings. Considers normal development and its conditions. Includes a systematic study of life span development. Emphasis for student learning is in the specific level of teaching. Cross listing: EDFD 630.

MLS 654H. MULTICULTURAL AND ETHICAL PERSPECTIVES IN EDUCATION (3). Examines the broad range of cultural diversity focusing on implications in education, including ethnicity, socioeconomic level and gender. Explores ethical issues in education and invites students to develop a personal ethical stance regarding education practice. Cross listing: EDFD 603.

MLS 660E. HISTORY AND DEVELOPMENT OF PSYCHOLOGICAL THOUGHT (3). Provides an in-depth examination of the development of psychological thought from its historical roots to the present. Includes discussion of the requirements of a general theory of humankind in such areas as personality traits, motivation, values and psychological deviation.

MLS 660F. PSYCHOLOGY AND INTERDISCIPLINARY PERSPECTIVES (3). Covers the nature of psychology as a scientific discipline. Includes the resemblances to, differences from, and relationships with the physical, biological and social sciences.

MLS 660G. HUMAN GROWTH AND DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MLS 660H. MULTICULTURAL AND ETHICAL ISSUES IN PSYCHOLOGY (3). Examines multicultural and ethical issues in psychology. Includes an examination of cultural, linguistic and socioeconomic influences on personality development, perception of psychopathology and response to traditional and new culturally sensitive techniques. Addresses ethical codes and regulations and professional ethics.

MLS 660Y. PSYCHOLOGY OF SPIRITUALITY (3). Examines and analyzes the theoretical connection and issues that create life and tension between the disciplines of psychology and the spirituality of various religious traditions. Equips students with knowledge of, and experience with, important spiritual principles that are significant to the effective counseling process.

MLS 670E. SUPERVISED PRACTICUM A (3). Offers the initial applied clinical experience. Provides an orientation to the practice of counseling and building basic clinical skills. Comprised of 100 hours of clinical experience at an approved site with associated supervision. Prerequisite(s): MLS 660G, MLS 671I, MLS 671J, MLS 671W, MLS 670G or equivalent. NOTE: Fee required.

MLS 670F. SUPERVISED PRACTICUM B (1). Continues the initial applied clinical experience. Provides an orientation to the practice of counseling and building basic clinical skills. Comprises 100 hours of supervised clinical experience at an approved training site. Prerequisite(s): MLS 670E.

MLS 670G. COUNSELING TECHNIQUES (3). Introduces the psychotherapeutic process and dynamics of the helping relationship. Focuses on developing basic counseling skills such as clinical interviewing, clinical record keeping and report writing, DSM-IV-TR diagnosis, assessment of various clinical issues, and treatment planning. Assists students in preparing a professional resume, practicing interviews for a practicum position, and identifying sites for their practicum/internship experience. Prerequisite(s): MLS 660G, MLS 671W, MLS 670H, MLS 671J and MLS 671K.

MLS 670H. PROFESSIONAL ORIENTATION AND ETHICAL ISSUES (3). Examines ethical codes, standards, state statutes, practice guidelines, professional organizations and history. Focuses on ethical decision-making skills and contemporary ethical issues in the counseling field.

MLS 670I. FOUNDATIONS OF COMMUNITY COUNSELING (3). Examines history, principles, roles, and strategies of community counseling. Explores various models of service delivery in contextually appropriate programs. Students will engage in a community needs assessment, design and evaluation project.

MLS 671I. THEORIES OF PERSONALITY (3). Provides an overview of the psychological factors underlying personality and personality development. Explores the evolution of psychological thought. Addresses theories and application to counseling/psychotherapeutic issues.

MLS 671J. ABNORMAL PSYCHOLOGY (3). Provides an in-depth examination of abnormal psychological development and multicultural variations. Studies the theoretical approaches and treatments that flow out of various psychological paradigms.

MLS 671K. CULTURAL ISSUES AND SOCIAL JUSTICE (3). Examines the multicultural and socioeconomic influences of psychology, personality development and perceptions of abnormal behavior and counselor attitudes. Presents theories of multicultural counseling and competencies. Discrimination and oppression are considered from a social justice perspective along with related strategies including advocacy.

MLS 671U. GROUPS: PROCESS AND COUNSELING (3). Studies theories of group counseling, including group dynamics and leadership. Includes different types of groups and group composition. Experiential learning methods are employed.

MLS 671V. RESEARCH METHODS AND PROGRAM EVALUATION (3). Provides an understanding of types of research methods including quantitative and qualitative designs, basic statistics, and ethical and legal considerations in research. Principles, practices and applications of needs assessment and program evaluation are reviewed.

MLS 671W. THEORIES OF COUNSELING (3). Introduces the major historical and contemporary theories of counseling. Examines techniques and styles of counselors using distinct approaches to counseling along with their application to case studies.

MLS 671Y. APPRAISAL: TESTING AND MEASUREMENT (3). Focuses on the application of basic concepts and statistics in the interpretation of tests and inventories utilized by counselors. Explores testing methodologies, interpretive criteria, and ethical and multicultural implications from the psychological perspective. Prerequisite(s): MLS 660G, MLS 670H, MLS 671J, MLS 671W, MLS 670G or equivalent.

MLS 671Z. CAREER COUNSELING AND DEVELOPMENT (3). Develops a comprehensive understanding of theories of career development and their application to diverse populations. Explores methods of effective career counseling, test

administration, and interpretation of assessment tools. Prerequisite(s): MLS 660G, MLS 670H, MLS 671J, MLS 671W, MLS 670G or equivalent.

MLS 673E. FAMILY SYSTEMS THEORY AND THERAPY (3). Examines and assesses the development of family systems theory and clinical approaches to working with couples and families. Issues and ethics specific to family psychotherapy are examined and applied.

MLS 673R. JUNGIAN DREAM WORK (3). Follows the individuation process through messages delivered from the unconscious and particularly through dreams. Examines Jung's psychology as applied to dream work.

MLS 673S. SUBSTANCE ABUSE COUNSELING (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. Prerequisite(s): MLS 671J and MLS 671W or permission of instructor.

MLS 673T. PSYCHOLOGY OF WOMEN (3). Examines and evaluates the psychology of women from several perspectives including developmental concepts, social and political issues, gender roles, and culture. Creates a forum for women's issues with special consideration toward counseling.

MLS 680E. HISTORY OF SOCIAL THEORY (3). Examines the historical development of social theory and the different social science disciplines, emphasizing major figures and schools of thought. Underscores the historical factors that have led to the development of disparate disciplines in social science.

MLS 680F. INTERDISCIPLINARY APPROACHES TO SOCIAL SCIENCE (3). Focuses on current theories and approaches that study human behavior and social structure from an holistic perspective. Emphasizes theories and methods that are interdisciplinary and utilize a global perspective. Studies barriers to interdisciplinary approaches in social science.

MLS 680G. INDIVIDUAL AND SOCIETY IN CROSS-CULTURAL PERSPECTIVE (3). Considers the role of the individual in a number of societies from the perspective of a range of social science disciplines. May include individual development, social structure, religious structures, and economic and political development. Emphasizes development of a cross-cultural perspective on social issues.

MLS 680H. ETHICAL ISSUES IN THE SOCIAL SCIENCES (3). Considers the ethical issues facing social science research and practice. Examines privacy and the question of values in research, practice and the development of theory.

MLS 683. THE PHILOSOPHICAL FOUNDATIONS OF SOCIAL JUSTICE (3). Examines Catholic social teaching and other theological, philosophical, and theoretical practices of social justice, from both local and global perspectives, in order to assist students in developing their own philosophies of social justice. Cross listing: MNM 683.

MLS 685. PEACE MOVEMENTS AND ORGANIZATIONS IN COMPARATIVE PERSPECTIVE (3). Examines peace movements and organizations in broad context and in the mechanisms and processes of their formation, operation, and successes and failures. Contexts addressed include the historical, geographic, and population dynamics that bring cultural groups in contact with one another.

MLS 686. POLITICAL VIOLENCE: THEORY AND CASE STUDIES (3). Addresses the problem of violence from an interdisciplinary perspective, particularly political violence in the era of globalization. Students gain in-depth knowledge of at least on major religious or other theoretical perspective on political violence; obtain a significant broad understanding about political violence in the contemporary world, including applications of the concept of Just War and means of countering violence.

MLS 687. SOCIAL JUSTICE AND RECONCILIATION SEMINAR (3). Emphasizes reflection, theory, knowledge, and practice. Concludes fulfillment of the learning objectives of the Academic Certificate in Social Justice, Peace, and Reconciliation by student participation in a seminar and production of a major paper or project. Prerequisite(s): MLS 683 or MNM 683. Cross listing: MNM 687.

MLS 688. RESEARCH METHODS (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. NOTE: IP Grading.

MLS 696. RESEARCH PROJECT (3). Students identify a capstone project, initiate a research plan using naturalistic inquiry, case studies/or narrative phenomenological research, and present their findings in an interpretive paper. NOTE: IP Grading.

MLS 698A/B/C. SUPERVISED INTERNSHIP A/B/C (3 each). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Comprises 350 hours of supervised clinical experience at an approved training site.

MASTER OF BUSINESS ADMINISTRATION (MBA)

INTRODUCTION

The mission of the MBA program is to produce exceptional leaders who can make positive contributions to their professions. The degree is designed for working professionals and offers courses in the evenings and on some weekends.

The program was first offered at Regis in 1978 as a response to suggestions from business leaders in Colorado. Today students can tailor the Regis MBA to meet professional and personal needs. The degree provides opportunities for career-

oriented adult learners to develop the knowledge, skills and attitudes that equip them to act creatively, ethically and effectively in constantly changing complex organizations.

The MBA Program offers specializations in the following:

- Electronic Business
- General (no specialization)
- Finance and Accounting
- International Business
- Market Strategy
- Operations Management
- Health Care Management (online only)

The External MBA Program offers the Master of Business Administration via distance technology. Students follow the MBA: General, MBA: Finance and Accounting, or MBA: Health Care Management degree requirements and are held to the same admission requirements as classroom-based MBA students. Academic periods are eight (8) weeks in length. Courses are delivered through such flexible, multiple learning formats as video tutorials, audiotape, interactive software and multimedia CD-ROM. Students communicate with faculty, faculty advisors and other students through e-mail, voice mail, telephone and fax. The enhanced multimedia formats available through the External MBA affords Regis students contemporary learning methods, greater convenience, service and scheduling flexibility.

A Professional Accounting Track (PAT) is available to students seeking to complete sufficient course work in preparation for sitting for the Certified Professional Accountant examination in the State of Colorado. More information can be found in the Regis College or School for Professional Studies undergraduate programs sections of the *Bulletin*.

ADMISSION

MBA admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two (2) years of significant full-time work experience prior to admission to the MBA degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- An official score report for the Graduate Management Admission Test (GMAT) received within three month of application to the MBA Program which includes an official score on the written portion of the exam, or

Two essays of approximately 750 words each on topics selected by the MBA Program for purposes of evaluation.

- A current resume.
- Two letters of recommendation.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

WRITING SKILLS

Since writing skills are so critical to successful completion of the Regis MBA Program, any student receiving an evaluation of "Limited" on either the writing portion of the GMAT or on the two essays submitted with the application, will be required to complete MLS 500--Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

Students receiving an evaluation of "Adequate" on either the writing portion of the GMAT or on the two essays, will be encouraged to complete MLS 500--Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

MBA PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Tuition (per semester hour)	\$407
Tuition, Las Vegas (per semester hour)	\$386
MBA External Tuition (per semester hour)	\$465
Application Fee (non-refundable)	\$75
Drop Fee (per student initiated transaction)	\$30
Graduation Fee	\$60
Certificate Completion Fee	\$25

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

COURSE SEQUENCING

Students are expected to complete all the 500-level requirements prior to taking 600-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

SCHOOL FOR HEALTH CARE PROFESSIONS COURSES

MBA students have the option of taking select courses from the School for Health Care Professions. Contact the Degree Chair to discuss how and if the class or classes fulfill degree requirements.

OVERLOAD

Students are considered to be enrolled full time if they are registered for six (6) semester hours in one semester. Students who want to register for more than six (6) hours in any semester may do so with the approval of the Degree Chair.

WAIVERS

Graduate Fundamentals (prerequisite) courses (500 level) may be waived by the MBA Degree Chair, depending upon the student's previous education.

INDEPENDENT AND SPECIAL STUDIES

Independent and Special Studies courses are available through consultation with MBA faculty and with the approval of the MBA Degree Chair. Independent and special studies courses are described in the General Information section of the *Bulletin* under the "Independent, Special and Extended Studies" heading.

MBA DEGREE REQUIREMENTS

MBA candidates must complete a minimum of thirty (30) semester hours of graduate courses (600 level), twenty-four (24) of which must be taken in residence with Regis University.

GRADUATE FUNDAMENTALS COURSES

Ten (10) to fifteen (15) semester hours of Graduate Fundamentals courses permit nonbusiness managers the opportunity to acquire the informational background necessary to pursue advanced (600-level) courses. These courses are required for students admitted to the program who have not previously completed course work in the specific areas. Graduate Fundamentals courses may be taken on a Pass/No pass basis. MBA students are required to earn a passing grade in 500-level Graduate Fundamentals courses.

- MBAP 501-Financial Accounting 3 SH
- MBAP 502-Management Accounting 3 SH
- MBAP 504-Business Finance 3 SH
- MBAP 505-Business Statistics 3 SH
- MBAP 506-Marketing 3 SH

Students may complete MBAP 520A and MBAP 520B-Essentials of Business Development online in lieu of completing these fundamental courses.

Some or all of the courses may be waived for students with sufficient educational background in the respective business areas covered. Students who are petitioning to waive MBA prerequisite courses must submit documentation showing successful mastery of the course content. Students with experience deemed sufficient by the MBA Degree Chair may take a proficiency test for a particular 500-level course on a Pass/No Pass basis. Students who receive a grade of "Pass" obtain a waiver from that course.

Prior Learning Assessment (PLA)

Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association for the purpose of fostering valid and reliable assessment of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. For more information regarding the PLA process for Graduate Fundamentals courses, students should contact the Degree Chair.

Credit by Exam

Information regarding procedures for earning credit by examination for Graduate Fundamentals courses is available from Adult Learner Services or the Graduate Programs Office.

NOTE: *Students whose education and/or experiential backgrounds enable them to obtain the waiver of the Graduate Fundamentals courses can complete the degree in two (2) years or less. Students who take the Fundamentals courses and the MBA can usually complete the degree in three (3) years.*

MBA DEGREE PLAN

Students must complete all MBA degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

DOUBLE SPECIALIZATION

Candidates are permitted and encouraged to complete the MBA with double specialization. Candidates must complete all the specialization requirements for each specialization and must complete nine (9) elective hours from each specialization in addition to the MBA core courses. Electives taken to satisfy elective requirements for one specialization cannot be used to satisfy requirements for another specialization.

SECOND SPECIALIZATION

A Regis MBA graduate who wishes to return for a second MBA specialization must complete another application; the required courses for the new specialization and complete a minimum of nine (9) semester hours of electives in the new specialization. A second degree option is not available in the MBA program. A certificate for the specialization earned is awarded upon completion of the requirements.

MBA: GENERAL (NO SPECIALIZATION)

MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH
MBAF 602-Financial Decision Making	3 SH
MBAK 602-Marketing Management	3 SH
MBAS 606-Managing Change	3 SH
MBAI 602-Issues in International Business	3 SH
MBAS 614-Electronic Business Systems	3 SH
MBAM 604-Managerial Leadership	3 SH
MBAO 611-Innovation and Enterprise	3 SH
MBAC 695-Strategies in a Global Environment	3 SH

MBA: GENERAL--FOCUSED TRACK (NO SPECIALIZATION)

The General MBA--Focused Track is offered exclusively at sites apart from Regis campus locations. When an arrangement is made with an off-campus organization to deliver the program on site, the General MBA--Focused Track is used. This track offers opportunities to customize the degree to address the needs of the organization being served.

MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH
MBAC 695-Strategies in a Global Environment	3 SH
MBAF 602-Financial Decision Making	3 SH
MBAG 608E-W--Seminar in Current Business Topics	3 SH
MBAG 608E-W--Seminar in Current Business Topics	3 SH
MBAK 602-Marketing Management	3 SH
MBAS 606-Managing Change	3 SH
MBAS 614-Electronic Business Systems	3 SH

MBA: ELECTRONIC BUSINESS SPECIALIZATION

Core Requirements	6 SH
MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAS 602-Systems Analysis, Design and Implementation	3 SH
MBAM 609-Professional Communication	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAS 606-Managing Change	3 SH
MBAS 609E-W--Seminar in Systems and Operations Management	3 SH
MBAS 611-International Technology and E-Business	3 SH
MBAS 613-Technical Management	3 SH
MBAS 614-Electronic Business Systems	3 SH
MBAS 615-Strategies for Implementing Electronic Business Systems	3 SH
MBAS 616-Planning the Electronic Business System	3 SH
MBAS 617-Applications in Electronic Business	3 SH
MBAS 618-Managing Proprietary Information	3 SH
MBAS 619-Internet Marketing	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695-Strategies in a Global Environment	3 SH
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MBA: FINANCE AND ACCOUNTING SPECIALIZATION**Core Requirements 6 SH**

MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAA 602-Interpreting Accounting Information	3 SH
MBAF 602-Financial Decision Making	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAA 603-Intermediate Accounting Applications	3 SH
MBAA 604-Energy Accounting and Taxation	3 SH
MBAA 605-Advanced Auditing	3 SH
MBAA 606-Financial Accounting Theory	3 SH
MBAA 607-Accounting for Not-for-Profit Organizations	3 SH
MBAA 608-Accounting for the International Enterprise	3 SH

MBAA 609-Case Studies in Management Accounting	3 SH
MBAA 610-Controllershship	3 SH
MBAA 611-Tax Influence on Business Decision Making	3 SH
MBAA 612E-W--Seminar in Finance and Accounting	3 SH
MBAA 615-Income Tax Research	3 SH
MBAA 617-Accounting Systems	3 SH
MBAA 618-Advanced Cost Accounting	3 SH
MBAF 603-Investments and Portfolio Management	3 SH
MBAF 604-Money and Banking	3 SH
MBAF 605-International Financial Management	3 SH
MBAF 606-Case Studies in Financial Management	3 SH
MBAF 612E-W--Seminar in Finance and Accounting	3 SH

General Electives 6 SH

Six (6) semester hours of any two 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695-Strategies in a Global Environment	3 SH
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MBA: HEALTH CARE MANAGEMENT SPECIALIZATION
(OFFERED EXCLUSIVELY ONLINE)

Core Requirements 6 SH

MBAC 600-Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH

Specialization Requirements 21 SH

MBAH 602-Health Care Policy	3 SH
MBAH 603-Issues in Health Care Management	3 SH
MBAH 604-Information Management Applications	3 SH
MBAH 605-Health Care Marketing	3 SH
MBAH 606-Health Care Finance	3 SH
MBAM 604-Managerial Leadership	3 SH
MBAO 606-Managing Change	3 SH

Capstone 3 SH

MBAC 695-Strategies in a Global Environment	3 SH
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MBA: INTERNATIONAL BUSINESS SPECIALIZATION

Core Requirements 6 SH

MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAF 602-Financial Decision Making	3 SH
MBAI 602-Issues in International Business	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAI 604-International Marketing	3 SH
MBAI 605-International Financial Management	3 SH
MBAI 608-Accounting for the International Enterprise	3 SH
MBAI 609-Issues in International Law	3 SH
MBAI 610-International Logistics	3 SH
MBAI 611-International Technology and E-Business	3 SH
MBAI 612E-W--Focus in Area Studies	3 SH
MBAI 613E-W--Seminar in International Business	3 SH
MBAI 616-International Operations	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695-Strategies in a Global Environment	3 SH
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MBA: MARKET STRATEGY SPECIALIZATION

Core Requirements 6 SH

MBAC 600-The Economics of Management	3 SH
MBAC 601-Ethical and Legal Environment of Business	3 SH

Specialization Requirements 6 SH

MBAK 602-Marketing Management	3 SH
MBAK 603-Marketing Strategy	3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAK 604-International Marketing	3 SH
MBAK 605-Market Research	3 SH
MBAK 606E-W--Seminar in Marketing	3 SH
MBAK 607-Advertising and Promotion	3 SH
MBAK 608-Marketing Plans Development	3 SH
MBAK 609-Consumer Behavior	3 SH
MBAK 619-Internet Marketing	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695-Strategies in a Global Environment 3 SH

MBA: OPERATIONS MANAGEMENT SPECIALIZATION

Core Requirements 6 SH

MBAC 600-The Economics of Management 3 SH

MBAC 601-Ethical and Legal Environment of Business 3 SH

Specialization Requirements 6 SH

MBAO 602-Operations Management 3 SH

MBAM 609-Professional Communication 3 SH

Specialization Electives 9 SH

Nine (9) semester hours selected from the following:

MBAO 603-Project Management 3 SH

MBAO 604-Process Management 3 SH

MBAO 606-Managing Change 3 SH

MBAO 607-Service Operations 3 SH

MBAO 609E-W--Seminar in Systems and Operations Management 3 SH

MBAO 611-Innovation and Enterprise 3 SH

MBAO 612-Operations Research - Systems Analysis 3 SH

MBAO 613-Technical Management 3 SH

MBAO 614-Quality Management 3 SH

MBAO 615-Project Management II 3 SH

MBAO 616-International Operations 3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695-Strategies in a Global Environment 3 SH

CERTIFICATE IN BUSINESS ADMINISTRATION

Two Graduate Academic Certificates are also available through the Master of Business Administration program. Certificate candidates must satisfy all MBA degree admissions requirements and meet all of the foundation/prerequisite skills for entry into the degree.

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All fifteen (15) hours must be earned through Regis University.

CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to the fifteen (15) specified graduate hours:

1. Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level course throughout the certificate program.
2. A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
3. The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Total Certificate Requirements 15 SH

Project Management 15 SH

MBAM 609-Professional Communication 3 SH

MBAO 603-Project Management 3 SH

MBAS 602-System Analysis, Design and Implementation 3 SH

MBAO 611-Innovation and Enterprise 3 SH

MBAO/S 615-Project Management II 3 SH

Technical Management* 15 SH

MBAO 602-Operations Management 3 SH

MBAI/S 611-International Technology and E-Business 3 SH

MBAO 611-Innovation and Enterprise 3 SH

MBAO 614-Quality Management 3 SH

MBAO/S 613-Technical Management** 3 SH

* Recommended sequence of courses.

** Course must be completed as the final class in the sequence.

**MASTER OF BUSINESS
ADMINISTRATION COURSE
DESCRIPTIONS (MBA)**

MBA-ACCOUNTING (MBAA)

MBAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Focuses on the understanding of financial statement analysis from a managerial perspective. Presents standard accounting analysis and modern developments in a practical, intuitively accessible fashion. Emphasizes cash flow analysis and the cash flow consequences of business activity. Prerequisite(s): AC 340 or AC 440 or MBAP 502.

MBAA 603. INTERMEDIATE ACCOUNTING APPLICATIONS (3). Studies the theory and practice of advanced financial accounting. Emphasizes recent developments in accounting valuation and reporting practices. Prerequisite(s): MBAA 602.

MBAA 604. ENERGY ACCOUNTING AND TAXATION (3). Includes identification, understanding and interpretation of the accounting directives appropriate to oil and gas accounting as promulgated by the various regulatory agencies. Addresses United States tax rules pertaining to the energy industry. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 605. ADVANCED AUDITING (3). Stresses the theory and practice of auditing manual and computerized accounting systems. Covers audit principles and standards, the process of determining audit objectives and the design procedures to accomplish them. Prerequisite(s): MBAA 602.

MBAA 606. FINANCIAL ACCOUNTING THEORY (3). Studies the underlying concepts of contemporary accounting theory. Addresses all of the major areas of accounting from this perspective. Prerequisite(s): MBAA 603.

MBAA 607. ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS (3). Provides insight into the special problems posed to management of the not-for-profit organization. Emphasizes the use of accounting information to help identify and solve problems frequently encountered in the management of these organizations. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 608. ACCOUNTING FOR THE INTERNATIONAL ENTERPRISE (3). Examines the enterprise operating internationally. Emphasizes the uses of accounting information, techniques and theories to identify and solve management and operational problems for the multinational firm. Prerequisite(s): MBAF 602 and MBAA 602. Cross listing: MBI 608.

MBAA 609. CASE STUDIES IN MANAGEMENT ACCOUNTING (3). Develops students' management accounting techniques and skills needed to make ethical profit-maximizing decisions. Emphasizes data selection, analysis, decision making and evaluation of results in complex, realistic situations. Prerequisite(s): MBAA 602.

MBAA 610. CONTROLLERSHIP (3). Examines the function, role and responsibilities of the chief accounting officer of a business organization. Considers both financial and nonfinancial aspects of the controllership function.

MBAA 611. TAX INFLUENCES ON BUSINESS DECISION MAKING (3). Studies the structure of the tax code, principles underlying it and impact on business transactions. Emphasizes tax planning.

MBAA 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and the shifting conditions in the business environment. Cross listing: MBAF 612E-W.

MBAA 615. INCOME TAX RESEARCH (3). Develops the ability to research complex income tax questions. Examines the basis of tax law, research materials and research strategies. Research is completed using both manual and automated research systems. Prerequisite(s): MBAA 602.

MBAA 617. ACCOUNTING SYSTEMS (3). Identifies and defines the manual and automated systems necessary to provide accounting information. Studies and compares systems to prepare financial accounting, cost accounting and tax documents. Develops efficient, controlled systems that provide both required and management information. Prerequisite(s): MBAA 602.

MBAA 618. ADVANCED COST ACCOUNTING (3). Examines current topics in accounting for the cost of delivering goods and services. Focuses on methods required by government contracts, tax regulations, traditional cost accounting and activity based accounting. Prerequisite(s): MBAA 602.

MBA-CORE (MBAC)

MBAC 600. THE ECONOMICS OF MANAGEMENT (3). Examines the range of economic assumptions in an environment of rapid change from the perspective of the manager. Utilizes methods, concepts and models deriving from microeconomics, macroeconomics and international economics in quantitative and qualitative aspects. Stresses the impact of recent changes resulting from the convergence of economic system the increasing importance of regionalism and the emergence of a truly global economy. Emphasizes areas of particular managerial concern including national income determination, economic growth, the theory of the firm, a changing production process and global economics. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 600E. HEALTH CARE ECONOMICS (3). Reviews fiscal and monetary policies and their effects on business while presenting applications of macro and micro economic theory. Analyzes the economics of health care systems and managed care while considering the effects of capitation agreements, third party payer agreements and government reimbursement programs on business planning. Also covers the basics of insurance economics.

MBAC 601. ETHICAL AND LEGAL ENVIRONMENT OF BUSINESS (3). Examines the social and governmental structure within which business operates. Focuses on effective and ethical strategies for addressing issues of public concern including labor and employment law; administrative agency procedures; public issues management; product liability; and social contract, agency and stakeholder models of corporate responsibility. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 601E. ETHICAL AND LEGAL ISSUES IN HEALTH CARE (3). Emphasizes critical thinking skills while analyzing the social and governmental influences on business operations, focusing on the effect of those influences on health care providers. Addresses labor and employment law issues, questions of product and professional liability, the implications for operating a business of agency law, as well as other topics. Applies ethical decision models to business and health care issues using duty based, virtue based, and utility based models.

MBAC 695. STRATEGIES IN A GLOBAL ENVIRONMENT (3). Examines the influence of international economic, political, business and financial factors on the long range planning of the firm. Includes the impact on business of global competition, multi-cultural human resource management, domestic and foreign government policy, global marketing and product development, international capital markets and regional trading blocs such as the EC or NAFTA. NOTE: Should be taken in the last six hours of the program.

MBAC 696. STRATEGIC PLANNING IN HEALTH CARE (3). Examines how economic, political, business, financial, cultural and other factors affect business decision making and planning. Emphasizes critical thinking skills and effective communication techniques. Facilitates application of problem solving skills and knowledge derived from multiple sources to a variety of real world issues, health care or physician practice.

MBA-FINANCE (MBAF)

MBAF 602. FINANCIAL DECISION MAKING (3). Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty. Emphasizes the critical evaluation of concepts to assess their usefulness in practical business situations. Uses computer applications to solve practical problems. Prerequisite(s): MBAP 504 or BA 430.

MBAF 602E. HEALTH CARE FINANCE (3). Develops financial theories and techniques of financial analysis used to make financial decisions under conditions of uncertainty and capital constraints. Emphasizes critical analytical skills in assessing business problems and opportunities, considers the financial analysis of third party payer programs and government reimbursement plans. Uses computer simulations and models to analyze health care management and general business problems. Prerequisite(s): MBAP 520A and MBAP 520B or both MBAP 504 and BA 430 or equivalent. Cross listing: MBAH 606.

MBAF 603. INVESTMENTS AND PORTFOLIO MANAGEMENT (3). Provides an understanding of the kinds of analysis and techniques used by individual investors and professional money managers to decide on investment objectives and select possible investment alternatives. Prerequisite(s): MBAF 602.

MBAF 604. MONEY AND BANKING (3). Provides a framework for understanding financial institutions and markets, and the effects of government policy on financial institutions, interest rates and levels of economic activity.

MBAF 605. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite(s): MBAF 602. Cross listing: MBAI 605.

MBAF 606. CASE STUDIES IN FINANCIAL MANAGEMENT (3). Students apply the principles of business finance to business decision making using the case method of instruction. Prerequisite(s): MBAF 602.

MBAF 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and shifting conditions in the business environment. Cross listing: MBAA 612E-W.

MBA-GENERAL (MBAG)

MBAG 608E-W. SEMINAR IN CURRENT BUSINESS TOPICS (3). Concentrates on contemporary literature in selected areas of interest to managers. Content varies by term, based on topic's relevance to current business conditions. Prerequisite(s): Permission of instructor.

MBAG 690 E-W. INDEPENDENT STUDY (1-3). Covers any field or topic in business not addressed in an existing course. Prerequisite(s): Approval of Degree Chair.

MBAG 699. THESIS (6). Provides students an optional opportunity to complete a thesis advancing an original point of view as a result of research and to defend it before a faculty committee appointed by the Degree Chair. A written proposal must be submitted for approval to the MBA full-time faculty. Prerequisite(s): Approval of Degree Chair.

MBA-HEALTH CARE (MBAH)

MBAH 602. HEALTH CARE POLICY (3). Explores the health care system in the United States focusing on analysis and critique of for-profit and not-for-profit organizations, commercial vs government payment mechanisms, national health planning, and use of DRG systems. Contrasts and compares the US system with health care systems in other key countries. Health care insurance, reimbursement methodology, and the economics of the health care industry are also analyzed and critiqued.

MBAH 603. ISSUES IN HEALTH CARE MANAGEMENT (3).

Analyzes the effects of the following on the health care industry: venues for health care delivery, the pharmaceutical industry, legal issues unique to the health care industry, the medical device industry and its effect on health care. Discusses the future of health care in the US. Explores iatrogenic medicine and alternatives to allopathic care. Prerequisite(s): MBAH 602.

MBAH 604. INFORMATION MANAGEMENT APPLICATIONS (3).

Emphasizes interpretation, evaluation, and use of information management systems and outputs. Examines several models of information management, stressing their use as tools in business operations and health care management while enhancing students' skills in using computer tools to develop, manage, and analyze information and data. Cross listing: MBAS 603E.

MBAH 605. HEALTH CARE MARKETING (3).

Utilizes case analysis to explore how marketing principles apply to management decisions. Covers product development, pricing and distribution, consumer behavior analysis, market definition and forecasting, and development of marketing plans focusing on application of these concepts to health care organizations. Cross listing: MBAK 602E.

MBAH 606. HEALTH CARE FINANCE (3).

Develops financial theories and techniques of financial analysis used to make financial decisions under conditions of uncertainty and capital constraints. Emphasizes critical analytical skills in assessing business problems and opportunities, considers the financial analysis of third party payer programs and government reimbursement plans. Utilizes computer simulations and models to analyze health care management and general business problems. Prerequisite(s): MBAP 520A and MBAP 520B or both MBAP 504 and BA 430 or equivalent. Cross listing: MBAF 602E.

MBA-INTERNATIONAL (MBAI)

MBAI 602. ISSUES IN INTERNATIONAL BUSINESS (3).

Examines issues essential to an understanding of international business activity. Includes the nature of international business, international economic institutions and issues, international monetary issues, government activity affecting international trade, social and cultural effects on international business, human resource management and other related issues.

MBAI 604. INTERNATIONAL MARKETING (3).

Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Cross listing: MBAK 604.

MBAI 605. INTERNATIONAL FINANCIAL MANAGEMENT (3).

Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite: MBAF 602. Cross listing: MBAF 605.

MBAI 608. ACCOUNTING FOR THE INTERNATIONAL ENTERPRISE (3).

Examines the enterprise operating internationally. Emphasizes the uses of accounting information, techniques and theories to identify and solve management and operational problems for the multinational firm. Prerequisite(s): MBAF 602 and MBAA 602. Cross listing: MBAA 608.

MBAI 609. ISSUES IN INTERNATIONAL LAW (3).

Examines the effect on international business of such legal issues as antitrust, export controls, forms of business organization, the Foreign Corrupt Practices Act, treaties and international agreements.

MBAI 610. INTERNATIONAL LOGISTICS (3).

Studies transportation and distribution issues relevant to the movement of product across international boundaries focusing on costs, methods and requirements of international transactions. Prerequisite(s): MBAI 602.

MBAI 611. INTERNATIONAL TECHNOLOGY AND E-BUSINESS (3).

Assesses the role of technology in a global competitive market. Considers implications of technology appropriateness, transfer and integration from the perspective of developed and developing economies. Discusses the history and role of technology in the production process. Cross listing: MBAS 611.

MBAI 612E-W. FOCUS IN AREA STUDIES (3).

Examines in detail the varying economic, cultural, social, political, religious and environmental relationships in selected regions of the world. Regions covered may include the Middle East, Europe, the Far East, Africa or Latin America. Covers these areas on a rotating basis.

MBAI 613E-W. SEMINAR IN INTERNATIONAL BUSINESS (3).

Provides seminars in selected current topics affecting international business.

MBAI 616. INTERNATIONAL OPERATIONS (3).

Explores permutations in operations present when a company begins to utilize the full capacity of the globalizing economy, operational parameters of international business, resource planning and utilization, technology, production, marketing, finance and staffing. Prerequisite(s): MBAI 602. Cross Listing: MBAO 616.

MBA-MARKETING (MBAK)

MBAK 602. MARKETING MANAGEMENT (3).

Uses case analysis to explore the application of marketing principles to the basic product and service decisions of the firm. Includes product development; pricing and distribution; changing attitudes and habits of buyers; market definition and forecasting; and the impact of such forces as product technology, advertising, and competitor behavior on the product life cycle. Prerequisite(s): BA 420 or MBAP 506.

MBAK 602E. HEALTH CARE MARKETING (3).

Uses case analysis to explore how marketing principles apply to management decisions. Covers product development, pricing and distribution, consumer behavior analysis, market definition and forecasting, and development of marketing plans focusing

on application of these concepts to health care organizations. Cross listing: MBAH 605.

MBAK 603. MARKETING STRATEGY (3). Examines the relationship of marketing to corporate strategy, and the strategic positioning of individual product or service lines. Emphasizes an understanding of current tools in strategic market planning, and the planning and decision-making process itself. Prerequisite(s): BA 420 or MBAP 506.

MBAK 604. INTERNATIONAL MARKETING (3). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Cross listing: MBAI 604.

MBAK 605. MARKET RESEARCH (3). Provides a foundation in market research techniques for students interested in a marketing concentration in the MBA. Covers a repertoire of sampling and survey techniques, use of available data relevant to marketing concerns and other fundamentals of this discipline. Focuses on how to design a valid research project in the marketing area including applied exercises and projects in students' present career fields. Prerequisite(s): MBAP 505 and MBAP 506.

MBAK 606E-W. SEMINAR IN MARKETING (3). Addresses current topics relevant to marketing managers. Content varies by term, based on student needs and changes in the marketing environment. Prerequisite(s): BA 420 or MBAP 506 or permission of instructor.

MBAK 607. ADVERTISING AND PROMOTION (3). Examines the development of advertising and promotional strategies, emphasizing linkage with overall corporate and marketing strategies, including campaign execution and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 608. MARKETING PLANS DEVELOPMENT (3). Focuses on marketing skills, tools, and frameworks necessary to develop a complete marketing plan. Emphasizes understanding and development of an environmental audit, competitive analysis, marketing strategies and goals, and tactics for implementation and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 609. CONSUMER BEHAVIOR (3). Examines tools and models for developing and understanding consumer behavior, including processes by which individuals, groups, and organizations evaluate and select various products and services. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 610. MARKETING TOOLS PRACTICUM (3). Examines tools, skills and framework necessary for developing and implementing marketing strategies. Students will work directly with a client firm to conduct a marketing audit, competitive intelligence report, industry analysis, media plan, sales forecasting/pipeline report, and formal marketing plan. Prerequisite(s): MBAK 602.

MBAK 619. INTERNET MARKETING (3). Identifies issues and models for developing successful strategies for marketing on the Internet and/or integrating Internet marketing functions into traditional marketing planning. Prerequisite(s): MBAP 506. Cross listing: MBAS 619.

MBA-MANAGEMENT (MBAM)

MBAM 604. MANAGERIAL LEADERSHIP (3). Provides students with leadership skills in managing work teams. Emphasizes interpersonal behavior and group dynamics and processes. Includes communication, job design, role definition, motivation of individuals within groups, work force diversity and the evolution of group cultures and norms in various kinds of work environments. Concepts draw from the fields of industrial psychology, industrial sociology and other behavioral sciences.

MBAM 604E. MANAGERIAL LEADERSHIP: HEALTH CARE (3). Emphasizes interpersonal behavior, group dynamics and processes. Examines job design, communication, role definition, motivation of individuals within groups, work force diversity, and the evolution of group cultures and norms in the workplace. Concepts applied to physician practice and health care contexts are drawn from the fields of industrial psychology, industrial sociology, and other behavioral sciences.

MBAM 605. HUMAN RESOURCE MANAGEMENT (3). Introduces the personnel function and provides an overview of the services and activities assigned to it in formal organizations. Emphasizes how the manager is involved with this function. Addresses human resource planning in a changing environment, employee recruitment and selection, training and development, career planning, compensation, legal obligations to employees, performance appraisal and labor-management relations.

MBAM 605E. HUMAN RESOURCE MANAGEMENT: HEALTH CARE (3). Introduces personnel and human resource management issues in managing a business, including an overview of duties and responsibilities. Examines human resource planning, employee recruiting and selection, training and employee development, compensation, application of employment law, performance appraisal and employee motivation using examples from health care and physician practice operations.

MBAM 606. ORGANIZATIONAL STRUCTURE AND DESIGN (3). Focuses on development of an ability to observe organizations critically. Presents standard organization development (OD) approaches to change, such as identifying, diagnosing and overcoming resistance, change facilitation techniques, closure or re-freezing. Reviews a framework for choosing an organization form congruent with desired performance and productivity goals and strategies. Addresses these issues at the macro level of the total organization and the micro level of work groups within the organization.

MBAM 607. MERGERS AND ACQUISITIONS (3). Introduces fundamental decision-making criteria necessary for considering and effectively implementing merger and acquisition programs using actual examples of successful and unsuccessful attempts.

MBAM 609. PROFESSIONAL COMMUNICATION (3). Refines existing skills in written and oral communication as effective business managers. Emphasizes an interactive approach to the fundamentals of communication, including the preparation of memoranda, letters and reports. Examines oral presentation tools and methods, and persuasive public presentations.

MBA-OPERATIONS (MBAO)

MBAO 602. OPERATIONS MANAGEMENT (3). Provides practical course studies in Operations Management fundamentals including quality management, forecasting, capacity planning, and geolocation inventory and production control, distribution systems, and planning and scheduling. Provides overviews and interrelationships of general Operations Management subject areas.

MBAO 603. PROJECT MANAGEMENT (3). Provides a comprehensive, unified and practical description of the business of managing programs and projects. Includes unified coverage of basic management principles; characteristics of programs and projects; unique roles of the program manager; and the organizational aspects of managing both single and multiple programs. Emphasizes basic program management requirements for planning, work authorization and control, scheduling, evaluating, and reporting. Prerequisite(s): MBAO 602 or MBAS 602 or permission of instructor.

MBAO 604. PROCESS MANAGEMENT (3). Examines systems and processes, focusing on Deming, Juran, Taguchi, Feigenbaum and others. Demonstrates the concept that systems are composed of continuous processes, linking suppliers through business operations to customers. Explores current topics of concern to managers in areas of product and service operations, business process re-engineering, and world class processes. Introduces other topics in process systems management including bench-marking and process life cycles. Prerequisite(s): MBAO 602.

MBAO 606. MANAGING CHANGE (3). Focuses on business industrial change and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Cross listing: MBAS 606.

MBAO 606E. MANAGING CHANGE: HEALTH CARE(3). Focuses on the conditions and consequences of change resulting from economic and socio-political trends. Stresses organizational changes needed in providing health care services and related products. Addresses management of rapid, unforeseen, and unplanned changes in dynamic and highly competitive environments which result from modification of industry standards, technology innovations, emerging new markets and services.

MBAO 607. SERVICE OPERATIONS (3). Focuses on methods of production and operations management as they apply to an information-age society and global marketplace. Emphasizes role of the customer in the service process. Introduces service classification, organization, delivery, and

evaluation within the context of meeting customer expectations while simultaneously satisfying the needs of the service producing organization. Examines methods for evaluating service, developing a service strategy within the public, private, profit, and non-profit sectors. Prerequisite(s): MBAO 602.

MBAO 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Presents current topics of major concern to systems and operations management. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership, organizational transformation and management. Cross listing: MBAS 609E-W.

MBAO 611. INNOVATION AND ENTERPRISE (3). Designed to give concepts that will help identify and manage research and development (specifically the technology) as a strategic competitive weapon. Focuses on management of technology and the means to acquire it as it is connected to a firm's overall vision and management philosophy. Examines the relationship between product and process innovation as nonlinear events, and attempts to reconcile innovative discovery with the desire to fit technology into the orderly management of business.

MBAO 612. OPERATIONS RESEARCH - SYSTEMS ANALYSIS (3). Characterizes management science emphasizing historical development and usage limits. Presents selected tools of management science from a systems point of view. Discusses linear programming, distribution models, decision analysis, game theory, and emerging technologies as they apply to operations management. Applies the scientific approach to managerial decision making. Prerequisite(s): MBAP 505.

MBAO 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Examines managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision making, negotiating, motivating employees, as well as the development of organizations. Cross listing: MBAS 613.

MBAO 614. QUALITY MANAGEMENT (3). Introduces Quality Management and control. Studies the Quality System with an emphasis in the nature of Quality Assurance, its strategic importance in business and industry, and the economic impact of Quality. Provides a fundamental knowledge of the principles of quality that can be applied equally to the production of goods and services. Prerequisite(s): MBAP 505.

MBAO 615. PROJECT MANAGEMENT II (3). Applies theory of project management to a simulated project. Students will develop schedules, budgets, and technical performance measures. Utilizes Microsoft Project software as a learning and application vehicle. Prerequisite(s): MBAO 603.

MBAO 616. INTERNATIONAL OPERATIONS (3). Explores permutations in operations present when a company begins to utilize the full capacity of the globalizing economy, operational parameters of international business, resource planning and utilization, technology, production, marketing, finance and staffing. Prerequisite(s): MBAI 602. Cross listing: MBAI 616.

MBA-PREREQUISITES (MBAP)

MBAP 501. FINANCIAL ACCOUNTING (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations. Presents the complete accounting cycle, including an analysis of assets, liability and owner-equity accounts.

MBAP 502. MANAGEMENT ACCOUNTING (3). Analyzes accounting information, theory and systems as they are used in management decision making. Includes decision tools and the effect on personnel and organizations. Prerequisite(s): MBAP 501, or AC 320A and AC 320B.

MBAP 504. BUSINESS FINANCE (3). Introduces the tools and techniques used by financial managers to anticipate financing needs, obtain capital and effectively manage a firm's financial resources. Prerequisite(s): AC 340 or AC 440 or MBAP 502.

MBAP 505. BUSINESS STATISTICS (3). Considers managerial applications of statistical information and use of statistical models in the decision-making process at length. Emphasizes probability theory, estimation, hypothesis testing and regression. Introduces fuzzy sets.

MBAP 506. MARKETING (3). Introduces the marketing process, including the analysis of markets and consumer behavior, pricing, making distribution decisions and implementing marketing programs.

MBAP 511. ESSENTIALS OF FINANCIAL ACCOUNTING (2). Identifies and examines the essentials of financial accounting. Topics include accounting for specific assets, liability, owners equity, and revenue and expense transactions. Explores the accounting cycle and different ownership options with an emphasis on sole proprietor, partnership, and corporation.

MBAP 512. ESSENTIALS OF MANAGEMENT ACCOUNTING (2). Studies and practices the use of accounting information and techniques in decision making. Examines specific tools such as cost concepts, breakeven analysis, contribution margin, differential accounting and product costs. Prerequisite(s): MBAP 501, or MBAP 511 or both AC 320A and AC 320B.

MBAP 514. ESSENTIALS OF BUSINESS FINANCE (2). Identifies and analyzes the tools and techniques of business finance from the managers perspective. Topics include financial analysis, capital budgeting, compound interest, cost of capital and valuation of securities. Prerequisite(s): MBAP 502, or MBAP 512, or AC 340 or AC 440.

MBAP 520A. ESSENTIALS OF BUSINESS DEVELOPMENT I (3). Introduces students to basic concepts and principles of macro and micro economics, financial statement preparation and management information, key components of business finance, financial statement analysis, capital budgeting fundamentals, asset management techniques, the basics of cash management, statistical modeling, probability theory, estimation and regression, principles of marketing, analysis of markets, and pricing and distribution decisions.

MBAP 520B. ESSENTIALS OF BUSINESS DEVELOPMENT II (3). A continuation of MBAP 520A.

MBA-SYSTEMS (MBAS)

MBAS 602. SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION (3). Examines systems management fundamentals emphasizing Life Cycle Management, and systems design and development processes. Examines system requirements and viewpoints, analytical activities, standard system life cycles, and General Systems theory. NOTE: First of two foundation courses in Information Systems.

MBAS 603E. INFORMATION MANAGEMENT APPLICATIONS (3). Emphasizes interpretation, evaluation, and use of information management systems and outputs. Examines several models of information management, stressing their use as tools in business operations and health care management while enhancing students' skills in using computer tools to develop, manage, and analyze information and data. Cross listing: MBAH 604.

MBAS 606. MANAGING CHANGE (3). Focuses on business and industrial change, and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Cross listing: MBO 606.

MBAS 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Addresses current topics of major concern to systems and operation managers. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership and organizational transformation and management. Cross listing: MBO 609E-W.

MBAS 611. INTERNATIONAL TECHNOLOGY AND E-BUSINESS (3). Assesses the role of technology in a global competitive market. Considers implications of technology appropriateness, transfer and integration from the perspective of developed and developing economies. Discusses the history and role of technology in the production process. Cross listing: MBI 611.

MBAS 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Discusses managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision making, negotiating, motivating employees, as well as the development of organizations. Cross listing: MBO 613.

MBAS 614. ELECTRONIC BUSINESS SYSTEMS (3). Discusses the differences between electronic business, traditional commerce, and how to use business value chains to identify electronic business opportunities. Details network structures and systems used for electronic business and hardware requirements for typical electronic business applications. Illustrates and discusses the base functions of an electronic business package. Prerequisite(s): MBAP 502.

MBAS 615. STRATEGIES IN IMPLEMENTING ELECTRONIC BUSINESS SYSTEMS (3). Focuses on integration of electronic business systems into the corporate business strategy of a firm. Discusses concepts in Electronic Business Strategy: setting initiative; deciding the outsourcing strategy for each competitive strategy and differentiation through electronic business systems and emerging technologies; integrating technology migration planning into corporate strategy. Prerequisite(s): MBAS 606 and MBAP 502.

MBAS 616. PLANNING THE ELECTRONIC BUSINESS SYSTEM (3). Emphasizes the planning and managing of electronic business systems implementation. Discusses setting EB systems objectives, project management and internal development versus out sourcing. Utilizes software tools that identify business system requirements and architectures for electronic business. Prerequisite(s): MBAS 602 and MBAS 614.

MBAS 617. APPLICATIONS IN ELECTRONIC BUSINESS (3). Discusses Business-to-Business, Business-to-Customer and Business-to-Vendor transactions. Introduces electronic payment systems, illustrates how to create an effective web presence, identify and reach the customer, and business models for selling on the web. Presents purchasing, logistic and support mechanisms for the electronic commerce systems.

MBAS 618. MANAGING PROPRIETARY INFORMATION (3). Focuses on protecting intellectual property and protecting electronic commerce channels of communication. Addresses legal and ethical environments of electronic commerce in detail to include cultural language and infrastructure issues. Compares and contrasts jurisdiction on the net and web site content to privacy rights, legal obligations and defamation. Defines taxation in electronic commerce environments. Prerequisite(s): MBAC 601.

MBAS 619. INTERNET MARKETING (3). Identifies issues and models for developing successful strategies for marketing on the Internet and/or integrating Internet marketing functions into traditional marketing planning. Prerequisite(s): MBAP 506. Cross listing: MBAK 619.

MASTER OF NONPROFIT MANAGEMENT (MNM)

INTRODUCTION

On any given day in the nonprofit community, people can face the despair of deep need, the exhilaration of united action, the rage of injustice, and the inspiration of service. Making a lasting difference in this chaotic landscape requires a diverse range of both management and leadership skills. The Master of Nonprofit Management program at Regis University is specifically designed to help nonprofit professionals become leaders who can change their world for the better.

Through the active integration of theory and practice, students learn how to embrace their capacity to lead, apply the critical skill sets of successful nonprofit management, and incorporate this knowledge into their careers and callings. Both students and faculty in the program are experienced professionals representing the wide spectrum of nonprofit organizations. Courses include the full range of skills needed to serve the sector more effectively.

ADMISSION

MNM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two years of professional experience in a nonprofit organization. Applicants who have not had the opportunity to gain this type of professional experience are required to complete a 400-hour practicum.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered.

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate completion.
- A completed admissions essay.
- Two letters of recommendation.
- A current resume.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

MNM PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Tuition (per semester hour)	\$295
Tuition Online (per semester hour)	\$310
Application Fee	\$75
Drop Fee (per student initiated transaction)	\$30
Graduation Fee	\$60
Certificate Completion Fee	\$25

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

ATTENDANCE

Students are expected to attend every MNM class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MNM courses, absence from a single class meeting can result in students missing a substantial portion of course content as well as class participation. If students must miss the first class meeting, registration is allowed only with prior approval from the instructor.

Students who miss the first class meeting without prior approval may be dropped from the course and assessed a drop fee. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up and assignment of grades affected by student absence are at the discretion of the instructor.

COURSE AVAILABILITY

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

COURSE SEQUENCING

Students may take the MNM courses in any order they wish except for those requiring certain prerequisites. However, MNM 601--History, Theory and Future of the Nonprofit Sector, must be taken within the first two (2) eight (8) week terms of enrolling in the MNM program.

CRITERIA FOR SUBSTITUTING CLASSES

Consistent with adult learning, theory, the MNM program encourages students who already have been working in the nonprofit sector for many years to consider options for substituting core classes for other electives that are offered in the program. The following is the criteria for students that request a substitution of classes:

- Professional experience on the job in a particular area or expertise such as program evaluation or finances;
- Life long learning in a particular subject area such as human resources or financial management;
- Volunteerism on boards or in program areas related to a particular subject area.

In order to make a formal request for substitution, students submit a (1-2) page letter with a clear rationale as to why a particular class should be substituted. Use the outcomes for the class as a template for describing prior experience. This

rationale is then e-mailed directly to the degree chair who will give the final authorization or denial of substitution.

TRANSFER CREDIT

Acceptance of transfer course work is based on a course content review. A maximum of six (6) semester hours may be transferred.

MNM DEGREE REQUIREMENTS

The MNM degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). The degree is designed to be completed in twenty-four (24) months, taking one course each eight-week academic period.

MNM DEGREE PLAN

Students must complete all MNM degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Required Courses 30 SH

Thirty (30) semester hours of MNM courses, which must include the following:

MNM 601--History, Theory and Future of Nonprofits	3 SH
MNM 612--Advocacy and the Third Sector	3 SH
MNM 620--Marketing and Public Relations for Nonprofit Organizations	3 SH
MNM 633--Human Resources and Volunteer Management	3 SH
MNM 644--Financial Management of Nonprofit Organizations	3 SH
MNM 647--Program Management and Evaluation	3 SH
MNM 648--Governance and Organizational Change	3 SH
MNM 655--Leading From Within	3 SH
MNM 670--Financial Resource Development	3 SH
MNM 677--Service Oriented Field Experience	3 SH
MNM 697--Professional Project	3 SH

General Electives 6 SH

Six (6) semester hours of MNM courses selected in consultation with an academic advisor.

Practicum

Students without two (2) years of nonprofit experience are required to complete a 400-hour practicum (not for credit). Students for whom the practicum is not required may still elect to complete it. Practica are coordinated through the MNM Coordinator. An updated list of practica may be obtained from the MNM Coordinator.

CERTIFICATE IN NONPROFIT MANAGEMENT

The certificate program is also a conceptually-based and applications-oriented course of study for individuals who seek new career opportunities or who are interested in developing or improving their skills in nonprofit organization management and leadership.

CERTIFICATE ADMISSION

The Graduate Marketing and Admissions Office must receive the following documentation form each applicant before an admission decision can be rendered.

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- A completed admission essay.
- Two letters of recommendation.
- Current Resume

TRANSFER CREDIT

Graduate transfer credit is not accepted into the Certificate Program. All twelve (12) semester hours must be earned through Regis University.

MNM CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to twelve (12) specified graduate hours:

1. Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.

2. A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
3. The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.
4. Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Total Certificate Requirements 12 SH

Leadership 12 SH

MNM 655-Leading from Within 3 SH
MNM 684-Creating Learning Organizations

Six (6) semester hours of MNM courses selected from the following:

MNM 603-Communication Skills and Conflict Resolution 3 SH
MNM 674-Leadership Coaching 3 SH
MNM 677-Service Oriented Field Experience 3 SH
MNM 678-Managing Diversity through Leadership in Nonprofits 3 SH

Program Management 12 SH

MNM 633-Human Resources and Volunteer Management 3 SH
MNM 644-Financial Management of Nonprofit Organizations 3 SH
MNM 647-Program Management and Evaluation 3 SH

Three (3) semester hours of MNM courses selected from the following:

MNM 620-Marketing and Public Relations for Nonprofit Organizations 3 SH
MNM 648-Governance and Organizational Change 3 SH
MNM 678-Managing Diversity through Leadership in Nonprofits 3 SH

Resource Development 12 SH

MNM 670-Financial Resource Development 3 SH

Nine (9) semester hours of MNM courses selected from the following:

MNM 615-Nonprofit Enterprise 3 SH
MNM 624-Grant Writing 3 SH
MNM 627-Wealth and Philanthropy 3 SH
MNM 676-Grassroots Fundraising 3 SH

<i>Social Justice and Peace Reconciliation</i>	12 SH
MNM 672-Social Justice, Community Organizing and Activism	3 SH
MNM 683-The Philosophical Foundations of Social Justice	3 SH
MNM 686-Community Justice	3 SH
MNM 687-Social Justice and Reconciliation Seminar	3 SH

MASTER OF NONPROFIT MANAGEMENT COURSE DESCRIPTIONS (MNM)

MNM 601. HISTORY, THEORY AND FUTURE OF THE NONPROFIT SECTOR (3). Examines origins and societal roles of nonprofit organizations in a global environment including social, political, economic, cultural and ideological issues. Addresses types and characteristics of nonprofit organizations, and trends and projections for the future of the third sector.

MNM 602. COMMUNICATION SKILLS FOR NONPROFIT ORGANIZATION LEADERS (3). Examines the principles and practices of effective communication, focusing on written and oral communication styles. Covers memo, report and proposal writing, and effective oral communication in all types of settings including staff meetings, public forums and electronic and print media relations.

MNM 603. COMMUNICATION SKILLS AND CONFLICT RESOLUTION (3). Examines the principles and practices of effective communication, with an emphasis on understanding oral communication styles. Explores techniques, tools, tactics and strategies on managing diverse communication styles in nonprofit organizations. Examines theory and practice of resolving conflict, including understanding varying conflict management styles at the intrapersonal, interpersonal and inter-group arenas.

MNM 610. LEGAL AND GOVERNMENTAL ISSUES (3). Examines and analyzes legal issues significant to the management of nonprofit organizations including incorporation and by-laws, liabilities, contracts, personnel procedures, employee-management relations, tax exemption and reporting requirements, and political advocacy. Explores relationships among the third sector and federal, state and local governments.

MNM 611. NONPROFIT ORGANIZATIONAL POLITICS (3). Focuses on organizational theory and behavior, addressing the wide range of external forces and internal dynamics that affect nonprofit organizations function and evolution.

MNM 612. ADVOCACY AND THE THIRD SECTOR (3). Examines the rights and responsibilities of nonprofit organizations in the governmental process. Explores the importance of government to the nonprofit organization's mission, the legal parameters of nonprofit involvement and the proper techniques for establishing an effective presence in the political process.

MNM 613. ORGANIZATIONAL CHANGE AND PROGRAM DEVELOPMENT (3). Emphasizes the issues of planning, developing and implementing programs consistent with organizational mission and goals. Focuses on conducting and interpreting needs assessments, evaluating the organization and its programs and making operational the organization's philosophy and goals. Examines the theories of organizational change within nonprofits and the life and growth cycles of organizations.

MNM 615. NONPROFIT ENTERPRISE (3). Analyzes ways in which a nonprofit maintains an entrepreneurial atmosphere to raise funds and to serve constituents. Identifies the major ethical, legal and managerial issues that surround nonprofit enterprise.

MNM 620. MARKETING AND PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS (3). Develops, applies and analyzes basic marketing principles as applied to all aspects of program development, organizational development and nonprofit management. Discusses marketing as a distinct and critical management function and as a framework for the implementation of other management functions within the organization. Explores aspects of relationship building and interaction with the media and external constituencies.

MNM 624. GRANT WRITING (3). Provides an in-depth examination of all aspects of grant writing including foundation, federal and corporate proposals. Examines the essentials of a successful grant writing strategy for nonprofit organizations.

MNM 625. PLANNED GIVING FOR NONPROFIT ORGANIZATIONS (3). Provides comprehensive instruction as a development technique. Includes estate planning bequests, outright gifts, recoverable gifts, life income gifts, special tax issues, ethical issues and implementation and marketing of planned gift programs. NOTE: Offered as special study course only.

MNM 626. ORCHESTRATING THE CAPITAL CAMPAIGN (3). Examines the nature and dynamics of campaign planning and implementation. Explores the respective roles and responsibilities of board members, staff, consultants and volunteers in the context of successful strategic planning and evaluation. NOTE: Offered as special study course only.

MNM 627. WEALTH AND PHILANTHROPY (3). Examines wealth and philanthropy in American society. Includes how wealth is distributed; the patterns, practices, roles and functions of giving money; why and how wealthy people give; and how giving connects to other aspects of their lives.

MNM 633. HUMAN RESOURCES AND VOLUNTEER MANAGEMENT (3). Examines a variety of issues in the effective management of people working in nonprofit organizations. Topics include hiring policies and practice, compensation packages, staff development, staff evaluation, collective bargaining, labor management issues and equal employment opportunity. Emphasizes the role of volunteerism in society and how volunteers are recruited, organized and managed in various types of nonprofits.

MNM 640. VOLUNTEER MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3). Examines extensive roles of volunteerism in society and how volunteers are recruited, organized and managed in various types of nonprofit organizations.

MNM 641. CONFLICT RESOLUTION IN NONPROFIT ORGANIZATIONS (3). Concentrates on theory and practice of conflict resolution in nonprofit organizations. Includes interpersonal and intergroup dispute mediation, and negotiation and arbitration.

MNM 642. HUMAN RESOURCE MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3). Examines a variety of issues addressing the effective management of people working in nonprofit organizations. Includes hiring policies and practices, compensation packages, staff development, staff evaluation, collective bargaining, labor-management issues and equal employment opportunity.

MNM 644. FINANCIAL MANAGEMENT OF NONPROFIT ORGANIZATIONS (3). Focuses on using financial information management for budgeting, finance and investment decision-making in nonprofit organizations. Topics include acquisition, reporting, taxation, risk management and regulatory issues. Emphasizes unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and tax planning.

MNM 645. GOVERNANCE AND MANAGING HUMAN RESOURCES IN NONPROFIT ORGANIZATIONS (3). Examines and analyzes critical dimensions of governance in nonprofit organizations, particularly the governance by boards of directors. Considers their composition, function, structure, roles and responsibilities of members. Focuses on a variety of issues addressing the effective management of people working and volunteering in nonprofit organizations.

MNM 646. FINANCIAL DECISION MAKING FOR NONPROFIT ORGANIZATIONS (3). Focuses on fiscal management for nonprofit organization. Develops concepts learned in MNM 644. Compares and contrasts a variety of key investment and financial analysis policies, analyzes concepts with respect to cash flow and displays an ability to use spreadsheets for making key fiscal decisions. Prerequisite(s): MNM 644. NOTE: Offered as special study course only.

MNM 647. PROGRAM MANAGEMENT AND EVALUATION (3). Introduces effective program management and evaluation tools used to create on-going program management systems in organizations. Utilizes continuous improvement models and evaluation methods as program development tools, promoting a solid learning culture in the nonprofit organization.

MNM 648. GOVERNANCE AND ORGANIZATIONAL CHANGE (3). Examines and analyzes the critical dimensions of governance in nonprofit organizations with special emphasis on governance by boards of directors. Considers composition, functions, structure, roles and responsibilities of members. Explores organizational change as governance structures decide upon structural changes within an organization as well as theories of organizational change within nonprofits and the life and growth cycles of organizations.

MNM 650. INFORMATION SYSTEMS FOR NONPROFIT ORGANIZATIONS (3). Utilizes information systems as a tool for managing records and exploring programs applicable to nonprofit organizations. NOTE: Offered as special study course only.

MNM 651. RESEARCH METHODS FOR NONPROFIT ORGANIZATIONS (3). Focuses on the various techniques necessary for an effective investigation of social and organizational concerns. Includes use of library and computer searches; available resources in the local, national and international community, interviewing techniques; surveys and general statistical analysis. NOTE: Offered as special study course only.

MNM 655. LEADING FROM WITHIN (3). Explores the role of spirituality in leadership. Investigates various approaches to knowing oneself and drawing from the inner soul to strengthen the objectives and performance of one's organization and community.

MNM 660. GRASSROOTS ORGANIZATIONS IN SOCIETY (3). Examines key elements and strategies necessary to successfully run a grassroots nonprofit organization. Focuses on the utilization of staff and volunteers in an effective and efficient capacity.

MNM 665. CRITICAL ISSUES FOR NONPROFITS (3). Investigates the critical issues that the Third Sector faces and analyzes important factors in the nonprofit world. Uses resources available on the Internet and in print media.

MNM 670. FINANCIAL RESOURCE DEVELOPMENT (3). Examines the principles, strategies and techniques of resource development. Topics include an overview of resource development from foundations, corporations, government and individuals, proposal writing and presentation, direct mail, conducting special events, and individual major gift programs.

MNM 671. ADVANCED FINANCIAL RESOURCE DEVELOPMENT (3). Further develops the fundraising issues presented in MNM 670. Compares and contrasts the key components in planned giving, capital campaigns and other major gift practices. Identifies various techniques for mobilizing boards of directors and prospective donors. Explores the differences between grassroots fundraising and fundraising appropriate for larger organizations. Prerequisite(s): MNM 670.

MNM 672. SOCIAL JUSTICE, COMMUNITY ORGANIZING AND ACTIVISM (3). Investigates the role of social justice and change movements within historical and contemporary contexts. Explores and dissects different movements in the 20th century: civil, women's, Chicano, disabled and religious rights, gay, union and neighborhood movements. Analyze and design specific community organizing skills relating to concepts of power, negotiation, group processes, constituency, and leadership, using these techniques within the context of a nonprofit organization to raise money and gain power and strength.

MNM 673. NONPROFIT CONSULTING (3). Examines the business of nonprofit consulting including analysis, current and future markets, public policy and ethics, and accounting and operations issues.

MNM 674. LEADERSHIP COACHING (3). Examines core elements of leadership and life/career coaching. Focuses on various internal resources available that impact the quality and performance of one's work and interpersonal relationships. Analyzes techniques for improving and motivating employees and volunteers.

MNM 675. INTERNATIONAL THIRD SECTOR (3). Examines the role of the third sector throughout the world. Analyzes the legal, political, economic, cultural and organizational climate of the sector in a variety of regions including Eastern Europe, Russia, Africa and Latin America. Evaluates the critical components of non-governmental organizations (NGO) relative to nonprofits in the United States.

MNM 676. GRASSROOTS FUNDRAISING (3). Focuses on the various techniques of raising money from the community-memberships, dues, special events, neighborhood institutions, small donors and small earned income projects. Analyzes the differences and similarities between fundraising for a large nonprofit and resource development for a small grassroots organization.

MNM 677. SERVICE ORIENTED FIELD EXPERIENCE (3). Examines the historical factors, political climate, and unique contributions of the nonprofit sector in a variety of different national and international settings through hands-on experience. Student travels to a particular country or region, and analyzes the overall context in which non-governmental organizations must operate, evaluates the impact of nonprofit service, and creates a variety of strategies for intervention and assistance. NOTE: This experiential and service learning course can serve as the student's final capstone course.

MNM 678. MANAGING DIVERSITY THROUGH LEADERSHIP IN NONPROFITS (3). Examines theory and practice of managing diversity through leadership in nonprofits. Emphasizes management as it relates to interpersonal relations within an organization, as well as providing culturally competent services to the customers. Critiques, analyzes, and places cultural differences into functional management perspectives that can be utilized in everyday practical dynamics. Cultural competency and other cultural management theories will be presented, discussed and placed within a framework of multiculturalism.

MNM 680. LEADERSHIP AND ETHICS (3). Examines leadership from personal, organizational and community contexts. Develops the various tools, including values, attitudes and skills, necessary for effective leadership in the nonprofit environment. Examines ethical and moral issues that pose dilemmas for leaders and managers of nonprofit organizations, especially those issues that relate to an organization's purpose, funding sources, clients or constituencies, board of directors, volunteers or staff.

MNM 683. THE PHILOSOPHICAL FOUNDATIONS OF SOCIAL JUSTICE (3). Examines Catholic social teaching and other theological, philosophical, and theoretical practices of social justice, from both local and global perspectives, in order to assist students in developing their own philosophies of social justice. Cross listing: MLS 683.

MNM 684. CREATING LEARNING ORGANIZATIONS (3). Explores and analyzes the concept of systems thinking and how this paradigm creates new models of leadership for nonprofit organizations. Investigates a diverse range of ideas, strategies, and techniques that enable nonprofits to become learning organizations. Emphasizes student's capacity to provide sustained, creative leadership within their own nonprofit organization.

MNM 685. ADVANCED LEADERSHIP STRATEGIES FOR NONPROFIT ORGANIZATIONS (3). Further develops the leadership issues developed in MNM 680. Leadership is examined from personal, organizational and community contexts. Develops the various tools, including values, attitudes and skills, necessary for effective leadership in the nonprofit environment. Prerequisite(s): MNM 680.

MNM 686. COMMUNITY JUSTICE (3). Provides skills in analyzing theories and concepts associated with community justice including but not limited to theological, procedural, restorative, distributive and secular justice perspectives. Provides a comprehensive approach including an understanding of the aforementioned theories of community justice, the creation of a knowledge base in this area, augmented with actual research and practice in the community.

MNM 687. SOCIAL JUSTICE AND RECONCILIATION SEMINAR (3). Emphasizes reflection, theory, knowledge, and practice. Concludes fulfillment of the learning objectives of the Academic Certificate in Social Justice, Peace, and Reconciliation by student participation in a seminar and production of a major paper or project. Prerequisite(s): MLS 683 or MNM 683. Cross listing: MLS 687.

MNM 690E-W. INDEPENDENT STUDY IN NONPROFIT MANAGEMENT (1-4). Provides an opportunity for faculty-directed independent research in any field or topic in nonprofit management not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair. NOTE: Offered as special study course only.

MNM 695E-W. SEMINAR IN NONPROFIT MANAGEMENT (3). Provides an opportunity for faculty-directed intensive research on a topic relevant to current conditions in the nonprofit sector.

MNM 697. PROFESSIONAL PROJECT(3). Forms the capstone experience representing the creation, development, improvement or evaluation of a product or program or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world.

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY (MSCIT)

INTRODUCTION

The Master of Science in Computer Information Technology focuses on the integration of management and the technological challenges of information resources. The MSCIT program is designed for the working CIT professional or the professional in any industry who needs to gain CIT knowledge in order to achieve business goals. Students have the opportunity to generalize their course of study (self-selected) or focus their study in one of the following specialization areas:

- Database Technologies
- E-Commerce Engineering
- Networking Technologies
- Management of Technology
- Object-Oriented Technologies

The current and future needs of computer information professionals are addressed by providing curriculum with a solid foundation in computer hardware and software, systems engineering, computer networking, communications and project/team skills for the rapidly changing computer environment. MSCIT faculty work full-time in the industry, contributing a wealth of experience and knowledge to the classroom. Additionally, faculty have considerable teaching experience with adult learners.

MSCIT students make a final professional presentation of a project to peers, faculty and administrators. The project is designed to integrate learning with hands-on experience; students identify and solve a technological problem within an organization.

The outcomes of the program are that graduates will have:

- Integrated technical and managerial theory into their current work context.
- Knowledge of the principles and methodologies of software design.
- Knowledge of cultural perspective divisions unique to the information technologies industry.
- Knowledge of the human, ergonomic considerations relevant to system design.
- Ability to analyze the CIT needs of business and develop analyses in the form of information systems models.
- Ability to design systems solutions to meet business requirements.
- Ability to communicate technical materials to a technical or non-technical audience in both written and oral format.

- Knowledge of ethical concerns endemic to the CIT industry, involving issues such as privacy, piracy, security, and quality and an awareness of ethical frameworks appropriate to their consideration.
- Familiarity with research methods supportive of an ongoing and contemporaneous awareness of developments in the computer industry.

ADMISSION

MSCIT admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. The MSCIT degree requires students to have sufficient knowledge and/or experience in database applications, programming, computer networking, and systems analysis and design. This is assessed for each applicant during the admission interview. Knowledge and experience can be supplemented by courses in these prerequisite areas. Not all supplemental courses must be completed prior to applying to the program, but must be completed prior to taking the core courses.

The SPS Marketing and Admission Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- A current resume.
- Admission essay.
- Faculty Interview.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

MSCIT PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Tuition (per semester hour)	\$355
Tuition Online (per semester hour)	\$380
Application Fee (non-refundable)	\$75
Drop Fee (per student initiated transaction)	\$30
Graduation Fee	\$60
Certificate Completion Fee	\$25

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next

as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

COURSE AVAILABILITY

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

ATTENDANCE

Students are expected to attend every MSCIT class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSCIT courses, absence from a single class meeting can result in students missing a substantial portion of class content and participation. If students must miss the first class meeting, registration is permitted only with prior approval of the absence from the instructor. It is the student's responsibility to contact the instructor for absence approval before registering for the course.

Students who miss the first class meeting without prior approval may be dropped from the course and assessed a drop fee. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up work and assignment of grades affected by a student's absence are at the discretion of the instructor.

COURSE OVERLOAD

The MSCIT degree consists of twelve courses. Students may take three courses (9 semester hours) in any semester (there are two academic periods per semester), as long as all prerequisites are met. To take four courses (12 semester hours) during any semester (considered an overload) requires prior approval of the Degree Chair. Students may not take more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, only students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload. Graduate overload forms may be obtained through the Graduate Programs Office. The upper portion of this form is to be completed by students and submitted to the Graduate Programs Office at least thirty (30) days prior to registering for the course. Students receive written approval or denial of this request. Requests to take three graduate courses during one academic period are not approved.

PROFESSIONAL PROJECT

The Professional Project is a process designed to have students apply their course work to a meaningful, broad reaching project. The project should be of interest to the student from both a professional and academic viewpoint. A range of flexibility is provided regarding what the project can involve. The student selects a primary faculty advisor based on the faculty's knowledge of and/or interest in the subject matter focus on the student's project. Students complete three (3), one (1) semester hour courses at key times during their Professional Project process. The 696A course is taken at the very beginning of the process to assist students with solidifying a project idea and proposal. The 696B course assists the student with finishing their paper and the 696C course is where the student does a presentation of their paper as well as defends their project and paper in front of a panel of faculty members.

The paper that is produced by the student is an academically rigorous analysis of the student's project and should be on average between 40-100 pages of text that include illustrations, diagrams, etc. The paper is published in the Regis University Library and therefore information in the paper must be publishable.

The presentation of the paper and project takes the student approximately 25-35 minutes followed by a 15-20 minute question and answer period from the faculty panel. For online students, these time limits are redefined to more appropriately reflect the online environment. For online students, a faculty panel will review their presentation and submit questions to the student that the student will need to respond to within a given time frame

TRANSFER CREDIT

Upon entrance, graduate level course work may be transferred toward program electives. A maximum of six (6) credit hours may be transferred from another regionally accredited institution. Acceptance of transfer course work is based on a course content review; transfer course content must be equivalent to a Regis MSCIT course. Students must submit to the Degree Chair the following materials for transfer credit consideration: an official transcript from each transfer institution; a Bulletin course description, a copy of the course syllabus and copy of the table of contents of the text book used in the course for each course for which transfer is requested. Only course work completed within the last two (2) years are eligible for transfer consideration.

MSCIT DEGREE REQUIREMENTS

The MSCIT degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). Students can complete the program in less than two years while working full-time.

Prerequisite

Prior knowledge in programming, systems analysis and database applications or successful completion of the following courses are necessary before enrolling in the MSCIT graduate level courses.

Select one or more from the following:

MSC 525-Systems Analysis and Design for Database Applications	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

NOTE: Prerequisite courses are not calculated into degree requirements.

DEGREE PLAN

Students must complete all MSCIT degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Core Courses 12 SH

MSCC 600-Computer Systems Architecture	3 SH
MSCC 620-Presentation of Technical Materials	3 SH
MSCC 645-Applied Systems Analysis	3 SH
MSC 696A-Professional Project Proposal	1 SH
MSC 696B-Professional Project Paper	1 SH
MSC 696C-Professional Project Presentation	1 SH

With the exception of MSC 696-Professional Project, the required courses must be completed before enrolling in elective or specialization courses.

Specialization Areas 12 SH

MSCIT students select from six (6) specialization areas of study. In addition to the required courses, students complete a minimum of twelve (12) semester hours identified as part of the specified specialization area. It is recommended that the student, without a computer networking background, select MSCN 600-Networking Essentials as one of the elective courses if the course is not required as part of the specialization.

Database Technologies Specialization 12 SH

MSCD 600-Database Architecture	3 SH
MSCD 610-Database Concepts	3 SH

Six (6) semester hours selected from one of the following three groups:

- MSCD 640-Database Administration Backup and Recovery 3 SH
- MSCD 642-Database Backup and Recovery 3 SH
- MSCD 644-Database Performance Tuning 3 SH
- MSCD 650-PL/SQL Database Programming 3 SH
- MSCD 652-Database Application Development with Oracle® Forms 3 SH
- MSCD 654-Advanced Development with Oracle Forms and Reports 3 SH
- MSCD 656-CASE Technologies 3 SH
- MSCD 660-Oracle Portal using 9iAS 3 SH
- MSCO 670-Java Programming 3 SH
- MSCD 672-Advanced Java Programming 3 SH
- MSCD 662-Programming with Oracle® JDeveloper 3 SH

E-Commerce Engineering Specialization 12 SH

MSCE 600-Electronic Commerce	3 SH
MSCE 610-E-Security	3 SH

Six (6) semester hours selected from one of the following four groups:

- MSCE 620-Development Technology for E-Commerce 3 SH
- MSCE 622-Internet Interface Language Technologies 3 SH
- MSCE 624-Portal Management 3 SH
- MSCE 626-Business to Customer Interface 3 SH
- MSCE 630-Planning and Designing E-Commerce Projects 3 SH
- MSCE 632-E-Commerce Architecture and Applications 3 SH
- MSCE 634-Web-Based Distributed Systems Applications 3 SH
- MBAS 615-Strategies for Implementing Electronic Commerce 3 SH
- MBAS 616-Planning the Electronic Commerce Systems 3 SH
- MBAS 617-Applications in Electronic Commerce 3 SH
- MBAS 618-Managing Proprietary Information 3 SH
- MSCD 660-Oracle Portal using 9iAS 3 SH
- MSCO 670-Java Programming 3 SH
- MSCO 672-Advanced Java Programming 3 SH
- MSCD 662-Programming with Oracle® JDeveloper 3 SH

Networking Technologies Specialization 12 SH

MSCN 600–Networking Essentials*	3 SH
MSCN 620–Networking Technology	3 SH

* Required or suggested based on student's background.

Six semester hours selected from one of the following three groups:

- MSCE 600–Electronic Commerce 3 SH
- MSCE 610–E-Security 3 SH
- MSCE 630–Planning and Designing E-Commerce Projects 3 SH
- MSCE 632–E-Commerce Architecture and Applications 3 SH
- MSCE 634–Web-Based Distributed System Application Development 3 SH
- MSCN 630–Telephony 3 SH
- MSCN 632–Computer Telephone Integration 3 SH
- MSCN 690–Enterprise Analysis and Design 3 SH
- MSCN 660–Client/Server Architecture 3 SH
- MSCN 662–Internetwork and WAN Design 3 SH
- MSCN 690–Enterprise Analysis and Design 3 SH

Management Of Technology Specialization 12 SH

MSCO 600–Object-Oriented Software Engineering	3 SH
MSCD 600–Database Architecture	3 SH

Six semester hours selected from the following:

MSCE 600–Electronic Commerce	3 SH
MSCM 680–Project Management	3 SH
MSCN 600–Networking Essentials	3 SH

Object-Oriented Technologies Specialization 12 SH

MSCO 600–Object-Oriented Software Engineering	3 SH
MSCO 630–Object-Oriented Analysis and Design	3 SH

Three (3) semester hours selected from the following:

MSCO 640–Visual Basic Programming	3 SH
MSCO 650–C++ Programming	3 SH
MSCO 670–Java Programming	3 SH

Three (3) semester hours selected from the following:

MSCO 642–Advanced Visual Basic Programming	3 SH
MSCO 652–Advanced C++ Programming	3 SH
MSCO 654–Enterprise C++ Programming	3 SH
MSCO 672–Advanced Java Programming	3 SH
MSCO 674–Enterprise Java Programming	3 SH

Self-Selected Specialization 12 SH

There are no specific course requirements in the self-selected specialization area. The student selects twelve (12) semester

hours of 600-level MSCIT courses in consultation with an Academic Advisor. The self-selected specialization is not posted on the transcript or diploma.

General Electives 12 SH

Twelve (12) semester hours of MSCIT courses selected in consultation with an Academic Advisor.

CERTIFICATE IN COMPUTER INFORMATION TECHNOLOGY

A candidate for one of the academic certificate programs must possess the prerequisite skills for entry into the Master of Science in Computer Information Technology degree program and the specific prerequisite skills/knowledge identified in each certificate program.

Regis Graduate Certificates are designed for students who wish to seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificates represent a selection of courses from the MSCIT program. These courses could eventually be included in a Regis SPS graduate student's degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Computer Information Technology), but are not interested in completing a second Bachelor's or Master's degree; and (2) individuals who have completed an undergraduate degree, but are not sure initially if they want to enroll in a degree-seeking program.

Specific parameters for MSCIT Graduate Certificates include:

- A minimum of twelve (12) semester hours of credit.
- The courses offered within a given Certificate represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.
- The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

CERTIFICATE ADMISSION

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- A current resume.

- Admission essay.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All twelve (12) semester hours must be earned through Regis University.

MSCIT CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to twelve (12) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Total Certificate Requirements 12 SH

Database Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in database management systems. Academic study is enhanced through practical hands-on assignments in the labs using Oracle® software.

Prerequisites

MSC 525-System Analysis and Design for Database Application	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

NOTE: *Prerequisite courses are not calculated into hours required for a certificate.*

Certificate Requirements

MSCD 600-Database Architecture	3 SH
MSCD 610-Database Concepts	3 SH

Six (6) semester hours selected from one of the following three groups:

• MSCD 640-Database Administration	3 SH
MSCD 642-Database Backup and Recovery	3 SH
MSCD 644-Database Performance Tuning	3 SH
• MSCD 650-PL/SQL Programming	3 SH
MSCD 652- Applications Development with Oracle Forms	3 SH
MSCD 656-CASE Technologies	3 SH
• MSCD 660-Oracle Portal using 9iAS	3 SH
MSCD 670-Java Programming	3 SH
MSCD 672-Advanced Java Programming	3 SH
MSCD 662-Programming with Oracle JDeveloper	3 SH

E-Commerce Engineering 12 SH

This program is designed for students who wish to develop specific skills and knowledge in Portal Management Technology, Advanced E-Commerce, Oracle E-Commerce Enterprise and Web/IP Programming Technologies and Systems. Interested technology students may also investigate E-Commerce courses from the MBA curriculum.

Prerequisites

Database, programming, and networking prerequisite courses may be required prior to enrolling in this series of courses.

MSC 525-System Analysis and Design for Database Application	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

Certificate Requirements

MSCE 600-Electronic Commerce	3 SH
MSCE 610-E-Security	3 SH

Six (6) semester hours selected from one of the following four groups:

• MSCE 620-Development Technology for E-Commerce	3 SH
MSCE 622-Internet Interface Language Technologies	3 SH
MSCE 624-Portal Management	3 SH
MSCE 626-Business to Customer Interface	3 SH
• MSCE 630-Planning and Designing E-Commerce Projects	3 SH
MSCE 632-E-Commerce Architecture and Applications	3 SH

MSCE 634-Web-Based Distribution Systems Applications	3 SH
• MBAS 615-Strategies for Implementing Electronic Commerce	3 SH
MBAS 616-Planning the Electronic Commerce Systems	3 SH
MBAS 617-Applications in Electronic Commerce	3 SH
MBAS 618-Managing Proprietary Information	3 SH
• MSCD 660-Oracle Portal using 9iAS	3 SH
MSCD 670-Java Programming	3 SH
MSCD 672-Advanced Java Programming	3 SH
MSCD 662-Programming with Oracle JDeveloper	3 SH

Management of Technology 12 SH

This program is designed for students with some experience who wish to enhance their knowledge in the field of applied computer technology.

Prerequisites

MSC 525-System Analysis and Design for Database Application	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

NOTE: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSCO 600-Object-Oriented Software Engineering	3 SH
MSCD 600-Database Architecture	3 SH

Six (6) semester hours selected from the following:

MSCE 600-Electronic Commerce	3 SH
MSCM 680-Project Management	3 SH
MSCN 600-Networking Essentials	3 SH

Networking Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in network engineering, e-commerce or telecommunications technologies and systems.

Prerequisites

MSC 525-System Analysis and Design for Database Application	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSCN 600-Networking Essentials*	3 SH
MSCN 620-Networking Technologies	3 SH

* Required or suggested based on student's background.

Six (6) or nine (9) semester hours selected from one of the following groups:

• MSCE 600-Electronic Commerce	3 SH
MSCE 610-E-Security	3 SH
MSCE 630-Planning and Designing E-Commerce Projects	3 SH
MSCE 632-E-Commerce Architecture and Applications	3 SH
MSCE 634-Web-Based Distributed System Application	3 SH
• MSCN 630-Telephony	3 SH
MSCN 632-Computer Telephone Integration	3 SH
MSCN 690-Enterprise Analysis and Design	3 SH
• MSCN 660-Client/Server Support	3 SH
MSCN 662-Internetwork and WAN Design	3 SH
MSCN 690-Enterprise Analysis and Design	3 SH

Object-Oriented Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in Object Oriented paradigms. Object Oriented techniques for analysis and design are covered, as well as programming in C++, Java and Visual Basic to implement these designs.

Prerequisites

MSC 525-System Analysis and Design for Database Application	3 SH
MSC 550-Computer Concepts	3 SH
MSC 570-Survey of Programming Logic	3 SH

NOTE: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSCO 600-Object-Oriented Software Engineering	3 SH
MSCO 630-Object-Oriented Analysis and Design	3 SH

Plus one of the following three options:

• Six (6) semester hours:	
MSCO 640-Visual Basic Programming	3 SH
MSCO 642-Advanced Visual Basic Programming	3 SH
• MSCO 650-C++ Programming	3 SH

Plus three (3) semester hours selected from the following:

MSCO 652-Advanced C++ Programming 3 SH
MSCO 654-Enterprise C++ Programming 3 SH

- MSCO 670-Java Programming 3 SH

Plus three (3) semester hours from the following:

MSCO 672-Advanced Java Programming 3 SH
MSCO 674-Enterprise Java Programming 3 SH

MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY COURSE DESCRIPTIONS (MSC)

MSC 525. SYSTEMS ANALYSIS AND DESIGN FOR DATABASE APPLICATIONS (3). Studies the analysis and design of computer based information systems. Focuses on database applications, transformation processes, comprehensive design and advanced technology. Emphasizes expert and knowledge-based systems. Discusses physical file organization, data integrity and security techniques. Develops data structures in context of database, database management and data communications.

MSC 550. COMPUTER CONCEPTS (3). Surveys computer hardware, operating systems and application systems software. Develops the distributed systems, data communications, and middleware with database and e-commerce applications. Applies the concepts to real world projects. Prerequisite(s): Acceptance into the MSCIT program.

MSC 570. SURVEY OF PROGRAMMING LOGIC (3). Introduces the student to basic programming skills and general programming concepts. Topics include data types, variables, basic constructs of programming languages, control structures, data structures, documenting and writing readable code. Requires the student to develop programs in a command line programming environment using standard C++ compiler.

MSC 605. HUMAN - COMPUTER INTERACTION (3). Examines new technologies such as virtual reality or telepresence, as potential answers to design problems encountered in addressing the diversity of the user community. Requires students to create and apply evaluation techniques to make the task fit the user. Covers management issues involved in utilizing computer technology in an enterprise including planning for user and management support, computer-supported cooperative work, and the need for training and documentation.

MSC 609. UNIX CONCEPTS (3). Studies the fundamentals and basic concepts of the UNIX operating system. Utilizes the UNIX file system, shell programming, file and data manipulation and tools. Prerequisite(s): Acceptance into the MSC IT Program.

MSC 612. ADVANCED UNIX CONCEPTS (3). Studies advanced concepts within the UNIX operating system. Topics include: system security and administration, client/server computing, UNIX Network Utilities and programming in the UNIX environment. Prerequisite(s): MSC 609.

MSC 615. FUNDAMENTALS OF SOLARIS (3). Covers the use of UNIX under the Solaris operating environment. Introduces the Common Desktop Environment (CDE) and fundamental command-line features of Solaris including file system navigation, file permissions, the vi text editor, command shells, and basic network use. CDE features include Application Manager, File Manager, printing and mail. Prerequisite(s): MSC 600. MSC 620 and MSC 645.

MSC 635. SOFTWARE TESTING (3). Introduces the major concepts of software testing and develops technical proficiency in test case design and test plan development. Covers techniques and tools for software requirements to support testing and test plan development. Presents software testing activities and products within the context of the software development cycle. Addresses the role of inspections, walk-through's and reviews in support of software testing. Prerequisite(s): MSC 600, MSC 620 and MSC 645.

MSC 690E-W. INDEPENDENT STUDY IN MSCIT (1-3). Provides an opportunity for faculty directed independent research in any field or topic in computer information systems not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair.

MSC 695E-W. TECHNOLOGY SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Systems professionals based on topics relevant to current technological conditions. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 696. PROFESSIONAL PROJECT (3). Establishes individual student's presentation schedules. Students make their MSC IT program presentation and submit a written report. Forms the capstone experience representing a significant effort. Students demonstrate an understanding of the program material. Prerequisite(s): Permission of instructor/project advisor following completion of course work and professional project preparatory phases. Pass/No Pass grading only.

MSC 696A. PROFESSIONAL PROJECT PROPOSAL (1). Introduces the basics of project management and proposal and thesis writing. Students work extensively on developing and getting approval for a project proposal, which includes a high-level project plan. Requires delivery of a project abstract, executive summary and expanded outline along with an approved proposal. NOTE: All core courses, MSC 600, MSC 620, MSC 645 along with at least three (3) other MSC IT courses are required before you may take this course.

MSC 696B. PROFESSIONAL PROJECT PAPER (1). Provides an opportunity for fine tuning the project paper from a grammar and structure perspective following APA guidelines. Students edit their paper until a final approved paper is delivered and submitted for binding and publication in the Regis Library. Prerequisite(s): MSC 696A. NOTE: Requires approval, by the

student's faculty advisor, of a first draft of the Professional Project paper completed in MSC 696A.

MSC 696C. PROFESSIONAL PROJECT PRESENTATION

(1). Allows students to create and present their Professional Projects. Students work with faculty and students in revising and delivering their presentations until a final, formal presentation is given to the class, the faculty, the student's faculty advisor and other invited guests. Prerequisite(s): MSC 696B.

MSCIT – Core (MSCC)

MSCC 600. COMPUTER SYSTEMS ARCHITECTURE (3).

Covers the basic platforms, concepts and applications of computers, networking and database technologies as they are used to design and implement business information systems. Examines systems engineering principles as well as the fundamentals of computer architecture and how integrated technologies accomplish the goals of E-business platforms. Reviews fundamentals of software and hardware related to systems analysis and design focusing on concepts that are relevant to program objectives. Prerequisite(s): Acceptance in the MSCIT Program.

MSCC 620. PRESENTATION OF TECHNICAL MATERIALS

(3). Enhances skills with knowledge of the technology appropriate for communicating complex, technical topics to nontechnical audiences by way of documents, graphics and oral presentations. Provides a workshop-oriented experience in developing documents and delivering presentations. Integrates peer and facilitator critiques sharing various technologies for effective written and oral communications.

MSCC 645. APPLIED SYSTEMS ANALYSIS (3).

Expands upon the foundation provided by an undergraduate systems analysis course by providing additional depth in a number of relevant topics including major analysis tools and interface with users concerning requirements. Focuses on effectively using systems analysis techniques to help build better information systems.

MSCIT -- Database (MSCD)

MSCD 600. DATABASE ARCHITECTURE (3).

Provides and introduction to the internal structures and architecture of database management systems. Focuses on the Oracle 8 DBMS architecture and associated processes and components. Covers general concepts of installation, deployment, and operation, as well as the architecture of various platforms. Includes a study of the two-tier, three-tier, and N-tier network architectures with discussions on how Oracle distributed architectures are deployed and managed. Applies concepts like Oracle's Optimal Flexible Architecture (OFA) model. Requires students to install a working Oracle 8 database and learn about the considerations for successful use of the database. Prerequisite(s): MSCC 600, MSCC 620 and MSCC 645.

MSCD 610. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL in depth, with an emphasis on the design and development of GUI database applications. Utilizes ORACLE RDBMS and Oracle's Developer/2000 tools (Oracle Forms and Oracle Reports). Provides hands-on experience with a professional-strength, relational database management system with a powerful GUI, and client-server application development tools. Prerequisite(s): MSCD 600.

MSCD 640. DATABASE ADMINISTRATION (3). Examines key tasks and functions required of a database administrator in a production environment. Students create, start up, and manage a database. In addition, students implement data security and integrity measures and grant access privileges to individual database users. Prerequisite(s): MSCD 610.

MSCD 642. DATABASE BACKUP AND RECOVERY (3).

Studies the critical tasks of planning and implementing database backup and recovery strategies. Explores backup methodologies based on business requirements in a typical enterprise and utilizes multiple strategies to recover from different types of recovery failures. Prerequisite(s): MSCD 640.

MSCD 644. DATABASE PERFORMANCE TUNING (3).

Studies database servers from the perspective of optimization and performance. Focuses on techniques for improving data access and storage, emphasizing performance diagnosis and resolution using real-world scenarios. Prerequisite(s): MSCD 640.

MSCD 650. PL/SQL PROGRAMMING (3).

Studies advanced SQL and SQL *Plus concepts and how to write PL/SQL procedures, functions and packages. Topics include extending statements to include Set Operators, and building correlated sub queries and hierarchical queries. Student creates and manages PL/SQL program units and database triggers as a basis for complex application development. Prerequisite(s): MSCD 610.

MSCD 652. APPLICATION DEVELOPMENT WITH ORACLE FORMS (3).

Explores the design and development of GUI database applications in a distributed computer environment. Focuses on the use of Oracle Developer/2000 toolset and the Oracle 7 database management systems while studying application concepts and management issues involved with the deployment and support of distributed applications. Develops applications using Oracle Forms, Oracle Reports, Oracle Graphics and PL/SQL. Prerequisite(s): MSCD 650.

MSCD 654. ADVANCED DEVELOPMENT WITH ORACLE FORMS AND REPORTS (3).

Student creates multiple-form applications and learns how to manage multiple transactions across modules. Examines concepts to enhance applications with custom menus, reports, and charts. Identifies benefits and disadvantages of various reporting methods. Analyzes a variety of standard and custom reports using Oracle Developer 2000 toolset. Explores how to retrieve, display and format data identifying appropriate uses. Prerequisite(s): MSCD 652.

MSCD 656. CASE TECHNOLOGIES (3). Covers the functions performed by today's CASE tools, software development life cycle, management strategies, and CASE tool implementation. Focuses on re-engineering and reverse engineering, CASE repositories, and industry-wide CASE standards activities. Prerequisite(s): MSCD 654.

MSCD 660. ORACLE PORTAL USING 9iAS (3). Studies the use of Oracle's Portal Applications in E-Commerce and E-Business solutions. Examines conventional application architectures, deployment of web applications, installation of Portal and general frameworks for what Portal can do. In combination with Oracle's 9i database, Portal provides a platform for rapid development of web-based applications. Prerequisite(s): MSCD 610.

MSCD 662. PROGRAMMING WITH ORACLE JDEVELOPER (3). Provides a comprehensive review of Oracle's premier Java application development tool known as JDeveloper. Explores JDeveloper's integrated development environment including source editor, AppBrowser, Object Gallery, Wizards, and an Applet Viewer. Focuses on methods of project and file organization, GUI development, debugging, and deployment. Prerequisite(s): MSCD 660.

MSCD 680. ADVANCED DATABASE TECHNOLOGIES (3). Explores state-of-the-art database technology and emerging database technologies, with an emphasis on distributed database management; client-server databases, middleware, data warehouses, replication, parallel database management systems object-oriented databases, SQL and ODMG language standards, temporal databases, intelligent databases, spatial database management, hypertext and hypermedia, transition processing and database security. Prerequisite(s): MSCD 610.

MSCIT -- E-Commerce (MSCE)

MSCE 600. ELECTRONIC COMMERCE (3). Introduces the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies. Covers catalysts for e-commerce, namely business-to-business (B2B) and business-to-customer (B2C), convergence of technologies and capabilities, technological challenges, legal and regulatory framework, behavior and educational challenges, organizational and business barriers, and strategies for e-commerce. Uses a combination of lectures, discussions, presentations, and student projects to gain a broad understanding of the dynamic field of e-commerce. Prerequisite(s): MSCC 600, MSCC 620 and MSCC 645.

MSCE 610. E-SECURITY (3). Enables students to understand and analyze fundamental concepts related to Internet and e-commerce security. Examines risk and threat analysis, authentication, encryption, payment systems, intrusion pathology, vulnerability assessment, and defensive strategies, tactics and countermeasures. Applies knowledge of networking fundamentals including TCP/IP layers and packet formation. Prerequisite(s): MSCE 600.

MSCE 620. DEVELOPMENT TECHNOLOGY FOR E-COMMERCE (3). Explores HTML insufficiency and its resulting need for increased functionality. Examines alternate programming languages and environments such as CGI, JavaScript, and Flash. Prerequisite(s): One semester of a programming language or equivalent experience in C, C++, Java Visual Basic, or some other modern programming language and MSCE 610.

MSCE 622. INTERNAL INTERFACE LANGUAGE TECHNOLOGIES (3). Covers the various technologies used to interface database systems with the Internet. Studies the application of the technologies with reference to business-to-business (B2B) and business to consumer (B2C) platforms. Reviews the evolution of early common gateway interface (CGI) scripting languages to today's current HTML, CFML, Java and XML application development tools. Examines all technical aspects that relate to reliance of E-business platforms on the ability to connect back-end database E-commerce systems to the Internet. Prerequisite(s): MSCE 620.

MSCE 624. PORTAL MANAGEMENT (3). Presents the main concepts of Portal Language Tools including XML, JDBC, and ODBC and how they relate to SGML and HTML and other development tools. Provides brief history of XML followed by the description of the main languages and document type definitions (DTD's). Included topics: JDBC elements, nine steps to accessing a database, retrieval issues, in and out parameters, SQL extension syntax, security, and JDBC architecture. Presents many practical project illustrations as well as comprehensive, hands-on lab exercises. Explores Java's new database connectivity package, JDBC 2.0. Prerequisite(s): MSCE 622.

MSCE 626. BUSINESS TO CUSTOMER INTERFACE (3). Focuses on how to design, adapt, implement, and maintain an effective Business to Customer interface to a web-based E-Commerce site. Discusses advantages, disadvantages, and tradeoffs between the models currently available in the industry as well as experience in implementation of at least one model. Examines how a site developer selects the hardware and software necessary to optimally interface the E-Commerce web site with the corporate databases such as shipping and receiving, account receivable, inventory, and general ledger to ensure that advertised products are available and shipped expeditiously. Prerequisite(s): MSCE 624.

MSCE 630. PLANNING AND DESIGNING E-COMMERCE PROJECTS (3). Provides an opportunity to apply systems analysis principles and project management techniques to the planning and design of an E-Commerce project SDLC. Presents recent case histories business-to-business (B2B) and business-to-customer (B2C). Emphasizes the unique characteristics of E-Commerce project planning and scheduling, rapid web development and information update, and customer satisfaction surveying. Introduces project scheduling, cost estimation, project life cycle monitoring, quality assurance and control of web resources. Requires a group project involving analysis and design of an E-Commerce project. Prerequisite(s): MSCE 610.

MSCE 632. E-COMMERCE ARCHITECTURES AND APPLICATIONS (3). Presents the architectural components of a successful E-Commerce business site (telecom, web server, user interface, management) through case histories. Focuses on the telecom and management requirements of robust web server farms: adequate bandwidth and flexible connection management. Presents N-tiered client/server network architectures proposes them as a solution to bottlenecks. Emphasizes partnering through high-speed connectivity between specialized E-Business companies as one path to rapid company development of an E-Commerce site. Presents Apache web server, Novell web management, use and management of voice and video over IP and XML integration of partner networks. Prerequisite(s): MSCE 630.

MSCE 634. WEB-BASED DISTRIBUTED SYSTEMS APPLICATIONS (3). Studies the impact of technologies such as WWW/HTTP, COBRA, Java, Java APIs such as JavaBeans, and JDBC. Includes a classroom project that serves to introduce, educate and reorient students' thinking toward Web-based distributed application development. Prerequisite(s): MSCE 632.

MSCIT -- Management Technology (MSCM)

MSCM 680. PROJECT MANAGEMENT (3). Covers the management of business/computer information development projects meeting the goals of efficiency, time and budget control, and producing accurate, reliable, maintainable outcomes. Discusses traditional life cycle and cyclic development approaches. Includes technical aspects of project estimation, scheduling (PERT), PROJECT MONITORING AND PROJECT CONTROL. Uses manual and automated project management tools in a simulated software project. Provides a forum to discuss student experience with people in management issues (team-building), user-manager cooperation, and commitment to quality. Prerequisite(s): MSCC 600, MSCC 620, and MSCC 645.

MSCIT -- Networking (MSCN)

MSCN 600. NETWORK ESSENTIALS (3). Examines local area networks, telephony, web basics, wide area networking, etc. Introduces concepts central to network design, architectures, standards and protocols. Emphasizes the application of these concepts to the installation and configuration of small networks in the classroom. Topics include network media, communications and protocols, architectures, operating systems, administration and support issues, distributed network environments and Internetworking. Prerequisite(s): MSCC 600, MSCC 620 and MSCC 645.

MSCN 620. NETWORKING TECHNOLOGIES (3). Emphasizes the application of a variety of networking architectures including an overview of telephony and digital systems used to provide transport for voice video and data. Topics include network media, communications and protocols, architectures, operating systems, administration and support

issues, distributed network environments and Internetworking. Prerequisite(s): MSCN 600.

MSCN 630. TELEPHONY (3). Introduces a broad range of telephony subjects, business models and topics. Emphasizes current, post-divestiture, telecommunication business model, with respect to influences on regulatory policy, mergers and acquisitions and technological change within the telecommunications industry. Examines a variety of convergent technology topics and concepts such as voice over IP, VPN's internets/intranets/extranets, and teleconferencing with respect to the changing telephony industry. Prerequisite(s): MSCN 620.

MSCN 632. COMPUTER TELEPHONE INTEGRATION (3). Hypothesizes how the telephone industry will evolve with respect to the blending of voice, data and video technologies. Examines call centers, CTI, voice over IP, and help desks. Evaluates the potential of using waterfall diagrams, entry relationships and life cycle analysis. Explores the convergent technologies policymaking process and proposes business models. Demonstrates the societal impact on communications between companies, people and communities through case histories. Prerequisite(s): MSCN 630.

MSCN 660. CLIENT/SERVER ARCHITECTURE (3). Explores client/server method of information transfer regarding worldwide acceptance by the information technology community. Examines client/server operating systems such as Unix, Microsoft NT and Novell NetWare and demonstrates user administration, security and rights, server management and operation cost. Applies system analysis methodology to a variety of proposed network designs to understand crucial design components in the selection of operating systems, server hardware and application software using case histories. Prerequisite(s): MSCN 620.

MSCN 662. INTERNETWORK AND WAN DESIGN (3). Explores extension of Local Area Networking (LAN) technology across a campus or enterprise. Discusses and demonstrates topics and concepts such as TCP/IP (both Ipv4 and Ipv6 administration), router selection and management, naming and addressing, DNS services, and protocol implementation. Utilizes common systems analysis principles, as applied to modern WAN implementations strategies, to allow the student to properly select WAN hardware, the most appropriate TELCO, operating protocols and management tools for business models. Prerequisite(s): MSCN 660.

MSCN 690. ENTERPRISE ANALYSIS AND DESIGN (3). Provides the opportunity to display student command and knowledge of convergent technologies, systems analysis and project management. Requires students to perform a systems analysis of a recent case history with respect to the companies current and future technology requirements. Student designs an implementation plan based on current project management techniques and present the final solution to the class. Explores visual design and management tracking tools to display and track the analysis, design and implementation process. Prerequisite(s): MSCN 632 or MSCN 662.

MSCIT -- Object-Oriented (MSCO)

MSCO 600. OBJECT-ORIENTED SOFTWARE ENGINEERING (3). Introduces basic object-oriented concepts, and the object-oriented software development process. Incorporates the best of current development processes, such as the Capability Maturity Model (CMM), the Unified Software Development Process, Patterns, and Team Management. Considers the impact of the Object-Oriented paradigm on software development organizations. Prerequisite(s): MSCC 600, MSCC 620 and MSCC 645. NOTE: Also requires the completion of one introductory Object-Oriented programming course.

MSCO 630. OBJECT-ORIENTED ANALYSIS AND DESIGN (3). Explores systems design and software engineering from the object-oriented perspective. Emphasizes UML; presents an Object Oriented approach to software development based on modeling objects from the real world and uses the model to build a language-independent design organized around those objects. Prerequisite(s): MSCO 640 or MSCO 650 or MSCO 670 depending on concentration. NOTE: Requires the completion of one introductory Object-Oriented programming course.

MSCO 640. VISUAL BASIC PROGRAMMING (3). Introduces Visual Basic programming. Emphasizes VB concepts, techniques and procedures. A hands-on course that requires Microsoft Visual Basic. Prerequisite(s): MSCO 600.

MSCO 642. ADVANCED VISUAL BASIC PROGRAMMING (3). Addresses advanced topics in VB programming including Data Access Objects and forms, Advanced Active X controls, Client/Server development using DCOM, ODBC, creating Internet and Intranet applications, and VBScript for Web pages. A hands-on course requiring Microsoft Visual Basic. Prerequisite(s): MSCO 630 and MSCO 640.

MSCO 650. C++ PROGRAMMING (3). Introduces ANSI standard C++ in a command line programming environment. A hands-on course requiring a standard C++ compiler. Prerequisite(s): MSCO 600. NOTE: Does not require prior C programming knowledge.

MSCO 652. ADVANCED C++ PROGRAMMING (3). Advanced computer programming practicing advanced concepts of C++. Focuses on reuse, database connections, multi-file programs, templates, container and collection classes, and exceptions. Applies documentation methods in the solution process of advanced problems using C++ programming language and ODBC (Open Database Connection). Prerequisite(s): MSCO 630 and MSCO 650.

MSCO 654. ENTERPRISE C++ PROGRAMMING (3). Introduces the student to distributed object model technologies such as DCOM and CORBA. A hands-on course with a team approach to programming requiring Microsoft's Visual C++. Requires each team member to write objects to communicate with the objects other team members create. Prerequisite(s): MSCO 650.

MSCO 670. JAVA PROGRAMMING (3). Introduces object-oriented programming concepts using Java. Topics include the Java environment, classes and objects, inheritance, interfaces, exceptions, file I/O, and event-driven, graphical user interface programming using AWT and Swing. Requires students to develop several programs in the Java programming language. Prerequisite(s): MSCO 600.

MSCO 672. ADVANCED JAVA PROGRAMMING (3). Includes topics such as Java networking, Java Database Connectivity (JDBC), threads, RMI, and advanced user interface programming using Swing. Requires students to develop several programs in the Java programming language. Prerequisite(s): MSCO 630 and MSCO 670.

MSCO 674. ENTERPRISE JAVA PROGRAMMING (3). Continues OO programming using Java programming language. Topics include Enterprise Java Architecture, Java 2 Platform and Java 2 Enterprise Edition Technologies including Java Servlets, Java ServerPages, Transactions, Java Naming and Directory Interface and Enterprise JavaBeans Session and Entity Beans. Emphasizes server side programming APIs. Requires students to design and code several programs with their choice of an IDE or text editor. Prerequisite(s): MSCO 672.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

INTRODUCTION

The Master of Science in Management is an intensive, accelerated, integrated learning experience that provides preparation for effective leadership in a rapidly changing, global marketplace. The program is designed for individuals who wish to cultivate their leadership skills and make a profound difference (institutional change) within an organization.

The program focuses on the qualitative issues of leadership, enabling students to become lifelong learners through the understanding of the following:

- Creativity and critical thinking
- Cultural and strategic change
- Developing effective teams
- Ethics and cultural diversity
- Futuristic leadership
- Global economics
- Management and leadership processes
- Oral and written communication
- Organization development
- Project Leadership and Management
- Risk-taking and leadership
- Strategic leadership
- Team/project management
- Total quality management

MSM PROGRAM OUTCOMES

The MSM Program challenges students to take responsibility for their personal learning experiences. Upon successful completion of the program learners will:

- Understand and practice socially responsible leadership as a collaborative process in a changing global environment.
- Synergize the power of people by orchestrating, promoting and utilizing diversity and teams.
- Focus on quality and customer satisfaction as strategic processes for continuous improvement.
- Appreciate lifelong learning and critical thinking as tools for managing the certainty of change.
- Communicate succinctly and effectively.
- Lead the challenges in the evolving contemporary workplace.

MSM PROFESSIONAL LEADERSHIP PROJECT CONTRACT

The Professional Leadership Project Contract (PPC) is a planning document used for completion of the Professional Leadership Paper/Presentation. Its purpose is to establish a frame of reference and time line for the successful completion of MSM 692–Applied Action Research or MSM 693–Contemporary Leadership Research and MSM 694–Professional Leadership Project. The PPC is signed by the student, a representative of the organization (for MSM 692 only) and the MSM approved faculty members of the student's choice who serve as the advisor and second reader of the Professional Project. Students should refer to the guidelines outlined in the MSM 694–Professional Leadership Project module for additional instructions.

Professional Leadership Action Research Project

The MSM Professional Leadership Action Research Project is an opportunity for a student to identify and develop a change plan within an organization, and is the basis for the Professional Leadership Paper/Presentation. The organization selected should be one in which the student is a stakeholder. It may be an employer, a civic group or any other organization that a student knows well and in which a change is perceived to be of potential value. The Project consists of four distinct areas:

- *Research:* Action (qualitative) research, in which a researcher (student) interacts with the organization to gather information, is combined with literature and industry research to analyze and diagnose an identified problem and develop potential solutions.

- *Change Project:* Using information gathered in research, a student collaboratively plans, implements and evaluates a course of action.
- *Paper:* A student documents the Leadership Project in a paper. The paper is presented in a research format and includes the content of the project, the process used to complete it and a reflection on the experience.
- *Presentation:* As a capstone to the MSM program, a student presents to faculty, a representative from the organization (from MSM 692 only) and peers, both content and process of the Leadership Project.

Contemporary Leadership Research Project

The contemporary Leadership Research Project provides an alternative for students who are unable to conduct an action research intervention within an organization. It does not require collaboration or implementation of recommendations. Thus, a learner may gather data and make recommendations, or explore and recommend applications of a leadership concept.

- *Research:* Involves extensive research of a topic applicable to leadership in contemporary organizations.
- *Paper:* Theoretical in nature and follows the format of a traditional thesis or dissertation. The academic paper is to be in excess of 100 pages and include more than 50 references.
- *Presentation:* As a capstone to the MSM program, a student presents to faculty and peers the content of the Leadership Research.

ADMISSION

MSM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have three years of management-related experience before admission to the MSM degree.

The SPS Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Two completed admission essays.
- Two letters of recommendation.
- Current Resume

Once all documentation has been received, an Admissions Committee reviews the application and makes an admission recommendation.

MSM PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Tuition (per semester hour)	\$320
Online Tuition	\$350
Application Fee (non-refundable)	\$75
Drop Fee (per student initiated transaction)	\$30
Graduation Fee	\$60
Certificate Completion Fee	\$25

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

ATTENDANCE

Students are expected to attend every MSM class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSM courses, absence from a single class meeting can result in students missing a substantial portion of course content as well as class participation. If students must miss the first class meeting, registration is allowed only with prior approval from the instructor.

Students who miss the first class meeting without prior approval may be dropped from the course and assessed a drop fee. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up and assignment of grades affected by student absence are at the discretion of the instructor.

COURSE SEQUENCING

The first three courses (MSM 601, MSM 611 and MSM 621) must be taken one at a time, in any order, and prior to MSM 631 through MSM 691 and MSM 695E-W.

The five (5) three (3) semester hour core courses (MSM 601, MSM 611, MSM 621, MSM 631 AND MSM 661) are taken by all students.

Any time after completing MSM 621—Organizational Change, students select an Action Research Project (MSM 692) or a topic for Contemporary Leadership Research (MSM 693). Students register for the appropriate course which initiates the capstone project. During the course students prepare the Professional Project Contract (PPC), select their Faculty Advisor, a second Faculty Reader and design the project or research.

Students document the culmination of the action research project in a paper with a minimum length of twenty pages. The Leadership research document minimum length is one hundred pages. When students complete the final paper, with the advisor's approval, they coordinate a time with the Faculty Advisor, second Faculty Reader, and Degree Chair to formally present the research project.

COURSE AVAILABILITY

The University does not guarantee that courses will be offered at the same campus location or on the same evening as offered for a previous academic period. Courses MSM 631 through MSM 691 and MSM 695E-W are subject to cancellation if the minimum student registration for that course is not met.

COURSE OVERLOAD

Students may take three courses in any semester (there are two academic periods per semester) as long as all prerequisites are met. To take four or more courses during any semester (considered an overload) require prior approval of the Degree Chair. Students may not take more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload. Graduate overload forms may be obtained through the Graduate Programs Office. The upper portion of this form is to be completed by students and submitted to the Graduate Programs Office at least thirty (30) days prior to registering for the course. Students receive written approval or denial of this request. Requests to take three (3) graduate courses during one academic period are not approved.

SCHOOL FOR HEALTH CARE PROFESSIONS COURSES

Students in the MSM program have the option of taking select courses from the Regis University School for Health Care

Professions. Contact the Degree Chair to discuss how and if the selected class or classes fulfill degree requirements.

TRANSFER CREDIT

Acceptance of transfer course work is based on a course content review. A maximum of six (6) semester hours may be transferred.

MSM DEGREE REQUIREMENTS

The Master of Science in Management degree requires successful completion of a total of thirty-six (36) semester hours of graduate course work (600 level). The degree can be completed in twenty-four (24) months, taking one course each academic period.

Students must meet the following degree requirements:

- Successful completion of required MSM 600-level courses.
- The first three courses (MSM 601, MSM 611 and MSM 621) must be taken prior to MSM 631 through MSM 691. MSM 694—Professional Leadership Project, is generally the last course taken.
- Maintenance of a cumulative grade point average of 3.000 or better in graduate-level MSM courses.
- Ability to show practical application of leadership and change concepts through the completion of the MSM Professional Leadership Project.
- Successful completion and presentation of the MSM Professional Leadership Project at the culmination of the program.

MSM DEGREE PLAN

Students must complete all MSM degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Core Requirements 15 SH

MSM 601—Leadership: A Personal Context	3 SH
MSM 611—Organizational Leadership and Ethics	3 SH
MSM 621—Organizational Change	3 SH
MSM 631—Strategic Management and Financial Reports Analysis	3 SH
MSM 661—Leading in Changing Economies	3 SH

Capstone Project 7 SH

MSM 690—Action Research Overview	1 SH
MSM 692—Applied Action Research	
or	
MSM 693—Contemporary Leadership Research	3 SH
MSM 694—Professional Leadership Project	3 SH

Emphasis Requirements 14 SH

Student selects one of the following three (3) specializations:

Computer Information Technology 14 SH

MSCC 645—Applied Systems Analysis* 3 SH

MSM 695H—Technology for the Future*	1 SH
MSM 695I—Computer Information Systems*	1 SH
MSCM 680—Project Management	3 SH

* Prerequisite for all other courses in the specialization.

Six (6) semester hours selected from the following:

MSCD 600—Database Architecture	3 SH
MSCE 600—Electronic Commerce	3 SH
MSCN 600—Networking Essentials	3 SH
MSCO 600—Object-Oriented Software Engineering	3 SH

Organizational Leadership 14 SH

Students select twelve (12) semester hours of MSM courses.

Student selects two (2) MSM 695E-W one (1) semester hour seminar courses.

Project Leadership and Management 14 SH

MSM 641—Leading Effective Teams	3 SH
MSM 651—Delivering Business Process Improvement	3 SH
MSM 655—Leading Projects in Contemporary Organizations	3 SH
MSM 695N—Project Risk Analysis and Management	1 SH
MSM 695O—Project Cost and Schedule Management	1 SH
MSM 656—Project Monitoring and Delivery	3 SH

Double Emphasis 45 SH

Students may acquire a double emphasis by completing a minimum of nine (9) additional emphasis specific courses.

CERTIFICATE IN MANAGEMENT

A candidate for one on the academic certificate programs must apply and be accepted into the Master of Science in Management (MSM) degree program.

Regis Graduate Certificates are designed for adults who wish to seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificates represent a selection of college courses from the MSM program which are offered for academic credit. These courses could eventually be included in a Regis SPS graduate student's degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Leadership Management), but are not interested in completing a second Bachelor's or Master's degree; and (2) individuals who hold an undergraduate degree, but are not sure initially if they want to enroll in a degree seeking program.

Specific parameters for MSM Graduate Certificates include:

- A minimum of thirteen (13) semester hours of credit.
- The courses offered within a given Certificate will represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.
- The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

CERTIFICATE ADMISSION

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a bachelor's degree awarded from a regionally accredited college or university.
- Three years of management related experience (managing either people or projects, a management title is not required).
- Critical Analysis Essay and Leadership Statement (essays).
- Two letters of recommendation.
- Current Resume

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All thirteen (13) hours must be earned through Regis University.

MSM CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to the thirteen (13) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level course throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).

- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.

Total Certificate Requirements 13 SH

Executive Leadership 13 SH

This certificate is designed for students who choose to build a philosophy and skills for becoming effective leaders. It focuses on contemporary leadership theories, ethical leadership and future leadership roles.

MSM 601-Leadership: A Personal Context	3 SH
MSM 611-Organizational Leadership and Ethics	3 SH
MSM 671-Leadership for the Future	3 SH
MSM 691-Managing Diversity	3 SH
MSM 695G-Seminar in Leadership Management: Business Ethics	1 SH

Strategic Business Management 13 SH

This certificate is designed for students to develop skills in strategic management with a focus on developing leadership skills in managing project teams, process improvement plans and achieving customer satisfaction.

MSM 601-Leadership: A Personal Context	3 SH
MSM 631-Strategic Management and Financial Reports Analysis	3 SH
MSM 641-Leading Effective Teams	3 SH
MSM 651-Delivering Business Process Improvement	3 SH
MSM 695P-Leading in the E-Enterprise	1 SH

Strategic Human Resource Integration 13 SH

This certificate is designed for students to examine strategies for transforming organizational culture, architecture and leadership and to review the impact of the human resource functions on the total organization.

MSM 601-Leadership: A Personal Context	3 SH
MSM 611-Organizational Leadership and Ethics	3 SH
MSM 621-Organizational Change	3 SH
MSM 641-Leading Effective Teams	3 SH
MSM 695J-Seminar in Leadership Management: Human Resource Perspectives	1 SH

Executive International Management 13 SH

This certificate is designed to explore leadership and organizational changes associated with the international marketplace. The impact of diverse cultures on organizations and culturally appropriate strategies for success are explored.

MSM 601-Leadership: A Personal Context	3 SH
MSM 661- Leading in Changing Economies	3 SH
MSM 681-Leading in the International Organization	3 SH
MSM 691-Managing Diversity	3 SH
MSM 695G-Seminar in Leadership Management: Business Ethics	1 SH

Executive Project Management 17 SH

The Executive Project Management Certificate is designed to meet the needs of students who require project management, leadership, and people management skills. This certificate is designed for adults who wish to enhance their work-related knowledge and skills and to advance themselves educationally.

MSM 601- Leadership: A Personal Context	3 SH
MSM 641-Leading Effective Teams	3 SH
MSM 651-Business Process Improvement	3 SH
MSM 655-Leading Projects in Contemporary Organizations	3 SH
MSM 656-Project Monitoring and Delivery	3 SH
MSM 695N-Project Risk Analysis and Management	1 SH
MSM 695O-Project Cost and Schedule Management	1 SH

MASTER OF SCIENCE IN MANAGEMENT COURSE DESCRIPTIONS (MSM)

MSM 601. LEADERSHIP: A PERSONAL CONTEXT (3). Examines the relevance of human diversity within an organization building philosophies and skills to become effective leaders. Addresses personal development and diversity, individual change and basic change process theory. Introduces critical thinking, leadership theories and application, and paradigm shifts.

MSM 611. ORGANIZATIONAL LEADERSHIP AND ETHICS (3). Explores the history and development of management and leadership focusing on the impact of leadership on organizational culture. Analyzes leadership actions within an ethical framework and present-day ethical challenges for the leader and the organization. Students research and report on leadership philosophies, ethical dilemmas and organizational culture.

MSM 621. ORGANIZATIONAL CHANGE (3). Introduces the field of organizational development (OD). Examines the history, foundations, and supporting theories. Investigates Action Research and the role of the change agent. Organizational change concepts prepare the student to lead in an environment of discontinuous change. Develops strategies for transforming organizational culture, architecture and leadership.

MSM 631. STRATEGIC MANAGEMENT AND FINANCIAL REPORTS ANALYSIS (3). Identifies strategic management areas for organizations and evaluates these in terms of

changing environments. Develops skills in strategic planning, alignment of mission, vision, strategies, goals and objectives. Evaluates financial statements as part of a competitive analysis. Examines these processes in terms of future opportunities and the realities of strategic management. Prerequisite(s): MSM 601, MSM 611, and MSM 621.

MSM 641. LEADING EFFECTIVE TEAMS (3). Explores the definition and theories of developing effective teams. Utilizes a variety of tools for facilitating team growth, (i.e., process tools for decision making, planning, problem solving, virtual teams, etc.) Experiences various team development stages to assist in discovering strategies to manage conflict, promote collaboration and develop self-managed teams. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 651. DELIVERING BUSINESS PROCESS IMPROVEMENT (3). Explores what business process improvement and value leadership are, how to deliver ever-improving value to customers, how to improve process performance, and how to prepare for the changes occurring in today's global marketplace. Develops Business Process Improvement Plans to enhance the ability to identify, plan, evaluate and achieve business process improvements that anticipate, meet, and possibly exceed customers' expectations. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 655. LEADING PROJECTS IN CONTEMPORARY ORGANIZATIONS (3). Explores project management from a strategic management perspective, focusing on development of leadership skills in the management of project teams. Examines the roles of the manager and management team; project selection, organization, and planning process; communications and negotiations; and the tactical and strategic implications in a project environment. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 656. PROJECT MONITORING AND DELIVERY (3). Examines various interrelated functions impacting project deliveries and how functions contribute to the strategic success of the enterprise. Provides the advanced knowledge required to develop, analyze and change a project plan, determine risk and allocate the necessary resources to effectively manage and complete a project in a simulated environment. Prerequisite(s): MSM 601, MSM 611, MSM 621, MSM 655, MSM 695N and MSM 695O.

MSM 661. LEADING IN CHANGING ECONOMIES (3). Introduces basic microeconomic and macroeconomic concepts, and explores how economic events affect organizations. Focuses on the global economy and the role of business. Examines economic forces for effects on public policy. Students prepare an economic plan for a nation in its regional context, as well as an analysis of a macroeconomic/fiscal policy problem facing the United States. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 671. LEADERSHIP FOR THE FUTURE (3). Prepares students for the leadership challenges of generating, initiating, sustaining, redesigning, and rethinking future change initiatives. Examines systems thinking, trend identification and analysis, scenario building, and managing chaos and complexity.

Develops scenarios to expand ability to scan the horizon, think strategically beyond the known, and predict the impact of choices. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 681. LEADING IN THE INTERNATIONAL ORGANIZATION (3). Explores leadership and organizational changes associated with the shift from a domestic to an international marketplace. The risks and opportunities in this vastly expanded operating sphere create a new paradigms of business practices, organizational values, and leadership practices. Investigates and formulates business plans and culturally appropriate strategies and analytical competencies for success. Introduces the student to the ever-changing marketplace in the international arena. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 690. ACTION RESEARCH OVERVIEW (1). Provides an overview of the steps in the action research process and the rationale behind this approach to problem solving. Discusses and practices the skills and activities necessary for conducting an action research intervention in an organization. Emphasizes short term, incremental change processes, suitable for an MSM 692/694 final project. Prerequisite(s): MSM 601, MSM 611, and MSM 621.

MSM 691. MANAGING DIVERSITY (3). Develops an understanding and appreciation of the diverse cultures that contribute to organizations and communities. Explores the impact of cultural diversity on personal effectiveness from both a leadership and management perspective. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 692. APPLIED ACTION RESEARCH (3). Involves the study and application of behavioral science based action research methods and the design, implementation and evaluation of a leadership project. Completes an approved written proposal for an action project within an organization. Individual project proposals are approved by a faculty advisor and second faculty reader. Prerequisite(s): MSM 601, MSM 611, MSM 621 and MSM 690. Pass/No Pass grading only.

MSM 693. CONTEMPORARY LEADERSHIP RESEARCH (3). Involves extensive research of a topic applicable to leadership in contemporary organizations. Completes an approved written proposal for extensive research and practical application. Individual project proposals are to be approved by a faculty advisor and second faculty reader. Prerequisite(s): MSM 601, MSM 611 and MSM 621. Pass/No Pass grading only.

MSM 694. PROFESSIONAL LEADERSHIP PROJECT (3). Forms the capstone experience to the MSM Program. Students document in a professional paper the action research project or contemporary leadership research project and formally present the action research to a faculty committee for evaluation and feedback. Prerequisite(s): MSM 601, MSM 611, MSM 621, MSM 690, MSM 692 or MSM 693.

MSM 695E-W. SEMINAR IN LEADERSHIP AND MANAGEMENT (1-3). Focuses on contemporary literature in selected areas of interest to leaders and managers. Content varies by term, based on topic's relevant to current business conditions. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

TEACHER EDUCATION

The School for Professional Studies offers the following options through the Teacher Education Program:

- Undergraduate Degree
- Graduate Degree
- Colorado Teacher Licensure
- Wyoming Teacher Certification
- Nevada Teacher Licensure
- Additional endorsements
- Relicensure/recertification course work
- Academic Certificate in Educational Technology

Students who do not currently have a baccalaureate degree may complete the courses required for licensure/certification as part of their degree program. Students who have completed a baccalaureate degree may take additional courses required for licensure/certification. It is also possible for students who currently have a baccalaureate degree to combine the specific education courses with a Masters degree in Education (M.Ed.).

Those who are currently certified or licensed may take additional course work for relicensure/recertification or to add additional endorsements. Individuals who are certified in another state may also complete course work required for licensure in Colorado or Nevada and/or certification in Wyoming. The State Department of Education should be contacted prior to enrolling in courses for relicensure/recertification or licensure/certification for those transferring from another state.

INITIAL LICENSURE AND SECONDARY ENDORSEMENTS

The following licensure/certification options are available at the Undergraduate and Graduate levels:

- Early Childhood Education
- Elementary Education/Middle Childhood
- Middle School Education/Early Adolescent
- Secondary Education/Young Adults

The following secondary endorsement options are available at the Graduate level only:

- English as a Second Language (second endorsement only)
- Special Education-Moderate Needs
- Early Childhood Special Education

Learning Format

Course work in the Teacher Education program is completed through the guided independent study (GIS) format and accelerated classroom-based format. **Student teaching must be completed at a school in the state for which students are becoming licensed/certified.**

TEACHER EDUCATION PROGRAM CHARGES FOR THE 2002 - 2003 ACADEMIC YEAR

Undergraduate

Denver and Colorado Springs

Tuition, Classroom-based (per semester hour)	\$250
Tuition, Guided Independent Study (per semester hour)	\$280
Teacher Recertification Fee (per semester hour)	\$280
Application Fee (non-refundable)	\$50
Graduation Fee	\$60

Las Vegas, Nevada

Tuition, Classroom-based (per semester hour)	\$260
Tuition, Guided Independent Study (per semester hour)	\$283
Application Fee	\$75

Graduate

Tuition, Master of Education (per semester hour)	\$315
Tuition, Las Vegas	\$318
Application Fee	\$75

ADMISSION

Undergraduate

The Admissions Committee considers every candidate's qualifications for admission to the Teacher Education Program. Students may be accepted for Colorado/Nevada teacher licensure or Wyoming teacher certification.

For undergraduate admission requirements, students should refer to the Undergraduate Admission information in the School for Professional Studies section of the *Bulletin*. Additionally, Teacher Education applicants must meet these admissions requirements:

- Completed Undergraduate Application for Admission.
- Completed Teacher Education Program Addendum to Application.
- Non-refundable \$50 application fee (waived if previously paid to Regis).
- Minimum GPA of 2.500 from previously attended colleges/universities.
- Official Transcripts from all previously attended colleges/universities.
- Three (3) years full-time work experience after high school.
- Two (2) recommendation forms: One (1) confidential recommendation form; One (1) teacher observation form.

- Review and clearance from any felony/misdemeanor offense.
- Undergraduate students must have the following items on file prior to enrolling in Teacher Education courses:
 - Oath and Consent Form
 - Fingerprint Card*

* *Students can be fingerprinted at your local police or sheriff's departments (call for hours of operation and fees). Enclose the card with the application packet, along with a check for \$36 made out to the Colo. Dept. of Education, and mail to Regis University.*

Some regulations concerning licensing or certification are mandated by the Colorado, Nevada, and Wyoming Departments of Education. Regis University changes its requirements as necessary to meet state regulations.

Graduate

When all admission materials have been received, graduate faculty review each application for admission to the Master of Education (M.Ed.) degree program. Applicants are asked to pay strict attention to the application deadline for the academic term in which they wish to start. Applicants may apply for the M.Ed. Degree program with Colorado/Nevada teacher licensure or Wyoming teacher certification, or they may apply for the M.Ed. Program without licensure/certification. The following admission requirements must be met before the applicant's file will be reviewed by faculty:

- Completed Application for Admission.
- Completed Teacher Education Program Addendum to Application.
- \$75 Application Fee.
- Degree-bearing transcripts.
- Transcripts reflecting all prior course work.
- Admission essays (3 total).
- Current resume.
- Confidential Forms:
 - M.Ed. With licensure: One (1) Confidential Recommendation Form and one (1) Teacher Observation Form documenting students experience (prior to applying) in working with children of the appropriate age.
 - M.Ed. Without licensure: Two (2) Confidential Recommendation Forms.
- Teacher licensure only:
 - Oath and Consent Form.
 - Fingerprint Card*
 - Review and clearance from any felony/misdemeanor offense.

* *Students can be fingerprinted at local police or sheriff's department (call for hours of operation and fees). Enclose the card with the application packet, along with a check for \$36 made out to the Colorado Department of Education, and mail to Regis University.*

NOTE: *The State of Colorado requires that all candidates for teacher licensure pass a state designated content area exam prior to student teaching.*

ACADEMIC INFORMATION

TYPES OF CREDIT ACCEPTED

Prior Learning Assessment (PLA)

Teacher licensure students may be able to utilize the PLA assessment process to evaluate prior learning at the undergraduate level. Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association established for the purpose of fostering valid and reliable assessment of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. **No PLA credit is assessed at the graduate level.**

Credit by Exam

Teacher licensure students may be able to use DANTES and CLEP examinations to document credit for undergraduate level courses required for teacher licensure.

LICENSURE/CERTIFICATION REQUIREMENTS

1. Baccalaureate Degree plus Licensure:

- A minimum of forty-two (42) semester hours are required to complete a major and licensure/certification in an approved academic field, and a minimum of 128 semester hours for a baccalaureate degree.
- Thirty (30) semester hours must be upper division, eighteen (18) of which must be completed at Regis University.
- Thirty (30) semester hours must be completed at Regis University.

Liberal Arts Undergraduate Core:

- Forty-five (45) semester hours are required when combining a baccalaureate degree and licensure/certification.
- Licensure/certification only (Early Childhood or Elementary) requires at least twenty-nine (29) liberal arts credits in specific areas.

Professional Teaching Sequence:

- Twenty-five to forty-one (25-41) semester hours are required, depending upon the type of licensure/certification. Student teaching usually consists of ten (10) of these credits.

2. Licensure Only:

- Specific courses to meet state requirements in the content area.
- Twenty-five to forty-one (25 to 41) semester hours are required depending upon the type of licensure/certification. Student teaching usually consists of ten (10) of these hours.

ELIGIBILITY/RECOMMENDATION FOR LICENSURE/CERTIFICATION

After admission to the Teacher Education Program, students must successfully proceed through the program and meet all requirements for state licensure/certification, including:

1. Completion of 200 hours classroom work with students in the appropriate age group to be accomplished after admission to the Regis Teacher Education program and prior to student teaching. At Regis, this takes place throughout the Teacher Education Foundation and Professional Sequence.
2. A minimum grade of "B-" for all teacher education courses.
3. Successful completion of student teaching and other field work requirements to total 800 hours.
4. Continued evidence of effective communication skills, teacher competencies, characteristics, and professional dispositions.
5. Successful completion of baccalaureate requirements.
6. A minimum cumulative grade point average of 2.500.
7. Successful completion of all standardized exams as required by Colorado, Wyoming or Nevada Department of Education.
8. Successful completion of all required courses in the teacher education sequence, liberal arts and academic endorsement area.
9. Successful completion of Professional Teaching Portfolio, Colorado or Wyoming work sample content teaching field, and 45 Standard Element Tracking Record (for Colorado students only).

When students successfully complete these requirements, the Faculty Advisory Committee recommends students for state licensure/certification. This Committee reserves the right to withhold recommendation on the basis of deficiencies in any of the characteristics or professional dispositioning needed to become a successful teacher. Licensure/certification is granted by the applicable state. For Nevada requirements, contact a Teacher Education Advisor in Las Vegas.

Regis University provides assistance, but bears no responsibility, for student deficiencies or failure in complying with external regulation, rules or laws. It is the responsibility of students to apply for licensure through the Colorado Department of Education, certification through the Wyoming Professional Teacher Standards Board, or licensure through the Nevada Department of Education. Completions of the requirements for licensure/certification is noted on the Regis University Academic Transcript.

UNDERGRADUATE DEGREE OFFERINGS

In addition to the majors listed in the School for Professional Studies (SPS) Undergraduate section of this Bulletin, Teacher Education offers the following undergraduate majors:

English/Language Arts*
Elementary Education**
Mathematics*
Science*

* For specific degree requirements, students should contact the Teacher Education program.

** Bachelor of Arts in Elementary Education (Las Vegas campus only).

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

Total Degree Requirements 128 SH

SPS Undergraduate Core Studies Requirements (Nevada History or Constitution required) 45 SH

Foundational Course 21 SH

EDU 401-Computers in Education	3 SH
EDU 405-Foundations of Education	3 SH
EDU 408-Nevada School Law	3 SH
EDU 415-Cultural Diversity	3 SH
EDU 420-Exceptional Child: Special Education	3 SH
EDU 421-Exceptional Child: Gifted	3 SH
EDU 464-Educational Psychology	3 SH

Advanced Elementary Education Major Requirements 36 SH

EDU 410-Current Issues in Education	3 SH
EDU 425-Professionalism in Education	2 SH
EDU 440-Literacy	3 SH
EDU 445-Children's and Adolescent Literature	3 SH
EDU 450-Methods of Teaching Reading and Language Arts	6 SH
EDU 455-Methods of Teaching Science	3 SH
EDU 460-Methods of Teaching Social Studies	3 SH
EDU 465-Methods of Teaching Mathematics	3 SH
EDU 435A/B-Student Teaching	10 SH

General Electives 26 SH

Specific course may be required to meet Nevada State Requirements for Teacher Licensure.

GRADUATE DEGREE OFFERINGS**MASTER OF EDUCATION DEGREE (M.ED.)***Master in Education with Licensure**Foundation Courses 18-21 SH*

EDFD 600-Philosophical Foundations of Education	3 SH
EDFD 603-Multicultural and Ethical Perspectives in Education	3 SH
EDFD 610-Current and Interdisciplinary Perspectives in Education	3 SH
EDFD 620-The Exceptional Child in the Regular Classroom*	3 SH
EDFD 630-Theories of Human Development and Learning	3 SH
EDFD 642-Research Methods	3 SH
EDFD 643-Research Project	3 SH

* Required if student has not already completed.

*Endorsements 24-42 SH**Early Childhood*

EDEC 650-Organization and Assessment of Learning: Early Childhood	3 SH
EDEC 660-Early Childhood Methods I	2-6 SH
EDEC 661-Early Childhood Methods II	2-4 SH
EDEC 690-Student Teaching: Early Childhood	5-10 SH
EDEC 697-Professionalism in Education	1-2 SH
EDFD 641-Children's and Adolescent Literature	3 SH

Elementary Education

EDEL 650-Organization and Assessment of Learning: Elementary	2 SH
EDEL 660-Elementary Methods I	2-6 SH
EDEL 661-Elementary Methods II	2-4 SH
EDEL 690-Student Teaching: Elementary	5-10 SH
EDEL 697-Professionalism in Education	1-2 SH
EDFD 641-Children's and Adolescent Literature	3 SH

Middle School

EDMS 650-Organization and Assessment of Learning: Middle School	3 SH
EDMS 651-Reading and Language Arts for Middle School	3 SH
EDMS 662-669-Middle School Methods	3 SH
EDMS 690-Student Teaching: Middle School	5-10 SH

Secondary

EDSC 650-Organization and Assessment of Learning: Secondary	3 SH
EDSC 652-Reading and Writing in the Content Area	3 SH
EDSC 661-669-Secondary Methods	3 SH

EDSC 690-Student Teaching: Secondary 5-10 SH
EDSC 697-Professionalism in Education 1-2 SH

Fine Arts

EDFA 650-Organization and Assessment of Learning: Fine Arts 3 SH
EDFA 660-Elementary Methods in Art and 3 SH
EDFA 662-Secondary Methods in Art or 3 SH
EDFA 661-Elementary Methods in Music and 3 SH
EDFA 663-Secondary Methods in Music 3 SH
EDFA 690/691-Student Teaching 10 SH
EDFA 697-Professionalism in Education 1-2 SH

English as a Second Language

EDES 630-Linguistic Study of English and Its Classroom Implications 3 SH
EDES 631-First and Second Language Acquisition 3 SH
EDES 642-Reading and Writing in the Content Area 3 SH
EDES 650-Curriculum and Assessment Issues for Linguistically Different Students 3 SH
EDES 660-Instructional Strategies and Techniques for Teaching English as Second Language 3 SH
EDES 665-Skills and Strategies for Communication and Human Relations 3 SH
EDES 691-Practicum in English as a Second Language 3-5 SH
EDES 697-Professionalism in Education 1-2 SH

Early Childhood Special Education

EDSP 600- Introduction to the Young Special Needs Child for Special Education Teachers 3 SH
EDSP 630-Language Development and the Young Special Needs Child 3 SH
EDSP 631-Psychosocial Development of Young Special Needs Child 3 SH
EDSP 640-Emergent Literacy: Reading and Language Arts for the Young Special Needs Child 3 SH
EDSP 650-Educational Assessment of the Young Special Needs Child 3 SH
EDSP 659-Methods of Teaching Young Special Needs Child 3 SH
EDSP 665-Consultation and Collaboration Skills 3 SH
EDSP 690-Practicum in Early Childhood Special Education 4-8 SH
EDSP 697-Professionalism in Education 1-2 SH

Special Education/Moderate Needs

EDSP 632-Developmental Issues in Special Education 3 SH
EDSP 641-Literacy Needs for Students with Moderate Needs 3 SH
EDSP 651-Educational Assessment of the Special Needs Child 3 SH

EDSP 652-Methods of Teaching Reading and Writing 3 SH
EDSP 660-Curriculum and Methods for the Typical Elementary Classroom 3 SH
EDSP 661-Curriculum and Methods for the Typical Middle and Secondary Classroom 3 SH
EDSP 662-Methods and Classroom Management for Special Education: Elementary 3 SH
EDSP 663-Methods and Classroom Management for Special Education: Middle and Secondary 3 SH
EDSP 664-Behavioral Analysis and Intervention 3 SH
EDSP 665-Consultation and Collaboration Skills 3 SH
EDSP 691-Practicum in Special Education: Moderate Needs 4-8 SH
EDSP 697-Professionalism in Education 1-2 SH

*Master in Education Non-Licensure**Foundation Courses* 36 SH

EDFD 600-Philosophical Foundations of Education 3 SH
EDFD 603-Multicultural and Ethical Perspectives in Education 3 SH
EDFD 610-Current and Interdisciplinary Perspectives in Education 3 SH
EDFD 630-Theories of Human Development and Learning 3 SH

Eighteen (18) semester hours of individualized courses designed by the student in consultation with a faculty advisor.

EDFD 642-Research Methods 3 SH
EDFD 643-Research Project 3 SH

*MASTER OF EDUCATION (M.ED.)
(LAS VEGAS, NEVADA CAMPUS ONLY)**Foundational Courses* 21 SH

EDU 600-Philosophical Foundations of Education 3 SH
EDU 603-Multicultural and Ethical Issues in Education 3 SH
EDU 610-Current and Interdisciplinary Perspectives in Education 3 SH
EDU 620-Teaching the Exceptional Child in the Regular Classroom 3 SH
EDU 630-Theories of Human Growth and Development 3 SH
EDU 642-Research Methods 3 SH
EDU 643-Research Project 3 SH

*Endorsements**Elementary* 27 SH

EDU 625-Professionalism in Education 1 SH
EDU 635-Student Teaching: Elementary Education 8 SH
EDU 645-Methods of Teaching Children's Literature 3 SH
EDU 650-Methods of Teaching Reading and Language 3 SH

EDU 655-Methods of Teaching Health and Science	3 SH
EDU 660-Methods of Teaching Social Studies	6 SH
EDU 665-Methods of Teaching Math	3 SH

Secondary **18 SH**

EDU 625-Professionalism in Education	1 SH
EDU 636-Student Teaching: Secondary Education	8 SH
EDU 670-Organization and Assessment of Learning	3 SH
EDU 675-Reading and Writing in the Content Area	3 SH
EDU 680E-W-Methods of Teaching (Content Area)	3 SH

Special Education Generalist **30 SH**

EDU 625-Professionalism in Education	1 SH
EDU 632-Developmental Issues in Special Education	3 SH
EDU 637-Student Teaching: Special Needs	8 SH
EDU 641-Methods of Teaching Reading, Writing and Math	3 SH
EDU 651-Educational Assessment of the Student with Special Needs	3 SH
EDU 652-Reading Assessment and Intervention	3 SH
EDU 662-Methods and Classroom Management for Special Education	3 SH
EDU 663-Consultation and Collaborative Skills	3 SH
EDU 664-Behavioral Analysis and Intervention	3 SH

CERTIFICATE IN EDUCATIONAL TECHNOLOGY

ADMISSION

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited College or University.
- Two letters of recommendation.

GRADUATE ACADEMIC CERTIFICATE REQUIREMENTS

An academic certificate requires that students meet the following requirements in addition to the twelve (12) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).

- The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. Student signature on the Certificate Plan must occur before the completion of the first course.
- Graduate transfer credit is not accepted into the certificate program. All twelve (12) hours must be earned through Regis University.

Educational Technology **12 SH**

EDFD 601-Educational Technology: Theory and Application	3 SH
EDFD 612-Evaluation of Educational Technology	3 SH
EDFD 613-Teaching and Learning Use of the Internet	3 SH
EDFD 614-Integrating Technology in the Curriculum	3 SH

EDUCATION LICENSURE COURSE OFFERING KEY:

- (EDEC) Education: Early Childhood
- (EDEL) Education: Elementary
- (EDES) Education: English as a Second Language
- (EDFA) Education: Fine Arts
- (EDFD) Education: Foundation Courses
- (EDLS) Education: Leadership
- (EDMS) Education: Middle School
- (EDSC) Education: Secondary
- (EDSP) Education: Special Education
- (EDU) Education: Las Vegas

UNDERGRADUATE COURSE OFFERINGS

FOUNDATIONAL COURSES

EDFD 401. TECHNOLOGY FOR EDUCATORS (3). Emphasizes use of technology as an integral element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management and communication protocols from both student and teacher perspectives.

EDFD 402. THE CRAFT OF WRITING FOR EDUCATORS (3). Examines strategies for teaching student writing while also improving self writing skills. Addresses organization of thought, writing conventions, journal use, and a variety of styles and approaches.

EDFD 403. CULTURAL COMPETENCE IN EDUCATION (3). Investigates cultural diversity issues in education from historical, social, and philosophical perspectives. Explores implications for

classroom communication, curriculum, organization, and management. Emphasizes student attitudes and insights.

EDFD 405. PERSPECTIVES IN EDUCATION (3). Studies interaction of multiple educational viewpoints to enhance understanding and resolution of current issues in the educational community. Examines political, ethical, and legal perspectives in historical context. Studies teaching/learning models as they relate to these viewpoints. Reflective practice will be modeled and discussed as personal professional philosophies are developed and fine-tuned.

EDFD 411E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Student research, consulting, writing and product development are integral elements of every guided independent study.

EDFD 420. TEACHING THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Explores the interaction between education for exceptional students and regular education students. Examines teachers' roles regarding due process and parents' rights. Emphasizes analysis of use of special education personnel, development of classroom strategies and use of different delivery models.

EDFD 430. LIFESPAN DEVELOPMENT (3). Addresses human developmental stages from the perspectives of major theories of development-cognitive, learning, humanistic, and psychoanalytic. Cross listing: EDU 464 or PY 469.

EDFD 431. EDUCATIONAL PSYCHOLOGY (3). Addresses the impact of developmental psychology and learning theory in education. Examines current theories of educational psychological research and relates that information to teaching. Emphasizes learning styles, diversity, individual differences, and adaptations for students with special needs. Cross listing: PY 464 and EDU 464.

EDFD 440. LITERACY DEVELOPMENT (3). Investigates the process of literacy development among children. Examines how humans acquire language. Defines the reading process, emergent literacy, reading strategies, developing comprehension skills, and integrating approaches to reading and writing instruction.

EDFD 441. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of literature in instruction. Cross Listing: EDU 445.

EDFD 442. READING IN CONTENT AREA (3). Provides middle school and secondary teacher education students knowledge of the reading and writing process, strategies for integrating and improving content reading and research on reading and writing instruction.

EDFD 445. MATH FOR EDUCATORS (3). Explores the discipline of mathematics and its interdisciplinary connections.

Emphasizes the development of mathematically powerful students who understand a broad array of mathematical concepts and who develop and deliver a challenging and engaging mathematical curriculum. Discusses National Council of Teachers of Mathematics (NCTM) Standards as they relate to meeting state and district standards.

EDFD 449. INFLUENCES IN EARLY CHILDHOOD (3). Explores strategies and resources for studying early childhood education including family systems, community networks, and support services, as well as issues of cultural diversity and cultural norms. Examines the interaction among individuals who make up the community and the roles teachers play within the community. Addresses major historical and current issues facing young children and families.

PROFESSIONAL SEQUENCE

EDEC/EDEL/EDFA/EDMS/EDSC 450. ORGANIZATION AND ASSESSMENT OF LEARNING (3). Offers methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes students with both standardized and informal methods of assessments for the classroom. Contains a practicum component.

EDEC/EDEL/EDFA/EDMS/EDSC 490 AND EDFA 491. STUDENT TEACHING (10). Requires work in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Student attends appropriate in-services or faculty meetings and become a part of the school community.

EDEC/EDEL/EDMS/EDSC 497. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares for final paperwork for the state credential. NOTE: This course is the supporting seminar for student teachers. It is taken concurrently with EDEC/EDEL/EDMS/EDSC 490.

EDFA 497. PROFESSIONALISM IN EDUCATION (2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares for final paperwork for the state credential. NOTE: This course is the supporting seminar for student teachers. It is taken concurrently with EDFA 491.

Early Childhood (EDEC)

EDEC/EDEL/EDFA METHODS COURSES 460-464. Includes observing, helping, preparing and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEC 460. EARLY CHILDHOOD METHODS I-PRIMARY (3). Includes the theories of teaching emergent literacy, reading, language arts, social studies, and expressive arts.

EDEC 461. EARLY CHILDHOOD METHODS II - PRIMARY (3). Includes the theory of teaching math, science, health, physical education and nutrition.

EDEC 463. EARLY CHILDHOOD METHODS I - INFANT / TODDLER (1-6). Includes the theories of teaching emergent literacy, reading, language, arts, social studies, and expressive arts.

EDEC 464. EARLY CHILDHOOD METHODS II - INFANT/ TODDLER (2). Includes the theory of teaching math, science, health, and physical education and nutrition.

Elementary (EDEL)

EDEL 460. ELEMENTARY METHODS I (3-6). Includes the theories of teaching reading, language arts, social studies, and expressive arts.

EDEL 461. ELEMENTARY METHODS II (3-6). Includes the theory of teaching math, science, health, and physical education.

Fine Arts (EDFA)

EDFA 460. SECONDARY METHODS IN ART (4). Includes the theories of teaching art.

EDFA 461. SECONDARY METHODS IN MUSIC (2). Studies the theories of teaching music.

Middle School (EDMS)

EDMS 462-469. MIDDLE SCHOOL METHODS (3). Familiarizes student with new and traditional methods of teaching such as lecturing, individualization, cooperative grouping, Socratic seminars and journaling. Requires a practicum component.

EDMS 462. MIDDLE SCHOOL METHODS IN DRAMA (3). Includes methods and strategies for teaching drama. Examines the curriculum and standards for drama as well as for lesson planning.

EDMS 463. MIDDLE SCHOOL METHODS IN ENGLISH (3). Includes methods and strategies for teaching English. Examines the curriculum and standards for English as well as for lesson planning.

EDMS 465. MIDDLE SCHOOL METHODS IN FOREIGN LANGUAGE (3). Provides methods and strategies for teaching a foreign language. Examines the curriculum and standards for a foreign language as well as for lesson planning.

EDMS 466. MIDDLE SCHOOL METHODS IN MATH (3). Includes the curriculum and methods of teaching middle school mathematics. Reviews daily/unit lesson design and requires research and analysis of new theories in the field of mathematics.

EDMS 467. MIDDLE SCHOOL METHODS IN SCIENCE (3). Offers methods and strategies for teaching science. Examines the curriculum and standards for science as well as for lesson planning.

EDMS 468. MIDDLE SCHOOL METHODS IN SOCIAL STUDIES (3). Offers methods and strategies for teaching social studies. Examines the curriculum and standards for social studies as well as for lesson planning.

EDMS 469. MIDDLE SCHOOL METHODS IN SPEECH (3). Includes methods and strategies for teaching speech. Examines the curriculum and standards for speech as well as for lesson planning.

Secondary (EDSC)

EDSC 461-469. SECONDARY METHODS (3). Familiarizes student with new and traditional methods of teaching. Examines methods such as lecturing, individualization, cooperative grouping, Socratic seminars and journaling. Examines the curriculum and standards for topic as well as for lesson planning. Each course contains a practicum component.

EDSC 461. SECONDARY METHODS IN BUSINESS (3). Includes the curriculum and methods of teaching secondary business.

EDSC 462. SECONDARY METHODS IN DRAMA (3). Includes methods and strategies for teaching drama.

EDSC 463. SECONDARY METHODS IN ENGLISH (3). Includes methods and strategies for teaching English.

EDSC 465. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Includes methods and strategies for teaching a foreign language.

EDSC 466. SECONDARY METHODS IN MATH (3). Includes the curriculum and methods of teaching secondary mathematics. Reviews daily/unit lesson design and requires research and analysis of new theories in the field of mathematics.

EDSC 467. SECONDARY METHODS IN SCIENCE (3). Includes methods and strategies for teaching science.

EDSC 468. SECONDARY METHODS IN SOCIAL STUDIES (3). Includes methods and strategies for teaching social studies.

EDSC 469. SECONDARY METHODS IN SPEECH (3). Includes methods and strategies for teaching speech.

EDUCATION (EDU)

[Las Vegas, Nevada Courses]

EDU 401. COMPUTERS IN EDUCATION (3). Emphasizes technology as an integrated element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management and communication protocols.

EDU 405. FOUNDATIONS OF EDUCATION (3). Develops a personal and professional philosophy of education. Surveys the context of American educational history, beliefs, values and ideologies. Explores multiculturalism, educational philosophy, social problems in schools, curriculum, school reform, teacher and classroom excellence, and how education transmits and renews American culture. Issues of licensure, ethics, technology and professionalism will also be addressed in this comprehensive course.

EDU 408. NEVADA SCHOOL LAW (3). Focuses on legal rights, roles and responsibilities of educators in Nevada, emphasizing obligations to students, administrators, school boards and public. Examines issues of school management, organization, finance, child abuse and neglect and violence in schools from the perspective of Nevada School Law.

EDU 410. CURRENT ISSUES IN EDUCATION (3). Addresses current issues in education, including ethical issues in the teaching profession, legal issues affecting teachers and students, and issues of diversity in the classroom. Explores the organization of traditional and alternative schools and current trends in education.

EDU 413E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Requires research, consulting, writing, and product development.

EDU 415. CULTURAL DIVERSITY (3). Investigates cultural diversity issues in education from historical, social and philosophical perspectives. Explores implications for classroom communication, curriculum, organization and management. Emphasizes attitudes and insights.

EDU 420. EXCEPTIONAL CHILD: SPECIAL EDUCATION (3). Explores the interaction between special education and regular education students. Emphasizes the different characteristics of students with disabilities and a variety of strategies to use within the classroom. Examines and discusses the different laws involved, the legalities of due process, and parent rights. Introduces paperwork and appropriate steps involved in the special education process.

EDU 421. EXCEPTIONAL CHILD: GIFTED (3). Focuses on the philosophy and methodology of meeting the needs of the gifted learner. Studies characteristics, identification, and assessment of gifted students. Addresses appropriate teaching strategies and settings.

EDU 425. PROFESSIONALISM IN EDUCATION (2). Provides an active forum for discussing the student teaching situation and the transition from student teacher to professional teacher. Evaluates methods and techniques of teaching, classroom management, and communication with students, parents, and school personnel. Reviews legal and ethical issues in school. Prepares student for interviews and the job market. Prepares for being a licensed professional teacher.

EDU 435A/B. STUDENT TEACHING (10). Requires observing, assisting, planning, evaluating, conferring, and teaching under the supervision of a certified teacher and a Regis University supervisor. The student spends a minimum of 400 hours in the school fulfilling duties as a teacher in the area of endorsement consistent with that sought by the student teacher.

EDU 440. LITERACY (3). Investigates the process of literacy acquisition among young children. Provides an understanding of how humans acquire language and their personal reading and writing process. Includes defining the reading process, emergent literacy, reading strategies, developing comprehension skills, and integrating approaches to reading and writing instruction.

EDU 445. CHILDREN'S AND ADOLESCENT LITERATURE (3). Examines the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of literature in instruction. Cross Listing: EDFD 441.

EDU 450. METHODS OF TEACHING READING AND LANGUAGE ARTS (6). Addresses the art and science of teaching elementary reading and language arts. Provides knowledge of the organization of schools and classrooms and ability to assess learning through standards, scope and sequence, lesson plans, classroom management, discipline policies, and assessment. Explores processes used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of sixty (60) hours in the classroom working directly with children. The student writes a unit plan in reading and language arts and teaches a lesson plan in each area.

EDU 455. METHODS OF TEACHING SCIENCE (3). Addresses the art and science of teaching elementary science and health. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in science and health and teaches a lesson plan in each area. Additionally, the student submits a video of him/herself teaching a lesson to a faculty advisor.

EDU 460. METHODS OF TEACHING SOCIAL STUDIES (3).

Addresses the art and science of teaching elementary social science/studies. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing a classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in social science/studies and teaches a lesson plan in each area.

EDU 464. EDUCATIONAL PSYCHOLOGY (3).

Examines the theory of developmental psychology and learning theory and their impact on education. Reviews current theories of educational psychological research and relates that information to teaching. Explores the following areas: learning styles, diversity, individual differences, and adaptations for students with special needs. Cross listing: EDFD 431 and PY 464.

EDU 465. METHODS OF TEACHING MATHEMATICS (3).

Addresses the art and science of teaching elementary mathematics. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a minimum of thirty (30) hours in the classroom working directly with children. The student writes a unit plan in mathematics and teaches a lesson plan in each area.

EDU 470. METHODS OF ORGANIZATION AND ASSESSMENT OF LEARNING (3).

Studies the organization of schools and classrooms. Provides knowledge of the processes used by districts, schools and classroom teachers to implement and assess learning through standards, scope and sequence, lesson plans, classroom management, discipline policies, and assessment. Requires a minimum of forty (40) hours in the secondary classroom observing and assessing the various processes.

EDU 475. METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREA (3).

Introduces general information about the reading process and the methodologies used in the teaching of reading. Focuses on the concept of content reading or how teachers teach their students to effectively learn from expository text. Explores some newer theories in content reading, as well as those proven to be effective. Requires a minimum of twenty (20) hours in the classroom developing and teaching reading in the content area.

EDU 480E-W. METHODS OF TEACHING: SECONDARY CONTENT AREA (3).

Addresses the art and science of teaching secondary content area. Provides knowledge of the process used by successful classroom teachers in: choosing curriculum design, planning, using a variety of methodologies, managing classroom, creating discipline, determining assessment, grading, addressing learning styles and accommodating exceptionalities and diversity. Requires a

minimum of forty (40) hours in the classroom working directly with children. The student submits a video of him/herself teaching a lesson to a faculty advisor.

GRADUATE COURSE OFFERINGS

FOUNDATIONAL COURSES

EDFD 500. ESSENTIALS FOR GRADUATE LEVEL WRITING (3).

Develops writing proficiencies for producing credible written documents at the graduate level. Through frequent writing exercises with course consultant feedback, students learn to recognize common grammatical errors and to demonstrate precision, clarity, coherence and unity in writing. Students master the elements of academic writing, including presentation, expression, economy, precision, and documentation, and culminate this knowledge into a written graduate-level document. Cross listing: MLS 500.

EDFD 600. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3).

Traces the history of the development of educational theory. Investigates leading contemporary and classical philosophical perspectives and implications towards practical educational goals. Analyzes educational values and practices and strategies for educational change. Cross listing: MLS 654E.

EDFD 601. EDUCATIONAL TECHNOLOGY: THEORY AND APPLICATION (3).

Emphasizes use of technology as an integral element in curriculum and instruction development, classroom research, literary expression and product development. Examines issues of appropriate usage, equipment management, and communication protocols from both student and teacher.

EDFD 603. MULTICULTURAL AND ETHICAL PERSPECTIVES IN EDUCATION (3).

Examines the broad range of cultural competence focusing on implications in education, including ethnicity, socioeconomic level and gender. Explores ethical issues in education and invites students to develop a personal ethical stance regarding education practice. Cross listing: MLS 654H.

EDFD 609. INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3).

Emphasizes the use of technology as an integral element in curriculum and instruction development, classroom research, literary expression and project development. Examines issues of appropriate usage, equipment management, and communication protocols from both student and teacher.

EDFD 610. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3).

Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current issues, research and implications for learning. Cross listing: MLS 654F.

EDFD 611E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Examines student research, consulting, writing and product development as integral elements of every guided independent study.

EDFD 612. EVALUATION OF EDUCATIONAL SOFTWARE (3). Provides and in-depth examination of software design and its appropriateness for classroom instruction. Explores, compares, and evaluates different types of software. Students design an educational module using educational software. NOTE: Must have access to an IBM-compatible or Macintosh computer and skills in basic microcomputer operations are required.

EDFD 613. TEACHING AND LEARNING USES OF THE INTERNET (3). Investigates and assesses topics such as: PC as a resource tool, search strategies, copyright issues, bookmarks, educational resources, student access, and basics of building a website. Students conduct searches relevant to their interests/subject areas to create a usable reference list. Students will identify an Internet resources and utilize, evaluate and decide if it can be the basis of a teaching module.

EDFD 614. INTEGRATING TECHNOLOGY INTO THE CURRICULUM (3). Creates and assesses educational projects by using various software packages. Students create two types of lesson modules, one that uses technology to present lesson content to students, and one that uses technology to present information to the instructor/facilitator and others. NOTE: Must have the ability to evaluate and maintain a variety of hardware and software (e.g., HyperCard, PageMaker, PowerPoint, PhotoShop).

EDFD 620. THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Examines those students with special needs including the gifted and talented and how to educate them in the regular classroom. Instructs how to identify various exceptionalities, legal standards, and modification and adaptations for learning.

EDFD 630. THEORIES OF HUMAN DEVELOPMENT AND LEARNING (3). Studies theories and principles of human development and learning, emphasizing applications to teaching and practices in educational settings. Considers normal development and its conditions. Includes a systematic study of lifespan development. Emphasizes each specific level of teaching. Cross listing: MLS 654G.

EDFD 641. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of early childhood, children's and adolescent literature in instruction.

EDFD 642. RESEARCH METHODS (3). Provides an opportunity to examine the purposes of research, the methods and designs of quantitative and/or qualitative research, and the processes involved in research studies. Emphasizes the

development of skills in evaluating published research and formulating research problems. Culminates in the preparation of a research proposal.

EDFD 643. RESEARCH PROJECT (3). Provides the opportunity to execute the research proposal prepared in EDFD 642. Emphasizes quality research at the graduate level. Includes projects that are field based and have a practical component. Evaluates work based upon the University outcomes and graduate level requirements.

PROFESSIONAL SEQUENCE

Early Childhood (EDEC)

EDEC 650. ORGANIZATION AND ASSESSMENT OF LEARNING: EARLY CHILDHOOD (2). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDEC 660. EARLY CHILDHOOD METHODS I (2-6). Studies the theories of teaching emergent literacy, reading, language arts, social studies, and expressive arts. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEC 661. EARLY CHILDHOOD METHODS II (2-4). Studies the theories of teaching math, science, health, and physical education and nutrition. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEC 690. STUDENT TEACHING: EARLY CHILDHOOD (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDEC 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDEC 690.

Elementary (EDEL)

EDEL 650. ORGANIZATION AND ASSESSMENT OF LEARNING: ELEMENTARY (2). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDEL 660. ELEMENTARY METHODS I (2-6). Studies the theories of teaching reading, language arts, social studies, and expressive arts. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEL 661. ELEMENTARY METHODS II (2-4). Studies the theories of teaching math, science, health, and physical education. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEL 690. STUDENT TEACHING: ELEMENTARY (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDEL 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDEL 690.

Education: Leadership (EDLS)

EDLS 670. INTRODUCTION TO EDUCATIONAL LEADERSHIP (3). Emphasizes the different styles and strategies of Leadership. Includes theories of leadership, the change process, setting a mission, leading different generations, working with different age groups, communications, planning and running meetings, and dealing with conflict. Prerequisite(s): Graduate standing.

EDLS 671. INSTRUCTIONAL STRATEGIES (3). Explores a variety of instructional strategies such as basic teaching model, direct instruction, differentiated instruction, cooperative learning, balanced literacy, readers/writers' workshop, guided reading, assessment and management systems. Prerequisite(S): EDLS 670, EDFD 630 and Graduate standing.

EDLS 685. PEER MENTORING AND SUPPORT (3). Examines strategies for observing, feedback and support, and enhancing growth for teachers and classified staff in educational settings. Includes phraseology, stages of group processes, skills of observing, how to deal with a variety of people, the practical elements of working with individuals who are in diverse stages of growth. Develops skills for communicating in groups in an electronic environment. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing.

EDLS 698E-W. INTERNSHIP IN CURRICULUM, INSTRUCTION, AND ASSESSMENT (3-6). Provides on-site experience and direct practice in the everyday issues of the central office educator. Prerequisite(s): EDLS 670, EDLS 671, EDFD 630 and Graduate standing.

English as a Second Language (EDES)

EDES 630. LINGUISTIC STUDY OF ENGLISH AND ITS CLASSROOM IMPLICATIONS (3). Provides an understanding of language as a structural system. Emphasizes sound patterns, word formation, meaning, and sentence structure, as well as exploring the use of linguistic error analysis and the use of linguistic skills for classroom problem solving.

EDES 631. FIRST AND SECOND LANGUAGE ACQUISITION (3). Provides an understanding of principles of language acquisition. Focuses on both the theory and practice of language acquisition. Explores the contributions of such fields as linguistics, psycholinguistics, sociology, psychology and anthropology on the area of language learning.

EDES 642. READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the secondary level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers.

EDES 650. CURRICULUM AND ASSESSMENT ISSUES FOR LINGUISTICALLY DIFFERENT STUDENTS (3). Constructs and evaluates curriculum materials. Analyses assessment and evaluation processes. Emphasizes development of curricula based on utilization of knowledge of language development, community influences, and culture.

EDES 660. INSTRUCTIONAL STRATEGIES AND TECHNIQUES FOR TEACHING ENGLISH AS A SECOND LANGUAGE (3). Develops the use of a variety of teaching methods for second language acquisition. Examines the contributions of psychology and linguistics as they relate to the whole learning process. Demonstrates teaching strategies and ability to diagnose, prescribe, and evaluate student progress based on individual student needs. Requires a practicum component.

EDES 665. SKILLS AND STRATEGIES FOR COMMUNICATION AND HUMAN RELATIONS (3). Focuses on the communication skills that are critical to fostering positive relationships among students, teachers, parents, and the community in second language settings. Emphasizes developing small group and interpersonal skills that will enhance cooperation, facilitate student development and provide social support.

EDES 691. PRACTICUM IN ENGLISH AS A SECOND LANGUAGE (3-5). Student works in a classroom full time (200-400 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. The student observes, develops lessons, assesses learning, and teaches large and small groups as well as individualizes lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDES 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDES 691.

Fine Arts (EDFA)

EDFA 650. ORGANIZATION AND ASSESSMENT OF LEARNING: FINE ARTS (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDFA 660. ELEMENTARY METHODS IN ART (3). Studies the theories of teaching art. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 661. ELEMENTARY METHODS IN MUSIC (3). Studies the theories of teaching music. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 662. SECONDARY METHODS IN ART (3). Studies the theories of teaching art. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 663. SECONDARY METHODS IN MUSIC (3). Studies the theories of teaching music. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDFA 690. STUDENT TEACHING: ART (10). Requires working in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDFA 691. STUDENT TEACHING: MUSIC (10). Requires working in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDFA 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDFA 690 or EDFA 691.

Middle School (EDMS)

EDMS 650. ORGANIZATION AND ASSESSMENT OF LEARNING: MIDDLE SCHOOL (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDMS 651. READING AND LANGUAGE ARTS FOR MIDDLE SCHOOL (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the middle school level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers.

EDMS 662. MIDDLE SCHOOL METHODS IN DRAMA (3). Studies methods and strategies for teaching drama. Familiarizes student with new and traditional methods of teaching drama. Examines the curriculum and standards for drama as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 663. MIDDLE SCHOOL METHODS IN ENGLISH (3). Studies methods and strategies for teaching English. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for English as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 665. MIDDLE SCHOOL METHODS IN FOREIGN LANGUAGE (3). Studies methods and strategies for teaching a foreign language. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for a foreign language as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 666. MIDDLE SCHOOL METHODS IN MATH (3). Studies the curriculum and methods of teaching middle school mathematics. Instructs how to design lessons, both daily and unit, and have experience teaching them in the classroom. Provides opportunity for researching and analyzing new theories in the field of mathematics. Contains a practicum component.

EDMS 667. MIDDLE SCHOOL METHODS IN SCIENCE (3). Studies methods and strategies for teaching science. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for science as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 668. MIDDLE SCHOOL METHODS IN SOCIAL STUDIES (3). Studies methods and strategies for teaching social studies. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for social studies as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 669. MIDDLE SCHOOL METHODS IN SPEECH (3). Studies methods and strategies for teaching speech. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for speech as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDMS 690. STUDENT TEACHING: MIDDLE SCHOOL (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDMS 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDMS 690.

Secondary (EDSC)

EDSC 650. ORGANIZATION AND ASSESSMENT OF LEARNING: SECONDARY (3). Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessment for the classroom. Contains a practicum component.

EDSC 652. READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the secondary level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers.

EDSC 661. SECONDARY METHODS IN BUSINESS (3). Studies the curriculum and methods of teaching secondary business. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Requires student to be responsible for researching and analyzing new theories in the field of business and vocational education. Contains a practicum component.

EDSC 662. SECONDARY METHODS IN DRAMA (3). Studies methods and strategies for teaching drama. Familiarizes student with new and traditional methods of teaching drama. Examines the curriculum and standards for drama as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 663. SECONDARY METHODS IN ENGLISH (3). Studies methods and strategies for teaching English. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for English as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 665. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Studies methods and strategies for teaching a foreign language. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for a foreign language as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 666. SECONDARY METHODS IN MATH (3). Studies the curriculum and methods of teaching secondary mathematics. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Includes researching and analyzing new theories in the field of mathematics. Contains a practicum component.

EDSC 667. SECONDARY METHODS IN SCIENCE (3). Studies methods and strategies for teaching science. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for science as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 668. SECONDARY METHODS IN SOCIAL STUDIES (3). Studies methods and strategies for teaching social studies. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for social studies as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 669. SECONDARY METHODS IN SPEECH (3). Studies methods and strategies for teaching speech. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for speech as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 690. STUDENT TEACHING: SECONDARY (5-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSC 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDSC 690.

Special Education (EDSP)

EDSP 600. INTRODUCTION TO THE YOUNG SPECIAL NEEDS CHILD FOR SPECIAL EDUCATION TEACHERS (3). Studies characteristics and diversity of needs in young children with special needs. Focuses on procedures for diagnosis, referrals, and educational adjustments for these students. Includes issues about auxiliary services and parent interventions.

EDSP 630. LANGUAGE DEVELOPMENT AND THE YOUNG SPECIAL NEEDS CHILD (3). Studies initiation and onset of spoken language, the development of verbal and nonverbal communicative skills as well as the receptive and expressive needs of young children with special needs. Focuses on developmentally appropriate approaches. Contains a practicum component.

EDSP 631. PSYCHOSOCIAL DEVELOPMENT OF YOUNG SPECIAL NEEDS CHILD (3). Applies educational concepts to the physical, cognitive, affective, social, and language development of young children with special needs. Emphasizes maturational, environmental, and hereditary aspects affecting learning and development.

EDSP 632. DEVELOPMENTAL ISSUES IN SPECIAL EDUCATION (3). Focuses on speech, language, social and other developmental issues of students with moderate needs. Studies variations from normal development. Explores perspectives of learning and development and the effects of maturation, environment and heredity on physical, cognitive, social, and affective development.

EDSP 640. EMERGENT LITERACY: READING AND LANGUAGE ARTS FOR THE YOUNG SPECIAL NEEDS CHILD (3). Studies the normal acquisition and development of reading and writing among young children. Includes an emphasis on developmentally appropriate strategies for instructing children in literacy. Contains a practicum component.

EDSP 641. LITERACY NEEDS FOR STUDENTS WITH MODERATE NEEDS (3). Focuses on learning a variety of methods and curricula currently used for teaching reading and language arts (literacy) to students with moderate needs. Emphasizes different teaching methods, instructional and assessment strategies, and types of materials that are effective with special needs populations. Requires a practicum component.

EDSP 650. EDUCATIONAL ASSESSMENT OF THE YOUNG SPECIAL NEEDS CHILD (3). Studies assessment tools and techniques for young children with special needs. Focuses on the process of assessment, intervention, and evaluation. Emphasizes interpretation and application of assessment results through development of appropriate educational programs for individual children. Contains a practicum component.

EDSP 651. EDUCATIONAL ASSESSMENT OF THE SPECIAL NEEDS CHILD (3). Provides a knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Contains a practicum component.

EDSP 652. METHODS OF TEACHING READING AND WRITING (3). Provides students with an understanding of the variety of methods for teaching reading and language arts in the regular classroom. Emphasizes current methodologies. Requires a practicum component.

EDSP 659. METHODS OF TEACHING THE YOUNG SPECIAL NEEDS CHILD (3). Studies strategies, methods, and curricula for teaching young children with special needs. Emphasizes developmental approaches, which are age appropriate. Contains a practicum component.

EDSP 660. CURRICULUM AND METHODS FOR THE TYPICAL ELEMENTARY CLASSROOM (3). Provides an overview of curriculum, teaching methods, and classroom management in the regular classroom at the elementary level. Contains a practicum component.

EDSP 661. CURRICULUM AND METHODS FOR THE TYPICAL MIDDLE AND SECONDARY CLASSROOM (3). Provides an overview of the curriculum, teaching methods, and classroom management in the regular classroom at the middle and secondary level. Contains a field experience.

EDSP 662. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION: ELEMENTARY (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with moderate needs at the elementary level. Studies procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of the theory as well as practicum experience.

EDSP 663. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION: MIDDLE AND SECONDARY (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with moderate needs at the middle and secondary level. Studies procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of the theory as well as practicum experience.

EDSP 664. BEHAVIORAL ANALYSIS AND INTERVENTION (3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Focuses on students with moderate needs. Requires a practicum component.

EDSP 665. CONSULTATION AND COLLABORATION SKILLS (3). Emphasizes developing competency in the collaborative and consultative skills necessary for effective relationships among special educators, parents, and auxiliary professionals.

EDSP 690. PRACTICUM IN SPECIAL EDUCATION: EARLY CHILDHOOD (4-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSP 691. PRACTICUM IN SPECIAL EDUCATION: MODERATE NEEDS (4-10). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSP 697. PROFESSIONALISM IN EDUCATION (1-2). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to the first year teachers. Prepares for final paperwork for the state credential. This course is the supporting seminar for student teachers. It is taken concurrently with EDSP 690 or EDSP 691.

EDUCATION (EDU) [Las Vegas, Nevada Courses]

EDU 600. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of education theory. Investigates leading contemporary and classical philosophical perspectives and implications of those perspectives towards practical educational goals. Analyzes educational values and practices and strategies for educational change.

EDU 603. MULTICULTURAL AND ETHICAL ISSUES IN EDUCATION (3). Examines the broad range of cultural diversity in our society. Focuses on implications in education including ethnicity, socioeconomic level and gender. Emphasizes concepts, resources, and strategies needed in a multicultural, pluralistic environment. Focuses on respecting diversity and meeting the educational needs of all learners. Examines ethical issues in education and invites students to develop a personal ethical stance regarding educational practices.

EDU 610. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current and legal issues, research and the implications for learning. Emphasizes current federal and state laws for education.

EDU 611E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education in a focused manner under the guidance of a course consultant. Requires student research, consulting, writing and product development.

EDU 620. TEACHING THE EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Studies those students with special needs including learning disabilities, physical, mental, and emotional disabilities as well as gifted and talented. Explores how to identify these exceptionalities and how to educate all children. Examines the referral process, federal and state legal standards, modifications and adaptations for learning.

EDU 625. PROFESSIONALISM IN EDUCATION (1). Studies classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers. Prepares final paperwork for the state credentials. NOTE: Supporting seminar for student teachers; it is taken concurrently with student teaching. Pass/No Pass grading only.

EDU 630. THEORIES OF HUMAN GROWTH AND DEVELOPMENT (3). Studies the theories and principles of human development with emphasis on their applications to teaching and practices in educational settings. Considers normal development and the conditions affecting normal development. Systematically studies the theories of child and adolescent growth and development. Emphasizes learning in the student's specific level of teaching.

EDU 632. DEVELOPMENTAL ISSUES IN SPECIAL EDUCATION (3). Focuses on speech, language, social, physical and other developmental issues of students with special needs. Studies variations from normal development. Explores perspectives of learning and development and the effects of maturation, environment and heredity on physical, cognitive, social, and affective development.

EDU 635. STUDENT TEACHING: ELEMENTARY EDUCATION (5-10). Requires student to work in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in an elementary school. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and becomes a part of the school community.

EDU 636. STUDENT TEACHING: SECONDARY EDUCATION (5-10). Requires student to work in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in the field of study. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and become a part of the school community.

EDU 637. STUDENT TEACHING: SPECIAL EDUCATION (5-10). Requires student to teach in a classroom full time (300-400 student contact hours) under the supervision of a credentialed teacher in the field of study. Provides the opportunity for the student to observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. Attends appropriate in-service or faculty meetings and become a part of the school community.

EDU 641. METHODS OF TEACHING READING, WRITING AND MATH (3). Individually provides students with an understanding of the variety of methods for teaching reading, language arts, and math. Emphasizes current methodologies and process learning. Requires a practicum component.

EDU 642. RESEARCH METHODS (3). Provides an opportunity to examine the purpose of research, the methods and designs of quantitative and/or qualitative research, and the

processes involved in research studies. Emphasizes the development of skills in evaluating published research and formulating research problems. Culminates in the preparation of a research proposal.

EDU 643. RESEARCH PROJECT (3). Provides the opportunity to execute the research proposal prepared in EDU 642-Research Methods. Emphasizes quality research at the graduate level. Includes projects that are field based and have practical component. Evaluates work based on the University outcomes and graduate level requirements.

EDU 645. METHODS OF TEACHING CHILDREN'S LITERATURE (3). Examines children's and adolescent literature through various sources. Familiarizes student with many different types and styles of writing as well as award winning books. Provides knowledge of how to integrate and use literature into various disciplines.

EDU 650. METHODS OF TEACHING READING AND LANGUAGE ARTS (6). Student studies the theories of teaching reading and language arts and becomes familiar with several methodologies. Includes observing, helping, preparing, and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 651. EDUCATIONAL ASSESSMENT OF THE STUDENT WITH SPECIAL NEEDS (3). Provides a knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluations. Contains a practicum component.

EDU 652. READING ASSESSMENT AND INTERVENTION (3). Focuses on learning a variety of methods and curricula currently used for teaching reading and language arts (literacy) to students with special needs. Emphasizes different teaching methods, instructional and assessment strategies, and types of materials that are effective with populations with special needs. Requires a practicum component.

EDU 655. METHODS OF TEACHING HEALTH AND SCIENCE (3). Studies the theories of teaching health and science. Includes observing, helping, preparing and teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 660. METHODS OF TEACHING SOCIAL STUDIES (3). Studies the theories of teaching social studies. Includes observing, teaching lessons as well as assessing learning. Provides the opportunity to work with students individually, in small groups, and the whole classroom. Focuses on classroom management. Requires a practicum component.

EDU 662. METHODS AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATION (3). Emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with special needs. Examines procedures for specialization, modification, and/or adaptation of materials and

curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Requires knowledge of theory as well as a practicum experience.

EDU 663. CONSULTATION AND COLLABORATION SKILLS

(3). Emphasizes developing competency in the collaborative and consultative skills necessary for effective relationships among special educators, parents, and auxiliary professionals.

EDU 664. BEHAVIORAL ANALYSIS AND INTERVENTION

(3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Emphasizes learning strategies for working with students with special needs. Requires a practicum component.

EDU 665. METHODS OF TEACHING MATH (3).

Studies the curriculum and methods of teaching mathematics. Provides the opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Requires responsibility for researching and analyzing new theories in the field of mathematics. Requires a practicum component.

EDU 670. ORGANIZATION AND ASSESSMENT OF LEARNING (3).

Studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. Familiarizes student with both standardized and informal methods of assessments for the secondary classroom. Contains a practicum component.

EDU 675. READING AND WRITING IN THE CONTENT AREA

(3). Examines the reading process and the methodologies used in the teaching of reading and writing. Familiarizes the student with the strategies teachers use to teach their students to effectively learn from expository text. Requires students to become knowledgeable about some of the newer theories in content reading and writing as well as those proven to be effective.

EDU 680E-W. METHODS OF TEACHING (1-6).

Studies methods and strategies for teaching in the students field of study. Familiarizes the student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and experiential learning as well as curriculum and standards. Contains a practicum component.

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 Budget

Dr. James D. Jones
 Vice President for University
 Services

Dr. Allen J. Jones
 President and Vice President for
 Academic Affairs

Dr. Paul D. Jones
 Associate Dean, Regis College

Dr. William J. Jones
 Vice President and Assistant
 Dean, Center for International
 Studies

Dr. Thomas J. Jones
 Academic Dean, Theological
 Studies Program

Dr. James C. Jones
 Dean of Studies

The Regis University Faculty
 and Staff are pleased to
 announce the following
 appointments to the
 Regis University Faculty.

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 B.A. Theological Studies, Regis
 University of Colorado, Denver

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 University of Colorado, Denver

Dr. James D. Jones
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Stanton R. Kramer
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Academic Dean, Regis College

Dr. William J. Husson
Vice President and Academic Dean, School for Professional Studies

Dr. Patricia A. Ladewig
Academic Dean, School for Health Care Professions

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REGIS UNIVERSITY FACULTY

REGIS COLLEGE

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INDEX

All entries in this index not otherwise designated refer to the Lowell campus.

Abbreviations used in this index:

BSN	Bachelor of Science in Nursing
CLP	Master of Science in Clinical Leadership for Physician Assistants
DPT	Doctor of Physical Therapy
HCA	Bachelor of Science in Health Care Administration
HIM	Health Information Management Program
HSA	Master of Science in Health Services Administration
MAE	Master of Arts in Education
MALS	Master of Arts in Liberal Studies
MBA	Master of Business Administration
MNM	Master of Nonprofit Management
MSCIT	Master of Science in Computer Information Technology
MSM	Master of Science in Management
MSN	Master of Science in Nursing
SHCP	School for Health Care Professions
SPS	School for Professional Studies
tDPT	Transition Doctor of Physical Therapy
Academic achievement awards	31
Academic Advising Program	38
MSN	194
Regis College	69
SPS	220
Academic certificate requirements	259
Academic dishonesty policy	45
Academic dismissal	
appeal of	
Regis College	72
SPS	226, 255
DPT	203
Regis College	72
SHCP	172
SPS	
graduate program	255
undergraduate program	226
Academic information	38-49
CLP	186
DPT	201-204
HSA	189
MAE	152-155
MALS	257-259
MBA	263-264
MNM	275
MSCIT	281
MSM	292
MSN	194-195
Regis College	68-75
SHCP undergraduate programs	169-172
SPS	
graduate program	254-256
undergraduate program	216-218
tDPT	205
Teacher Education program	298-299
Academic organizations	26
Academic probation	
admission on	64-65

CLP	186
DPT	202
HSA	189
MSN	195
PT	202
Regis College	71
SHCP	171
SPS	
graduate program	255
undergraduate program	225
Academic programs	
extraordinary	59-63
Regis College	57-160
See also Programs of Study.	
Academic progress	34-35
DPT	201
HCA	173
HIM	174-175
HSA	189
MSN	194
Academic requirements	
graduate	47-48
undergraduate	46-47
Academic standing	44
CLP	186
DPT	202-203
HSA	189
MAE	152-153
MSN	195
Regis College	71-72
SHCP	171-172
SPS	
graduate program	255
undergraduate program	225-226
Academic suspension	44
appeals	
DPT	202-203
Regis College	72
SHCP	172
SPS	226, 255
CLP	186
DPT	202
HSA	189
MSN	195
Regis College	71-72
SHCP	171
SPS	
graduate program	255
undergraduate program	225-226
Academic warning	
Regis College	71
SHCP	171
Academic year	50-53, 68
Accelerated classroom-based courses (ACB),	
SPS	219
Accelerated Nursing Option, BSN	176
Accessibility	25
Accident insurance	23, 67
Accounting	73-76
course descriptions	75-77, 236-237
Accounting/MBA Track (AMT)	76
Accreditation	12, 15, 18-19
Activities	22, 25-26
Add/drop	40
dates	50-53

DPT	202	SPS graduate program	253-254
MAE	152	Application fee	65
SHCP	170-171	MAE	151
SPS	217	Application for Graduation	48
Administration	317	MAE	153
Admission	27, 63-66	Regis College	73
academic probation	64-65	SPS	218, 256
CLP	185-186	Arboretum	14
HSA	188	Army Reserve Officer Training Corps (Army ROTC) program	62-63
MSN	194	Army scholarships	63
SPS	253	Astronomy	77
certificates, requirements for		course descriptions	77
See individual certificates		Athletic awards	31
conditional		Athletic Department	21-22
CLP	186	Athletics	21-22, 26
HSA	189	Attendance at classes	41
MSN	194	Linguistically Different Learner Endorsements	156
CLP	185	MAE	152
DPT	200-201	MNM	275
Department of Nursing	177-178	MSCIT	281
fees	65	MSM	292
General Educational Development (GED)		SPS	217
diploma recipients	63-64	Attendance at commencement exercises	49
HCA	172-173	MAE	153
HIM	174	Regis College	73
HSA	188	Attendance at final examinations	
international students	64, 166	Regis College	70
See also International students.		SPS	217
late policy, Regis College	65	Auditing courses	40-41
Linguistically Different Learner		MAE	152
Endorsement	155-157	SHCP	171
MAE	150-151	Awards, disbursement of	33
MALS	257	Baccalaureate degree	
MBA	263	additional	47
MNM	274	concurrent	47
MSCIT	280	requirements for	46-47
MSM	291-292	SPS	220-221, 224-225
MSN	193	See also specific degrees.	
Post-Master's Certificate	194, 196-197	BACCHUS Peer Education Club	24
nondegree-seeking students	64	Bachelor Degrees for Soldiers (BDFS), SPS	221-222
Nursing program	177-178	Bachelor of Arts	57, 213
procedures	65	See also specific degrees.	
Professional Accounting Track/MBA	235-236	Bachelor of Arts and Science	57
Regis College	63-66	Bachelor of Arts in Communication, SPS	213, 226-227
requirements	63-64	Bachelor of Arts in Liberal Arts, SPS	213, 227
MAE	150-151	Bachelor of Arts in Organization Development, SPS	213, 227-228
SPS	220-221	Bachelor of Arts in Religious Studies, SPS	213, 228-229
requirements for international students, SHCP	166	Bachelor of Arts in Social Science, SPS	213, 229
returning students	64	Bachelor of Science	57, 163, 213
SPS		See also specific degrees.	
graduate program	253-254	Bachelor of Science in Accounting, SPS	213, 229-230
undergraduate program	220	Bachelor of Science in Applied Psychology, SPS	213, 230
tDPT	205	Bachelor of Science in Business Administration, SPS	213, 230-231
Teacher Education program	297-298	Bachelor of Science in Computer Information Systems, SPS	213, 231, 232
transfer students	64	Bachelor of Science in Computer Networking, SPS	213, 232
Adult Learning Center	20	Bachelor of Science in Computer Science, SPS	213, 232, 233
Advanced deposits	66	Bachelor of Science in Finance, SPS	213, 233
Advanced Placement (AP)	39, 65		
Air Force Reserve Officer Training Corps (AFROTC)			
program	62		
Air Force University Scholarship program	62		
Application deadline			
Linguistically Different Learner Endorsement	156		
MAE	151		

Bachelor of Science in Health Care Administration (HCA).....	163, 164, 172-173
Bachelor of Science in Health Information Management (HIM).....	163, 164, 174-176
Bachelor of Science in Human Resource Management, SPS.....	213, 233-234
Bachelor of Science in Management of Communications and Media Technology, SPS.....	213, 234
Bachelor of Science in Marketing, SPS.....	213, 234
Bachelor of Science in Nursing (BSN).....	163, 165, 176-185
Accelerated Nursing Option.....	176
course descriptions.....	179-185
RN-to-BSN Completion Option.....	176-178, 179
Traditional Nursing Option.....	176
Behavioral goals.....	17-18
Behavioral Health program.....	24
Bilingual program of study.....	156-157
Biochemistry.....	89
Honors in Biochemistry.....	59, 89
Biology.....	77-83
course descriptions.....	79-83
Environmental Studies.....	110-113
Honors in Biology.....	77, 78-79
Blue and Gold Scholarships.....	29
Board of Trustees.....	317
Board of Trustees Scholarships.....	29
Books and supplies, cost of.....	67
Boulder, Colorado, campus.....	11, 13
SPS courses.....	219, 220
Budget plans.....	36-38
Bulletin.....	45
Bureau of Indian Affairs Grants.....	31
Business, Division of.....	58, 75, 97-98
Business Administration.....	83-85
course descriptions.....	85-87, 237-240
Business and industry training, SPS.....	223
Calendar.....	
2002-2003 academic year.....	50-53
Campus Ministry.....	22, 216
Campus organizations.....	25-26
Campus Security Office.....	24
Career Services.....	22-23, 216
CARL on-line system.....	20
Carroll Hall.....	12, 13, 20
Cascade Mentoring Project.....	61
Catholic Studies.....	87-88
course descriptions.....	87-88
Center for Service Learning.....	61
Center for the Study of Accelerated Learning.....	14
Certificate, Post-Master's, MSN.....	194, 196-197
Certificate in Adult Learning, Training, and Development, SPS.....	259
Certificate in Business Administration, SPS.....	267
Certificate in Computer Information Technology, SPS.....	283-286
Certificate in Educational Technology.....	301
Certificate in Health Information Management (HIM).....	163, 164, 174-175
Certificate in Liberal Studies, SPS.....	259
Certificate in Management Program, SPS.....	293-295
Certificate in Nonprofit Management, SPS.....	276-277
Certificate in Social Justice, Peace and Reconciliation.....	259
Certificate in Technical Communication, SPS.....	259
Certificates. See specific certificates.	
Certification, teacher.....	60, 101-102, 103
Challenge Exams.....	66-66, 222-223
Change in programs, courses, and services.....	38
Change to coeducational institution.....	12, 14
Change of Name Affidavit.....	44
Charges.....	
housing.....	67
MAE.....	151
MALS.....	257
MBA.....	263
for meal plans.....	67
MNM.....	274
MSCIT.....	280-281
MSM.....	292
SHCP.....	168-169
SPS.....	220
Chemistry.....	88-91
course descriptions.....	89-91
Honors-in-Chemistry.....	59, 88
Cheyenne, Wyoming, campus.....	13
Class levels.....	39
Classes, attendance at.....	41
Linguistically Different Learner Endorsements.....	156
MAE.....	152
MNM.....	275
MSCIT.....	281
MSM.....	292
SPS.....	217
Class substitution, MNM.....	275
Classical Bachelor of Arts.....	57
Classical Languages.....	127-130
Clearance, financial. See Financial clearance.	
Club sports.....	26
College Board Advanced Placement (AP) Program.....	39, 65
College Core Seminars, course descriptions.....	74-75
College Level Examination Program (CLEP).....	39, 65, 66, 177-178, 222
Colorado Leap (CLEAP).....	28
Colorado Nursing Scholarship.....	31
Colorado Scholarship.....	31
Colorado Springs, Colorado, campus.....	11, 13, 15
library.....	20
SPS courses.....	219
tuition and fees.....	
SPS.....	220
Teacher Education program.....	297
Colorado Student Grant.....	28
Colorado teacher licensure. See Teacher licensure.	
Colorado Work-Study.....	29
Commencement exercises, attendance at.....	49
MAE.....	153
Regis College.....	73
Commitment Program.....	61
Commitment to the Future.....	13, 15
Committee on Teacher Education at Regis (COTER).....	60, 101
Common element.....	73
Communicable disease policy.....	23
Communication.....	91-94
course descriptions.....	92-94, 240-242
Competencies.....	73
Competency-based credit, undergraduate.....	39, 65
Computer Networking, course descriptions.....	242

Computer requirement			
CLP	185		
DPT	201		
HSA	188		
tDPT	205-206		
Computer Science	94-96		
course descriptions	95-96, 242-245		
Concurrent enrollment			
among Regis programs	70		
SPS	217		
at another institution	70		
Conduct, standards of	25		
Regis College	72		
SPS graduate program	254		
Confidentiality of student records	43-44		
Contemporary Leadership Research Project, MSM	291		
Coors Life Directions Center	13, 20		
Core curriculum	46		
MAE	154		
Regis College	73-74		
Core educational experience	16-17		
Core seminars	73-75		
Core studies requirements			
Regis College	73-74		
SHCP	169		
SPS	223-224		
Corporate Education Services	218		
Corporate Partnerships	218		
Counseling, personal	23-24		
Course availability			
MNM	275		
MSCIT	281		
MSM	292		
Course Consultant, SPS	219		
Course fee	66		
Course load			
MAE	152		
MSN	194		
Regis College	69		
SHCP	170		
SPS	225		
Course numbering system	39-40		
SPS	225		
Course overload	39		
MAE	152		
MBA	264		
MSCIT	281		
MSM	292		
MSN	194		
Regis College	69		
SHCP	170		
SPS	225		
Course prefixes	39-40		
Course repeatability	41		
Course sequencing			
MBA	263		
MNM	275		
MSM	292		
Courses			
accelerated classroom-based (ACB),			
SPS	219		
auditing	40-41		
MAE	152		
SHCP	171		
changes in	38		
cross-listed, SPS	217		
grading system	41-43		
repeating	41		
upper division	69		
withdrawal from	69-70		
MAE	152		
MSN	194		
SPS	217		
CPA Exam, preparation for	75		
Credit			
balance refunds	33		
competency-based	39, 65		
by examination, SPS	222, 264		
for experiential education	60-61, 170		
internship	60		
load	39		
for Prior Learning Assessment (PLA)			
SHCP	170		
SPS	222		
teacher licensure	298		
transfer of. See Transfer credit.			
unit of	39		
Criminal Justice	96-97		
course descriptions	96-97		
Cross-listed Regis courses, SPS	217		
Culminating Academic Program (CAP) Review,			
MAE	155		
Cum Laude	48		
Curriculum, SPS	220		
Dayton Memorial Library	12, 14, 20		
Dean's List			
Regis College	71		
SHCP	171		
Defense Activity for Non-Traditional Educational			
Support (DANTES)	39, 65, 66, 177-178, 221, 222		
Deferred payment plans	32		
Degree award	48		
MAE	153		
Degree offerings			
Regis College	57-58		
SHCP	163-164		
SPS	213-214		
Degree Plan			
MAE	153-154		
MALS	258-259		
MBA	264		
MNM	275-276		
MSCIT	282-283		
MSM	293		
MSN	195-197		
SHCP	166		
SPS			
graduate program	256		
undergraduate program	223-224		
Degree requirements			
baccalaureate	46-47		
graduate	47-48		
MAE	154-155		
MALS	257-259		
MBA	264-167		
MNM	275-276		
MSCIT	281-283		
MSM	292-293		
MSN	195		

SHCP undergraduate program	169	Employee Tuition Benefit (ETB)	31
SPS	223-225	Employment (earned assistance)	29
Denver North campus. See Lowell campus		Endorsements, linguistically different	155-157
Denver Tech campus	13	Endorsements to teaching license	214, 298
SPS	219	Endowed scholarships	30-31
Department of Health Services Administration and Management (HSAM)	164	Engineering Program	60
Department of Nursing	165, 176-179	English	107-110
course descriptions	179-185, 197-199	course descriptions	108-110, 245-246
goals	176	Honors-in-English	59, 107
Department of Physical Therapy	165	scholarship	30
Departmental honors programs	59	English as a Second Language (ESL)	155-156, 297
Departments, Regis College	58-59	Enrollment requirements, financial aid	32
Dependent's Tuition Assistance	31	Enrollment services	27-49
Deposit, advanced	66	Environmental Studies	110-113
DeSmet Hall	12, 21	course descriptions	112-113
fees	67	Equal opportunity	1, 25
Diplomas, release of	49	Ethics statement, SPS	220
Disability services	25	Expenses	
Disbursement of financial aid	32-35	personal	67
Disciplinary expulsion, SHCP	166-167	SHCP	168-169
Disciplinary review process		undergraduate program	66-68
DPT	203	See also Charges, Fees, Housing, Insurance, Meal plans, Tuition.	
HSA	189	Experiential Education	60-61, 170
MSN	195	Extended Study	40
Disciplinary status	44	External awards, disbursement of	33
Dishonesty, academic	45	Extraordinary academic programs	59-63
Dismissal		FACHEX (Faculty Children's Exchange)	31
appeal of	72	Faculty	317-347
Regis College	72	Regis College	317-320
SHCP	172	SHCP	320-325
SPS	226, 255	SPS	220, 325-347
DPT	203	Faculty Children's Exchange (FACHEX)	31
Regis College	72	Family Nurse Practitioner (FNP) specialization, MSN	165, 193, 196
SHCP	172	Federal College Work-Study	29
SPS		Federal Nursing Student Loan	28
graduate	255	Federal Pell Grant	28
undergraduate	226	Federal Perkins Loan	28
Distributive element	73-74	disbursement	33
Divisions		Federal PLUS Loan	29
Business	58, 75, 97-98	disbursement	33
Regis College	58	Federal Subsidized Stafford Loan	28-29
Vocational Rehabilitation	31	disbursement	33-34
Doctor of Physical Therapy (DPT)	163, 165, 199-209	Federal Supplemental Educational Opportunity Grant (SEOG)	28
course descriptions	206-209	Federal Unsubsidized Stafford Loan	29
Double major	45-46, 47, 57	Fees	35-36
Double minor	58	application	65
Double specialization		MAE	151
MALS	258	MALS	257
MBA	264	MBA	263
Early Childhood Education	296	MNM	274
Early Childhood Special Education	297	MSCIT	280-281
Eating Disorder Program	24	MSM	292
Economics	97-100	Regis College	66-67
course descriptions	99-100, 245	SHCP	168-169
Education	100-106	SPS	220
course descriptions	104-106, 245, 301-313	Field Experience	60-61
Education Network	13	Field House	12, 20
Education Summer School Program	106-107	Final examinations, attendance at	
course descriptions	106-107	Regis College	70
Educational goals	17	SPS	217
Electronic Business specialization, MBA	263, 265	Finance, course descriptions	246
Elementary Education/Middle Childhood	103, 296	Finance and Accounting specialization, MBA	235-236
course descriptions	105-106, 211, 215		

Financial aid	263, 265-266	incomplete	41, 42
application forms for	27	Pass/No Pass (P/NP)	41-42
applying for	27	reports of	43, 70
determination of eligibility for	27-32	SPS	218
disbursement of	32-35	Grading system	41-43
eligibility	27-32	SPS graduate program	255-256
enrollment requirements	32	Graduate Fundamentals courses, MBA	264
grants	28	Graduate programs	
loans	28-29	bulletin	45
merit-based aid	29-31	degree requirements	47-48
need-based aid	27	financial aid enrollment requirements	32
notification of	32-35	Regis College	150-160
refund of	33, 35	SHCP	185-209
Regis College programs	33	SPS	213-214, 252-313
satisfactory progress requirements	34-35	transfer credit	39
SHCP	33-34	Graduation	48
SPS	33-34, 216	application for	48
Financial clearance		MAE	153
MAE	153	Regis College	73
Regis College	67-68	SPS	218, 356
Financing, arrangements for	68	CLP	186
Fine Arts	113-117	DPT	203
course descriptions	114-117	honors	48-49
Fine Arts Education	300	HSA	189
course descriptions	303, 308-309	MAE	153
Fitness Program	24	procedures	48-49
Food Service	24-25	requirements	45-46
Forensic Award	30	SPS	218, 256
Fort Collins, Colorado, campus	11, 14	graduate program	256
SPS courses	219, 253	Grants (gift assistance)	28, 31-32
French	127, 128	disbursement of	33, 34
course descriptions	127, 128	state	32
Fulbright Professorships	13-14	Greek	128, 130
General Educational Development (GED) diploma		course descriptions	130
recipients, admission of	63-64	Guarantee program	69
Geology	117	Guaranteed Reserve Force Duty (GRFD)	63
course descriptions	117, 246	Guided Independent Study (GIS), SPS	219, 297
German	127, 130	Handicapped students	25
course descriptions	130	Health. See Student health services.	
Gift assistance. See Grants.		Health and accident insurance	23, 67
Gillette, Wyoming, campus	13	Health Care Administration (HCA)	
Glenwood Springs, Colorado, campus	13	course descriptions	179-181
Goals		Health Care Administration minor, SPS	235
Behavioral	17-18	Health Care Professions degree offerings,	
Department of Nursing	176	undergraduate	163-164
Educational	17	Health Information Management minor, SPS	235
SHCP	165-166	Health Information Management (HIM)	
Good standing status		Program	168, 174-176
Regis College	71	course descriptions	181-182
SHCP	171	Health requirements	23
SPS		Health Sciences (HSC), course descriptions	182
graduate	255	Hispanic Studies	117
undergraduate	225	See also Spanish.	
Governor's Opportunity Scholarship (GOS)	28	Historical highlights	12-14
Grade point average (GPA)	43	History	117-120
Grades		course descriptions	118-120, 246
appeals of	43	History of Regis University	15
MAE	152	Honor societies	26
Regis College	70-71	Honors, graduation	48-49
SHCP	167-168	Honors Core	59
SPS	218, 256	Honors-in-Biochemistry	59, 89
change of	42, 43	Honors-in-Biology	77
disputed	43, 70-71	Honors-in-Chemistry	59, 88
improvement option	42, 43	Honors-in-English	59, 107
in progress	41, 256	Honors-in-Neuroscience	59, 130, 131

Honors-in-Psychology59, 141
 Honors Program 59, 122-123
 course descriptions 122-123
 Housing, charges for67
 Humanities123
 course descriptions 123, 247
 Incomplete grade41, 42, 256
 Independent Study40
 MBA264
 Institute on the Common Good14
 Insurance, health and accident 23, 67
 Integrated Learning in humanities, MAE 154
 Integrated Learning in the Content Area, MAE154
 Intercollegiate athletics 21-22, 26
 Interdivisional major57, 58
 Interlocken/Broomfield, Colorado, Campus 11, 14
 SPS courses219
 International Baccalaureate (IB) Program39, 65, 66
 International Business specialization, MBA263, 266
 International students
 admission of64, 166
 financial assistance32
 MAE151
 SHCP166
 SPS216
 graduate program254
 Internship credit60
 Intramural sports22, 26
 Irish Studies, course description247
 Jesuit colleges and universities7
 Kinesiology 123-124
 course descriptions 124
 Language learning, MAE154
 Las Vegas, Nevada, campus11, 14
 Education course descriptions 304-305, 311-313
 Master of Education (M.Ed.)301
 SPS219
 graduate programs253
 tuition and fees
 SPS220
 Teacher Education program297
 Las Vegas College12, 15
 Late admissions policy65
 Latin128, 130
 course descriptions130
 Leadership Action Research Project, MSM291
 Learning Contract, SPS219
 Learning formats
 MAE150
 SPS
 graduate program252
 undergraduate program219-220
 Learning Support124-125
 course descriptions125
 Leave of absence72-73
 Librarians347-348
 Libraries20
 Licensure, teacher60, 101-102, 103
 eligibility for298-299
 requirements for298-299
 Life Directions Center/Wellness Program22
 Life Trustees317
 Linguistically Different Learner Culminating Academic
 Program (LDLCAP) Review157

Linguistically Different Learner Endorsement
 Programs, MAE154
 Linguistically Diverse Learning, MAE154
 Living expenses67
 Loans (repayable assistance)28-29
 Loveland, Colorado, campus13
 Lowell campus11, 15, 20-21, 219, 220
 Loyola Hall12, 20
 Magna Cum Laude48
 Main Hall12, 15, 20
 Majors
 additional47
 declaration of45, 69
 definition of45
 double45-46, 47, 57
 interdivisional57-58
 requirements, SPS224
 special57-58
 thematic58
 Management of Communication and Media
 Technology (MCMT), course descriptions247
 Market Strategy specialization, MBA263
 Marketing, course descriptions247-248
 Marquette University, 3-2 Engineering Program60
 Master of Arts in Adult Christian Community
 Development (MAACCD) program13
 Master of Arts in Education (MAE)150-160
 course descriptions157-160
 Master of Arts in Liberal Studies
 (MALS)213, 252, 256-262
 course descriptions259-262
 Master of Business Administration
 (MBA)13, 213, 252, 262-274
 course descriptions268-274
 degree requirements264
 Electronic Business specialization263, 265
 Finance and Accounting
 specialization263, 265-266
 General emphasis263, 265
 Graduate Fundamentals courses264
 Health Care Management specialization263-266
 International Business specialization263, 266
 Market Strategy specialization263, 266-267
 Operations Management specialization263, 267
 Master in Education (M.Ed.)214, 299-301
 Master of Nonprofit Management
 (MNM)214, 252, 274-279
 course descriptions277-279
 Master of Science163
 Master of Science in Clinical Leadership for Physician
 Assistants (CLP)163, 164, 185-188
 course descriptions187-188
 Master of Science in Computer Information
 Technology (MSCIT)214, 252, 280-290
 course descriptions286-290
 Database Technologies specialization280, 282
 E-Commerce Engineering specialization280, 282
 Management of Technology specialization280, 283
 Networking Technologies specialization280, 283
 Object-Oriented Technologies
 specialization280, 283
 Master of Science in Health Services
 Administration (HSA) ... 163, 164-165, 188-192
 course descriptions190-192

Master of Science in Management (MSM)	214, 252, 290-296
course descriptions	295-296
Professional Leadership Project Contract (PPC)	291
Master of Science in Nursing (MSN)	163, 165, 192-199
course descriptions	197-199
Family Nurse Practitioner (FNP) specialization	193, 196
Leadership in Health Care Systems specialization	192-193, 195
MSN Articulation option	193, 196
MSN Completion option	193, 196
Post-Master's Certification	194, 196-197
Post-Master's specialty certification in Dermatology	197
progress of study	195-197
Special education options for nurse practitioners	193, 196-197
Master's degree requirements	47-48
Mathematics	125-127
course descriptions	125-127, 248
Meal plans	67
Merit-based financial aid	29-32
Middle School Education/Early Adolescent	296
Military credit, SPS	223
Mind Extension University	13
Minors	58
double	58
requirements, SPS	224, 235
SHCP	235
thematic	58
Mission	
Division of Business	75, 83
Office of Vice President for Mission and Student Development	21-25
Regis University	15-16, 21
SHCP	165
SPS	215
Modern and Classical Languages and Literature ..	127-130
See also French, German, Greek, Latin, Spanish.	
Name change to Regis University	11, 13
Name change of student	44
National League for Nursing (NLN) tests	165, 177-178
Natural Science Scholarship	29-30
Need-based financial aid	27
Neuroscience	130-132
course descriptions	132
Honors-in-Neuroscience	59, 130, 131
Nondegree-seeking students	
admission of	64
DPT	201
MAE	152
SPS	
graduate program	253
undergraduate program	221
Nondiscrimination	1
Non-Traditional Programs	37
payment options	37-38
Northwest Denver campus. See Lowell campus	
Nurse practitioners, special options for	193, 196-197
Nursing, Department of	165, 176-179
course descriptions	177-185, 197-199
goals	176
Nursing Student Loan	28
disbursement	34
O'Connell Hall	12, 21
fees	67
Officers of Administration	317
Office of the University Registrar	38-49
Online Computer Library Center (OCLC)	20
Operations Management specialization, MBA	263, 267
Organizations	25, 26
O'Sullivan Center	12, 13, 15, 20
Outcome Statements	18
MAE	150
Overload, course	39, 69
Paracurricular Program	132-133
course descriptions	133
Pass/No Pass option	41, 61
Payment options	36-38, 67-68
deferred	32
Peace and Justice Studies	133-134
course descriptions	133-134
Peer Support Programs	23-24
Perkins Student Loans	28
disbursement	33
Personal characteristics of students	17
Personal Counseling Services	23-24
Personal expenses	67
Philosophy	134-136
course descriptions	134-136, 248-249
Physical Education	136-137
course descriptions	136-137
Physics	137-138
course descriptions	138
Plagiarism policy	254
PLUS loan	29
disbursement	33
Political Economy	97-100
course descriptions	99-100
Politics	117-118
course descriptions	120-122
Portfolio Assessment	
MBA	263
SHCP	172-173
SPS	220-221
teacher licensure	298
Post-Master's Certificate, SHCP	164
Post-Master's Certification for Nurse Practitioners	193, 196-197
Pre-Dental program	59-60
Pre-Health Science	138-139
Pre-Law program	60
Pre-Medical program	59-60
Pre-Physical Therapy program	60
Prior Learning Assessment (PLA)	
SHCP	170
SPS	222, 224, 264
Probation	
admission on	64-65
MAE	151
CLP	186
DPT	202
HSA	189
MSN	195
Regis College	71
SHCP	171

SPS			
graduate program	255	Regis Grant	28
undergraduate program	225	Regis Men's Club	12
Professional Accounting Track (PAT)/MBA	235-236, 263	Regis Online courses	219
Professional Leadership Action Research		Regis Payment Option (RPO)	36
Project, MSM	291	Regis Student Employment Application	29
Professional Leadership Project Contract (PPC),		Regis Work-Study	29
MSM	291	RegisNet	
Professional Project, MSCIT	281	Registration	39-41
Proficiency Examination Program (PEP)	221	changes in	40
Program assumptions, SPS	215	DPT	202
Program fees	66-67	Linguistically Diverse Endorsement	157
Program outcomes		MAE	152
MAE	150	procedure	69
MSM	291	Regis College	69-71
Program policies		SHCP	170-171
HCA	173	SPS	217
HIM	174	upper division	40
Program requirements		Regulations	
BSN	178-179	Division of Business	97-98
HCA	173	Department of Psychology	140
HIM	175	Education Department	101
HIM certificate	175-176	Religious Studies Department	143
Programs on Noncollegiate Sponsored Instructions		Religion and Culture	
(PONSI)	221	course descriptions	250
Programs of study		Religious Studies	143-146
changes in	38	course descriptions	144-146
CLP	186-187	Remediation, DPT	203
DPT	204	Repeat Grade Improvement Option	42-43
HSA	189-190	Repeating courses	41
MAE	153	Residence halls	21
MSN	195-197	Residence Life	22
Regis College undergraduate	75-160	Restricted scholarships	30-31
SHCP	168-169	Returning students	
SPS	226-236	admission of	64
tDPT	206	MAE	151
Progression policies		SPS	
BSN	177	graduate program	253
DPT	201	undergraduate program	221
HCA	173	Richmond University in London	62
HIM	174-175	RN-to-BSN Degree Completion Option	169
HSA	189	Room and board charges	35-36
MSN	194	Sacred Heart College	12, 15
Psychology	140-143	St. John Francis Regis Chapel	12, 21
course descriptions	141-143, 249-250	St. Louis University's Junior Year in Madrid,	
Honors-in-Psychology	141	Spain	61
Purpose, SPS	215	Scholarships	29-32
Quantitative thinking (mathematics), MAE	154	disbursement of	32-34
Ranger Day	22	endowed	30-31
Rangers	21	enrollment requirements	32
R.E.A.C.H. Program	24	for international students	32
Refunds	33, 35, 36, 68	notification of	32
Regis Achievement Awards	29	outside	32
Regis Application for Financial Aid	27	restricted	30-31
Regis Career Education Program (RECEP)	13	state	32
Regis College	11, 12, 15, 19	Scholastic standing. See Dismissal, Grading,	
bulletin	45	Probation, Suspension.	
change to Regis University	11, 13	School for Health Care Professions	
degree offerings, undergraduate	57-58	(SHCP)	11, 14, 15, 19, 161-209
financial aid	33	certificate offerings	163, 164
graduate program	150-160	courses in SPS	235, 264, 292
guarantee	69	degree offerings	163-164
undergraduate program	57-160	degree plan	166
upper division classes	69	disciplinary expulsion	166-167
		expenses	168
		goals	165-166

graduate program	185-209	Student health insurance	23, 67
international students	166	Student Health Services	21-26
mission	165	Student Life, Division of	28-29
statement of values	166	Student loans	25-26
undergraduate program	172-175	Student organizations	43-45
School for Professional Studies		Student records	43-44
(SPS)	11, 13, 15, 19, 211-313	confidentiality of	38
degree offerings	213-214	Student responsibility	254-255
program of study	226-236	SPS graduate program	101-102
graduate program	213-214, 252-313	Student teaching	61-62
undergraduate program	213, 219-236	Study Abroad program	24
course descriptions	236-252	Substance Abuse Peer Education Program	48
Science Building	12, 21	Summa Cum Laude	53, 63
Seal of Regis University	11	Summer School program	28
Second specialization		Supplemental Leap (SLEAP)	44
MALS	258	Suspension	
MBA	265	appeals	
Secondary Education/Young Adult	103, 296	Regis College	72
Security, campus	24	SHCP	172
Selective Service registration	34	SPS	226, 255
Seminars	73	CLP	186
Service Learning program, SPS	215-216	DPT	202
Servicemembers Opportunity College (SOC), SPS	221	HSA	189
Sites	19	MAE	152-153
See also specific campuses		MSN	195
Social organizations	26	Regis College	71-72
Sociology	146-148	SHCP	171
course descriptions	146-148, 251-252	SPS	
Southeast/DTC, Colorado, campus	11, 13	graduate program	255
SPS courses	219	undergraduate program	225-226
See also Denver Tech campus		Teacher certification. See Teacher licensure.	
Spanish	127, 129-130	Teacher Education, SPS	214, 296-313
course descriptions	129-130	course descriptions	302-313
Special awards, disbursement of	33	Teacher licensure	60, 101-102, 103
Special Education-Moderate Needs	297	requirements for	207-208
Special education options for nurse		Teaching and Learning Support Seminar, MAE	154
practitioners	193, 196-197	Technical credit, SPS	223
Special interest organizations	26	Test of English as a Foreign Language	
Special majors	57-58	(TOEFL)	64
Special programs. See specific programs.		See also international students	
Special Study	40	Thematic major	58
MBA	264	Thematic minor	58
Specialized areas of study	59	3-2 Engineering Program	60
Sports	21-22, 26	Transition Doctor of Physical Therapy	
Standards of Conduct	25	(tDPT)	204-206
Regis College	72	Transcripts	44
SPS graduate program	254	posting	48
Statement of values, SHCP	166	Transfer credit	38
Steamboat Springs, Colorado, campus	13	certificate programs, SPS	259, 267, 276, 284, 294
Sterling, Colorado, campus	13	CLP	186
Strategy Strands, MAE	154	graduate	39
Stress Management Program	24	HSA	189
Student Activities	22	Linguistically Different Learner	
Student advising		endorsement	156
DPT	202	MAE	152
MSN	194	MNM	275
Student Center	12, 21	MSCIT	281
Student employment (earned assistance)	29	MSM	292
disbursement	33	MSN	195
Student ethics statement		SPS	217
SPS graduate program	254	graduate program	256
Student expectations		undergraduate program	223
Endorsement Plan	155-156	tDPT	205
MAE	154-155	undergraduate	38-39
Student government organizations	26	Transfer students	64

Tuition	35-38
deferment options	36, 37
Linguistically Different Learner endorsement	151
MAE	156-157
MSCIT	280
MSM	292
payment plans	36-38, 67-68
refunds of	36, 68
MAE	151
Regis College	66
SHCP	168-169
SPS graduate program	254
undergraduate program	216-217
Teacher Education program	297
Tuition Exchange awards	31-32
Undergraduate program	
Regis College	57-160
SHCP	172-175
SPS	213, 219-236
transfer credit	38-39
University librarians	347-348
University Ministry	22, 216
University Outcome Statements	18
Upper division courses, Regis College	69
Varsity sports	26
Veterans' benefits	32
Vice President for Mission and Student Development, Office of	21-25
Visual Arts	113-114
course descriptions	114-115
Vocational Rehabilitation	
financial aid	31
Waivers, MBA	264
Warning, academic	35
Regis College	71
SHCP	171
Washington University of St. Louis, 3-2 Engineering Program	60
West Hall	13, 21
fees	67
Withdrawal	
from a course	69-70
MAE	152
MSN	194
SPS	217
from DPT	203
from Regis College	68, 70
refunds due to	33, 35, 68
Women's Studies	148-149
course descriptions	148-149
Women's varsity sports	26
Work-study programs	29
Writing Program	59
Writing skills, MBA	263

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NOTES

125 Years of ...

TRANSCRIPT OF RECORD

Students wishing transcript of record in order to transfer from this College to another or for other purposes should make early and reasonable application for the same. No such statement will be made out during the busy periods of examination and registration. One transcript of record will be issued without charge. A fee of one dollar is required for each additional copy.

~ Bulletin 1951-53

EXPENSES

All remittances should be made payable to "Regis College."

Tuition for one school year.....	\$150.00
(Tuition includes Library and Athletic fees)	
Board and Room for one school year.....	495.00
(Board and Room includes ordinary medicines)	

These are fixed charges and are payable in advance in quarterly installments as follows:

For Tuition only: \$40.00 on September 15th; \$35.00 on November 15th; \$40.00 on February 1st; \$35.00 on April 1st.

For Tuition, Board and Room: \$175.00 on September 15th; \$150.00 on November 15th; \$170.00 on February 1st; \$150.00 on April 1st.

~ Bulletin 1928

The following outfit should be had by all: At least two suits of clothing, four sets of summer underwear, four sets of winter underwear, six outer shirts, three suits of pajamas, six collars, four neckties, twelve handkerchiefs, six pairs of socks, three pairs of shoes, eight towels, six napkins, brushes, combs, soap and other toilet articles.

~ Bulletin 1924-25

TESTIMONIALS AND CREDENTIALS

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board. Such certificates and credentials of scholarship are not to be presented by the student, but must be mailed to the Dean directly from the School or College issuing them; and they must reach the Dean, before the student will be given full registration.

~ Bulletin 1925-26

Students who do not return at the close of Christmas and Easter vacations on the date set in the calendar must bring a written excuse from their parents or guardians.

The first and third Sundays of each month may be spent at home by those city students whose diligence and deportment are satisfactory.

~ Bulletin 1924

