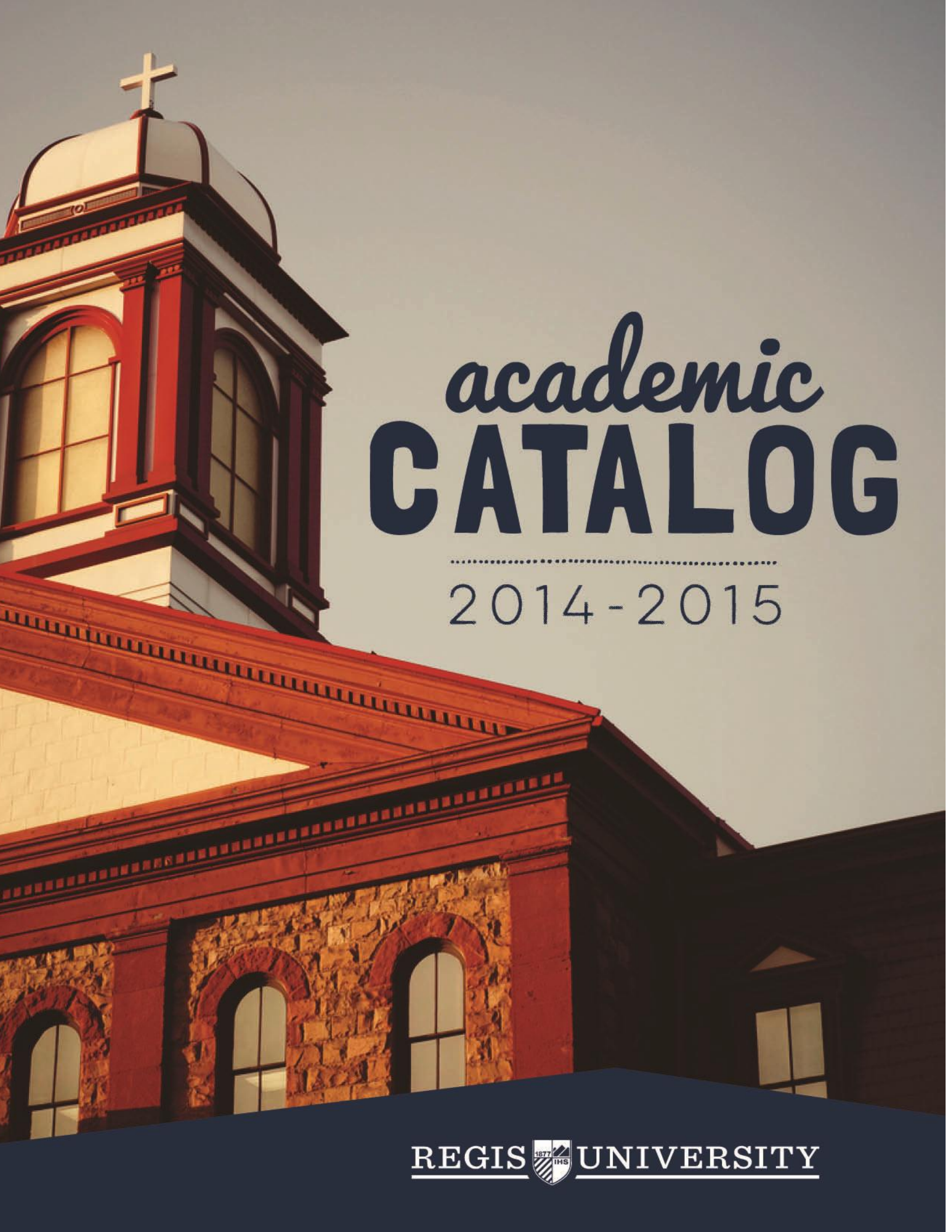

academic CATALOG

2014-2015

REGIS UNIVERSITY

STATUS OF THE CATALOG

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.

DIVERSITY

At Regis University the term "diversity" affirms our faith inspired commitment to build an inclusive community that values the dignity and contributions of all our members. In this community, human differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Age, gender, race/ethnicity, class, disability, sexual orientation, religion, and other forms of human differences contribute to the richness and vitality of our living community.

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.

ADMISSION

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, or 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.

EFFECTIVE FALL SEMESTER 2014 - SUMMER SEMESTER 2015

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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.)

GENERAL INFORMATION

Ad Majorem Dei Gloriam

For The Greater Glory of God

The Jesuit Motto

REGIS UNIVERSITY

Regis University is a coeducational university which includes Regis College, the College for Professional Studies and the Rueckert-Hartman College for Health 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, Regis College offers thre graduate programs. The College for Professional Studies serves adult learners through a spectrum of innovative professional undergraduate and graduate degrees in Computer and Information Sciences, Education, Humanities and Social Sciences, and Management. The Rueckert-Hartman College for Health Professions offers undergraduate programs in nursing, health information management, and health care administration. Graduate programs are offered in counseling, health services administration, nursing, physical therapy, and pharmacy.

Regis currently serves students in both graduate and undergraduate programs through three academic units at six campuses. Current campus locations are north Denver (Lowell), Interlocken at Broomfield, DTC, Colorado Springs, Loveland, and Thornton (Dual Language campus).

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 1.8 million 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, an 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. Today, the Regis University Lowell campus includes 17 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 College for Professional Studies) has expanded to include master's degree programs in business administration, computer information technology, education, counseling, management, nonprofit management, software and information systems and an individually designed program 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 2013, the counseling program moved from the College for Professional Studies to the Rueckert-Hartman College for Health Professions.

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, the Loretto Heights nursing program moved to Regis University when Loretto Heights College closed. In the same year, University Without Walls moved from Loretto Heights College to Regis University and became part of what today is the College for Professional Studies. In 1991, the Health Care Programs became the School for Health Care Professions. The name was changed to the Rueckert-Hartman School for Health Professions in 2004. In 2007, the School was renamed the Rueckert-Hartman College for Health Professions and the nursing department became the Loretto Heights Department of Nursing.

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, 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.

1951 Loyola Hall was completed and served as the main classroom building.

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.

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) was established in Denver.

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 Denver Tech campus was established.

1987 The Coors Life Directions Center, built with a grant from the Adolph Coors Foundation, was completed.

1988 Loretto Heights College closed and nursing and University Without Walls programs moved from Loretto Heights to Regis University. 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 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.

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 College for Professional Studies introduced an accelerated bachelor's degree completion program in business administration. 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 College 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 Laureates 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. The campus at Fort Collins, Colorado, was established. 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. School for Professional Studies faculty member Jonathan Hochberg received a Fulbright Professorship to teach in Uruguay.

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 colleges and universities named to Templeton's Honor Roll. Campuses at Las Vegas, Nevada, and Interlocken at 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 was inaugurated in the College for Professional Studies. The Institute on the Common Good brought Nobel Peace Prize recipient Oscar Arias to Regis. The Arboretum at Regis University was dedicated on the Lowell campus.

2001 August, the School for Health Care Professions ushered in the University's first doctoral program in Physical Therapy. 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 recipients Adolfo Perez Esquivel and Elie Wiesel visited Regis. New Ventures separated and became a not-for-profit corporation of Regis University.

2002 Nobel Peace Prize recipient Jody Williams visited Regis. Residential townhouses were built to accommodate 180 students in two-story townhouse apartment "flats." Regis University began a year-long celebration of its 125th anniversary.

2003 John Hume became the eleventh Nobel Peace Prize Laureate to visit Regis since 1996. A second campus in Las Vegas, Nevada opened. The Ranger Dome was completed.

2004 Thanks to a $5.7 million gift from Doyle and Margaret Hartman, Carroll Hall was completely renovated. The first stage of a major renovation of Main Hall opened the third and fourth floors for office and classroom use. The Center for the Study of War Experience officially opened. The School for Health Care Professions was renamed the Rueckert-Hartman School for Health Professions.

2005 Ground was broken for a new chapel over the site of the Robert J. O'Sullivan Center, and the arts center moved to the former chapel. Sister Helen Prejean, C.S.J., author of the best-selling Dead Man Walking, received an honorary degree. The Gerard Manley Hopkins, S.J., Poetry and Prayer Garden, featuring a sculpture of the Jesuit poet, was dedicated on the east side of Carroll Hall.

2006 World leaders Lech Walesa of Poland and President Mary McAleese of Ireland visited the Lowell campus. Nursing Professor Barbara White was named a Fulbright Scholar to Seoul, Korea. Two new campuses opened in Aurora and Longmont. The academy founded by Men's Basketball Coach Lonnie Porter to help Denver-area-at-risk children was renamed Porter-Billups Leadership Academy in honor of NBA star Chauncey Billups, who became a partner. David Trimble became the 13th Nobel Peace Prize Laureate to visit Regis University in 10 years.

2007 Regis University reorganized, changing the name to college for each of its three academic entities: Regis College, College for Professional Studies and Rueckert-Hartman College for Health Professions, with departments within each college renamed as schools. For the 13th consecutive year, U.S. News and World Report ranked Regis University a top school in the West. Denver Archbishop Charles J. Chaput, O.F.M. Cap., officially dedicated the St. John Francis Regis Chapel on the Lowell campus. The largest campaign in the history of the University, "The Campaign for Regis University, Writing the Next Chapter," officially concluded, raising $82.7 million. The MBA program was added to the Fort Collins campus.

2009 The Felix Pomponio Family Science Center opened its doors following an extensive renovation made possible by a gift from Leonard, Rosemarie and Yolanda Pomponio, who provided the principal funding. Colorado Governor Bill Ritter proclaimed Friday, February 15, as Father Michael J. Sheeran, S.J., Day in honor of his accomplishments and service to the community.

2010 Regis University senior William Gohl was named a 2010 American Rhodes Scholar, becoming the second Regis student to earn that distinction. The new School of Pharmacy in the Rueckert-Hartman College for Health Professions officially opened its doors welcoming 53 students who comprise the first Doctor of Pharmacy class. Thanks to a gift from the Martin Family Trust, Regis University dedicated the Lois Beebe Hayna Creative Writing Center, honoring renowned poet Lois Beebe Hayna. The College for Professional Studies and Instituto Tecnologico y de Estudios Superiores de Occidente (ITESO), the Jesuit University of Guadalajara, Mexico, signed an agreement to initiate CPS's first online bilingual joint degree program -- an MBA specializing in emerging markets.

2011 Two members of the Board of Trustees, Walter Imhoff (Life member) and Charlie Gallagher, were inducted into the Colorado Business Hall of Fame. Father Michael J. Sheeran, S.J., received the Magis Award from Arrupe Jesuit High

School. Dr. Rick Hodes and Archbishop Pietro Sambi each received an honorary degree from Regis University. For the 16th consecutive year Regis University earned a top tier ranking for best colleges and universities *by U.S. News & World Report.* Father Michael Sheeran, S.J., announces his retirement, effective May 31, 2012, after 19 years as University president. Father John Fitzgibbons, S.J., named 24th University president effective June 1, 2012. Regis University opens new dual-language campus in Thornton, Colorado.

2012 Rev. John P. Fitzgibbons, S.J., was inaugurated as the 24th president of Regis University on September 25, 2012. For the 18th consecutive year Regis University earned a top tier ranking for best colleges and universities by U.S. News & World Report. Regis College biology professor Catherine Kleier earned a Fulbright Award. Regis University hosted the first Jesuit Commons: Higher Education at the Margins international "think tank" designed to envision and chart the future of a program that has been providing online education to refugees in Kenya, Malawi and Syria. Regis University was named to the President's Higher Education Community Service Honor Roll with Distinction for the second consecutive year. Regis University hosted Smithsonian Institution travelling exhibit on Bracero Program. Hildegard Messenbaujgh, M.D., and Ding-Wen Hsu each received the *Civis Princeps* Award. Patricia Ladewig was appointed provost. Regis University announced new majors in physics and computational physics. The Regis College Teacher Education Program became the first in Colorado to be approved for the new Culturally and Linguistically Diverse endorsement standards at the undergraduate education level. Anne Kelly, a nursing student in Rueckert-Hartman College for Health Professions, was selected for the 2012 Award for Excellence in Leadership - Generalist by the American Psychiatric Nurses Association. Catherine Witt, assistant professor in RHCHP, received the National Association of Neonatal Nurses 2012 Leadership Award.

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.

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:

- Provide our students with an excellent education in which they develop the ability to think critically, perceive comprehensively, and perform competently.
- 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.
- 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.
- Investigate the theories, methods and data of academic disciplines, as well as their underlying assumptions and values.
- 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.
- 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.
- Motivate students, faculty, and staff to put their wisdom, skills, and knowledge at the service of humanity.
- Expand the presence and influence of the Jesuit vision and values, which are derived from the Ignatian, Catholic, and United States traditions of education.

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 College for Professional Studies, and the Rueckert-Hartman College for Health 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 an 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 courses, 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.

GRADUATE STATEMENT

Graduate degree programs at Regis University emanate from and embody the University mission of educating men and women to take leadership roles and to make a positive impact in a changing society. These programs provide a rigorous, focused, value-centered professional education rooted in the Jesuit Catholic tradition.

Graduate education at Regis University is learner-centered. Learners and faculty are full partners in an educational relationship that emphasizes academic excellence, active and collegial participation in the educational process, practical application of theory, ethical processes and decisions, and a commitment to lifelong learning.

Regis University's graduate programs infuse professional education with Jesuit ethos and values, develop the whole person, and foster professional competence.

Regis University graduate programs are characterized by:

- Openness – a respect for others and their perspectives;
- Optimism – an affirmation of the goodness of the world and of the human dignity of all people in it; and
- Other-centeredness – a conscious move beyond self to an appreciation of the interconnectedness of human beings and their actions.

Regis University graduate programs purposefully emphasize:

Academic Excellence

Regis University graduate programs are committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. Regis University expects each graduate student to achieve mastery in a discipline, including the ability to integrate and extend knowledge to contexts outside the classroom and to effectively translate theory into practice. Graduate learners are also encouraged to be active partners with faculty in the collaborative process of learning and discovery and to become lifelong learners.

Leadership

Regis University graduate programs develop leaders in the service of others. In this context, leaders are communicators with vision who analyze problems, find and implement solutions, and structure and facilitate processes to make a positive impact on society.

Ethics

Ethical decision-making and behavior are fundamental components of Regis University graduate programs. Ethics in Regis University graduate education guides individuals to make a conscious effort to apply ethical principles to decisions; to integrate and broaden the considerations surrounding the decisions; and to examine carefully the consequences and implications beyond personal and organizational self-interests.

Social Justice

Graduate programs at Regis University strive to nurture a life of service for the common good, to cultivate respect for human diversity, and to strengthen a special concern for the poor, the marginalized, and the oppressed. By emphasizing a concern for social justice, Regis University graduate programs reinforce an individual's commitment to be an active and productive member in society and to work for structural change to protect the disenfranchised.

Global Awareness

Regis University graduate programs are committed to preparing learners to live, work, and lead in an increasingly interconnected global society. Graduate programs strive to create a learning environment that celebrates diversity, values the uniqueness of the individual, and instills a passion for justice for all people.

REGIS UNIVERSITY BEHAVIORAL GOALS

WITH RESPECT TO "LIVING THE MISSION"

At Regis University we practice what we teach by being committed to building and sustaining a culture that values the dignity, diversity, and contributions of all its members. With mutual respect and justice, the Regis community seeks to live the Jesuit mission by:

- Maintaining the highest ethical relationships within the Regis community as well as with partners, suppliers and other business entities, the Catholic Church, other religious traditions, and educational institutions.
- Fulfilling our obligation to society by supporting women and men in the Jesuit tradition to be leaders in their families, communities, and vocations.
- Achieving a unique student experience by providing values-centered education with rigorous academic programs, a focus on life-long learning and service to others that prepares students to contribute to the transformation of society.
- Reviewing and strengthening the continuing health and financial viability of the University with strategies and resources that are responsive to the Mission.
- Acknowledging and affirming exceptional contributions, seeking fair and equitable rewards, and providing opportunities for self-expression and growth in the Regis community.

Regis University thrives when all members of the community act to promote a culture that is congruent with the Mission.

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 a 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 capture the collective thinking of the faculties of the University. In effect, the University Outcome Statements have 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 Outcome Statements encompass some of the critical attitudes and personal values Regis feels are important for citizenship in a global society.

The University Outcome 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.

CREDIT HOUR DEFINITION

Jesuit education is characterized as person-centered and academically rigorous in the search for truth and an understanding of justice. Any relevant definition of credit hour must be consistent with these principles. Therefore, the definition of the credit hour is based on time spent in mentored learning activities that are directed toward student learning outcomes. All Regis University courses have designated student learning outcomes. To merit three credits, a course must have enough mentored learning activities that are directed toward achieving the learning outcomes. Three-credit courses require a minimum of 30 hours of mentored learning activities. All Regis courses require learners to complete individual studying, reading and writing in addition to mentored learning activities, but these activities are not counted toward credit hours.

ACCREDITATION AND AFFILIATIONS

Regis University is accredited by the Higher Learning Commission and a member of the North Central Association.

Commission URL: www.ncahlc.org

Commission Phone: (312) 263-0456

Specialized Accreditations and Authorizations

COLLEGE	PROGRAM/DEPARTMENT	ACCREDITOR/AFFILIATION
Regis College	DEPARTMENT OF EDUCATION	Colorado Department of Education
	DEPARTMENT OF CHEMISTRY	American Chemical Society, Commission of Professional Training (CPT)
Rueckert-Hartman College for Health Professions	HEALTH INFORMATION MANAGEMENT DEGREE PROGRAMS	Commission on Accreditation for Health Informatics and Information Management (CAHIIM)
	BACHELOR OF SCIENCE IN NURSING AND MASTER OF SCIENCE IN NURSING DEGREE PROGRAMS	American Association of Colleges of Nursing, Commission on Collegiate Nursing Education (CCNE)
	MASTER OF ARTS IN COUNSELING DEGREE PROGRAM	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	MASTER OF ARTS IN MARRIAGE AND FAMILY COUNSELING	Council on the Accreditation of Marriage and Family Therapy Education (COAMFTE)
	DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM	American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)
	DOCTOR OF PHARMACY	Accreditation Council for Pharmacy Education (ACPE)
College for Professional Studies	SCHOOL OF EDUCATION	Colorado and Wyoming State Departments of Education.
		Council for the Accreditation of Educator Preparation (CAEP)
	SCHOOL FO COMPUTER AND INFORMATION SCIENCES	Accreditation Board for Engineering and Technology (ABET)

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 Graduate Liberal Studies Programs.

The University is approved by the Colorado 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

Catalog. Accreditation, approvals, and certifications are subject to review and modification from time to time.

THREE COLLEGES

Regis University includes three separate academic units – College for Professional Studies, Regis College, and Rueckert-Hartman College for Health Professions.

The College for Professional Studies offers undergraduate and graduate degrees for the working adult at multiple campuses across Colorado, as well as distance learning programs. Undergraduate programs offer a wide choice of majors through accelerated classroom-based education, online, directed study, and credit for prior learning. The College for Professional Studies graduate degrees include an individualized Master of Arts, Master of Business Administration, Master of Nonprofit Management, Master of Education, and Master of Science degrees in Accounting, Database Technologies, Information Assurance, Information Technology Management, Organization Leadership, Software Engineering, Software Engineering and Database Technologies, and System Engineering. These degrees are delivered via traditional and accelerated classroom formats at multiple campuses, online, and directed study.

Regis College offers a full range of undergraduate programs in the liberal arts, sciences, business, and education, a Master of Arts in Education, a Master of Science in Biomedical Sciences and beginning fall 2015 a Master of Science in Environmental Sciences.

The Rueckert-Hartman College for Health Professions offers undergraduate degrees for Health Care Administration and Health Information Management. Undergraduate offerings also include undergraduate programs in Nursing with traditional, accelerated, Connecting Healthcare Occupations with Innovative Curriculum and Experience (CHOICE), RN-to-BSN, and RN to MS program options for completing the Bachelor of Science in Nursing (BSN). The College offers graduate degrees at the master's level in Counseling, Marriage and Family Therapy, Health Services Administration and Health Care Informatics and Information Management, Master of Science in Nursing with specializations in Leadership in Health Care Systems, Family Nurse Practitioner (FNP), and Neonatal Nurse Practitioner (NNP) and doctorate degrees in Nursing Practice, Physical Therapy, and Pharmacy

UNIVERSITY SITES

Regis University serves more than 15,000 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 Interlocken at Broomfield, Colorado Springs, DTC, Loveland, and Thornton.

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

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, 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 Rueckert-Hartman College for Health Professions nursing and physical therapy programs are located on the third and fourth floors.

Coors Life Directions Center

This building was constructed in 1987 and houses the offices of Career Services, Counseling and Personal Development, Wellness and Recreation, Leadership Development, and Student Health Services.

David M. Clarke, S.J. Hall

This building was constructed in 2012 and houses offices for the College for Professional Studies, the Learning Commons, several conference/seminar room, and the Clarke Café.

Dayton Memorial Library

Dayton Memorial Library offers an extensive array of library resources and services. These include 400 individual study stations, numerous group study rooms, individual faculty studies, a multimedia production lab, and two state-of-the-art electronic classrooms.

The Felix Pomponio Family Science Center

The Felix Pomponio Family Science Center, built in 1966, houses the biology, biochemistry, chemistry, computer science, mathematics, neuroscience, physics, and psychology departments, and a 165-seat amphitheatre. The building was renovated and renamed in 2007 and now features updated labs and state-of-the-art equipment.

The Field House

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

Fine Arts Building

Formerly the chapel, this building houses the fine arts gallery.

Loyola Hall

Loyola Hall contains many classrooms, 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.

Modular

These temporary modular buildings house Campus Safety (Modular A-3/A186), Residence Life, Housing, and Event Services (Modular A-1/A187) and additional classrooms/laboratories.

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, and several classrooms,.

Residence Halls

Regis University offers three traditional residence halls--O'Connell, DeSmet, and West. Each residence hall is staffed by senior residence coordinators, residence assistants, residence chaplains, and peer ministers. Lounge and laundry facilities are found in each residence hall. In addition, the University offers the Residence Village and the Ignatian Village, townhouse apartments for upper classmen. The Residence Village is set up with each unit consisting of three bedrooms, two or two and a half baths, a washer-dryer unit, full kitchen, and living room. Ignatian Village offers two or four bedrooms and has all the amenities of a complete Residence Village unit.

St. Peter Claver, S.J. Hall

In 2013, Regis University completed a major renovation and expansion of the former Adult Learning Center. This building is the home of the Office of the College for Health Care Professions (RHCHP) Dean, School of Pharmacy, School of Physical Therapy, Division of Health Services Administration, larger classrooms, a lecture hall, state of the art performance hall, the fine arts department for Regis College, an auditorium, skills and clinical learning laboratories, as well as the Claver Café.

The Student Center

The Student Center, as the name implies, is the center of campus activities. It houses the Office of Student Life, Commuter Affairs and the commuter lounge, student government, student media, University Ministry, the Office of Diversity, Engagement and Inclusion, and Student Activities. The University Bookstore, Main Café, and Walker's Pub are also located in the Center.

CAMPUS SAFETY

The Campus Safety Office exists to provide greater security and safety to the entire Regis Campus community. All known problems relating to the safety of people and/or to the safety of the University, a building, or personal property should be reported immediately to the Campus Safety Office at 303-458-4122. It is important that incidents be reported to provide maximum security and safety to the Regis community..

In addition, Campus Safety monitors the parking lots, tickets and/ or tows improperly parked cars, and escorts students on campus at night if requested. The Campus Safety Office is located in Modular A-3A//186.

STUDENT LIFE

MISSION STATEMENT

In keeping with the mission of the University and 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.

SCOPE OF SERVICE

The service information provided in this section applies to all University students with the following exceptions: Counseling and Personal Development, Student Health Services, Student Activities, Residence Life, and Housing and Event Services. These services, as described, are available for Regis College undergraduate students and the Rueckert-Hartman College for Health Professions nursing, physical therapy, and pharmacy 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 DEAN OF STUDENTS

The administrative responsibility for the supervision and coordination of the student life areas and staff rests with the Dean of Students. These areas include: Career Services; Counseling and Personal Development; Student Disability Services; Dining Services; Wellness and Recreation; Residence Life; Housing and Event Services; Student Activities; Student Health Services; and the Office of Diversity, Engagement and Inclusion. The Dean of Students is also responsible for overseeing the student judicial system. The Office of the Dean of Students is located on the second floor of the Student Center, room 223.

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. The Handbook is available on the Regis University website www.regis.edu/studenthandbook.

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.

Life Directions Center

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 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 Career Services, Counseling and Personal Development, Student Health Services and Wellness and Recreation.

Career Services

Career Services educates and empowers all students and alumni to make informed career development decisions and create and implement strategies to successfully pursue their career goals. The services provided to support this mission include:

- assisting in identifying skills, interests, abilities, and values in order to set and achieve academic and career goals;
- teaching the process of gathering, understanding, and using job market information;
- increasing effectiveness in conducting a job search campaign, including assistance in writing resumes and cover letters, developing skills in practice interviews, and using networking techniques to tap into the hidden job market;
- providing information, resources, and advice for graduate school research, selection and application;
- making full- and part-time job postings available through the CareerLink online job site; and
- offering opportunities to meet employers at career fairs, employer panels, and other on-campus recruiting and networking events.

Career development services are provided by professional staff in individual sessions in person, by phone or Skype, in group workshops, and online at www.regis.edu/careerservices. For more information contact Career Services at 303-458-3508, 800-388-2366 ext. 3508 or careers@regis.edu.

Counseling and Personal Development

The Office of Counseling and Personal Development strives to support students in their psychological well-being, personal and social development, and academic success. Counseling and Personal Development promotes healthy lifestyles and a community that minimizes harm and maximizes potential for health and well-being. The office provides individual consultation, group seminars, and campus-wide awareness activities related to a broad range of mental and physical health-related issues. Services include short- and long-term psychotherapy, crisis management services, substance abuse harm reduction programming, and consultations to students, faculty and staff. All services are free and confidential to those students who are enrolled full-time in the Regis College, Accelerated Nursing, CHOICE Nursing, Masters in Biomedical Sciences, Doctoral Physical Therapy, or Doctoral Pharmacy programs. The office staff is made up of experienced licensed psychologists and therapists, including a consulting psychiatrist who visits campus weekly. Counseling and Personal Development advises the Active Minds mental health advocacy group, in addition to hosting educational workshops and seminars throughout the year.

Student Health Services

Student Health Services provides health care to traditional undergraduates and Master's of Biomedical Science students enrolled in Regis College and Accelerated nursing students in the Rueckert-Hartman College for Health Professions, and to graduate students in the Physical Therapy and Pharmacy programs.

A Nurse Practitioner and Physician Assistant are available Monday-Friday from 7:30 a.m. to 5 p.m., with physician services also available by appointment. Routine ambulatory medical care, treatment of minor medical emergencies, gynecological services, prescriptions, laboratory testing, and selected immunizations are available on site.

Private insurance plans will be billed for office visits, laboratory tests, immunizations, and other services. Student Health Services will accept as full payment reimbursements received from private insurance for all office visits. Students will be responsible for non-reimbursed laboratory tests, immunizations, and other charges incurred by Student Health Services from outside medical labs or providers. A limited formulary of prescription medications may be purchased from the Student Health Services for a minimal fee. Student health care records are maintained in accordance with applicable federal and state privacy laws.

Hospitalization, dental care, and ambulance transport are the responsibility of the student and his/her parents or legal guardian. Charges for such services are sent directly by the provider and/, or hospital to the insurance guarantor

Health Requirements

As a prerequisite to registration and according to Colorado state law, measles, mumps, and rubella immunity are required for all Regis University students. Students can be considered immune to measles only if they have physician documentation of:

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

Additionally, immunization against meningitis is required of all new and transfer students residing in university housing.
This information becomes part of the student's medical record, which is maintained and updated with each subsequent contact with Student Health Services. Students arriving on campus without a current immunization record are required to report to Student Health Services to arrange for these records and/or immunizations.

If the student fails to submit acceptable immunization documents by the first day of class, he/she has 14 days to submit the documentation to Student Health Services. Failure to provide the required documentation of immunizations will result in the student being considered noncompliant and therefore will be dropped from classes.

Health and Accident Insurance

As a condition of enrollment, all full-time Regis College, all Rueckert-Hartman College for Health Professions nursing students, and pre-licensure physical therapy and pharmacy students must maintain health insurance coverage. This requirement can be met in one of two ways:

- Enrolling in the University-sponsored Student Health Insurance plan.
  or
- 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.

Eligible students must enroll in or waive the University plan during their first term and every successive fall semester. If an eligible student does not waive the University plan by the stated deadline for the semester, he/she will be automatically enrolled in and billed for the University-sponsored health insurance plan. The premium for coverage is:

Semester Rate	$1,102
Annual Rate	$2,204
Accelerated Nursing (summer only)	$671

Wellness and Recreation

Wellness and Recreation strives to foster holistic wellness in the Regis community by:

- creating fitness and recreation opportunities
- offering health education and wellness programming
- providing leadership opportunities, engagement, and personal development outside of the classroom
- increasing opportunities for wellness service learning

The programs included within Wellness and Recreation:

- Fitness Center: A 6,000 sq. ft. facility with cardio and weight areas, a group exercise and stretching area, a bouldering wall, a bike shop and the OAP gear rental closet.
- CHOICES: A peer-based approach to promote healthy living. Student leaders use a variety of informative, entertaining and innovative approaches to increase healthy behavior on campus.
- Informal Recreation: Open gym space Mondays and Wednesdays from 9pm-11pm in the Field House.
- Bike Rentals: Students are able to rent bikes for free for 3 days from March-November and daily from December-February.
- OAP: An outdoor recreation and experiential learning program offering workshops, personal skill training, professional development, reflection, spiritual growth and experiential activities. Check out OAP for rock climbing, canyoneering, mountain biking, backpacking, rafting, hiking, film festivals and more. OAP offers 4-day and 8-day trips during Fall Break and Spring Break.
- Intramural Sports: The Intramural Sports program is committed to fostering good sportsmanship and healthy lifestyle choices in our community. Intramural sports strive to provide all students, faculty and staff with the opportunity to nurture their character, pursue physical fitness and make intelligent decisions within a competitive recreational environment.
- Club Sports: Club Sports are dedicated to the mission of providing and developing leadership opportunities for students interested in a sport or activity. Each club is student run and students establish the organizational framework, leadership and schedule to meet the needs of their membership. Intercollegiate club sports compete in Colorado and against other colleges regionally and nationally.
- OAP gear rental: Students are able to check out a variety of OAP equipment for free. Equipment includes backpacks, tents, sleeping bags, sleeping pads and more.
- Bike shop: Students, faculty and staff can take advantage of our bike shop which offers free services. Customers pay for parts only.

Dining Services/Meal Plans and Charges

Regis University, in partnership with Bon Appétit, offers meals in the Main Café, Claver Café and Clarke Café. The Main Café offers full service, hot meals at breakfast, lunch and dinner. The Claver Café and the Clarke Café offers made-to-order grill items and/or packaged to-go items. Several different meal plans are available for purchase by students. For more information, visit www.cafebonappetit.com/regis.

All unmarried, non-Metropolitan Denver first year students residing on campus are required to purchase a meal plan (Plan A or Plan B), unless specifically exempted in writing by the Dean of Students (exemptions are granted based on medical reasons). Students select meal plans at the beginning of each semester. Meal plans are optional for sophomores, juniors, and seniors. Students may select one of the following plans:

Plan A

Cost (per semester)	$2,252
Meals	19 meals per week
Flex Spending Dollars	$300

Plan B

Cost (per semester)	$2,150
Meals	12 meals per week
Flex Spending Dollars	$400

Plan C

Cost (per semester)	$1,510
Meals	95 meals per semester
Flex Spending Dollars	$615

Plan D

Cost (per semester)	$315
Meals	30 meals per semester
Flex Spending Dollars	$75

Office of Diversity, Engagement and Inclusion

In accordance with our Jesuit values, the Office of Diversity, Engagement and Inclusion provides leadership and resources which enable individuals- whatever their identities, backgrounds, or institutional roles—to realize their capabilities, achieve their visions of success, and engage meaningfully in a dynamic, thriving and inclusive community.

The Office of Diversity, Engagement and Inclusion provides leadership to the university community around efforts to insure that Regis University will be a positive and inclusive learning, working and living environment that will maximize the intellectual and leadership potential of all members. The office also supports numerous opportunities for learning through university-wide co-curricular activities, student and staff affinity groups, diversity workshops and through collaborative work with other departments including various academic departments, University Ministry and Student Disability Services.

The Office of Diversity, Engagement and Inclusion is located in the Student Center, room 219, 303-964-6211, or visit diversity@regis.edu or on Facebook/Diversity at Regis.

Residence Life, Housing and Event Services

Residence Life, Housing and Event Services is responsible for all aspects of the residential program including selection and training of residential staff, room assignments, room changes, programming, and discipline. This department is also responsible for conference services. All inquiries regarding these areas should be made to the Residence Life office located in the Student Center, room 216. Residence Life, Housing and Event Services can be reached at 303-458-4991 or at www.regis.edu/housing.

Residence life coordinators, assistant resident life coordinators, resident assistants, and peer ministers staff each residence hall. The residence hall staff works to ensure 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, Rueckert-Hartman College for Health Professions traditional, graduate, and accelerated nursing students. All unmarried, non-metropolitan Denver first-year students under the age of 21 are required to reside on campus.

Housing Rates per semester

DeSmet, O'Connell and West Halls	
Double Occupancy	$2,600
Single Occupancy	$3,450
Ignatian Village	
Double Occupancy	$2,835
Single Occupancy	$3,315
Pomponio Village	
Studio (per month)	$660
1 Bedroom (per month)	$720
2 Bedroom (shared)	$455
2 Bedroom	$990
Romero House	
Double Occupancy	$2,925
Single Occupancy	$3,130
Residence Village Townhouses	
Double Occupancy	$2,960
Single Occupancy	$3,900

Housing contracts are legally binding for the entire academic year. Refunds for housing will only be provided for authorized cancellations. Cancellations will be determined as authorized withdrawals at the discretion of the Office of Residence Life, Housing and Event Services. Examples of authorized cancellations include study abroad, total University withdrawal and graduation. Unauthorized cancellations will not be released from the housing contract and will be held to the housing charge for the entire academic year.

Students wishing to request a cancellation of their contract and move off campus are required to fill out a Housing Cancellation Request form found under the 'Housing Forms' tab at www.regis.edu/housing and submit the form no less than two weeks before their expected move out date. Authorized cancellations will be refunded according to following refund schedule:

Fall Semester 2014:

Prior to July 26	Forfeit Housing Deposit
July 27 - Aug. 25	75% of Semester Housing Cost Refunded
Aug. 26 - Sept. 3	50% of Semester Housing Cost Refunded
Sept. 4 - Sept. 10	25% of Semester Housing Cost Refunded
Sept. 11 - End of the semester	No Refund

Spring Semester 2015:

Prior to Dec. 6	Forfeit Housing Deposit
Dec. 7 - Jan. 5	75% of Semester Housing Cost Refunded

Jan. 6 - Jan. 14	50% of Semester Housing Cost Refunded
Jan. 15 - Jan. 21	25% of Semester Housing Cost Refunded
Jan. 22 - End of the semester	No Refund

Student Activities

The Office of Student Activities pursues the development of a university community that creates a place for every student to be successful, involved, and engaged in the work of creating a life of meaning. Student Activities accomplishes this by mentoring and collaborating with visionary students who excel at creating leadership opportunities, programs, and events that enrich and enliven the collegiate experience. Striving to get every student involved during their Regis journey, the Office of Student Activities engages students off campus and on, abroad and around town, evenings, weekends, and breaks. Student Activities is dedicated to creating exceptional experiences that challenge, stretch, reward, and instruct and serve.

In pursuing this mission, Student Activities advises Regis' student government groups, clubs, organizations and student media. Student Activities is also the hub for New Student Orientation, Family Weekend, the Best of Colorado, spring break service trips, the Leadership Development Program, and many other exciting programs.

RegisCorps, Regis University's Leadership Development Program challenges students to become leaders in the service of others through classroom and experiential learning opportunities. Following in the footsteps of St. Ignatius, RegisCorps invites students into a transformative leadership experience, preparing them to dedicate their lives for the common good. The program supports five areas of leadership interests – experiential, servant, organizational, entrepreneurial and community engagement – that encourage students to pair their developing leadership skills with their professional areas of interest

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 deeper faith awareness within the total Regis community, and for translating this individual and communal faith into action and witness. The Ministry staff also manages the St. John Francis Regis Chapel. 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, peer ministry programs, small faith sharing groups, retreats, and assistance to persons experiencing grief. The University Ministry staff and Jesuit community are available to the entire University community. Their offices are located on the 2nd floor of the Student Center or visit www.regis.edu/ministry.

LIBRARY SERVICES

The Regis University Library provides the Regis community with significant resources for research, including print, online, and multimedia; a variety of areas for individual study and collaboration; and professional assistance for extensive research and document delivery. The Library is committed to providing excellent service to all students, no matter their location or mode of instruction, through the use of both physical and electronic delivery methods and through the means of a variety of communication technologies. Dayton Memorial Library, which houses the physical collections and staffing, is located on the Lowell campus and offers an extensive array of resources and services. These include 300 individual study stations, numerous group study rooms, individual faculty study suites, a multimedia production lab and studio, a computer classroom, a screening classroom, and two multi-functional meeting rooms.

The Regis collections contain more than 280,000 print volumes, current print periodicals, over 58,000 full-text online journals, and access to over 85,000 ebooks. Regis is a depository for federal government documents and offers a growing collection of multimedia materials including 9000-plus documentary and feature DVDs, audio CDs, and digital programming in a variety of formats. The Regis Archives and Special Collections contain the inactive administrative archives of Regis University and Loretto Heights College. These records include unpublished materials documenting the Catholic presence during the nineteenth century in the Southwest. The Special Collections support the university curriculum with its collections of personal records, such as the Richard H. Truly U.S. Space Program Collection; its realia, such as the Notarianni Political Collection of 3,000 U.S. presidential campaign items; and its rare books, such as medieval illuminated manuscripts and the Edward S. Curtis forty-volume set of ethnographies and photogravures depicting pre-industrial cultures of the *North American Indian*. The Regis Santo Collection includes over 800 historical and contemporary Roman Catholic devotional objects from the American Southwest, Mexico and throughout Central America, and the Philippines. More than 100 santos from this teaching collection are on display in the Dayton Memorial Library santo gallery. Portions of some Special Collections and the Santo Collection are available online through the Regis University Digital Repository: http://rudr.coalliance.org.

The Regis University Library contributes to Prospector, an integrated online catalog, which links the Library to the major academic and public libraries in Colorado and Wyoming. Prospector provides access to more than 25 million volumes with physical delivery to the user in a matter of days. The Library licenses more than 160 specialized, full-text, and statistical databases. The Library also provides traditional and electronic reserves.

The Library is committed to excellence in library instruction, which strives to help students and other groups become independent users of libraries and informed consumers of information in multiple formats. Every year, librarians are teaching an increasing number of students about research skills in a variety of settings, including hands-on research sessions, class visits, and online instruction sessions.

STUDENT DISABILITY SERVICES/TESTING

In the spring of 2014, Student Disability Services and Testing merged into one office that is now called Student Disability Services/University Testing. Combined, the new office is committed to ensuring equal access to programming for qualified students with disabilities, and to providing quiet and secure testing sites for both Regis University students and test candidates.

Disability Accommodations

To be eligible for disability accommodation services, qualified students with documented disabilities must register with the SDS/UT prior to receiving accommodations. Qualified students must contact Student Disability Services/University Testing to request their accommodations for **each** and **every** term. Appropriate accommodations are based upon documentation.

Accommodations are granted on a case-by-case basis depending upon the disability and the documentation. Accommodations can only be approved through Student Disability Services.

Students may disclose and request accommodations at any time during the term; however, it is suggested that students disclose at the beginning of their academic career since accommodations are not retroactive. Accommodations work only through Student Disability Services/University Testing and not through the professor.

Five- and eight-week courses are fast paced and reading intensive. Since incomplete grades are seldom granted, these courses are expected to be completed during the term. Students should contact the program advisor and/or a member of the SDS/UT if they have concerns about a disability and the pace of these types of courses.

University Testing

Student Disability Services/University Testing is a national test center that is open to the university and the community. We offer the following exams on a regular basis: CLEP, DSST, Regis Challenge Exams, NLN, MAT, and TEAS as well as occupational testing for Castle Worldwide, Kryterion, and PROV. We also proctor exams for other universities and are a national testing site for the National Counseling Exam (NCE). The Regis University Testing Center adheres to professional standards established by the National College Testing Association (NCTA).

Student Disability Services/University Testing is located in Clarke Hall, Room 225, 303-458-4941 or 1-800-388-2366 Ext. 494 or visit disability@regis.edu or testing@regis.edu

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

The administrative responsibility for the supervision and coordination of Regis University Offices of Admissions, Marketing and Communications, Institutional Analytics, Athletics, and Enrollment Services resides with the Vice President of Enrollment Management.

REGIS UNIVERSITY ADMISSIONS

The Regis University Office of Admissions is available to answer questions regarding programs/degrees offered by Regis University and which program best matches the student's personal and professional goals.

To be considered for admission to Regis University applicants must submit a completed application, application fee and provided official transcripts from high school and/or regional accredited colleges or university previously attended. Admissions requirements and procedures vary by college/program. Please refer to the specific college/program in this catalog for more information. All documents submitted during the application process become the property of Regis University.

International Students

All international students seeking admission to Regis University should check directly with the Regis University 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 (some program may have additional/higher English test score requirements):

1. Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 213-computer-based and Essay score of 5.0, 82-Internet-based (24 Writing, 20 Speaking, 22 Reading, 16 Listening), or complete ESL Language Centers' Level 112-Academic. Level 112-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 Academic Records and Registration (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 coursework.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than six 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.

Undocumented Students

Regis University is dedicated to providing financial support to undocumented students within the limits of state and federal law. Financial aid is generally not available for undocumented students. The majority of all student aid, including Federal and Colorado student aid, requires the recipient to be a US citizen or permanent resident (green card holder) or an eligible non-citizen.

Regis University provides institutional funds to undocumented students by awarding academic and other talent-based scholarships. The majority of these scholarships are awarded at the time of admission and notice is included in the admissions letter. Students who are eligible to work in the United States can apply for on-campus student employment at www.regis.edu/studentemployment. For more information, visit www.regis.edu/scholarships and www.finaid.org/otheraid/undocumented.phtml.

THE REGIS TUITION GUARANTEE

Traditional Students*

Students who do not meet graduation eligibility after 8 full-time semesters, Regis University will pay for the tuition costs of any additional required courses for up to one academic year.

To be eligible for the Regis Tuition Guarantee, students must meet these eligibility requirements.

- Maintain continuous full-time enrollment at Regis University for 8 consecutive Fall-Spring semesters, or 9 consecutive Fall-Spring semesters inclusive of a Study Abroad semester.
- Declare an initial major by April 1 the second year. The guarantee applies only to degree requirements for a single major; it does not apply to teacher licensure requirements.
- Enroll in and pass an average of 15 credit hours each semester in courses appropriate to the degree plan. While completion of the 128 credit hours needed for graduation requires an average of 16 credit hours each semester, students are eligible for the tuition guarantee as long as they successfully complete an average of 15 credit hours each semester.
- Maintain a minimum 2.000 cumulative grade point average and maintain a minimum of "C" or better in all major courses. Students may not have more than one grade replacement during the four years.
- Regis College students desiring to change to a different major within Regis College must do so no later than October 1 of their third year.
- Regis College students wishing to change to Health and Exercise Science in RHCHP or a major in CC&IS must do so by April 1 of their second year.
- Nursing majors must fulfill seamless eligibility requirements as defined in the University Catalog, demonstrate the Pre-licensure Essential Functions requirements, provide required documentation related to Pre-licensure Clinical/Agency Regulations, and remain within the student's BSN cohort.
- Students who leave nursing are no longer eligible for the four-year guarantee.
- Remain in disciplinary good standing per the University's Student Standards of Conduct for all semesters.

If these eligibility requirements have been met and the student is not eligible for graduation in their major, the student must:

- Apply for tuition-free studies with the respective Dean's office during your 8th semester.
- Complete the tuition-free studies within three semesters, including summer.

**Traditional students are defined as first time, full time undergraduate students enrolled in Regis College and the Rueckert-Hartman College for Health Professions.*

ATHLETICS

The Athletic Department at Regis University offers a wide variety of intercollegiate and club sport programs. The Athletic Department 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, lacrosse, and golf.

The Athletic Department is open 8:30 a.m. to 5:00 p.m. each weekday, and is located on the 2nd floor of the Field House or visit www.regisrangers.com

ENROLLMENT SERVICES

Enrollment Services at Regis University comprises the Financial Aid office, Academic Records and Registration, the Student Accounts office and Student Services. These four offices have a combined student service area located on the 4th floor of Main Hall at the Lowell Campus and student service associates situated at all campus locations to assist students with questions pertaining to financial aid, students' accounts, and academic records and registration.

FINANCIAL AID

The Financial Aid office strives to help as many Regis University students as funds permit. Financial aid awards are made after a student has been admitted to an eligible degree or certificate program of the University and has applied for financial aid. Most awards are based on financial need. However, a limited amount of aid is available to students without need. Students are encouraged to call 303-458-4126 or, if calling from outside the Denver Metro area, toll-free at 800-568-8932 for financial aid information.

Applying for Financial Aid

Eligibility for financial aid is determined by the Free Application for Federal Student Aid (FAFSA), available on the Internet at www.fafsa.ed.gov. Students should allow ample time for the processed document to reach the Financial Aid office.

All continuing students should submit a FAFSA annually by the April 15 priority date in order to allow sufficient time for processing and to be considered for all types of financial aid, including grants and University scholarships. The FAFSA code for Regis University is 001363.

Copies of IRS federal tax return transcripts (parent and student for dependent students; or student and spouse, if married) and an Institutional Verification form may be required. In order to meet Regis' priority funding date for the following academic year (summer, fall and spring semesters), a completed FAFSA must be received by the government processor by April 15. Returning students applying ONLY for on-campus student employment, who do not plan to complete the FAFSA, should submit a Regis Student Employment Application by April 15.

How Eligibility is Determined

The Free Application for Federal Student Aid (FAFSA) is analyzed according to a 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 of household members 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 the student's education for one year. This amount is called the Expected Family Contribution (EFC). Results of this analysis are forwarded to the Financial Aid office(s) specified by students on the application.

The Regis University Financial Aid office determines a reasonable cost of education, including tuition, fees, books and supplies, 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. The student's EFC is subtracted from the cost of the education budget to determine financial need or eligibility. Students who do not demonstrate financial need through this process may still be eligible for scholarships, Federal PLUS loan, Unsubsidized Federal Direct loan, or other forms of assistance offered by Regis University.

Notification and Disbursement

When a student's financial aid application is complete (all forms and reports received), it is reviewed by Financial Aid personnel. If a student is eligible and funds are available, an award letter is prepared and available on WebAdvisor. The student should complete the WebAdvisor Loan Accept or Reject option if the student is accepting student loans. Most aid is divided into two or three equal payments, based on the number of semesters for which the student is enrolled. Federal loans require that students complete Entrance Counseling and Master Promissory Notes, loans will only disburse once these steps are completed.

Grant and loan funds that have been awarded are credited to the student's account within a week of the end of the add/drop period after the student has begun enrollment for the appropriate credit hours. The student will be contacted if any funds are received by check that requires personal endorsement. Any funds in excess of student expenses billed by Regis University may be used for other allowable educational expenses such as books and living expenses. These funds are not available until approximately 14 days after the add/drop period for the semester. Students should plan ahead and have sufficient resources to meet these costs for at least the first three weeks of the semester.

TYPES OF NEED-BASED AID

After the student's completed need analysis has been received, Financial Aid office personnel prepare an award package, to the extent that funds allow for each eligible student. An aid package may be made up of the following types of awards.

Grants (Gift Assistance)

Federal Pell Grant

This is a federally funded program for undergraduate students with extreme financial need who are seeking a first baccalaureate degree. 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 Federal Pell Grant will be disbursed only if students have not already received the lifetime maximum amount which is the equivalent of twelve semesters full-time enrollment awards. The student's Expected Family Contribution, estimated costs, and enrollment status determine the amount of the Federal Pell grant. For 2014-2015, $5,730 is the maximum annual award.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federally funded supplemental grant may be awarded to a student seeking a first baccalaureate degree. These funds are limited. The FAFSA is used to apply for this grant. Students must qualify for Federal Pell Grants to be considered for Federal Supplemental Educational Opportunity Grants.

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides up to $4,000 per year in grant funds to students who commit to 1) teach full-time 2) in high-need subject areas 3) for at least four years and 4) at schools that serve students from low-income families. Graduate students may be eligible for $4,000 per year ($8,000 total) with the same commitment to teach. If the commitment is not fulfilled, the TEACH award is converted to an unsubsidized Federal Direct Loan with interest retroactive to the time of the award disbursement. Eligible applicants must meet certain academic requirements, file the Free Application for Federal Student Aid (FAFSA), and sign the required commitment statements each year.

The College Opportunity Fund (COF)

COF provides an amount of money (stipend) per semester hour paid by the State of Colorado on behalf of an eligible undergraduate student. The amount of stipend is set annually by the Colorado General Assembly. The stipend for eligible private institutions is 50% of the amount set for public institutions. The maximum stipend semester hours are capped at 145 semester hours, with an additional 30 hours of undergraduate semester hour eligibility available. For eligible Regis University undergraduate students, the stipend is awarded through the financial aid process.

A COF undergraduate student at Regis University is a student who:

- is classified as an in-state student;
- is a graduate of a Colorado high school or has successfully completed a non-public home-based education program in Colorado or received a GED in Colorado;
- demonstrates financial need through the student's eligibility for the Federal Pell Grant program (student must complete the FAFSA); and
- meets any other eligibility requirements established by the Colorado Department of Higher Education.

Students are required to apply for the COF stipend program through the College Assist website. This application needs to be completed only once in a student's lifetime. The link to the College Assist application is at https://cof.college-assist.org/cofapp.

Colorado Student Grant

Colorado Student Grants are state funds awarded to Colorado resident undergraduate students with high financial need. Students must file the FAFSA in order to be considered for this grant.

Regis Grant

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

Colorado Graduate Grant

Colorado Graduate Grants are state funds awarded to Colorado resident graduate students with high financial need and who major in certain fields as specified by the state. These majors include math, science, computer science, and health fields.

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 may be made directly by Regis University to undergraduate students who provide evidence of financial need through the FAFSA application. Loans are repaid to Regis University. The interest rate is 5% and the repayment period begins nine months after the borrower ceases to be enrolled at least half-time. Loans under this program may not exceed $5,500 per year as an undergraduate student with an aggregate maximum of $27,500. Descriptions of reasons for deferment and cancellation are detailed in the promissory note. Students must complete an exit interview before leaving the University at which time the loan obligations and contingencies are discussed.

Federal Nursing Student Loan

The Federal Nursing Student Loan is a federally funded loan with a portion of the loan contributed by Regis University. Loans may be made directly by Regis University to nursing undergraduate students who provide evidence of financial need through the FAFSA application. Loans must be repaid to Regis University. The interest rate is 5% and the repayment period begins nine months after the borrower ceases to be enrolled on at least a half-time basis. The aggregate maximum for the loan is $17,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note. Students must complete an exit interview before leaving the University at which time the loan obligations and contingencies are discussed.

Federal Direct Loan

The Federal Direct Loan is a federal education loan designed to help students pay for college. To apply for a Federal Direct Loan, students must submit a FAFSA application. The FAFSA results determine a student's financial need, which affects the amount of subsidized loan that an undergraduate student can borrow. Students may be offered a subsidized or unsubsidized Federal Direct Loan, or both. If the loan is subsidized, the federal government pays the interest while the student is enrolled and through a six-month grace period after the student has graduated or ceased to be enrolled at least halftime. Students begin to pay interest on the loan when repayment begins. Graduate students are no longer eligible for subsidized loans beginning Fall 2012.

Students may be eligible for unsubsidized loans if educational costs remain after all other financial aid is subtracted within annual and aggregate loan limits. The unsubsidized loan amount is not determined by need. Students are responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate and be capitalized, that is, added to the principal amount of the loan. Capitalizing the interest will increase the amount to repay. Funds for student loans come from the federal government.

Federal PLUS Loan

Parents of dependent undergraduate students may borrow on the student's behalf and graduate students may borrow on their own 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. A federal origination will be deducted prior to disbursement. A FAFSA and a Federal PLUS Loan application are required. Need is not a factor. A credit check and the absence of adverse credit history are required.

Federal Graduate PLUS Loan

A Federal Graduate PLUS loan is available to graduate students. To be eligible, a graduate student must be attending Regis University at least half time (3 graduate semester hours per term or 6 required undergraduate semester hours), file a FAFSA, apply for the Federal

Direct Loan, and not have any adverse credit when a credit check is conducted.

A graduate student may borrow up to the full cost of education (as determined by the Financial Aid office) less the amount of other financial aid awarded, including Federal Direct Loans and alternative loans. The estimated cost of attendance includes tuition, room, board, books, personal, transportation, and other educationally related expenses.

The Federal Graduate PLUS interest rate is fixed annually on July 1. Federal loan fees will be deducted from the loan amount prior to disbursement. Graduate PLUS loan repayment begins within 60 days after graduation or dropping below half-time status. Students who are enrolled at least half time will be placed in deferment status. The standard repayment period is ten years.

Employment (Earned Assistance)

Federal Student Employment

Federal Student Employment 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 in community service. Students must file the FAFSA and apply by April 15 in order to qualify.

Colorado Student Employment

Colorado Student Employment is a state-funded employment program for Colorado resident undergraduate students and may be awarded to those with or without need. Students must complete the FAFSA for need-based student employment or the Regis University Student Employment Application if they are interested in no-need student employment and apply by April 15. Payment of work-study earnings is made every two weeks based on the number of hours worked.

Regis Student Employment

Student employment positions on campus are available on a limited basis. Students who are interested in student employment as well as other types of aid must complete the FAFSA. Students who are interested in only student employment should complete a Regis University Student Employment Application by the April 15 deadline to be considered for this award for the following fall and spring semesters.

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 student's demonstrated need. Scholarship amounts vary but most do not exceed tuition and fees.

Board of Trustees and Regis Achievement Awards

A limited number of Board of Trustees Scholarships are offered to entering Regis College freshmen with high scholastic achievement. The award is renewed each year for a total of four years (eight semesters) as long as the recipient maintains a 3.000 cumulative grade point average. These scholarships are not available during the summer semester.

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 years (eight semesters) as long as the recipient maintains a 2.750 cumulative grade point average.

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 and who excel on a test of proficiency given at the University in February. Scholarships are renewable for up to four years of study (eight semesters for freshmen and four 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.

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.

Endowed/Annual Scholarships

Regis University offers over 150 endowed and annual scholarships to students enrolled in Regis College, the Rueckert-Hartman College for Health Professions, and the College 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 are determined by the donor, and selection is made by the Financial Aid office, and in some cases, a scholarship committee. Eligibility is based on merit and/or financial need. In most cases, selection is based on information provided by students in the general application process, including the FAFSA and academic records. Students are automatically considered for these scholarship awards at the time of application to the University; there is no separate application for most scholarships. On occasion, students may be asked to furnish additional information for selected scholarships. In most cases, scholarships are renewable for four 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.

Endowed/Annual Scholarships 2014-2015

1977 Special Endowment

Admiral Richard H. Truly Financial Aid Endowment

Alicia Ann Leavitt Memorial Scholarship

Alpha Sigma Nu Scholarship

Alumni Association Endowed Scholarship

Anthony and Marie Cosimi Endowed Scholarship

Anthony F. Zarlengo Endowed Scholarship

Arrupe Annual Scholarship

Arrupe Jesuit High School Endowment

Arthur and Mary Gregory Estate Endowed Scholarship

Augustus A. Aquino, MD and Noreene Aquino Endowed Scholarship

Bloedorn Scholarship

Boettcher Opportunity Award

Boundless Opportunity Scholarship

Bruskotter Scholarship

Captain Felix W. McKenna, Jr. Endowed Scholarship

Captain George B. Kersting Endowed Financial Aid Fund

Captain Ralph J. Dwyer, Jr. Memorial Scholarship

Catholic Minority Endowed Scholarship

Chambers-Hemmings Endowed Scholarship

Charles & Rosalie Hora Scholarship

Charles A. Frueauff Foundation Scholarship

Charles B. Lindahl Endowed Scholarship

Charles E. Collins Memorial Endowed Scholarship

Chas Gustav & Margaret Klempera Endowed Scholarship

Cherne Endowed Scholarship

Christina I. Alarcon Memorial Scholarship

Class of 1959 Arrupe Endowment

Class of 1960 Arrupe Fund

Class of 1968 Scholarship Endowment

College for Professional Studies Alumni Supported Scholarship

College for Professional Studies Financial Aid Fund

Colorado Non-Profit Leaders Endowment

Commitment Program Financial Aid Fund

CVS Annual Pharmacy Scholarship

Darrel W. and Pamela A. Lathrop Endowed Scholarship

David M. Clarke, S.J. Fellowship

Dawson-St. Jude Scholarship

Dean B. and Yuriko N. McPhail Scholarship

Deloris and Alex Marcus Scholarship Fund

Dennis A. Gatchell Scholarship

Dominic Pantanella, S.J. Endowed Scholarship

Donald F. Dillon Arrupe Scholarship Fund

Dr. Francis J. Ozog Endowed Scholarship

Dr. James L. Giulianelli Endowed Scholarship

Dr. Roland J. Zarlengo and Cecelia (Peggy) M. Kaminski Zarlengo Endowed Scholarship

Dr. Scholl Foundation Fund

Ed Hanifen Golf Scholarship Fund

Edna Dugan Memorial Endowed Scholarship

Edward J. and Sally C. Dempsey Endowed Scholarship

Edward T. & Katherine Gibbons Endowed Scholarship

Edward Timmins Scholarship for Undergraduate Business Studies

El Pomar Leadership Development Scholarship

Elaine Perry Leadership Scholarship

Eleanor Diss Sabin, MD Scholarship Fund

Ella Mullen Weckbaugh Memorial Endowed Scholarship

Ella Mullen Weckbaugh University Ministry Endowed Scholarship

Ellen L. Guest Endowed Financial Aid Fund

Eugene G. Rourke Scholarship

Eugene S. Witchger Scholarship Fund

First Data Endowed Scholarship

Francis X. and Carolyn R. Byrne Memorial Scholarship

Freda T. Roof Memorial Scholarship

Gallegos Arrupe Financial Aid Fund

George Frederick Jewett Annual Scholarship

George Rogers Clark Brant Endowed Scholarship

Harry Hoewishcher, S.J. Endowed Scholarship

Harry Trueblood Scholarship

Harvey D. Rothenberg Endowed Scholarship

Heider Family Foundation Annual Scholarship

Helen McLoraine Student Teaching Scholarship

Herschel R. Shwayder Memorial

Hill Foundation Scholarship

Hsu Endowed Scholarship

Hugo and Rosemary Weber Natural Science Endowed Scholarship

Irish Community Fund Scholarship

J.K. Mullen Endowed Scholarship

Jack Coyne, '65 Endowed Scholarship

James G. Hermann and Paula R. Scirati Scholarship Fund

James P. Butler Class of 1959 Endowed Scholarship Fund

James R. and Sighle A. Prall Endowed Scholarship

James Whitney Marsh Scholarship Fund

James W. Martin Scholarship

Jean and Dennis McDaniel Scholarship

Jewish Students Endowed Scholarship

JHR Endowed Scholarship

John and Jeannie Fuller Endowed Scholarship

John J. and Margaret M. Conway Family Scholarship

John K. and Catherine S. Mullen Scholarship

John M., Jr. and Loretta A. Kelly Financial Aid Fund

John P. Fitzgibbons, S.J., Endowed Scholarship

John R. Moran, Jr. Health Professions Scholarship Fund

John S. Wells Annual Scholarship

Joseph A. Ryan, S.J. Endowed Scholarship

Kathleen S. Nutting MAE Director Emeritus Award

Kathy Fortune Arrupe Scholarship Fund

Kathy Fortune Memorial Scholarship

Kenneth King Scholars

Leah Anne Shiely Endowed Scholarship

Lee/David Family Scholarship

Leon Lascor Endowed Scholarship

Lois B. Hayna Endowed Creative Writing Scholarship

Louise Patricia Esquivel Maestas & Gilbert Boniface Maestas, MD, '48 Endowed Scholarship

Lydia M. Peña, S.L. Endowed Scholarship

Lyle Gene Fuchs Endowed Scholarship

Mae Lewicki Annual Scholarship

Maggie Kathryn Berkebile Endowed Nursing Scholarship

Margaret B. Smith Endowed Financial Aid Fund

Margaret R. Doyle, R.N. Endowed Scholarship

Marian and AC Cabela Annual Scholarship

Marian and AC Cabela Endowed Scholarship

Marian Verette (Pierce) Scholarship Fund

Martin Arrupe Annual Scholarship Fund

Martin T. Hart Endowed Fund

Mary L. Robbins Endowed Scholarship

Mattie D. Brown African American Scholarship

May Bonfils Memorial Scholarship

Maybethe Rhodes Buck Endowed Scholarship

Meaghan Gallagher Memorial Scholarship

Michael J. Sheeran, S.J. Endowed Scholarship

Michael J. Scherr Endowed Scholarship

Monahan CPS Single Parent Scholarship

National Association of Chain Drug Stores Foundation Pharmacy Partners Scholarship

Native American Endowed Scholarship

Notarianni Family Scholarship in Memory of Elissa A. Notarianni

Pacesetters Endowed Scholarship Program

Pascual Ledoux Endowed Financial Aid Fund

Patricia Brin Levinger Scholarship

Patrick D. Vinton Memorial Scholarship

Paul and June Schmitz Endowed Scholarship

Pauline Collins Stewart Endowed Scholarship

Philosopher's Stone Scholarship Fund

Porter-Billups Endowed Scholarship

Premier Bank Endowed Scholarship

Quality and Patient Safety Scholarship

QWEST Endowed Scholarship

Ralph and Trish Nagel Arrupe Annual Scholarship

Raymond A. Hutchinson Endowed Scholarship

Regis College Financial Aid Fund

Regis Endowed Student Scholarship

Richard and Mary Pat McCormick Endowed Scholarship

Richard M. and Susan P. Schafbuch Scholarship Fund

Robert Henderson Memorial Endowed Scholarship

Robert J. Lacey Annual Accounting Scholarship

Robert J. Lacey Endowed Accounting Scholarship

Ronald S. and Mary Brockway Endowed Scholarship

Rueckert-Hartman College for Health Professions Financial Aid Fund

RxPlus Annual Scholarship

Safeway Annual Pharmacy Scholarship

School of Pharmacy Faculty Annual Scholarship

Schramm Foundation Endowed Scholarship

Second Century Endowed Scholarship

Special Education Endowed Scholarship

Stephen James Atencio Endowed Scholarship

Stephen R. Krieger, S.J., Endowed Scholarship

Steve Graham Capacity Building Scholarship

Student Teaching in Catholic Schools Scholarship

Thin Blue Line – Lieutenant Joe Ferraro Memorial Scholarship

Thomas J. Steele, S.J., Endowed Scholarship

Thomas W. and Hanna R. Nevin Endowed Scholarship

Timothy L. and Julie G. Brake Financial Aid Fund

TJ Myrick Memorial Endowed Scholarship

Tracy Family Scholarship for Native American Students

UPS Scholarship

Victor A. and Judith S. Perrella Family Scholarship

Vincent C. Paris and Vincent R. Paris and Marie A. Cartone Scholarship

Vincent N. and Marilyn Schmitz Endowed Financial Aid Fund

Viola Vestal Coulter Foundation Scholarship

Walgreen's Diversity Scholarship

Walter F. Imhoff Annual Scholarship

Walter L. O'Hayre, M.D. Endowed Scholarship

Walter S. Rosenberry III Endowed Scholarship Fund

Wells Fargo Fund for Disadvantaged Youth

William Randolph Hearst Endowed Scholarship

William S. Levings Endowed Scholarship

William T. Miller, S.J. Endowed Scholarship

Wilma Jean Hart Endowed Financial Aid Fund

Women With a Cause Endowed Scholarship

Women's Golf Team Endowed Financial Fund

Xcel Energy Environmental Studies Scholarship

Xcel Energy Kelly Teacher Education Scholarship for STEM Majors

Zarlengo Family Scholarship

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 University. 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, and room and board may not receive other gift aid except for Federal Pell Grants. All awards must comply with NCAA or AIAW and conference rules, including the academic eligibility prescribed. Renewal conditions are set by the athletic department.

Other Sources of Aid

Bureau of Indian Affairs

Grants are available to students who are at least one-fourth Native American, 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.

Dependent's Tuition Assistance

This program provides tuition assistance for dependents of National Guardsmen, law enforcement officers, or firefighters 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 through the Colorado Department of Higher Education.

Division of Vocational Rehabilitation

Students with physical or emotional needs 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 at 800-827-1000.

Employee Tuition Benefit (ETB)

ETB is available to eligible employees of Regis University and to their spouse and dependent children. Eligibility for benefits varies according to the number of hours and months an employee has worked. Students must be admitted to an eligible program and be eligible to receive the benefit, including meeting the minimum requirements of the financial aid Satisfactory Academic Progress policy. Complete details are included in the ETB application available in the Human Resources Department.

Tuition Exchange and Faculty Children's Exchange (FACHEX)

Tuition Exchange awards are tuition-only grants offered by Regis University to Regis College undergraduate students whose supporting parent works for a Jesuit or other participating 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 renewed for four years (eight semesters maximum) if a cumulative grade point average of 2.000 or higher is maintained. Contact Financial Aid for more information.

Outside Scholarships

The Financial Aid office at Regis University, high school guidance offices, and public libraries have listings of scholarships provided by companies, individuals, and trusts outside the University. The Regis University website provides access to a scholarship database at www.regis.edu/financialaid.

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 the 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 under the provisions of the Department of Veterans Affairs. 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 VA differs according to half-time or full-time enrollment. Students who are eligible for veterans' benefits should check with the Regis University certifying official in the Academic Records and Registration office 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; or
- the student is attending another college or university.

International Students

Federal and state financial aid funds are restricted to citizens and permanent residents of the United States. International students with F-1 or J-1 visa types who seek employment on or off campus must follow procedures specified by the Designated School Official in the Academic Records and Registration office in order to maintain legal status. If required standards are met, foreign students may apply for scholarships and institutionally funded grants.

Consortium Agreements

The Financial Aid Consortium Agreement is an agreement between Regis University and an eligible college to share enrollment information and records for student financial aid eligibility.

Under a Consortium Agreement, Regis University may act as the Home school, meaning the student intends to receive his or her degree or certificate from Regis. The other school acts as the Host school. Students may take classes that Regis University approves for credit at the other college, and those credits will be transferred to Regis. Under this agreement, students can be considered for financial aid if they are at least half-time students, combining classes at both schools the student is attending. Students must renew their consortium agreement each semester.

Registration/Enrollment

Students should enroll in a degree-granting program at Regis University and create a degree plan with a Regis University advisor. This plan may be altered with the advisor's approval.

At the beginning of each semester, students must register for all courses they will take during that semester. If a student is taking courses at Regis University, he/she follows the standard registration process at Regis. Students who are taking courses at a Host school must meet with a Regis University academic advisor for pre-approval of their planned courses before they register. They should also complete a Concurrent Enrollment Form (CEF) to ensure that courses at the Host school will transfer for credit at Regis.

When registering at a Host school, students should identify themselves as a Regis University student. If courses are taken at Regis, tuition is paid to Regis. If courses are taken at a Host school, tuition is paid by the student to the Host school.

Students attending a Host school should apply for financial aid through Regis University. Students must:

- submit a FAFSA;
- complete an Authorization to Release Information form; and
- contact the Financial Aid office at Regis University to complete any additional forms as appropriate.

Courses approved by the Regis University academic advisor and taken at a Host school are considered for financial aid eligibility. Students must notify the Financial Aid office if their enrollment plans change, since enrollment status affects financial aid eligibility.

Financial aid is not paid until the Financial Aid office receives verification from the Host school that a student is enrolled for the minimum required credits. This occurs after the Host schools' add/drop period. Any credit refund from financial aid proceeds is processed within two weeks after financial aid is credited to the student account at Regis University.

Regis University has entered into a consortium agreement with the Colorado Community College System, which includes the following 13 Colorado community and junior colleges:

Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Community College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

Students may individually enter into a consortium agreement with Regis University if attending classes abroad or at certain other colleges not part of the Colorado Community College System. For more information concerning these consortium agreements or to explore the possibility of an agreement with a different institution, please contact the Financial Aid office at 800-568-8932.

Study Abroad

Enrollment in a program of study that is approved for credit by the student's academic advisor may be considered as enrolled at Regis University for the purpose of being eligible for federal and state financial aid. Students who are juniors or seniors with a minimum grade point average of 3.0 and clean disciplinary records should contact the Regis College Office of Summer Session and Study Abroad for Study Abroad program details. If approved for participation, interested students should contact the Regis University Financial Aid office for more financial aid information.

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 at least half time in order to qualify. The student award letter specifies the enrollment requirements upon which the financial aid 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 undergraduate classes are required for a graduate degree, the student must have at least six undergraduate semester hours to be considered a half-time student.

Selective Service Registration

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 federal and state governments require the Financial Aid office to monitor the academic progress of students who are receiving federal, state, or institutional assistance. All hours attempted and completed are reviewed. Cumulative grade point averages and maximum hours of financial aid eligibility are monitored once per year. The full policy for Satisfactory Academic Progress is posted on the Regis University website.

Refunds Due To Withdrawal

Scholarships, grants and loans normally are 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's account if no enrolled hours can be verified or enrolled hours are insufficient based on the level on the award letter. Students who completely withdraw after aid has been credited may have their aid adjusted in accordance with federal and state regulations.

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 on the University's tuition and housing refund policies. Details of these policies are available in the Student Accounts office.

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.

The student's withdrawal may result in a return of funds to the federal financial aid programs, and the student may have to repay those funds.

There are three situations that may require immediate repayment of financial aid funds when a student withdraws:

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 financial aid programs, depending on 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. This repayment is based on federal guidelines.

If withdrawal occurs prior to fully establishing enrollment eligibility, the entire financial aid award, including any credit balance, will be repaid to the financial aid programs. This may result in a balance due to the University.

Earnings in student employment programs are paid through the time of withdrawal. Students may not continue student employment 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 may be placed on financial aid suspension. Refer to the full Satisfactory Academic Progress Policy on the University website.

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 Withdrawing and Financial Aid policy statement available on the Financial Aid website.

STUDENT ACCOUNTS

TUITION, FEES, ROOM AND BOARD CHARGES

Tuition, fees, and room and board charges are posted to students' accounts as they are assessed. Current rates can be found in each college section of this *Catalog*. Payments are applied to accounts when received by the University. Students may call 303-458-4126 with questions concerning their account. If calling from outside the Denver Metro area, the toll-free number is 800-568-8932.

FINANCIAL POLICIES

Tuition, fees, and other charges described in this *Catalog* are good faith projections for the current 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 *Catalog*. 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.

Regis University reserves the right to restrict and/or drop registration. 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 a financial obligation resulting from a Federal Perkins or Federal Nursing loan.

At the time of registration, the student accepts financial responsibility for all tuition and fee charges. Full payment of the student account balance is due by the published due date. If the balance is not paid by the due date, late fees will be assessed and the student account will be considered in default. It is the responsibility of the student to update Regis University with address changes and other pertinent contact information. Failure to receive invoices, reminders, or past-due notices does not relieve the student of his or her financial obligation. Students who are referred to a collection agency due to an incorrect address on file are obligated to pay any and all collection fees incurred.

Failure to pay on a past due balance will result in the account being sent to external collection agencies. Upon non-payment of a past due balance, Regis University may declare the balance due and payable. At the time of registration, students agree to reimburse Regis University the fees of any collection agency up to 30% which may not be reflected in the statement of account, which may be based on a percentage of the debt, and all the costs and expenses, including late fees and all other applicable charges to Regis University. In the event this agreement is placed in the hands of an attorney for collection through legal proceedings or otherwise, it is the responsibility of the student to pay late fees, attorney fees, court costs, and all other applicable charges to Regis University. Electronic signatures are equal to signed promissory notes. Tuition deferments, payment agreements, and RPO payment plans are equal to loans and are not dischargeable in bankruptcy. Disputed past due accounts shall be governed by Colorado law, excluding its conflicts of law's provisions. In the event of default, Regis University and its respective agents reserve the right to report defaulted information to the credit bureaus. Once a delinquent account that was placed with a collection agency is paid off by the student, the student will be placed on a pre-pay status for two consecutive semesters for any future registrations.

INTERNATIONAL STUDENTS

International students are required by law to financially support all expenses associated with studying in the United States. An International student is defined as a person who holds citizenship in a country other than the United States and/or possesses a temporary visa.

Nonresident Aliens

A nonresident alien is a person who is not a citizen or national of the United States, who is in this country on a temporary basis, and who does not have the right to remain indefinitely. Nonresident aliens are required by law to financially support all expenses associated with studying in the United States. Payment is due by the term's published due date. Other payment options are not available to nonresident alien students. If payment is not received by the tuition due date nonresident students will automatically be dropped for non-payment. As a courtesy, tuition due date reminders will be sent to the student's Regis email prior to the dues dates.

Permanent Residents or Resident Aliens

A permanent resident or resident alien is not a citizen or national of the United States, but has been lawfully admitted for permanent residency and holds an alien registration receipt card. Permanent resident students are eligible for the regular payment options offered.

PAYMENT METHODS FOR ALL STUDENTS

PAYMENT METHODS

Regis University accepts cash, checks, debit cards, money orders, and credit cards. The following credit cards are accepted: Visa, MasterCard, Discover, and American Express. Cash payments can only be accepted at the Lowell Campus (see below).

Pay Online:	To view your account summary and to make online payments go to WebAdvisor, click "Students" and then "Make a Payment."
Pay By Phone:	Call 303-458-4126 or Toll Free at 800-568-8932. Monday - Friday, 6 a.m. to 10 p.m. Saturday, 8 a.m. to 3 p.m.
Pay By Mail:	Mail to: Regis University 3333 Regis Blvd, A-8 Denver, CO 80221-1099 Be sure to put your student ID on your check.
Pay On Location:	Payments (except cash) can be taken at any Regis University location.

Cash payments:	Can only be accepted at the Cashier's Office, Garden level, Main Hall, Lowell Campus.

Course Schedule Update E-mail and Paper Registration Invoice

Students automatically receive a course schedule update e-mail when there is add or drop registration activity on their account. Also, a registration invoice is mailed to the student within 10 days after changes in registration occur and a revised balance is due.

Sponsored Billing

Regis University can set up a direct billing arrangement with companies or agencies that are willing to cover a student's tuition and fees. Sponsors may enter into a pre-established contract provided by Regis University. For more information on the initial set-up, please contact the Sponsored Billing Representative at 303-458-4079. Students should consult with their employer or sponsor to determine if a direct billing agreement has been established with Regis University.

Once the direct billing arrangement has been set-up with the University, Regis will directly bill the sponsor once proof from the sponsorship is received. Such proof can be a financial guarantee letter from the employer that includes student name, student ID, course title(s), tuition amount, name, address, and contact information on where the bill should be sent. The financial guarantee letter should be submitted to the Student Accounts office by the tuition due date to be accepted. It is the student's responsibility to facilitate the submission of proof for each term. If the sponsor does not pay the balance owed, the financial obligation will then be the responsibility of the student. The student will be obligated to meet the University's financial policies outlined in this *Catalog*. If the sponsor payment is not sufficient to cover tuition and fees, the student will have to either pay their portion or make payment arrangements by the due date for that class.

Sponsored Billing is NOT tuition reimbursement. Tuition reimbursement means that the student is responsible for paying the tuition and is reimbursed at a later time by the employer.

REFUNDS

Financial Aid Refunds

When financial aid is disbursed into the student account, it will be applied to tuition and fees. If a credit balance exists after tuition and fees are paid, a refund check will be mailed to the student within 14 days from the date funds are credited to the student account. The student may request that funds be deposited directly into his or her bank account (Direct Deposit) within 14 days. Information regarding the Direct Deposit option is located on WebAdvisor/Student Accounts/Direct Deposit.

By federal regulation, PLUS credit balances are paid to the parent unless the parent authorizes Regis University in writing to release the credit balance to the student. The Parent's PLUS Refund Authorization form can be found at www.regis.edu/studentaccounts,

Withdrawal and Refunds of Tuition

Students who withdraw from courses after the add/drop period may qualify for a partial refund of tuition. Refunds are calculated at rates established for each week. Withdrawal procedures vary depending on the student's college and level. Information about withdrawal procedures and deadlines is available in this section of the *Catalog* under Academic Records and Registration 'Withdrawal' heading. The date the online Withdrawal Form is submitted will be used to determine the amount of refund, if applicable. Students are also obligated to return financial aid funds under the Title IV Federal Regulations. Please contact the Financial Aid office for information on how withdrawals can affect financial aid. The following tables show the amount of refund students will receive depending on the length of the term. Variable course refunds are not shown and may vary.

5 Week Courses

Week 1	100%
Week 2	60%
Week 3	40%
Week 4-5*	0%

8 Week Courses

Week 1	100%
Week 2	80%
Week 3	40%
Week 4	20%
Week 5-8*	0%

Semester Courses

Week 1	100%
Week 2	80%
Week 3	60%
Week 4	40%
Week 5	20%
Week 6-16*	0%

* *Students in the Rueckert-Hartman College for Health Professions cannot withdraw from a course during these time periods.

Other Refunds

If a valid credit balance exists on a student's account because of a withdrawal from a class, adjustments, and/or over-payments, a refund will be generated or applied to future course tuition and fees. If the student paid by credit card, the refund will be returned to the credit card. If financial aid funds paid the account of a withdrawn class(es), a financial aid chargeback will occur according to federal and institutional policy. The funds will be returned to the lender and charged back to the student account. The student will have to pay Regis University directly on all finanacial aid chargebacks.

Credit Balance Hold Requests

If the student wants a credit balance to be held in the student's account, the Credit Balance Hold form must be completed and can be found at www.regis.edu/studentaccounts.

Payment Policy, Due Dates, and Payment Options

Traditional Semester-Based Programs

Semester-based programs include the following:

Regis College Undergraduate

Traditional Nursing Program

Master of Science in Biomedical Sciences

Doctor of Physical Therapy

Doctor of Pharmacy

Tuition and fees are due on the first day of the month prior to the start of the academic period. The fall due date is August 1; the spring due date is January 1. Students who 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 the student registers after the tuition due date, payment is required at time of registration. If payment is not received by the due date, a $300 late fee will be assessed to the student's account; all past due balances must be paid prior to further registration including schedule changes. Furthermore, the University reserves the right to cancel registration due to non-payment. Students can access WebAdvisor for current and upcoming charges and due dates as well as to pay online. To obtain a copy of an invoice or for additional information, call 303-458-4126 or 800-568-8932. For more student account information, students may access the website at www.regis.edu/studentaccounts.

Regis Payment Option (RPO)

An interest-free Regis Payment Option (RPO) is offered to students enrolled in semester-based courses in the Regis College and Traditional Nursing Undergraduate Programs and Doctor of Physical Therapy and Doctor of Pharmacy Programs. This plan makes tuition payment more manageable by spreading all or part of the semester tuition expenses over four, five, or six monthly payments.

The enrollment cost for the Regis Payment Option requires a non-refundable $50 per semester enrollment fee to cover the administrative cost of this plan. Interest charges are not assessed on the plan balance. A $15 fee will be assessed for any late monthly payment. A new RPO application must to be submitted each semester. For more student account information, students may access the website at www.regis.edu/studentaccounts.

Nontraditional Programs

Nontraditional programs include the following:

College for Professional Studies

Graduate

Undergraduate

Regis College

Master of Arts in Education

Rueckert-Hartman College for Health Professions

Accelerated Nursing Program

CHOICE Nursing Program

Health Care Administration

Health Information Management

RN-BSN Nursing Program

RN to MS Nursing Program

Master of Arts in Counseling

Master of Arts in Marriage and Family Therapy

Master of Science Nursing Program

Master of Science in Health Services Administration

Doctor of Nursing Practice

For nontraditional programs, tuition and fees are due by the add/drop date of the academic term. 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 per course will be assessed to the student's account and all past due amounts need to be paid prior to further registration. Furthermore, the University reserves the right to cancel registration due to non-payment. Students can access WebAdvisor for current and upcoming charges, due dates, online payments, and to defer courses. 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, call 303-458-4126 or 800-568-8932. For more information on Student Accounts, students may access the website at www.regis.edu/studentaccounts.

Payment Options

Tuition Deferment

Regis University offers nontraditional students an option to defer tuition payment. Students may defer the tuition due date and payment 90 days from the start of the term. Deferred tuition is due in full on or before the deferred payment due date. Course fees cannot be deferred.

The deferment fee is $40 per course. Payment of the deferment fee and a completed Online Tuition Deferment must be received by the course add/drop date. The Online Deferment and fee can only be submitted online through WebAdvisor. Deferment fees are not transferable or refundable.

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 may be dropped. If a company reimburses the student for tuition, it is the responsibility of the student to pay by the tuition due date. The tuition deferment is not dependent on grades or course completion.

Military Deferment

Students on active military duty may defer tuition as described above at no charge (requires a copy of active military ID).

ACADEMIC RECORDS AND REGISTRATION

The following policies apply to College for Professional Studies, Regis College, and Rueckert-Hartman College for Health 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 this *Catalog* takes precedence.

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 *Catalog* 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 on 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 this *Catalog* 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 that 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 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"). A maximum of 98 semester hours may transfer toward an undergraduate degree. 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, Regis University credit-by-exam, Prometric Learning Center credit-by-exam, national standardized exams [College Board Advanced Placement (AP) Examinations, College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES) subject standardized testing program, National College Credit Recommendation Services (NCCRS), 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 by degree program.

Graduate

In graduate programs for which transfer credit is permitted, transfer credit is awarded for graduate-level coursework 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 Schools). A maximum of six semester hours may also be awarded for graduate-level recommendations by the American Council on Education for military and corporate training (ACE)) if the credit recommended is appropriate for degree requirements. 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 include transfer/competency-based coursework or coursework 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 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 *Catalog*.

Unit of Credit

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

Credit load

Undergraduate Status	Full Time	12 or more semester hours
	Part Time	6-11 semester hours
Graduate Status	Full Time	6 or more semester hours
	Part Time	3-5 semester hours

Refer to the appropriate college section for policies and procedures on course overload.

Class Level

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

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

Coursework in progress is not used when determining current class level.

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.

Course Numbering System

Standardized course numbers used 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 that 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 designations.

Course Prefix 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.

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 Academic Records and Registration. For students in the Rueckert-Hartman College for Health Professions and the College for Professional Studies, changes may be initiated by the student telephoning the appropriate program office or by adding or dropping on WebAdvisor. 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 and online).

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

WITHDRAWAL

Students are permitted to withdraw from an individual course, from all courses for an academic period, or from their program. The official date of withdrawal is the day the withdrawal form is submitted and/or received by the Office of Academic Records and Registration. The student receives a grade of "W" in the course. The grade is reflected on the transcript but not calculated in the grade point average. The date of withdrawal is used to determine the rate of refund (if applicable). Tuition only (not fees and books) is refunded in accordance with University policy. Tuition refund policy information can be found under the "Tuition Refunds" heading in the General Information section of this Catalog. The withdraw process varies by college.

REGIS COLLEGE

Total Withdrawal

Students who withdraw from Regis College before the completion of a semester must inform the retention coordinator, Office of Admissions, 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 College with proper authorization receive a grade of "W" in each course for which they are enrolled at the time of withdrawal. Students 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.

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 Academic Records and Registration. This form must be signed by the student's academic advisor and returned by the student to the Office of Academic Records and Registration. The official date of withdrawal is the day the form, with the signature of the academic advisor, is submitted to the Office of Academic Records and Registration. 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.

All course withdrawals in Regis College graduate programs must be approved in writing by the program director. 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.

College for Professional Studies

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. The course withdrawal form is available online through WebAdvisor. To withdraw from a program, students should contact his/her academic advisor.

Rueckert-Hartman College for Health Professions

Withdrawal from the Program

A student who chooses to withdraw from the program must give written notice of this decision to the appropriate program director or department director. Withdrawal from the School of Physical Therapy is not allowed in the last three weeks before the end of semester without an override from the dean. Overrides will only be considered for documented medical conditions. Any student who withdraws according to these procedures may be readmitted without reapplication and review if the following conditions are met:

1. The student was in good academic standing before the withdrawal;
2. The student returns to the program within one calendar year of the withdrawal;
3. There are no outstanding requirements from the Loretto Heights School of Nursing Student Affairs Committee (undergraduate nursing students only).

If these conditions are not met, the student must reapply to the program and be accepted for readmission. Initial acceptance into the program does not guarantee readmission. Also, readmission does not guarantee an uninterrupted sequence of course work.

Students in the School of Pharmacy and the School of Physical Therapy must submit a written request for readmission to the appropriate school dean. Additionally, students may be required to pass a competency exam verifying retention of previous course material.

Withdrawal from a Course

Students may withdraw from a course with the approval of their academic advisor and the appropriate department director. Traditional nursing option students must obtain a course withdrawal form from the Office of Academic Records and Registration. This form must be signed by the student's academic advisor and returned by the student to the Office of Academic Records and Registration. All other students may submit the course withdrawal form available on line through WebAdvisor.

SPECIAL REGISTRATION

Special registration requests are not available on WebAdvisor.

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 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 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 Schedule of Courses. Extended Study requirements are met under the supervision of a faculty member who teaches the course.

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 for the course 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 Academic Records and Registration office. Juniors and seniors must also complete the prerequisites of an upper division course as listed in this *Catalog* before enrolling for the course.

Course Audit

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 (College for Professional Studies and Rueckert-Hartman College for Health 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. The audit option must be selected by the add/drop deadline.

Course Repeatability

Except under the grade improvement option, courses should not be repeated. It is ultimately the responsibility of the student to assure that courses are not erroneously 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.

Grading Information

University-Wide Course Grading System

The table that follows lists grades, grade points and grade descriptions used 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 forward slash (/).

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
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 submitted by the Incomplete deadline for the course.
IP/N	*	In Progress No Pass (No Credit)
IP/F	*	In Progress Failure (No Credit)
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 (P/NP) grading is available for courses with regular grading for Regis College undergraduate students, Rueckert-Hartman College for Health Professions students in the Traditional Nursing program, and some College for Professional Studies courses. In some graduate programs, selected courses permit P/NP grading. All Veterans must contact the certifying official in the Academic Records and Registration office before registering for a course on a Pass/No Pass basis.

Regis College and RHCHP Traditional Nursing Students Only:

- The P/NP option is available to undergraduate students who have completed 30 hours of graded coursework. Transfer students must have completed 20 hours of graded coursework at Regis University 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.
- The P/NP option may be exercised for only one 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 18 semester hours.
- The P/NP option may be exercised for only two of the Core studies course 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.
- 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.
- To register for a course on the P/NP basis, the student must obtain a special form from Enrollment Services and return it, properly completed, no later than the last day of the withdrawal period for the semester. This required form is in addition to the regular registration forms. After the last day of the withdrawal period, a student may not request a grading change for the course.
- 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.
- Students enrolled in experiential courses under the P/NP option (e.g., field experience course in accounting, business administration, economics, psychology, sociology, etc., and student teaching courses in education) are eligible for the Dean's List provided they are enrolled for a total of 15 or more hours, of which 12 are graded hours.

Grades 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 coursework 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 this *Catalog* 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 that students receiving tuition assistance complete coursework within 60 days of when the Incomplete is assigned. 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 receiving financial aid and receive an Incomplete grade will be subject to review and may be placed on Financial Aid suspension.

Grade of In Progress ("IP")

In Progress "IP" grades may be assigned to students in a graduate-level capstone project/thesis course where it may be appropriate for a student to take longer than the academic period provided for assignment completion. If the course instructor agrees that the student should be given additional time, an "IP" grade may be assigned. The student can be granted a period of up to 24 months to complete the required assignments. The grade recorded on the student's record is "IP/F" or "IP/N" depending on whether the grade for the course is a letter or Pass/No Pass grade. If the student does not complete the assignment within the 24 month period, the "IP"

grade reverts to the alternate "F" or "NP" grade. The decision on the completion deadline is determined by the instructor in consultation with the student; however, the final decision is made by the instructor. Some graduate degree programs may have a more restrictive maximum completion time for an In Progress grade. More specific policies may appear in the appropriate school section of this *Catalog*.

The student is not officially registered during the period of the "In Progress" unless the student is officially enrolled in other courses and, therefore, may not be eligible for financial aid or other benefits during the "In Progress" period.

"IP" grades will be assigned only for the graduate-level capstone courses where a project or a thesis is the primary output of the course. In Progress is not appropriate for other courses where there is a definitive end date. In those cases the appropriate grade is Incomplete.

Repeat Grade Improvement Option

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

- 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 an (R) notation and the hours are recorded as zero (0.00) with a repeat notation indicating that the course has been retaken.
- Courses taken for grade improvement must be taken with the same grading option (i.e., letter grading versus Pass/No Pass) when repeated.
- 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.
- The Repeat Grade Improvement Option applies only to grades earned at Regis University from the fall semester 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 Repeat Grade Improvement Option is no longer available for that educational intent.

Appeals of Disputed Grades

Students should refer to the appropriate college 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 Academic Records and Registration office can be 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 through the Academic Records and Registration office. 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. Official grade reports are not mailed to students.

Grades for all current students are available online through WebAdvisor. Additionally, students may request an official grade report via phone, fax, e-mail, or through WebAdvisor. All official grade reports are mailed to the student's permanent address. Regis College undergraduate students may elect to have grade reports mailed to an alternate address by completing the appropriate form, available in the Academic Records and Registration office.

Under federal legislation the Family Educational Rights and Privacy Act of 1974, as amended, (hereafter "FERPA") grades may be released to parents or other parties only with the student's authorization unless the parent claims the student as a dependent for federal income tax purposes and provides appropriate documentation. Student initiated release authorization is available online through WebAdviosr.

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 this *Catalog* 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.

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 FERPA the following student rights are covered by FERPA 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 FERPA.

Each of these rights, with any limitations or exceptions, is explained in the University's policy statement, a copy of which may be obtained from the Academic Records and Registration office or online. The point of contact within the University for the exercise of all rights and the access to all information concerning student rights under FERPA is the Academic Records and Registration office. 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 FERPA without the written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed below 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), and their date and place of birth.

Current eligible students may prohibit general disclosure of this Directory Information by notifying the Academic Records and Registration office in writing. Situations involving non-release of Directory Information that are deemed as "extraordinary" by the student should be brought to the attention of the director of Academic Records. Regis University honors the request for one 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 regarding FERPA should be referred to the Academic Records and Registration office. General information and forms pertaining to FERPA may be found at www.regis.edu.

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 Academic Records and Registration office or online at www.regis.edu and must be notarized unless the request is made in person and photo identification is presented to a Student Services representative.

Transcript Requests

Transcripts of credit are available through the Academic Records and Registration office. Transcript ordering information is available on the Regis University website at www.regis.edu. Online ordering information is available at www.getmytranscript.org.

Policies and procedures governing the issuance of transcripts are as follows:

1. Financial obligations to the University must be satisfied.
2. Requests for transcripts must include the student's signature for release of this confidential information. Transcript requests by fax, telephone or e-mail are not accepted.
3. A transcript fee of $8.00 per copy. An additional processing fee is charged for e-transcripts.
4. Current students may view or download unofficial copies of transcripts from WebAdvisor.

Academic Status Notations

Students in good standing have either no academic status notation on their transcript or an academic status of "Probation Removed" and are 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 expelled from the University is not eligible to return.

All transcript notations are recorded within the appropriate semester from approximately 1950 to present.

Academic Probation

Academic probation is an official sanction that is applied when a student falls below the minimum acceptable cumulative grade point average for the program. Academic probation may also be applied for violations of the academic integrity policy. Refer to the appropriate College section of this *Catalog* for details.

Academic Suspension

Academic suspension is an official sanction that is applied when a student on academic probation fails to achieve the required minimum acceptable cumulative grade point average or other conditions established under their probation. Academic suspension may also be applied for violations of the academic integrity policy. Refer to the appropriate College section of this *Catalog* for details.

Academic Dismissal

Academic dismissal is an action taken by a School or College that renders a student ineligible to return to that School or College for any program of study. Academic dismissal may be imposed for serious violations of academic integrity or failure to meet the conditions of a prior academic suspension. In the case of academic suspension for grade point average, a student must have been suspended for low cumulative grade point average, been readmitted to the program on academic probation, and subsequently failed to achieve the required cumulative grade point average. Academic dismissal is recorded on the permanent academic record (transcript).

Academic Expulsion

Academic expulsion is an action taken by Regis University that renders a student ineligible to return to Regis University for any program of study. Academic expulsion may be imposed by the Provost for serious violations of academic integrity or failure to meet the conditions of a prior academic suspension.

Disciplinary Status Notations

"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 Dean of Students. Notification of "Disciplinary Expulsion" appears on the transcript for five 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 Integrity Policy

Regis University is committed to intellectual integrity in its academic pursuits. Academic integrity is governed by the policies adopted by each College within the University and can be found in the student handbook(s) for each College and/or on the website of each College.

GOVERNING CATALOG

Undergraduate: Regis College

Undergraduate students must adhere to the Core Studies requirements published in the *Catalog* in the year in which they entered. Graduating students must also meet the major(s) and minor(s) requirements as stated in the *Catalog* in effect when the major(s) and minor(s) were declared and approved. Undergraduate Regis College students who leave the University and 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: Rueckert-Hartman College for Health Professions

Undergraduate students adhere to Core Studies and major/minor requirements as stated in the University *Catalog* in effect at the date of matriculation.

Undergraduate: College for Professional Studies

Undergraduate students adhere to the degree completion requirements as stated in the University *Catalog* in effect at the date of acceptance into the program.

Graduate: All Schools

Graduate students with current signed degree plans adhere to degree requirements as defined in the Degree Plan. Graduate students without a signed Degree Plan must adhere to degree completion requirements as stated in the University *Catalog* in effect at the date of acceptance into the program.

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 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.

Definition of a Major

The major consists of a minimum of 18 upper division hours (courses numbered 400 and above) in one subject area with grades of "C-" or better required. Most major areas require additional lower division coursework and/or additional upper division coursework beyond the minimum of 18 semester hours. See requirements for specific majors in each college section of this *Catalog*.

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 Applied Science, the Bachelor of Science in Nursing degree (BSN), or the Bachelor of Fine Arts (BFA), only the BASc, BSN or BFA degree is awarded. In all cases, both majors are recorded on the diploma and the transcript.

Students 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. Students 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 colleges, 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 of the action taken to the director of Academic Records, the appropriate program director, and the student.

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. 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 this *Catalog* for specific grade requirement information.

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

- Students must complete 128 semester hours of academic coursework in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000.
- Of the 128 semester hours required for graduation, Regis College undergraduate students must complete 36 semester hours at the upper division level; College for Professional Studies undergraduate students must complete 30 semester hours at the upper division level.
- No course in which the candidate received less than a grade of "D-" is acceptable credit toward fulfillment of degree requirements.
- All undergraduate students are required to complete a minimum of 30 semester hours at Regis University.
- Regis College undergraduate students are expected to complete their final 30 semester hours prior to graduation at Regis University.
- Student must complete a major consisting of a minimum of 18 hours of upper division coursework 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.
- A minor is optional in Regis College and in the College for Professional Studies except for majors that require a specific minor. A minor area is not required in the Rueckert-Hartman College for Health 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 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 12.
- 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.
- 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 department sections of this *Catalog*.)
- Any course(s) taken toward fulfillment of major requirements may also count toward fulfillment of 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:
  - In the event that the upper division requirements for a major exceed 18 upper division hours, those excess hours may also be applied to another major or minor.
  - In the event that the upper division requirements for a minor exceed 12 upper division hours, those excess hours may also be applied to another major or minor.
  - Courses that satisfy lower division prerequisites for more than one major or minor may be double counted.
- 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 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 director of Academic Records, and the student. Generally, the student completes the Core Studies requirements for the primary degree. If the second degree is offered from a college other than that offering the primary degree, the academic dean of the second college may require additional coursework 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 18 hours. If necessary, substitute courses are designated by the appropriate academic dean. Each candidate must complete a minimum of 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 coursework 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 18 hours. If necessary, a substitute course is designated. Each candidate must complete a minimum of 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 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 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.

Undergraduate Academic Certificate Requirements

Undergraduate Academic Certificates requires that students meet the following obligations in addition to a minimum of 12 specified semester hours:

A grade of "C-" or higher is required for all certificate courses. Grades lower than a "C-" do not meet any requirement of the Certificate Program under any circumstance. Six (6) semester hours of credit may be transferred upon entrance to the Certificate Program, provided the course(s) meet(s) transfer credit policies/equivalencies.

Refer to the appropriate college/school for academic certificates available and for specific certificate requirements

GRADUATE DEGREE REQUIREMENTS

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

- Completion of a minimum of 30 semester hours of 600-level or 700-level academic coursework in which the candidate has earned a minimum cumulative Regis University grade point average of 3.000.
- All graduate students must complete all degree requirements within six 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.
- 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 coursework) at Regis University.
- 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 coursework may be higher depending upon the program. Students should refer to the appropriate program or department section of this *Catalog* for specific grade requirement information.

- 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.
- Of the total semester hours required for a graduate degree at Regis University, no more than 20% of the total semester hours required may include transfer coursework or coursework included in a previously earned graduate degree from a transfer institution or from Regis University. Additionally, this coursework must fulfill specific course requirements for the graduate degree.
- 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.

Concurrent Master's Degree

To earn and be awarded two Master's degrees from Regis University within the same semester, all requirements for both degrees must be met (including prerequisite courses).

The student must meet all admissions requirements for each degree, be accepted as a student in each degree, and assigned an appropriate advisor for each degree. The student will select one degree as the primary academic intent and the other degree as a secondary academic intent.

Each program's requirements must be satisfied with distinct courses. A capstone must be completed for each degree.

For graduation requirements, a student submits two separate graduation applications, one for each degree to be awarded. Two diplomas will be issued. Each diploma will be issued separately.

Students must maintain a minimum cumulative grade point average of 3.000 in each program. Failure to do so will result in probation/suspension. The academic transcript will not separate out coursework for degrees, but both degrees will be posted when they are awarded. Students may apply a maximum of two courses with a grade of "C" to each degree. Individual programs may have more restrictive requirements. Students will have six years to complete both degrees.

Graduate Academic Certificate Requirements

An Academic Certificate requires that students meet the following requirements in addition to a minimum of 12 specified graduate semester 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).
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.
- All semester hours required must be earned through Regis University.
- Graduate transfer credit is not accepted into the Graduate Certificate Program.

Refer to the appropriate school/program for academic certificates available and for specific completion requirements.

GRADUATION PROCEDURES

APPLICATION

The Application for Graduation form must be submitted to the Academic Records and Registration office before eligibility for graduation can be evaluated. Specific application deadlines and the Application for Graduation form are available online at www.regis.edu/registrar. A $50.00 Graduation Application fee is required.

A Regis University cumulative grade point average of 2.000 is required for undergraduates to apply for graduation. A Regis University 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.

DEGREE AWARD/TRANSCRIPT POSTING

Students graduate within the semester that all requirements are met and documentation of such is received by the appropriate college. Incomplete grades, late application for graduation, late receipt of transcripts of transfer credit, or late processing of Waiver Substitution forms will result in the degree being awarded in a subsequent semester (the degree is awarded in the semester in which all documentation is received/approved). Regis reserves the right to deny or revoke a degree or other academic credential if obtained by misrepresentation, fraud, mistake, or error.

Degree awards are posted to the Regis University transcript once all documentation of completion is received by the Academic Records and Registration office from the appropriate college.

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 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 60 regular graded semester hours of Regis University coursework 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 30 and 59 regular graded semester hours of Regis University coursework 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

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.

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

Attendance at Commencement Ceremonies

Attendance at commencement ceremonies is encouraged. The Academic Records and Registration office 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 15 semester hours of completing their degree requirements. Graduate students are permitted to march in commencement if they are within six 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. However, diplomas are not released if any financial obligation to Regis University exists.

Regis University Graduation Rates

The cohort includes students who enrolled as first-time, full-time, certificate, or degree-seeking undergraduate students for a given fall semester. The graduation rate is calculated by the percentage of cohort students who graduate within six years of entering the University. Regis University's graduation rates are listed below.

Cohort Year	Graduation Rate
2001	60%
2002	63%
2003	65%
2004	61%
2005	62%
2006	59%
2007	58%

Questions related to graduation/completion rates should be directed to:

Academic Records and Registration
Phone: 303-458-4126
Fax: 303-964-5449
E-mail: studentservices@regis.edu

REGIS UNIVERSITY ACADEMIC CALENDAR 2014-2015 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. These dates are subject to change. Refer to www.regis.edu for revisions to the 2014-2015 Academic Calendar.

SEMESTER

PROGRAMS
Doctor of Nursing Practice
Doctor of Pharmacy
Doctor of Physical Therapy (fall and spring only)
Master of Arts in Education
Master of Science in Biomedical Sciences
Regis College Summer Programs (summer semester only)
Regis College Traditional Undergraduate
Regis Jesuit and Holy Family High School
Traditional Nursing Undergraduate

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2014	03-24-14	08-25-14	12-14-14	09-02-14	10-31-14
Spring 2015	11-03-14	01-12-15	05-03-15	01-20-15	03-20-15
Summer 2015	03-23-15	05-04-15	08-23-15	05-11-15	07-10-15

PROGRAMS
Directed Studies
Doctor of Nursing Practice
Master of Arts
Master of Arts in Counseling
Master of Arts in Marriage and Family Counseling
Master of Education: Denver
Master of Science in Nursing: Family Nurse Practitioner
Master of Science in Nursing: Neonatal Nurse Practitioner
Master of Science Nursing
CPS Undergraduate Program: Denver

Period	Registration Start	Classes Begin	Classes End/ Withdrawal End (CPS)	Add/Drop End	Withdrawal End (RHCHP)
Fall 2014	06-02-14	08-25-14	12-14-14	09-02-14	11-02-14
Spring 2015	10-14-14	01-05-15	04-26-15	01-12-15	03-15-15
Summer 2015	02-09-15	05-04-15	08-23-15	05-11-15	07-12-15

13 WEEK

PROGRAMS

Doctor of Physical Therapy

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Summer 2015	02-09-15	05-04-15	08-02-15	05-11-15	07-05-15

8 WEEK

CPS PROGRAMS

CPS Undergraduate Program: Colorado Springs, Denver, Guided Independent Study, Online
Health Services Administration
Master of Arts
Master of Business Administration: Denver
Master of Business Administration: Online
Master of Education: Denver
Master of Science in Health Services Administration: Online
Master of Nonprofit Management
Master of Science in Accounting
Master of Science in Criminology
Master of Science degrees – School of Computer and Information Sciences
Master of Science in Organization Leadership

Period		Registration Start	Classes Begin	Classes End/ Withdrawal End	Add/Drop End
8W1-Fall 2014	14F8W1	06-02-14	08-25-14	10-19-14	09-02-14
8W2-Fall 2014	14F8W2	06-02-14	10-20-14	12-14-14	10-27-14
8W1-Spring 2015	15S8W1	10-13-15	01-05-15	03-01-15	01-12-15
8W2-Spring 2015	15S8W2	10-13-15	03-02-15	04-26-15	03-09-15
8W1-Summer 2015	15M8W1	02-09-15	05-04-15	06-28-15	05-11-15
8W2-Summer 2015	15M8W2	02-09-15	06-29-15	08-23-15	07-07-15

Regis College and RHCHP PROGRAMS

Doctor of Nursing Practice
Doctor of Physical Therapy Transition
Master of Arts in Counseling
Master of Arts in Marriage and Family Counseling
Master of Science Nursing: Leadership (Campus-Based and Online)
Master of Science Nursing: Neonatal Nurse Practitioner
Regis College Master of Arts in Education
Regis College Summer Programs
RN-BSN Degree Completion (Campus-Based and Online)
CHOICE Nursing

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
8W1-Fall 2014 14F8W1	06-02-14	08-25-14	10-19-14	09-02-14	09-26-14
8W2-Fall 2014 14F8W2	06-02-14	10-20-14	12-14-14	10-27-14	11-17-14
8W1-Spring 2015 15S8W1	10-13-14	01-05-15	03-01-15	01-12-15	02-01-15
8W2-Spring 2015 15S8W2	10-13-14	03-02-15	04-26-15	03-09-15	03-29-15
8W1-Summer 2015 15M8W1	02-09-15	05-04-15	06-28-15	05-11-15	05-31-15
8W2-Summer 2015 15M8W2	02-09-15	06-29-15	08-24315	07-07-15	07-26-15

5 WEEK

PROGRAMS

Accelerated Nursing
CPS Undergraduate Program: Colorado Springs, Denver

Period	Registration Start	Classes Begin	Classes End CPS Withdrawal End	Add/Drop End	RHCHP Withdrawal End
5W1-Fall 2014 14F5W1	06-02-14	08-25-14	09-28-14	09-02-14	09-14-14
5W2-Fall 2014 14F5W2	06-02-14	09-29-14	11-02-14	10-06-14	10-19-14
5W3-Fall 2014 14F5W3	06-02-14	11-03-14	12-07-14	11-10-14	11-23-14
5W1-Spring 2015 15S5W1	10-13-14	01-05-15	02-08-15	01-12-15	01-25-15
5W2-Spring 2015 15S5W2	10-13-14	02-09-15	03-15-15	02-16-15	03-01-15
5W3-Spring 2015 15S5W3	10-13-14	03-16-15	04-19-15	03-23-15	04-05-15
5W1-Summer 2015 15M5W1	02-09-15	05-04-15	06-07-15	05-11-15	05-24-15
5W2-Summer 2015 15M5W2	02-09-15	06-08-15	07-12-15	06-15-15	06-28-15
5W3-Summer 2015 15M5W3	02-09-15	07-13-15	08-16-15	07-20-15	08-02-15

REGIS COLLEGE

REGIS COLLEGE UNDERGRADUATE PROGRAM

OFFICE: Office of the Dean
Regis University
Mail Code: E-24
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4040
1-800-388-2366, Ext. 4040
www.regis.edu

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 33 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.

THE REGIS COLLEGE CORE: "HOW OUGHT WE TO LIVE?"

Regis University recognizes that in today's diverse and complex world, education cannot be limited to one field of study. Instead, it is the goal of the University to give each student a full range of academic exposure. Building upon a 450 year educational tradition, our core education is grounded in a Jesuit and Catholic vision of human development. Through its emphasis on active learning and integrated reflective thinking, the core education should broaden a student's capacity to make critical judgments in a wide range of areas. To this end, Regis College requires that each student completes a liberal arts core curriculum.

Regis University's mission is to develop leaders in the service of others. Therefore, the Regis College Core Curriculum is firmly rooted in the Regis University Core Philosophy Statement. The Core Curriculum is guided by the framework of the Characteristics of the Core Educational Experience: Development of the Whole Person, Academic Challenge, Liberal Arts Foundation, Integration, Ethical Inquiry and Reflection, Spirituality and Religion, Concern for Justice, Global Awareness and Leadership.

All Core courses will challenge students to reflect on tradition, continuity, and change while celebrating the essential goodness of the world, the compatibility of faith and reason, and the joy of learning. Through the Foundational Core, with its emphasis on rhetorical skills (writing, speaking, reading and listening), to the Distributive Core with its focus on key modes of scholarly inquiry and discovery, to the Integrative Core, which connects new learning with prior knowledge and personal experience across disciplines, the Core encourages students to become lifelong learners in the Jesuit tradition.

Foundational Core: The First Year Experience (6 credits) is a two course sequence taken in the fall and spring of the first year. These courses introduce Regis College students to the idea of a Jesuit liberal arts education by foregrounding the guiding question for our core curriculum: "How ought we to live?" within the context of the Jesuit vision of a liberated human life. These small seminars develop competencies in writing, speaking, critical thinking and research. The First Year Experience introduces students to the Regis Mission and the Jesuit vision for liberal arts education, nurturing the life of the mind, within an environment conducive to effective learning and personal development. These courses also provide foundational knowledge of the arts, sciences or humanities for the remainder of the core.

Fall Term		**Spring Term**	
RCC 200 – Writing Analytically	3 SH	One communication intensive distributive course (e.g. PL, RS, FAC, COM, etc.)	3 SH
RCC 200A – Writing Analytically for Commitment Program Students	3 SH	RCC 200B – Writing Analytically for Commitment Program Students	3 SH
RCC 200H – Writing Seminar: The Idea of a University (for Honors Program Students)	3 SH	RCC 300H - Tradition and Innovation (for Honors Program Students)	3 SH

The spring term course will satisfy the distributive requirement in its discipline (for example, a spring term PL course will satisfy the core Philosophy requirement).

RCC 200 – Writing Analytically: This course is a writing-intensive seminar required for all students in the Fall of their first year at Regis. It focuses on critical reading, thinking and writing, and serves as an orientation to college life.

RCC 200A – Writing Analytically for Commitment Program Students: This course is a writing-intensive seminar required for all Commitment Program students in the Fall of their first year at Regis. It focuses on critical reading, thinking, and writing, and serves as an orientation to college life. There is a service learning requirement for this course.

RCC 200B – Writing Analytically for Commitment Program Students: This course is a continuation of RCC 200A and is a reading and writing seminar which focuses on research writing. There is a service learning requirement for this course.

RCC 200H – Honors Writing Seminar: The Idea of a University (for Honors Program Students): This course begins a five-semester honors sequence of historically recursive seminars that bring the traditions of Christianity and classical learning into fruitful engagement with new developments in thought and culture. It examines the timeless struggle between reason and emotion, mind and heart, situating the conversation within an ongoing dialog on the nature of education and a university's role in fostering it.

RCC 300H – Tradition and Innovation (for Honors Program Students): This course is the second in a five-semester honors sequence, and draws upon the intellectual tradition commonly called the humanities—an interdisciplinary blend of literature, art/music history, philosophy, history, film, and so on—as it investigates the play between tradition and innovation in the human story. It emphasizes critical analysis and writing competence.

The Distributive Core (37 to 46 credits) represents a variety of offerings in disciplines that provide the underpinning of a solid liberal arts education. These specifically designed core courses within the following areas of study expose students to a wide range of academic disciplines, perennial questions, and methods of inquiry that broadens a student's ability to make informed, critical judgments. A current list of approved courses is available in the Regis College Dean's Office as well as online on the Core Program web page.

Economic Systems	3 SH
Fine Arts	3 SH
Foreign Language (two classes in one language)	6 to 8 SH
Literature	3 SH
Mathematics (College Level or higher)	3 to 4 SH
Natural Science with Lab	4 SH
History	3 SH
Philosophy (PL 270)	3 SH
Religious Studies (two RT classes in sequence)	6 SH
Social Science (AN, ED, HS, POL, PY, SO)	3 SH
Public Speaking (COM)	3 SH

The Integrative Core (12 credits): Students take four upper division interdisciplinary courses in their junior and senior years. These integrated courses build on the intellectual and skill development of the Foundational and Distributive Core, and are focused around essential themes expressed by the Regis Mission and the Regis College Core Philosophy Statement: Diversity and Cultural Tradition; Global Environmental Awareness; Justice and the Common Good; and Search for Meaning. These courses are deliberately value-laden, emphasizing, where appropriate, Jesuit and Catholic values and understandings. They aim at developing leaders in service to others. Courses may include shared texts, team-taught approaches and community-based learning and internships.

RCC 400D – Diversity and Cultural Tradition	3 SH
RCC 410E – Global Environmental Awareness	3 SH
RCC 420J – Justice and the Common Good	3 SH
RCC 430M – Search for Meaning	3 SH

These integrated courses cross disciplinary boundaries and combine multiple competencies. Though individual courses approach these themes from a variety of perspectives, each course is organized around one of the following themes:

RCC 400D. DIVERSITY AND CULTURAL TRADITION (3). Explores issues of diversity by examining the issues of groups that historically have been oppressed. Examines fundamental questions about diversity and in particular how the self and others constitute our global society. Pre-requisite: Junior Standing or completion of distributive core required.

RCC 410E. GLOBAL ENVIRONMENTAL AWARENESS (3). Examines the social, historic, political, and economic principles that have led to our current environmental status; also considers the possibility that artistic, behavioral, communicative, and philosophical thought can address these problems. Pre-requisite: Junior Standing or completion of distributive core required.

RCC 420J. JUSTICE AND THE COMMON GOOD (3). Explores the concept and application of justice in relation to the common good. Multiple perspectives and disciplines offer critical examination of the theory and practice of justice for all. Pre-requisite: Junior Standing or completion of distributive core required.

RCC 430M. SEARCH FOR MEANING (3). Engages sustained reflection about the elements of the human condition that impact our well-being, both individually and communally by fostering a critical evaluation of the personal beliefs–ethical, religious, political and social–that shape interpretations about the meaning of our lives. Evaluates how these beliefs develop in dialogue with other sources–drawn from history, tradition, and society–as we seek to answer the question "How ought we to live?" Pre-requisite: Junior Standing or completion of distributive core required.

RCC 490E-W. INTEGRATIVE CORE (3). Focuses around the themes of Diversity & Cultural Tradition, Global Environmental Awareness, Justice & the Common Good, or Search for Meaning. Deliberately value-laden and emphasizes Jesuit values. Examines

relevant fundamental issues and the student's role in an increasingly interconnected world. Prerequisite(s): Junior standing or completion of Distributive Core required.

Please note that the above core studies requirements, along with the completed major, minor (required or optional), and general elective courses must total at least 128 credit hours for a Regis College degree.

Core *Repeatability* Policy

Students who fail any Core course (with the exception of RCC 200) may repeat the same course in a subsequent semester for which the failing grade was received. Students failing RCC 200 must take EN 203 in order to complete their composition requirement. Students are subject to the Repeat Grade Improvement Option guidelines as outlined in the General Information section of the *Catalog*.

Core Transfer Policy

RCC 200, Writing Analytically, fulfills the writing requirement for the Core. All first-year students, including those with AP credit in English Composition, must take RCC 200. All transfer students with fewer than 17 semester hours of transfer credit must take RCC 200. Transfer students with 17 semester hours or more of transfer credit who do not have an English composition course must take EN 203 -- Intermediate Composition or, with written permission of the associate dean, RCC 200. Transfer students with 17 hours or more of transfer credit, including an English composition course or its equivalent, are not required to take either RCC 200 or EN 203.

Transfer students with 60 or more hours of transfer credit may substitute no more than two courses for the integrative core (RCC 400D, RCC 410E, RCC 420J, RCC 430M). Students cannot waive the requirements; they may substitute upper-division, thematically similar courses for up to two of the integrative core requirements.

UNDERGRADUATE DEGREE OFFERINGS

BACHELOR OF ARTS

Majors:

Art History
Biology
Communication
Elementary Education: Teaching for Social Justice
English
Environmental Studies
Fine Arts: Visual Arts
French
History
Music
Music History and Literature
Music Performance
Peace and Justice
Philosophy
Politics
Religious Studies
Sociology
Spanish
Women's and Gender Studies

BACHELOR OF SCIENCE

Majors:

Accounting
Biochemistry
Biology
Business Administration
Chemistry
Computational Physics
Computer Science
Economics
Environmental Science
Mathematics
Neuroscience
Physics
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, 12 upper division semester hours of Latin plus 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 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 42 is 15; the minimum is six.

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 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 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 12 upper division semester hours in which all grades earned must be "C-" or better and with an overall GPA of 2.000. Departments and programs may specify courses required for the minor. Courses that are not specified for a minor are 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	Linguistically Diverse Education
Art History	Literacy
Biology	Mathematics
Business Administration	Music
Catholic Studies	Neuroscience
Chemistry	Peace and Justice
Christian Leadership	Philosophy
Communication	Physical Education
Computer Science	Physical Education: Coaching
Criminology	Physics
Cultural Anthropology	Political Economy
Economics	Politics
Education	Pre-Law
Elementary Education	Psychology
English	Religious Studies
Environmental Studies	Sociology
Ethics, Politics and Society	Spanish
Exercise Science	Special Education
French	Visual Arts
Hispanic Studies	Women's and Gender Studies
History	Writing

Thematic Minor

The thematic minor consists of 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 12 semester hours of 400-level coursework must be completed in each minor area.

EXTRAORDINARY ACADEMIC PROGRAMS

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 University. Whether it is through participation in clubs and organizations, coursework, athletics, residence hall programs or student activities, Regis University 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, created in 1976, offers a limited number of Regis College undergraduate students the opportunity to attend Regis University, even though they may not meet certain admission requirements. When standardized entrance examinations or high school grade point averages, for example, do not meet criteria, the Standards Committee may suggest Commitment Program placement for students who evidence the character and motivation to succeed in college. The primary goals of the program are to provide the support necessary to be successful, and development of the analytical processes necessary for academic achievement. In addition to learning support courses and a weekly program meeting, Commitment students are required to participate in weekly Father Woody Community Service Projects.

Students 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 students receive specialized advising, access to a variety of academic and nonacademic support systems, teaching assistants and mentors, and two 24/7 study rooms. 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 College courses. Students cannot participate in varsity sports or other activities that interfere with class attendance. Off-campus employment, team events, or other extracurricular activities that may hinder scholastic success are also limited.

ENGINEERING

For the engineering student, Regis University offers, in collaboration with Washington University of St. Louis, the Dual Degree Program in Engineering in which a student can receive a strong background in liberal arts and sciences, and professional training in engineering. These students complete their Regis College Core and major requirements, and then take two years of engineering courses at Washington University. It is possible for students to finish the Regis requirements in three years if they start early, but it may require taking summer courses. Students may take four years to finish the Regis requirements. An outline of the courses to be taken at Regis, and the areas of engineering available at Washington University can be obtained from the Regis Dual Degree 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 Dual Degree Program also includes the possibility of earning a Master of Science degree in Engineering or an MBA by completing another year at Washington University. For further information, students should contact the Regis Dual Degree Program Liaison Officer (Department of Mathematics).

ACADEMIC INTERNSHIP PROGRAM

The Academic Internship Program in Regis College gives students the opportunity to participate in an off-campus placement in business, industry, the professions, or a human service organization. An academic internship is a form of experiential education that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. A faculty member oversees the internship and students earn academic credit. The program reflects the Regis University mission of increasing the student's ability to integrate and apply academic and personal learning through structured. Two programs are currently offered: field experience and internship.

Students registering for elective credit in Field Experience or Internship credit toward their major (depending on their department) 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 training experience in the private sector, public sector, or nonprofit organization in the metropolitan Denver area or in another state. The student should obtain a syllabus from the department in which the student will receive credit. Regis College also offers a semester long academic internship program in

Washington D.C. through The Washington Center. Fifteen semester hours of Regis credit is awarded. Students must meet with the Academic Internship Program director to find out if they meet the requirements to apply. Specific internship programs for ethnically diverse students are also available.

Field Experience

Field Experience enables a student to broaden his or her perspective regarding potential career areas. While developing specific competencies on the job, the student is able to combine academic coursework with career experience in a professional setting.

Field Experience is offered to second semester freshmen, sophomores and all upper class levels. To participate, the appropriate department/division must recommend the student for entrance into the program. A minimum of 120 hours at the internship site is required for which students earn three semester hours of elective non-transferable credit. Academic requirements might include keeping a journal of observations and experiences on the job, as well as meeting specific learning objectives and completing projects. A faculty member sponsors each student and determines the final grade for the course. The site supervisor submits evaluations of the student's performance as an important part of the mid-term and final grade.

Internship

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 the Academic Internship Program and their faculty sponsor to be accepted into the program. In order to find an appropriate placement, students should begin the internship search process one semester prior to the semester in which they intend to participate. Approval from the program, as well as from a faculty sponsor, is standard procedure.

An internship is worth three semester hours of credit. Students in an Internship are required to spend a minimum of 120 contact hours in placement during a semester to receive the three semester hours of credit. Exceptions to the policies are determined through consultation with the faculty sponsor and the director of Academic Internship Program, with approval in writing by the associate dean for Regis College.

The Academic Internship Program enables the student to develop marketable skills and practical experience while pursuing his or her degree at Regis University. 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. For those seniors applying to professional graduate programs, an undergraduate internship is an important component of the application process.

HONORS PROGRAM

The Honors Program is available to self-motivated, conscientious Regis College students who wish to complete an alternate pathway through the Core curriculum and be distinguished as an honors graduate. Honors students form a vibrant community of young scholars who are committed to making the most out of their time at college. Honors students are natural leaders across the campus community tend to thrive on challenges, and enjoy working together to realize their full intellectual potential. Additionally, honors students are eager to integrate their intellectual lives into their personal, community, and world experiences.

Honors Program students enjoy an integrated sequence of core seminars designed especially for them by faculty across the college. This team-taught curriculum stresses interdisciplinary study, small group interaction, and individual student initiative. A variety of "honors only" sections of standard Core courses invite students to explore material in greater breadth or depth, probing connections within and among disciplines. By taking an alternative pathway through the standard Core curriculum, the Honors Program provides an exciting way to integrate the broader education provided by a liberal arts college.

The Honors Program is competitive and normally limited to 42 students per year. To be distinguished as an honors student at graduation, a student must maintain a 3.500 cumulative grade point average and complete at least 27 semester hours of dedicated honors courses including a senior thesis. Students interested in joining the Honors Program should contact the director of the 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 this *Catalog*.

PRE-LAW MINOR

Through the Pre-Law minor, Regis University offers courses and structure, student campus organizations, mentor and internship relations in the legal field, and law-related advising across several academic disciplines. *Res Judicata* – meaning "those thing settled" in the courts is a student organization that builds on established Regis principles of peace, justice, and service. These are long standing Ignatian educational values that are addressed through a speaker series, service projects, and strategic planning for graduate school. The Pre-Law minor helps cohere the student's liberal arts education, Ignatian principles, and pre-professional training so that students may develop skills valued by law schools and prepare optimally for a challenging and critical vocation.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

Undergraduate students intending careers as physicians, dentists, or other health professionals will find appropriate academic preparation and supportive student colleagues. Medical and dental schools are placing increased emphasis on a broad liberal education as a background for graduate work, combined with the substantial science prerequisite courses. Therefore, although there

are no official pre-medical or pre-dental majors, Biology, Biochemistry, Chemistry and Neuroscience are the most common majors. Courses must 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, examinations that are usually taken at the end of the junior year. Students are encouraged to gain experience in health-related service areas, including volunteer or internship activities. Students also may participate in educational and service activities sponsored by Alpha Epsilon Delta, the National Health Pre-Professional Honor Society. Students interested in preparation for graduate health careers should contact the Pre-Med/Pre-Health advisor located in the Biology Department.

PRE-PHARMACY PROGRAM

Undergraduate students interested in pursuing a Doctoral Degree in Pharmacy (Pharm. D.) need not complete an undergraduate degree before entering the professional program; rather, they must complete the prerequisite courses, which will usually require two to three years of coursework. While the School of Pharmacy does not guarantee admission to Regis undergraduate students, individuals who have completed their prerequisite courses at Regis University are guaranteed an onsite admissions interview. Undergraduate students considering a Doctoral Degree in Pharmacy should contact the School of Pharmacy for specific information on prerequisite coursework.

PRE-PHYSICAL THERAPY PROGRAM

Undergraduate students interested in pursuing a Doctoral Degree in Physical Therapy may complete any undergraduate major, although the natural sciences such as Biology, Chemistry, and Neuroscience and the social sciences, such as Psychology, are especially useful in preparing for a career in Physical Therapy. While the School 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 Doctoral Degree in Physical Therapy should contact the School of Physical Therapy for specific information on prerequisite coursework.

RESERVE OFFICER TRAINING CORPS (ROTC)

Enrollment in Reserve Officer Training Corps (ROTC) provides undergraduates and selected graduate students an opportunity to combine academic study with a military officer's professional education program. The Air Force, Army, and Navy conduct courses in their respective areas leading to a regular reserve commission upon graduation. The Navy also offers a program leading to a regular commission in the Marine Corps. All programs are open to both men and women. ROTC programs are offered in a cross-town agreement with the program at the University of Colorado-Boulder, although courses are often also available at Colorado School of Mines or Auraria Campus.

Air Force Aerospace Studies--Air Force ROTC

Air Force ROTC offers several programs leading to a commission in the U.S. Air Force upon receipt of at least a baccalaureate degree. Students attend classes at either University of Colorado-Boulder (CU-B) or the Colorado School of Mines (CSM) in Golden.

Standard Four-Year Program

This program is in three parts: the General Military Course for lower division students (normally freshman and sophomores), the Professional Officer Course for upper division students (normally juniors and seniors), and Leadership Laboratory attended by all cadets. Completion of the General Military Course is a prerequisite for entry into the Professional Officer Course. Completion of a four-week summer training course is required prior to commissioning.

Modified Two-Year Program

This program is offered to full-time regularly enrolled degree students. It requires at least two years of full-time college (undergraduate, graduate level, or a combination). Those selected for this program must complete a six-week field training program during the summer months as a prerequisite for entry into the Professional Officer Course the following fall semester.

Leadership Laboratory

AFROTC cadets must attend Leadership Lab (one and one-half hour per week). The laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities, and the life and work of an Air Force junior officer.

OTHER AFROTC PROGRAMS

Other programs are frequently available based on current Air Force needs. Any AFROTC staff member in Boulder (303-492-3130) can discuss the best alternatives. Interested students should make initial contact as early as possible to create the best selection opportunity, as selection is competitive. There is no obligation to serve in the Air Force until a formal contract is entered.

Air Force College Scholarship Program

Students participating in Air Force ROTC may be eligible to compete for Air Force ROTC College scholarships. Students selected for this program are placed on scholarships that pay tuition; book allowance; nonrefundable educational fees; and a modest subsistence per month, tax-free. All cadets enrolled in the Professional Officer Course receive a moderate subsistence during the regular academic year. Scholarships that are available include two- and three-year scholarships. These scholarships are available to both men and women, in all academic disciplines. In addition, there are special programs for minority students.

Flight Opportunities

Prior to entering the fourth year of the AFROTC program, qualified AFROTC students can compete for pilot allocations. In the summer following their junior year, qualified pilot candidates generally attend the Flight Screening Program (FSP) near San Antonio, TX.

USAF Medical Programs

Qualified pre-med students can compete for pre-med scholarships and programs. These scholarships and programs can lead to a rewarding career as an Air Force Officer, serving as a physician.

AFROTC Course Credit

Air Force ROTC serves as elective credit for most students. Elective course credit toward degree requirements for ROTC classes will be monitored by the student's academic advisor.

Registration

Students may register for AFROTC classes during their regular registration process at Regis University.

Military Science (U.S. Army)--Army Book

The Department of Military Science offers programs leading to an officer's commission in the active Army, Army Reserve, or National Guard in conjunction with an undergraduate or graduate degree. Military science courses are designed to supplement a regular degree program by offering practical leadership and management experience. The Military Science Program at Regis University is offered in conjunction with the University of Colorado-Boulder (CU-B). Students attend classes at either University of Colorado-Boulder (CU-B) or the Colorado School of Mines (CSM) in Golden.

Four-Year Program

The four-year program consists of two phases: the basic course (freshmen and sophomore years) and the advanced course (junior and senior years).

Basic Course: The basic course offers a two- or three-credit course each semester, covering Army history and organization as well as military leadership and management. Laboratory sessions provide the opportunity to apply leadership skills while learning basic military skills. Enrollment in the basic course incurs no military obligation except for Army scholarship recipients.

Advanced AROTC: The advanced course covers leadership, tactics and unit operations, training techniques, military law, and professional ethics, and includes a leadership practicum each semester. A 35-day summer advanced camp at Fort Lewis, Washington, provides challenging leadership training, and is a prerequisite for commissioning. Advanced course students must have completed the basic course and obtain permission from the Professor of Military Science (PMS).

Two-Year Program

The two-year program consists of the advanced course, preceded by a four-week summer ROTC basic course at Ft. Knox, Kentucky. Veterans or students who have participated in three years of Junior ROTC or Civil Air Patrol may be eligible to enroll in the advanced course without attendance at basic camp or completion of the basic course. Inquiries on advanced course students must obtain permission from the Professor of Military Science (PMS).

Scholarship Programs

Four-year college scholarships are available to high school seniors who should apply before December 1 of their senior year. Competition for two- and three-year scholarships is open to all university students, regardless of academic major and whether or not they are currently enrolled in ROTC. Scholarship students receive full tuition and mandatory laboratory fees, a book allowance, and an allowance of $300 to $500 per month during the academic year. Students interested in the scholarship program should contact the Enrollment offices at 303-492-3549 no later than the beginning of the spring semester to apply for the following academic year.

Simultaneous Membership Program

Students currently in the Army Reserves or Army National Guard and entering the second year of the basic course or the advanced course may participate in the Simultaneous Membership Program (SMP). Students participating in this program will receive $450 to $500 monthly stipend plus their unit pay at the E-5 grade. Participants in the SMP program may be eligible for Army Reserve or Army National Guard tuition assistance benefits.

Leadership Laboratories

These 90-minute periods provide cadets with practical leadership experience and performance-oriented, hands-on instruction outside the classroom. Diagnostic evaluations of cadets in leadership roles are frequently administered. Leadership labs are compulsory for enrolled cadets.

Activities and Leadership Laboratories

Students may participate in activities with the Buffalo Battalion located on the Colorado Mines Campus, CU-Boulder Campus, or Auraria Campus, to include color guard, intramural sports, running club, and ranger challenge. Weekly or Saturday leadership labs provide cadets with practical leadership experience and performance-oriented, hands-on instruction outside the classroom. Leadership labs are compulsory for enrolled cadets. PT is conducted three times a week with the purpose of developing muscular strength, endurance, and cardio-respiratory endurance.

Pre-Professional Programs

Students pursuing medical or nursing degrees may enroll in military science and may be eligible for scholarships directed toward medical professions. For more information, contact the ROTC Enrollment officer at 303-492-3549.

Veterans

Veterans who have served on active duty or in the Army Reserve/National Guard are also eligible for the ROTC program. Although veterans are not required to take the Basic Course, they are encouraged to do so. A minimum of 60 credit hours are required prior to enrolling in the Advanced Course.

AROTC Course Credit

Army ROTC serves as elective credit for most students. Elective course credit toward degree requirements for AROTC classes will be monitored by the student's academic advisor.

Registration

Students may register for AROTC classes during their regular registration process at Regis University. For more information, contact the Enrollment Officer at the University of Colorado-

Boulder at 303-492-3549, 303-492-6495, send an email to armyrotc@colorado.edu or visit www.colorado.edu\arotc.

Mailing address:
Army ROTC (UC-B)
Department of Military Science
University of Colorado at Boulder
370 UCB, Folsom Stadium, 215
Boulder, CO 80309

STUDY ABROAD

Keeping the tradition and spirit of early Jesuit missionaries, The Office of Study Abroad, for Regis College, encourages our students to go into the world with the hope of gaining knowledge and new skills to become leaders in the service of others. Students will reap the benefits of living and learning in a foreign culture – having the option of choosing locations throughout Asia, South Pacific, Australia, Africa, Middle East, Latin America, Europe and the United Kingdom. Regis encourages every student to consider spending a semester or full academic year studying abroad.

To be considered for Study Abroad, a student must hold Junior or Senior standing, a minimum GPA of 3.000 (slightly lower GPA may be considered depending on the program) and a clean disciplinary record. To learn more about our programs abroad, contact the Office of Summer Session and Study Abroad.

TRAVEL LEARNING

Faculty-led, short-term, travel learning courses provide both faculty and students with opportunities to take their classrooms to the locations around the globe that bring the course content to life. They may be offered in all disciplines in the Regis College curriculum, and have been developed to be as affordable and accessible for students as possible while still upholding the academic standards and ethical commitments that serve as core values for any Regis educational program offered.

While the majority of travel learning courses bring students to international locations, faculty are also invited to develop domestic travel learning courses that provide students with opportunities to extend the boundaries of their classroom studies across the United States.

Travel learning courses may be developed as stand-alone classes in which all instruction occurs abroad, or they may offer a blend of on-campus and travel-based instruction. While typically offered during Summer Session, travel learning courses may also be offered in the spring and fall semesters with the actual travel component occurring during the breaks in the regular course meeting schedules.

SUMMER SESSION

The Regis College Office of Summer Session offers a comprehensive schedule of undergraduate courses in most of the major academic fields from early May through August. Summer Session invites students to reach their educational goals through the convenience of accelerated courses. The focused learning atmosphere of the Summer Session balances the challenge of concentrated study with personal interaction between students and professors. Courses offered during Summer Session are equivalent to those offered during the fall and spring semesters in content, prerequisites, and number of credits.
Most summer session courses are held on-campus and online. In addition, students have the opportunity to arrange internships for academic credit with the Academic Internship Office or an Independent Study or Special Study with select faculty. Students also have the opportunity to participate in a travel learning courses that are offered during the summer. These courses provide students the opportunity to travel while earning academic credit.

TEACHER LICENSURE PROGRAM

Regis College students interested in becoming teachers complete a sequence of professional licensure courses in addition to their core and major studies. This sequence of education courses at Regis is designed to lead to licensure at the elementary, secondary, or K-12 grade levels in Colorado. In addition, as a required component of our programs, all graduates complete the qualifications for an Endorsement in Culturally and Linguistically Diverse Education.

The licensure programs are mission oriented and focus on serving the needs of all students. Students complete teaching internships in a variety of high needs schools in the Denver metropolitan area, including public and Catholic schools with diverse populations. Regis students enrolled in this sequence begin developing teacher performance, dispositions, and knowledge during the first courses and initial field experiences. Students also have options to complete minors/concentrations of study in Literacy or Special Education. Students may also choose to major in Elementary Education:Teaching for Social Justice. Students may also pursue licensure in Special Education Generalist Endorsement in conjunction with an Elementary or Secondary teaching license.

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 this *Catalog*.

For students with a bachelor's degree seeking teacher licensure, Regis College MAE department offers the Master of Arts in Education Graduate Teacher Licensure Program. This program offers college graduates a licensure track with a master's degree.

Students should contact the Regis College Education Department for information about teacher licensure options.

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 over time in many disciplines. Writing is also a way for students to test and shape ideas and to develop critical

thinking abilities. The Regis College Writing Program develops the first year writing seminars (RCC 200), as well as working with faculty to strengthen writing instruction in the disciplines. The Regis College Writing Program works closely with the Writing Center to ensure that students' writing is supported in a variety of ways.

ADMISSION

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 University.

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.

ADMISSION REQUIREMENTS

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 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 statement is 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 a minimum of 30 semester hours at the University.

Additionally, all transfer students are subject to specific Core Seminar requirements as outlined in this section of this *Catalog* under the Core Studies Requirements heading.

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). Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis College. If convicted of a felony or misdemeanor, a copy of the Mittimus Report/arrest records must be sent to the Office of Admissions in order to complete your file.
3. Submit official transcripts from each college or university previously attended. Failure to submit all previous transcripts of coursework 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, has submitted the $150.00 advanced deposit and 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 coursework 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 Admission File Reactivation form. No admission fee is assessed for returning students.

Non-degree Seeking Students (Unspecified Student)

Non-degree seeking students who desire nine 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 hours. These students are also permitted to take upper division coursework, Undergraduate part-time students who have not previously earned a degree and wish to register for courses above the nine 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 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; students must complete at least 12 credits with a 2.000 GPA to continue attending the college.

Admission Procedures

New freshmen who wish to enroll at Regis should:

1. Request an application from the Regis University 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). Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis College. If convicted of a felony or misdemeanor, a copy of the Mittimus Report/arrest records must be sent to the Office of Admissions in order to complete your file.
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 College 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 statement. 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 coursework is awarded for AP examinations. Minimum scores required for awarding of credit and/or placement is 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

Regis College students may not take Challenge exams to replace Regis College core, elective, major or minor courses.

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 has an open test center offering CLEP exams at both the Denver and Colorado Springs campuses. Students need both their advisor's and Dean's approval to take CLEP exams at Regis. Students can replace no more than two courses with CLEP credit. 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 need both their advisor's and Dean's approval to take DANTES exams at Regis. Students can replace no more than two courses with

DANTES credit. 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 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 application for admission from all new students, transfer students and non-degree 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 non-degree 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 PROGRAM CHARGES PER SEMESTER FOR THE 2014 - 2015 ACADEMIC YEAR

TUITION AND FEES

NOTE: Fees are determined by the Regis University Board of Trustees and are subject to change. Housing and meal plan costs/charges are listed under the Student Life heading in the General Information section of this *catalog.*

Full-time (12-18 semester hours)	$16,230
Part-time (per semester hour under 12 hours)	$1,015
Overload (per semester hour over 18 hours, in addition to the full time rate)	$1,015
Summer Session (per semester hour)	$565
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)	$200
Student Activity Fee*	$150
Student Support Fee	$150
Graduation Application Fee	$50
Late Clearance Fee (fall and spring semester)	$300
Late Clearance Fee (summer)	$100
I.D. Replacement Fee	$15
Returned Check Fee (per return)	$31

*Set by Student Executive Board

Course and Program Fees

Student Teaching	$200
Commitment Program (per semester)	$1,250

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

Each Regis College undergraduate student is expected to pay in full, set up a Regis Payment Option, or have guaranteed financial aid in place by August 1 for fall, January 1 for spring. and May 1 for summer semesters. Prior to the published due date, students should verify or change room and meal plans, verify and complete financial aid arrangements and pay all related account charges.

All charges made to student accounts during the year are itemized on a registration invoice. This invoice is mailed to the billing address designated by the student before classes begin. Students can also view their registration invoice via WebAdvisor.

Additionally, students who are not enrolled at least part-time or that are close to graduating, must complete an Exit Interview for Perkins/Nursing loans (if applicable) before transcripts and diplomas are issued.

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 after the due date. 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. This payment plan breaks down the overall balance into six, five or four monthly payments for a $50 application fee.

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 tuition and fees.

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 $31. 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.

Consequences of Defaulted Accounts

At the time of registration, students accept financial responsibility for all tuition charges. Full payment of the student account balance is due by the published due date. If payment is not made on tuition and fees by the due date, a late fee of $300 is assessed. If payment is not received by the due date, the account will be considered in default. Regis University reserves the right to restrict and/or drop registration if a student is in default. There is no guarantee that courses will still be available if dropped for non-payment.

The release of transcripts and diploma will also be restricted until the financial obligation with Regis University is paid in full. Financial obligations include past due tuition and fees, active payment plans, institutional loans, and Perkins/Nursing loans. Late fees can be assessed monthly on defaulted plans. Checks returned for insufficient funds will incur additional penalty fees.

Regis University and their respective agents and contractors will contact students in default regarding the student account, including repayment of the student account, at any current or any future phone number that is provided to Regis University. This includes cellular phones or other wireless devices using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

Failure to pay a defaulted balance will result in defaulted accounts being sent to external collection agencies. Upon non-payment of tuition and fees balances as stated, Regis University may declare the balance due and payable. Students in default agree to reimburse Regis University the fees of any collection agency up to 30% which may not be reflected in the statement of account, which may be based on a percentage of the debt, and all the costs and expenses, including late fees and all other applicable charges to Regis University. In the event the defaulted balance is placed in the hands of an attorney for collection through legal proceedings or otherwise, defaulted students must pay late fees, attorney fees, court costs, and all other applicable charges to Regis University. Disputed defaulted balances shall be governed by Colorado law, excluding its conflicts of law's provisions. Regis University and its respective agents reserve the right to report defaulted information to the credit bureaus.

REFUND SCHEDULE FOR AUTHORIZED WITHDRAWAL FROM REGIS COLLEGE

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 Academic Records and Registration for processing. Notice of withdrawal from the University must be received by the Office of Academic Records and Registration by using the official University Withdrawal online 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 this *Catalog* under the 'Withdrawal and Refund of Tuition' heading.

The following refund schedule applies to tuition only:

Withdrawal Period	*Refund*
First Week (add/drop week)	100%
Second Week	80%
Third Week	60%
Fourth Week	40%
Fifth Week	20%
Sixth-Sixteenth Week	0%

ACADEMIC INFORMATION

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 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 Regis 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 coursework 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 years.

COURSE LOAD/OVERLOAD

The average class load is 15 to 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 18 semester hours. Permission to carry 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 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 Academic Records and Registration. Juniors and seniors must also complete the prerequisites of an upper division course as listed in this *Catalog* before enrolling for the course.

REGISTRATION

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 College class, may complete that class. Any additional registrations will be dropped.

LEAVE OF ABSENCE

Students who decide to leave Regis College for one or two 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. The Leave of Absence Application forms is available online through WebAdvisor. 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.

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 Academic Records and Registration. Undergraduate students are not permitted to take the last 30 semester hours of

coursework at another institution without permission of the associate dean for Regis College. A grade of "C-" or better must be earned for undergraduate coursework 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 Rueckert-Hartman College for Health 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.

COLLEGE-SPONSORED ACTIVITY ABSENCE POLICY

Many Regis College students participate in extracurricular activities that are sponsored by the College. These activities will occasionally be held in times that conflict with regularly scheduled classes or exams. This policy is designed to clarify the obligations and responsibilities of participating students, their coaches or sponsors, and professors. The policy will distinguish between activities that are sustained throughout the semester or year (e.g., athletics or debate) and those that are one-time events (e.g., presenting or participating in a conference).

When students participate in College-sponsored activities, those absences from classes are considered excused. However, students are required to give faculty notice of these absences as early as possible, and to make arrangements with the faculty for completing all assignments and mastering the material of the course. In addition, faculty have the right to inform students, as well as their activity sponsors, if in the professor's judgment the student will be compromising their chances of success in the course because of the absences.

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 mid-semester. Grades of "D+" or lower are considered deficient. Only end-of-semester grades are official and entered on the student's permanent record. By federal legislation (The Family Educational Rights and Privacy Act of 1974, as amended), grades can be released to parents or others only by specific request of the student, unless the parent claims the student as a dependent for federal income tax purposes and certifies this fact. Grade information cannot be released by telephone or by fax; however, grade information and grade report requests 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 a solution. The committee's decision is final, unless one of two circumstances occure: new and relevant information is made available that the committee did not see, or the process was not 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.

ACADEMIC INTEGRITY POLICY

Our collective academic honesty is a simple prerequisite for the pursuit of knowledge. In particular, the Jesuit principles that underlie the Regis College mission statement and core philosophy, with their call to ethical inquiry and care of the whole person, demand students commit to academic integrity in their pursuit of a Regis College education. Students and faculty are expected to adhere to standards of good academic conduct: being responsible for one's own academic work, participating with good faith in academic discussions, acknowledging the work of others. Regis College takes very seriously violations of academic integrity, including but not limited to: plagiarism, cheating, duplicate submission of work, collusion, submitting false information, unauthorized use of computers or other electronic devices (e.g., during an exam), theft and destruction of property, and unauthorized possession of materials.

Students who violate the academic integrity policy in a course are subject to the sanctions of the course's syllabus. Course syllabi

should set appropriate penalties for violations of academic integrity, including but not limited to resubmitting work with penalty, failure of the assignment, or failure of the course. Faculty will notify the Dean's office of these violations.

In the event of a student committing either a second violation of academic integrity, or committing a violation of academic integrity that does not occur in a class (e.g., defacing or mutilating library materials), students are subject to institutional penalties. These can range from probation to suspension and expulsion from the institution. Students committing a second or third violation of academic integrity can be subject both to course penalties and institutional penalties.

Students have the right to challenge accusations of academic dishonesty or the institutional penalties for multiple infractions. Students challenge these accusations through the Dean's Office. Academic integrity hearings are conducted by a hearing panel consisting of three members: one faculty member, one student (appointed from the officers of the Regis chapter of National Society of Collegiate Scholars), and a faculty chair of the committee. The committee makes a recommendation of fact (if the student disputes the charge of academic dishonesty) and of penalty (if this is a successive violation and the student would be subject to institutional penalties). The recommendation goes to the Dean of the College; after consulting with the chair of the committee, the Dean assigns the penalty**.** Academic integrity hearings are separate and independent processes from student disciplinary processes; the processes are not binding on one another. Some student violations of academic integrity (e.g., vandalism of academic property) may also be violations of the code of student conduct; students can be subject to both processes and penalties.

STUDENT CONDUCT

The community standards of conduct outlined in the Regis Student Handbook apply to students in academic classrooms and labs. Faculty members have the right to expect students to be respectful of their classmates and professors. If a student repeatedly engages in disruptive behavior in a classroom or lab that affects other students' ability to concentrate on the class, faculty members may instruct the student to leave the classroom.

Repeated disruption of classroom instruction will be referred to the Office of the Academic Dean and may result in the student being withdrawn from the course.

If the conduct of a student threatens the safety of anyone in the room, the Office of Academic Dean has the right to withdraw the student after a single occurrence.

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 Student Life Office located in the Student Center or access it online via the Regis University website.

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 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 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 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 any 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 forth. Academic probation is recorded on the student's permanent academic record (transcript).

Academic Suspension

Academic suspension is action taken by Regis College for any probationary student with an unacceptable cumulative grade point

average. Academic suspension renders him/her ineligible to return to Regis University for a period of 12 months. During that time the student must satisfactorily complete (grade of "C" or better) at least 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 coursework. 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 College 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	Hours Attempted	GPA
Freshman	0 to 29	1.800
Sophomore	30 to 59	2.000
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). Any transfer student accepted by Regis College (undergraduate program) on probation for the first 12 to 15 semester hours may be suspended at the completion of the 12 to 15 hours if his/her Regis cumulative grade point average is below 2.000.
3. 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 1.800 (the standard established for all freshmen).
4. 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.
5. 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.
6. Students on probation will normally be expected to maintain and complete a full-time schedule (minimum 12 credit hours). Students on probation will only be allowed to reduce their schedules to 11 hours or fewer with the approval of both their academic advisor and the Probation Director. Unspecified students are held to the same standards as full-time students.

Academic Dismissal

Academic dismissal is action taken by Regis College that renders the student ineligible to return to Regis University 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 College 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 Dismissal Decision

Upon being notified of academic suspension or dismissal, a student who wishes to appeal should write a letter to the Chair of the Appeals Committee and follow the procedures listed below:

1. Why the suspension/dismissal decision should be reversed, including the student's honest assessment of how the academic troubles came about, and some indication that the student is ready to continue serious academic work.
2. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
3. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
4. Submit the letter by the deadline stated in the letter of suspension or dismissal.
5. 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.

GRADUATION

APPLICATION

The online Application for Graduation form and Graduation Fee must be submitted by undergraduate students before eligibility for graduation can be evaluated. This Application for Graduation form is required at least one semester prior to the semester in which the student expects to complete graduation requirements or, for undergraduate students, after 92 semester hours have been completed. Specific application deadlines are available on www.regis.edu. Failure to make application by the proper date may delay graduation.Students should refer to the General Information Section of this *Catalog* 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 Academic Records and Registration 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 12 semester hours of completing their degree requirements. Students are listed in the commencement program for the commencement in which they march.

PROGRAM OF STUDY

ACCOUNTING

Mr. Matthew Daly, Associate Professor, Chairperson

Dr. Robin Koenigsberg, Associate Professor, Vice Chairperson

Mr. Don W. Bush, Associate Professor

Mr. Thomas Edmonds, 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 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 who major or minor 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	**57-58 SH**
Lower Division Requirements	*25 SH*
AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320/EC 320C--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 250--Introduction to Business	3 SH
MT 270/MT 270C--Introduction to Statistics	3 SH
BA 282--Introduction to Information Systems Concepts	3 SH
MT 360A--Calculus I	4 SH
Upper Division Requirements	*33 SH*
Twenty-seven 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 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 coursework, 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 the 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 upper division semester hours of Accounting courses, not including AC 498-E-W--Internship in Accounting.

ACCOUNTING/MBA AND ACCOUNTING/MSA TRACK

The Accounting/MBA Track and the Accounting/MSA Track constitutes a collaborative effort among the faculty of the Division of Business at Regis College and the College for Professional Studies at Regis University. This program allows students to meet the minimum educational requirements set by most State Boards of Accountancy 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 with a Finance and Accounting Specialization or a Bachelor of Science in Accounting and a Master of Science in Accounting (MSA).

Admission

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

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

Depending on the MBA/MSA 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 and the Accounting/MSA Track are determined by both Regis College and the College for Professional Studies for their respective degrees.

Accounting/MBA Major Requirements

In addition to the requirements for the undergraduate accounting major listed previously, students in the Accounting/MBA Track also complete the requirements for an MBA: Finance and Accounting Specialization found under MBA degree requirements in the College for Professional Studies section of this *Catalog*.

Accounting/MSA Major Requirements

In addition to the requirements for the undergraduate accounting major listed previously, students in the Accounting/MSA Track also complete the requirements for an MSA found under MSA degree requirements in the College for Professional Studies section of this *Catalog*.

ACCOUNTING COURSE DESCRIPTIONS (AC)

AC 320A. PRINCIPLES OF ACCOUNTING I (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, 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 491. ACCOUNTING ETHICS (3). Examines the ethical responsibilities of accountants in the business environment, both individually and within an organization. Focuses on various frameworks for ethical decision making, accounting codes of conduct, accountants' responsibilities for ethical behavior, and the current state of the accounting profession based on past and current ethical dilemmas faced by the profession. Prerequisite(s): AC 410C, AC 440 and AC 480.

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 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. 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 Academic Internship Program. NOTE: See Division of Business Regulations.

ANTHROPOLOGY

Dr. Damla Isik, Assistant Professor

Dr. Jude Fokwang, Assistant Professor

Dr. Damien Thompson, Assistant Professor

A major in Anthropology is not available.

Cultural Anthropology Minor	**15 SH**
Lower Division Requirements	*3 SH*
AN/SO 204--Introduction to Cultural Anthropology	3 SH
Upper Division Requirements	*12 SH*
AN 404/SO 404--Methods of Social Research	3 SH
Upper Division Anthropology Electives	9 SH

ANTHROPOLOGY COURSE DESCRIPTIONS (AN)

AN 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of human life. Includes the study of cultural practices such as language, myth, gender, marriage, and sexuality, and economic and political practices in different cultures of the world. Cross listing: SO 204.

AN 300. WRITING AS AN ANTHROPOLOGIST /SOCIOLOGIST (3). Develops an understanding of the formal schooling influences on individuals and ways society affects educational institutions. Explores information and tools used to

understand and succeed in the educational system. NOTE: Majors and Minors only. Cross-Listing: SO 300.

AN 404. METHODS OF SOCIAL RESEARCH (3). Practical introduction to social science research methods including survey research, content analysis, participant observation, and field research.. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: and SO 404.

AN 407. PUBLIC ANTHROPOLOGY (3). Discusses anthropology's insights on culture and research techniques as means to analyze social, political, and economic problems and develop solutions. Focuses on the ways in which applied anthropology can analyze, inform, and influence policy in the United States and abroad, demonstrating anthropology's mainstream relevance. Prerequisite(s): SO 200 and SO 204 or AN 204, or permission of instructor. Cross listing: SO 407.

AN 411. FOOD, GENDER, AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food reflects culturally determined gender and power relations in societies around the world. Prerequisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: SO 411 and WGS 411.

AN 412. FOOD JUSTICE(3). Explores our relationship with food through analysis of power, privilege, and culture. Learn ways to change the alienation, structural violence, and injustice experienced within dominant systems of food production and consumption. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 412 and PJ 426.

AN 423. MEXICAN AMERICANS IN THE U.S. (3). Provides a general overview of Mexican Americans in the United States in contemporary society. Examines the history, culture, and past and present policies that have affected the community. Emphasizes racism, discrimination, prejudice, internal colonialism, split labor market theory, immigration, participation in social movements, and experiences with various social institutions such as the economy, politics, media, education, and the family. Prerequisite(s): SO 200 or SO 203 or permission of instructor. Cross listing: SO 423.

AN 468E-W. TOPICS IN CULTURAL ANTHROPOLOGY (3). Analysis of cultural, social and political changes and challenges in contemporary and ancient cultures. Prerequisite(s): One 200-level Socoiology or Anthropology course or permission of instructor

AN 469E-W. TOPICS IN CULTURE (3). Analysis of origins, development, and changes/challenges of ancient and/or modern cultures. Prerequisite(s): SO 200 or AN 204 or permission of instructor. Cross listing: SO 469E-W.

AN 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 SO 204 or AN 204 or permission of instructor. Cross listing: SO 485.

AN 490E-W. INDEPENDENT STUDY IN ANTHROPOLOGY (1-3). 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

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ASTRONOMY

A major in Astronomy is not available.

ASTRONOMY COURSE DESCRIPTIONS (AS)

AS 250. PRINCIPLES OF ASTRONOMY (3). Provides an introductory survey of the universe for non-science majors. Topics can include study of the night sky, light and telescopes, the Sun, planets, stars, or cosmology. Co-requisite: AS 251. Prerequisite(s): MT 260 or equivalent or permission of instructor. NOTE: Designed for non-science majors to meet the Natural Science Core requirement when taken with AS 251.

AS 251. PRINCIPLES OF ASTRONOMY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics, including observations, computer simulations, and experimentation. May require field trips during or outside of class time. Co-requisite: AS 250. Prerequisite(s): MT 260 or equivalent or permission of instructor. NOTE: One three-hour evening laboratory each week required.

AS 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 304B. NOTE: Recommended as a physics elective or following completion of general physics and calculus.Cross-listing(s): PH 470.

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BIOLOGY

Dr. Catherine Kleier, Associate Professor, Chairperson

Dr. Marie-dominique Franco, Professor

Dr. Michael Ghedotti, Professor

Dr. Kristi Penheiter, Associate Professor

Dr. Jay Campisi, Assistant Professor

Dr. John Sakulich, Assistant Professor

Dr. Amy Schreier, Assistant Professor

Dr. Lara Shamieh, Assistant Professor

Dr. Francina Towne, Assistant Professor

Dr. Melanie Badtke, Lecturer

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. An optional specialization in Molecular Biology and Genetics or Ecology and Evolution is available for all Biology degrees.
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, certain health science fields, 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 64 SH

BL 260--Principles of Biology: Molecular and Cellular* 3 SH

BL 261--Molecular and Cellular Biology Laboratory 1 SH

BL 262--Principles of Biology: Organismic* 3 SH

BL 263--Organismic Biology Laboratory 1 SH

CH 210--General Chemistry I 4 SH

CH 211--General Chemistry Laboratory I 1 SH

CH 230--General Chemistry II 4 SH

CH 231--General Chemistry Laboratory II 1 SH

CH 250--Organic Chemistry I 4 SH

CH 251--Organic Chemistry Laboratory I 1 SH

CH 420--Organic Chemistry II 3 SH

CH 421--Organic Chemistry Laboratory II 2 SH

MT 272/MT 272C--Statistics for the Life Sciences 3 SH

* May be taken in any sequence.

One of the following 8 semester hour options of physics:

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

- PH 304A--General Physics with Calculus I 3 SH
  PH 305A--General Physics with Calculus Laboratory I 1 SH
  PH 304B--General Physics with Calculus II 3 SH
  PH 305B--General Physics with Calculus Laboratory II 1 SH

A minimum of 25 upper division semester hours of biology which must include:

BL 402--Principles of Ecology 3 SH

BL 403--Ecology Laboratory 1 SH

BL 414--Principles of Genetics 3 SH

BL 415--Genetics Laboratory 1 SH

BL 494--Seminar in Biology, Society, and Ethics* 1 SH

BL 495--Seminar in Biology Research Literature* 1 SH

BL 496--Biology Research Colloquium* 1 SH

Upper Division Biology Electives or completion ** 14 SH

*These courses must be taken in sequential course-number order.

** The upper division electives must include a minimum of one upper division laboratory course.

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

Honors-In-Biology Major 66 SH

Students completing the Honors-in-Biology option are required to complete the requirements listed for the Bachelor of Science in Biology major and the following courses; however, BL 491E-W also fulfills three semester hours of the upper division biology elective requirement for the Bachelor of Science in Biology major.

BL 491E-W--Undergraduate Research in Biology 3 SH

BL 499A--Senior Thesis I* 1 SH

BL 499B--Senior Thesis II* 1 SH

* Senior Thesis is graded on a Pass/No Pass basis.

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 Thesis I requirements which will include:
   a. Submitting a detailed thesis outline to the thesis advisor and Senior Thesis I instructor before the mid-semester break.
   b. Submitting a partial thesis draft including the literature review components and the Materials and Methods section(s) to the thesis advisor and Senior Thesis I instructor before the course withdrawal deadline.
4. Complete Senior Thesis II requirements by:
   a. Submitting a draft thesis to the thesis advisor before the mid-semester break.
   b. 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.
5. 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 46 SH

BL 260--Principles of Biology: Molecular and Cellular*	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic*	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
MT 272/MT 272C--Statistics for the Life Sciences	3 SH

* May be taken in any sequence.

A minimum of 25 upper division semester hours of biology which must include:

BL 402--Principles of Ecology	3 SH
BL 403--Ecology Laboratory	1 SH
BL 414--Principles of Genetics	3 SH
BL 415--Genetics Laboratory	1 SH
BL 494--Seminar in Biology, Society, and Ethics*	1 SH
BL 495--Seminar in Biology Research Literature*	1 SH
BL 496--Biology Research Colloquium*	1 SH
Upper Division Biology Electives**	14 SH

These course must be taken in sequential course-number order.

** The upper division electives must include a minimum of one upper division laboratory course.

NOTE: Students interested in secondary education, law school, physical therapy, graduate programs in business, programs in health science fields, 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: Molecular and Cellular*	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic*	3 SH
BL 263--Organismic Biology Laboratory	1 SH

* May be taken in any sequence.

Upper Division Requirements *12 SH*

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

BIOLOGY COURSE DESCRIPTIONS (BL)

BL 204E-W. TOPICS IN BIOLOGY (3). Introduces students to scientific inquiry in the context of a focused biological topic. Develops student knowledge of biological content and includes discussion of relevant societal and ethical issues. Topics have included Human Genetics, DNA and Biotechnology, and Animals and the Environment. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 205E-W. Co-requisite: BL 205E-W.

BL 205E-W. TOPICS IN BIOLOGY LABORATORY (1). Introduces students to scientific inquiry through participation. Involves exercises accompanying and reinforcing lecture content. NOTE: One three-hour laboratory per week. Co-requisite: BL 204E-W.

BL 208. BIOLOGICAL ANTHROPOLOGY (3). Introduces students to scientific inquiry in the context of human biological variation and evolution. Develops student knowledge of human genetics, human evolution, the fallacy of human biological races,

and the fossil evidence of human evolution. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 209. Co-requisite: BL 209.

BL 209. BIOLOGICAL ANTHROPOLOGY LABORATORY (1). Introduces students to scientific inquiry through participation. Involves exercises accompanying and reinforcing lecture content. Emphasizes the skeletal system, with examples used to illustrate hypothesis testing and use of evidence in making inferences about human relationships. NOTE: One three-hour laboratory per week. Co-requisite: BL 208.

BL 216. HUMAN BIOLOGY (3). Introduces students to natural science in the context of the human organism. Develops student knowledge of the biology and bioethical issues associated with scientific understanding of human disease, genetics, and biotechnology. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 217. Does not fulfill requirements for pre-nursing or other pre-health programs. Co-requisite: BL 217.

BL 217. HUMAN BIOLOGY LABORATORY (1). Introduces students to scientific inquiry through participation. Involves exercises accompanying and reinforcing lecture content. NOTE: One three-hour laboratory per week. Co-requisite: BL 216.

BL 230. HUMAN BIOLOGY FOR HEALTH RELATED SCIENCES (3). Introduces students to basic human biology. As part of this introduction, it develops student knowledge of the basic terms and concepts central to understanding biomolecules, cell biology, genetics, immunology, cancer, and genetic medicine. NOTE: Designed specifically for pre-Nursing students. Does not fulfill the Natural Science Core requirement or requirements for other pre-Health programs, such as pre-Medicine, or Biology.

BL 254. INTRODUCTION TO MEDICAL MICROBIOLOGY (3). Surveys major groups of medically important pathogenic microorganisms, including viruses, bacteria, fungi, and protozoan's. Emphasizes microbiological principles, and introduces immunologic and epidemiologic concepts. Co-requisite: BL 255. NOTE: Designed specifically for pre-Nursing students. Does not fulfill the Natural Science Core requirement or requirements for other pre-Health programs, such as pre-Medicine, or Biology.

BL 255. INTRODUCTION TO MEDICAL MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 254. NOTE: One three-hour laboratory per week. Offered every spring semester.

BL 260. PRINCIPLES OF BIOLOGY: MOLECULAR AND CELLULAR (3). Introduces students to natural science, particularly the hypothesis testing and data analysis used in contemporary molecular and cellular biology. Develops student knowledge of the terms and concepts of cell biology, genetics and molecular biology. Highlights social and ethical issues. NOTE: Designed for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical, and other pre-health-science students. This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 261 or BL 261H. Offered every spring semester. Co-requisite: BL 261 or BL 261H.

BL 261. MOLECULAR AND CELLULAR BIOLOGY LABORATORY (1). Introduces students to scientific study design, primary literature, basic laboratory skills, data interpretation, and presentation of scientific results. Involves exercises reinforcing lecture content and includes work with recombinant DNA. NOTE: One three-hour laboratory per week. Offered every spring semester. Co-requisite: BL 260 except for students with AP high school credit for BL 260.

BL 261H. HONORS MOLECULAR AND CELLULAR BIOLOGY LABORATORY AND SEMINAR (2). Introduces students to scientific study design, primary literature, basic laboratory skills, data interpretation, and presentation of scientific results. Involves exercises reinforcing lecture content and includes work with recombinant DNA. Seminar readings explore topics in greater depth and link biological topic to broader academic themes. NOTE: Students with AP credit are not required to take BL 260 as a co-requisite. One three-hour laboratory and one seminar session per week. Honors students only or permission of instructor. Co-requisite: BL 260 except for students with AP high school credit for BL 260.

BL 262. PRINCIPLES OF BIOLOGY: ORGANISMIC (3). Introduces students to natural science, particularly the hypothesis testing and data analysis used in contemporary organismic biology. Develops student knowledge of the terms and concepts of ecology, evolution and biodiversity. Highlights social and ethical issues. NOTE: Designed for Biology, Biochemistry, Environmental Studies, and Neuroscience majors, as well as for pre-medical and other pre-health-science students. This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 263 or BL 263H. Offered every fall semester. Co-requisite: BL 263 or BL 263H.

BL 263. ORGANISMIC BIOLOGY LABORATORY (1). Introduces students to scientific study design, primary literature, basic laboratory skills, data interpretation, and presentation of scientific results. Involves exercises reinforcing lecture content. Includes dissection of representative organisms and fieldwork. NOTE: One three-hour laboratory per week. Co-requisite: BL 262 except for student with AP high school credit for BL 262.

BL 263H. HONORS ORGANISMIC BIOLOGY LABORATORY AND SEMINAR (2). Introduces students to scientific study design, primary literature, basic laboratory skills, data interpretation, and presentation of scientific results. Involves exercises reinforcing lecture content. Includes dissection of representative organisms and fieldwork. Seminar explores broader academic themes. NOTE: One three-hour laboratory and one seminar per week. Honors

students only or permission of instructor. Co-requisite: BL 262 except for student with AP high school credit for BL 262.

BL 274. INTRODUCTION TO HUMAN ANATOMY (3). Provides a comprehensive introduction to human anatomy including the integumentary, skeletal, muscular, sensory, nervous, endocrine, digestive, respiratory, circulatory, urinary, and reproductive organ systems. Co-requisite(s): BL 275. Prerequisite(s): Sophomore standing. One natural science course recommended. NOTE: Required for students intending Nursing or Physical Therapy.

BL 275. HUMAN ANATOMY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Requires contact with human cadavers and skeletal materials. Co-requisite(s): BL 274. NOTE: Two one-and-a-half hour laboratories per week.

BL 276. INTRODUCTION TO HUMAN PHYSIOLOGY (3). Provides a comprehensive introduction to human physiology, including neurophysiology, endocrinology, muscular, cardiovascular, respiratory, renal, and gastrointestinal physiology. Co-requisite(s): BL 277. Prerequisite(s): High school chemistry or one semester of college chemistry or permission of instructor. NOTE: Required for students intending Nursing or Physical Therapy.

BL 277. HUMAN PHYSIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Requires work with human and non-human vertebrate tissues and fluids. Co-requisite(s): BL 276. NOTE: One three-hour laboratory per week.

BL 391. BIOMEDICAL CLINICAL RESEARCH (2). Introduces biomedical clinical research for students interested in pursuing medicine or medical research. Develops knowledge of research design, error in research, and clinical biostatistics. Includes participation in ongoing clinical research in Denver-area hospitals. Prerequisite(s): BL 260, BL 262, CH 230, and MT 272 and Junior standing. NOTE: Course meets weekly on campus as well as off campus, and requires additional off-campus work outside of class time.

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 and MT 272. Cross listing: ENVS 402. NOTE: Required for all Biology and Environmental Science majors.

BL 403. ECOLOGY LABORATORY (1). Involves research design and the 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 272. Cross listing: ENVS 403. NOTE: Required for all Biology and Environmental Science majors.

BL 406. HUMAN AND COMPARATIVE ANATOMY (3). A rigorous organ-system-based course in human anatomy that also places human anatomical structure into its evolutionary and developmental context. Includes an overview of anatomical variation among vertebrates. Teaches anatomy as an active biological discipline. Co-requisite: BL 407. Prerequisite(s): BL 260 and BL 262. NOTE: Pre-Nursing and Pre-Physical Therapy students should take BL 274 to meet the requirements for these programs.

BL 407. HUMAN AND COMPARATIVE ANATOMY LABORATORY (1). Intensive laboratory course closely accompanying and reinforcing lecture content in human and comparative anatomy. Teaches anatomy as an active biological discipline. Includes work with skeletal and preserved specimens of humans and other vertebrates. Co-requisite: BL 406. Prerequisite(s): BL 261 and BL 263. NOTE: Pre-Nursing and Pre-Physical Therapy students should take BL 275.

BL 410. AQUATIC AND FISHERIES ECOLOGY (3). Develops student knowledge of the ecology of freshwater and marine systems, emphasizing aquatic conservation and use of aquatic resources. Identifies aquatic resource issues and applications of perspectives to develop an integrative position. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 410. NOTE: Participation in one or 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. Prerequisite(s): BL 260 and BL 262.

BL 413. DEVELOPMENTAL BIOLOGY LABORATORY (2). Involves laboratories accompanying and reinforcing lecture topics. Uses live model organisms and tissues to study developmental mechanisms. Prerequisite(s): BL 260, BL 261, BL 262, BL 263 and CH 230.

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. Prerequisites(s): BL 260 and BL 262. Co-Requisite: BL 415. NOTE: Required for all Biology majors.

BL 414H. HONORS GENETICS SEMINAR (1). Develops student understanding of the historic development, social context, and primary literature of genetics via discussion of readings in a seminar format. Prerequisite(s): BL 260 and BL 262. Co-requisite: BL 414. NOTE: Honors students only or permission of instructor.

BL 415. GENETICS LABORATORY (1). Involves research design and the collection, evaluation, and analysis of genetic data in

computer simulations and in the laboratory. Prerequisite(s): BL 261 and BL 263. NOTE: Required for all Biology majors.

BL 416. MOLECULAR AND CELLULAR BIOCHEMISTRY (3). Develops student understanding of biomolecules in the context of cells and metabolic processes. Focuses on biological and biomedical relevance. Prerequisite(s): BL 260, BL 262 and CH 250.

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, BL 262 and CH 210.

BL 419. MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 418. Prerequisite(s): BL 261 and BL 263.

BL 424. CELL AND CANCER BIOLOGY (3). Develops an understanding of eukaryotic cell structure and function at the molecular level. Focuses on normal and abnormal signaling, signal transduction, cell-cycle control, metabolism, and genetic regulation in understanding cancer. Includes cancer detection, prevention, and treatment. Prerequisite(s): BL 260 and BL 262 and CH 250.

BL 426. MOLECULAR BIOLOGY (3). Develops student knowledge of genome structure, replication, expression and regulation in prokaryotes and eukaryotes. Generally introduces students to bioinformatics and biotechnology applications of molecular biology. Co-requisite: BL 427. Prerequisite(s): BL 260, BL 262 and CH 250.

BL 427. MOLECULAR BIOLOGY LABORATORY (1). Laboratory course emphasizing techniques of molecular biology using model organisms. Co-requisite: BL 426. Prerequisite(s): BL 261, BL 263 and CH 251.

BL 428. CONSERVATION BIOLOGY (3). Introduces the fundamental principles of conservation biology including patterns of global biological diversity, biogeography, population genetics, extinction, restoration ecology, management, and conservation policy. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 428. NOTE: Junior standing or completion of Distributive Core required.

BL 435. ADVANCED FIELD ECOLOGY LABORATORY (2). Introduces students to methods of sampling and studying a variety of organisms in the field. Develops student ability to design, conduct, and appropriately interpret field ecological studies. Prerequisite(s): BL 403 or ENVS 403. Cross listing: ENVS 435.

BL 436. ANIMAL PHYSIOLOGY (3). An organ system based physiology course that explores the physical and chemical processes that operate in animals. Topics include movement, circulation, respiration, osmoregulation, digestion, neural control, hormonal control, and metabolism in humans and other animals. Prerequisite(s): BL 260, BL 262, and CH 210.

BL 448. PLANT DIVERSITY AND ECOLOGY (3). Surveys plant systematics and distributional aspects of plant community ecology. Emphasizes identification, classification, biogeography, and environmental effects on plant distribution and community structure. Focuses on the Colorado flora. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 448. NOTE: One or two weekend field trips required.

BL 458. ANIMAL BEHAVIOR AND BEHAVIORAL ECOLOGY (3). Explores the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Some areas discussed include communication, reproductive behavior, and social behavior. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 458.

BL 459. ANIMAL BEHAVIOR LABORATORY (1). Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Co-requisite: BL 458. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 459.

BL 460. FOREST AND LANDSCAPE ECOLOGY (3). Investigates the unique ecological characteristics of forest ecosystems, surveys the diversity of world forests, and explores methods of analysis and management of forests at landscape scales. Prerequisite(s): BL 260, BL 262 and MT 272. Cross listing: ENVS 460. NOTE: May require participation in field trips outside of class time.

BL 462. PRIMATE ECOLOGY AND BEHAVIOR (3). Explores the ecology and evolution of primates in the context of their biotic and abiotic environments. Emphasizes primate life history, behavior, social organization and conservation ecology. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 462. NOTE: May require participation in field trips outside of class time.

BL 464. EVOLUTION (3). Explores concepts of evolution as a process of discovery. Topics include biological diversity, classification and phylogeny, genetic and phenotypic variation, evolutionary forces, character evolution, species concepts, specialization, and human variation and evolution. Prerequisite(s): BL 260 and BL 262.

BL 466. IMMUNOLOGY (3). Explores the human immune system and immunopathology by presenting concepts of the activation and regulation of the immune response. Prerequisite(s): BL 260, BL 262 and CH 230. NOTE: May include field trips to research facilities.

BL 472. PLANT PHYSIOLOGICAL ECOLOGY (3). Explores the physiological responses of plants to their biotic and abiotic environments. Focuses on the physiological ecology of Colorado flora. Prerequisite(s): BL 260 and BL 262. One course in chemistry recommended. Co-requisite: BL 473. Cross listing: ENVS 472.

BL 473. PLANT PHYSIOLOGICAL ECOLOGY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Prerequisite(s): BL 261 and BL 263. Co-requisite: BL 472. Cross listing: ENVS 473. NOTE: One or two field trips on weekends required.

BL 476. COLORADO FLORA AND FAUNA (3). Explores the range of ecological communities found in Colorado. Focuses on natural history and ecology of the plants, mammals, birds, reptiles, amphibians, fishes, and macroinvertebrates in Colorado. Prerequisite(s): BL 260 and BL 262. Cross listing: ENVS 476.

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, which will require prerequisites of BL 261 and BL 263.

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): NS 260 and BL 260 and 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. NOTE: One three-hour laboratory per week.

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. NOTE: A maximum of 3 SH may be used to satisfy requirements for major or minor.

BL 491E-W. UNDERGRADUATE RESEARCH IN BIOLOGY (1). 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 or permission of instructor. 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 494. SEMINAR IN BIOLOGY, SOCIETY, AND ETHICS (1). Surveys bioethical controversies in the context of justice and the common good, and assists students in developing their own coherent and informed bioethical positions. Introduces Biology-Major learning outcomes. Prerequisite(s): BL 260 and BL 262. Sophomore standing. NOTE: Required for all Biology majors.

BL 495. SEMINAR IN BIOLOGY RESEARCH LITERATURE (1). Develops student facility with reading, interpretation, and oral presentation of articles from the primary biological literature. Includes resume development, cover letter construction, and development fo an initial Biology-Major outcomes portfolio. Prerequisite(s): BL 494, Junior standing. NOTE: Required for all Biology majors.

BL 496. BIOLOGY RESEARCH COLLOQUIUM (1). Explores biology as a dynamic discipline via research seminar attendance and reading associated scientific literature. Covers a broad range of biological topics. Includes development of a Biology-Major outcomes portfolio. Prerequisite(s): BL 495Seniorstanding. NOTE: Required for all Biology majors, and requires attendance at the Department of Biology seminar series outside of class time.

BL 498E-W. INTERNSHIP IN BIOLOGY (3). Provides faculty-directed practical experience in a biology-related working environment outside of Regis University. Requires 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 Academic Internship Program. 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 499A. SENIOR THESIS I (1). Involves the first steps in writing an Honors-in-Biology thesis based on independent research. Prerequisite(s): BL 491E-W. Senior standing and approval of department chair. Pass/No Pass grading only.

BL 499B. SENIOR THESIS II (1). Involves completion of the Honors-in-Biology thesis and an oral defense of the thesis. Prerequisite(s): BL 499A. Senior standing and approval of department chair. Pass/No Pass grading only.

BUSINESS ADMINISTRATION

Mr. Matthew Daly, Associate Professor, Chairperson

Dr. Robin Koenigsberg, Associate Professor, Vice Chairperson

Dr. Susan Jacobson, Associate Professor

Dr. Meg Thams, Associate Professor

Dr. Aimee Wheaton, Associate Professor

Dr. Susan Jacobson, Associate Professor

Dr. Maria Quijada, Assistant Professor

Dr. Abigail Schneider, Assistant Professor

Dr. Meaghan Shaughnessy, 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 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 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 51-52 SH

Lower Division Requirements *24-25 SH*

AC 320A--Principles of Accounting I 3 SH

AC 320B--Principles of Accounting II 3 SH

EC 320/EC 320C--Principles of Macroeconomics 3 SH

EC 330--Principles of Microeconomics 3 SH

BA 250--Introduction to Business 3 SH

BA 282--Introduction to Information Systems Concepts 3 SH

MT 270/MT 270C--Introduction to Statistics 3 SH

MT 360A--Calculus I
or
MT 330--Business Calculus 3-4 SH

Upper Division Requirements *27 SH*

Eighteen 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

Electives 9 SH

Plus nine upper division elective semester hours in an area of specialization selected from the following:

- Marketing
- Finance
- Management
- International Business
- Management Information Systems - Upper division business administration and computer science courses selected in consultation with the major advisor.
- General Business - Upper division business administration courses selected in consultation with the major advisor.

NOTE: 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

Upper Division Requirements *12 SH*

Twelve semester hours in an area of specialization selected from the following:

- Marketing 12 SH

BA 420--Marketing 3 SH

Upper division marketing electives 9 SH

- Finance 12 SH

BA 430--Business Finance 3 SH

Upper division finance electives 9 SH

- Management 12 SH

BA 461--Management 3 SH

Upper division management electives 9 SH

- International Business 12 SH

Three 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 semester hours selected from upper division international business electives.

- General Business 12 SH

Twelve semester hours selected from upper division Business Administration courses in consultation with the major advisor.

NOTE: BA 498E-W cannot be used to fulfill minor requirements.

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS (BA)

BA 250. INTRODUCTION TO BUSINESS (3). Explores the contemporary business environment by introducing fundamental business concepts including ethics, international business, management, marketing, and finance. Provides a solid foundation for future business courses and will assist in understanding current business activities.

BA 282. INTRODUCTION TO INFORMATION SYSTEMS CONCEPTS (3). Introduces information systems concepts, architectures, and technologies emphasizing information system resources needed to meet organizational mission and objectives. Focuses on information systems from the business viewpoint including processes, value proposition, and different types of information systems. Presents key areas of networking, databases, and software applications to provide an overall information systems background. Explores research, case studies, and different information system applications to gain familiarity with the foundational concepts of information systems. Cross listing: CS 282.

BA 311. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Introduction to basic skills, principles and contexts of communication in business and professional settings. Focuses on organization, adaptation and delivery of presentations for many types of business and professional settings. Prerequisite(s): COM 380 or permission of instructor. Cross listing: COM 311.

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 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. Prerequisite(s): BA 461.

BA 413. INTERNET MANAGEMENT (3). Focuses on managing Internet resources and information systems project management. Introduces prevalent web related languages such as HTML, Java Script, and XML. Prerequisite(s): BA 250 and Junior standing.

BA 414. DIVERSITY IN THE WORKFORCE (3). Examines changing roles of African Americans, Latinos, Asian Americans, physically disabled, and elderly. Focuses on the internationalization of the workforce with respect to peace and justice. Provides an extended case application of theories of organizational behavior and change with an eye on globalization. Prerequisite(s): BA 461 and Junior standing. Cross listing: PJ 414.

BA 415. CORPORATE INSURANCE AND RISK (3). Examines ways in which insurance can be used by firms in creative, new ways to limit financial risk for small and large corporations. Brings a financial orientation to traditional insurance instruments in creating ways to protect shareholders against claims for errors or mismanagement by directors and officers. Prerequisite(s): BA 430.

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. Prerequisite(s): BA 420 for business students only. Cross listing: COM 416.

BA 418. ORGANIZATIONAL COMMUNICATION (3). Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization. Focuses on analyzing and critiquing current organizational practices and assumptions, with an aim toward increasing social justice and ethics. Prerequisite(s): COM 380 and Junior standing. Cross listing: COM 418 and PJ 423.

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, MT 270 ,MT 330 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 the research process, building upon and applying knowledge of statistics to modern market research problems. Prerequisite(s): BA 250, BA 420, MT 270 and Junior standing.

BA 425. CONSUMER BEHAVIOR (3). Analyzes the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 427. INTRODUCTION TO ENTREPRENEURSHIP (3). Introduces entrepreneurship and the entrepreneurial process. Explores how the functional areas of business are applied to new ventures. Examines the role entrepreneurship plays in fulfilling their professional aspirations. Prerequisite(s): BA 461.

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 250, BA 282, AC 320A, AC 320B and MT 330 or MT 360A 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, EC 330 and either BA 430 or EC 410. 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 282, BA 430, AC 320A and AC 320B. Cross listing: EC 435.

BA 436. MARKETING THROUGH SPORTS AND ENTERTAINMENT EVENTS (3). Provides an introduction to a specialized topic in marketing and explores the unique aspects of the business of sport. Focuses on the use of sport and events as a marketing vehicle to achieve strategic marketing goals. Examines specific topics of fan behavior, sponsorship, sales promotion, licensing, and law as they apply to sports and entertainment events. Prerequisite(s): BA 420, Junior standing, or permission of instructor.

BA 438. INTERNATIONAL FINANCE (3). Presents the economic issues of international finance, including the history in International Finance, fixed and flexible exchange rates, and international agencies that help stabilize international financial markets. Examines issues faced by financial managers of multinational firms. Prerequisite(s): EC 320, EC 330, BA 430, MT 330 or MT 360A and junior standing. Cross listing: EC 483.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Explores labor and management relations in the workplace: process of unionization, collective bargaining, contract administration and labor costing. Examines economics of labor markets: supply and demand, wage determination, impact of unemployment and public policy decisions. 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 444. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 320 and EC 330 or permission of instructor. Cross listing: EC 444, PJ 444 and WGS 444.

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 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 458. PROJECT MANAGEMENT (3). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing, and budgeting.

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 464. SERVICES MARKETING (3). As the U.S. economy changes to services economy, it is important for students to understand the nuances between marketing products and marketing services. Course concentrates on identifying difficulties in developing marketing plans and strategies in the service environment. Prerequisite(s): BA 420.

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 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, ENVS 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 482. VALUES-CENTERED MANAGEMENT (3). Examines the nature and meaning of work from a historical perspective and traces work traditions through industrial past. Focuses on current work environments, including issues of work/life balance, spirituality and global developments. Cross listing: CAS 460H.

BA 483. VALUES-CENTERED MARKETING (3). Examines the role and responsibility of market professionals in society today. Explores topics such as consumerism, materialism, ethical and just treatment of disadvantaged groups, and translating social justice discussion into practical, real-world applications. Focuses on both the responsibility of individuals within the profession and the profession as a whole to our community. Prerequisite(s): BA 250, BA 420 and junior standing. Cross listing: CAS 460I.

BA 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: EC 484, PJ 484, and CAS 460G.

BA 486. PUBLIC FINANCE (3). Examines the basic principles of public finance. Considers why there may be a role for government in the economy, what that role might be, and how government might most efficiently fulfill the tasks assigned it. Topics include efficiency and equity aspects of taxation and redistributive programs, private and public solutions to problems of externalities and public goods, government provision of health care and social insurance programs, as well as budgeting and public debt. Prerequisite(s): EC 320, EC 330 and either BA 430 or EC 410. Cross listing: EC 486.

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 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, EC 330 and either EC 410 or EC 411. 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 in the business environment including whistle-blowing, employee rights, privacy, hiring, compensation, as well as corporate social responsibility and governance. Covers the fundamental philosophical theories that can be used to address these dilemmas. Individually, students investigate specific dilemmas inherent in their chosen profession and analyze how those problems could be resolved by value-driven ethical standards.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 Academic Internship Program. NOTE: See Regis College, Division of Business Regulations.

FINANCE (FIN)

FIN 416. FINANCIAL ANALYSIS AND SECURITY VALUATION (3). Financial statements provide information for managers, investors, and creditors. Introduces the skills necessary to understand and analyze financial statements and apply these skills in order to determine the value of a firm and its underlying securities. Prerequisite(s): BA 430 and Junior standing.

MARKETING (MKT)

MKT 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 380. BA 420 for business students only. Cross listing: BA 432.

MKT 460. INTEGRATED MARKETING COMMUNICATIONS (3). Introduces the concept of Integrated Marketing Communications (IMC), a promotions/communications approach integrating PR, Direct Marketing, and Promotions, and used by numerous marketing communications professionals. Expresses brand values, identifies the unique selling proposition, and creates consistent marketing themes/messages communicated through various media and customer touch points. Coordinates resources to be in alignment for the development and implementation of an IMC campaign. Prerequisite(s): BA 250, BA 420 and Junior Standing.

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CATHOLIC STUDIES

Dr. Randolph Lumpp, Program Director

Dr. Thomas Leininger, Professor

A major in Catholic Studies is not available.

The Catholic Studies Program seeks to develop interdisciplinary understanding of the Catholic Christian tradition in relation to human culture. The courses examine historical and/or contemporary relationships between Catholic tradition and intellectual thought, society, politics, morality, spirituality, economics, science, media, literature, the arts, and other dimensions of culture.

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 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. Topics might include developments in philosophy, theology, literature, the arts as well as the influence of political and social thought and institutions.

CAS 308. CATHOLIC CHRISTIANITY (3). An interdisciplinary investigation of the foundational sources of Catholic Christianity emphasizing historical development of the tradition and academic approaches to expressions of that development such as biblical literature, sacramental and liturgical practice, official church teachings (especially Vatican Council II), and Christian mission in the modern world. Prerequisite(s): RT 201/201C. Cross Listing: RT 308.

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. Prerequisite(s): RT 201.

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. Prerequisite(s): RT 201.

CAS 411. ECOTHEOLOGY (3). Explores contemporary environmental issues from the perspectives of different religious traditions. Compares spiritual and religious views of the environment, its meaning, and its relation to human beings. Explores scientific understandings of contemporary environmental issues, asking how religions engage these issues. NOTE: Junior standing or completion of Distributive Core required.

CAS 412. CATHOLIC LIFE AND THOUGHT (3). An exploration of post-Vatican Council II Catholic Christian belief and practice with emphasis on the foundations, historical forms and resources of the tradition and its development. Special attention will be given to topics of interest to adults. Prerequisite(s): RT 201. Cross listing: RS 412.

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. Prerequisite(s): RT 201.

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. Prerequisite(s): RT 201.

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, Ignatian) or particular spiritual disciplines (e.g., contemplation, activism, liturgical). Prerequisite(s): RT 201.

CAS 443. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD(3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200 or EC 320 or EC 330. Cross listing: EC 443 and PJ 478. NOTE: Junior standing or completion of Distributive Core required.

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. Prerequisite(s): RT 201.

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. Prerequisite(s): RT 201.

CAS 480. CHRISTIAN LEADERSHIP (3). Explores the context, theology, and skills for leadership in faith communities. May include special attention to pastoral theology, ecclesiology, and sacramental life. Prerequisite(s): RT 201 and any 300-level RT course. Cross listing: RG 480G.

CAS 490E-W. INDEPENDENT STUDY IN CATHOLIC STUDIES (3). Provides focused research on a topic in Catholic Studies not covered in regular course offerings. NOTE: Specific assignments and meeting times are arranged with the instructor. Approval of program director required.

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 program director required.

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CHEMISTRY

Dr. John Jean, Associate Professor, Chairperson

Dr. Surendra Mahapatro, Professor

Dr. Kimberley Waldron, Professor

Dr. Kateri Ahrendt, Assistant Professor

Dr. Stacy Chamberlin, Assistant Professor

Dr. Nick Kallan, Assistant Professor

Dr. Kellen Sorauf, Lecturer/Lab Manager

DEPARTMENTAL INFORMATION

The Department of Chemistry offers two degree tracks: Bachelor of Science in Chemistry and Bachelor of Science in Biochemistry. Within each major track there are two options: Standard and ACS-certified.

The Standard Chemistry and Biochemistry options are designed to meet the core academic needs of students who plan to pursue careers in secondary education, those who plan on attending medical or dental school, or any student who seeks a firm

grounding in chemistry, but does not plan to pursue advanced studies or employment in the field.

The ACS-certified programs require more upper-division coursework than the standard programs and follow the curriculum guidelines recommended by the American Chemical Society Committee on Professional Training. These programs are designed for students planning to enter graduate school or those planning on careers in research and development in the chemical, pharmaceutical, or biotechnology industries.

All four degree programs require 8 semester hours of calculus and 8 semester hours of calculus-based physics. In addition, the Biochemistry programs require 8 semester hours of lower-division biology and 5 semester hours of upper-division coursework in biology.

The minimum passing grade for any course taken towards satisfying the major requirements for a Chemistry or Biochemistry degree is a C-. This standard applies to all lower- and upper-division courses and all other science and math courses required for the major.

Bachelor of Science in Chemistry 55 SH

Lower Division Requirements	*31 SH*
CH 210--General Chemistry I*	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
MT 360A--Calculus I**	4 SH
MT 360B--Calculus II	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

* Prerequisite: ACT score > 22 or a C- or better in CH 209 – Introduction to College Chemistry

** Prerequisite may be required depending on mathematics placement.

Upper Division Requirements	*24 SH*

Twenty-four upper division semester hours of Chemistry courses, which must include:

CH 420--Organic Chemistry II	3 SH
CH 421--Organic Chemistry Laboratory II	2 SH
CH 424--Analytical Chemistry	3 SH
CH 426--Quantitative Analytical Laboratory	2 SH
CH 428--Synthesis and Characterization Laboratory	2 SH
CH 431--Physical and Computational Chemistry Laboratory	2 SH
CH 430A--Thermodynamics and Kinetics	3 SH
CH 430B--Quantum Theory and Spectroscopy	3 SH
CH 466--Modern Inorganic Chemistry	3 SH
CH 495--Seminar in Chemistry	1 SH

Bachelor of Science in Chemistry-ACS Certified 59 SH

In addition to the requirements listed above for the Traditional Chemistry degree, the ACS-certified program requires completion of the following courses:

CH 452A--Biochemistry I	3 SH
CH 499E-W--Capstone Research Experience	1 SH

Chemistry Minor 27 SH

Lower Division Requirements	*15 SH*
CH 210--General Chemistry I*	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH

* Prerequisite: ACT score > 22 or a C- or better in CH 209 – Introduction to College Chemistry

Upper Division Requirements	*12 SH*

Twelve upper division semester hours, which must include:

CH 420--Organic Chemistry II	3 SH
CH 421--Organic Chemistry Laboratory II	2 SH

Bachelor of Science in Biochemistry 67 SH

Lower Division Requirements	*39 SH*
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH

BL 262--Principles of Biology: Organismic*	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--General Chemistry I*	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
MT 360A--Calculus I**	4 SH
MT 360B--Calculus II	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

* Prerequisite: ACT score > 22 or a C- or better in CH 209 -- Introduction to College Chemistry

** Prerequisite may be required depending on mathematics placement.

Upper Division Requirements	*28 SH*
BL 426--Molecular Biology	3 SH
BL 427--Molecular Biology Laboratory	1 SH
CH 420--Organic Chemistry II	3 SH
CH 421--Organic Chemistry Laboratory II	2 SH
CH 424--Analytical Chemistry	3 SH
CH 426--Quantitative Analytical Laboratory	2 SH
CH 428--Synthesis and Characterization Laboratory	
or	
CH 431--Physical and Computational Laboratory	2 SH
CH 430A--Thermodynamics and Kinetics	3 SH
CH 452A--Biochemistry I	3 SH
CH 452B--Biochemistry II	3 SH
CH 453--Biochemistry Laboratory	2 SH
CH 495--Seminar in Chemistry	1 SH

Bachelor of Science in Biochemistry--ACS Certified 71 SH

In addition to the requirements listed above for the Traditional Chemistry degree, the ACS-certified program requires completion of the following courses:

CH 466--Modern Inorganic Chemistry	3 SH
CH 490E--Research in Physical Chemistry	1 SH

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. NOTE: Designed specifically for non-science majors to satisfy the Natural Science Core Requirement when taken with CH 203.

CH 203. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: CH 202. NOTE: One three-hour laboratory period.

CH 204. DRUGS OF USE AND ABUSE (3). Provides an introductory survey of general, organic, and biological chemistry principles as they relate to prescribed, over-the-counter, and recreational drugs. Specific topics may vary each semester. Co-requisite: CH 205.

CH 205. DRUGS OF USE AND ABUSE LABORATORY (1). Involves laboratory exercises accompanying and reinforcing CH 204 lecture topics, including observations, demonstrations, and student experimentation. Co-requisite: CH 204.

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. NOTE: Designed for health care programs. ACT math score of 20 or greater, or SAT Math score of 480 or greater required.

CH 207A. CHEMISTRY FOR HEALTH RELATED SCIENCES LABORATORY (1). Involves laboratory experiments accompanying CH 206A. Co-requisite: CH 206A. NOTE: One three-hour laboratory per week.

CH 209. INTRODUCTORY COLLEGE CHEMISTRY (3). Introduction to general chemistry with an emphasis on developing quantitative problem solving skills. For students without high school chemistry or with limited mathematics background. NOTE: Successful completion of CH 209 prepares students to enroll in CH 210.

CH 210. GENERAL CHEMISTRY I (4). Introduces chemical and physical properties of matter, atomic structure, stoichiometry, periodicity, chemical bonding, molecular geometry, thermodynamics, and aqueous chemistry. Co-requisite: CH 211. Pre-requisite: An ACT Math Score of 23 or greater, an SAT Math score of 500 or greater, or a passing grade on the Chemistry Exam, Math Exam, or CH 209.

CH 211. GENERAL CHEMISTRY LABORATORY I (1). Introduces fundamental laboratory techniques including chromatography, chemical synthesis, spectroscopy and acid/base chemistry. Co-requisite: CH 210 or CH 220. NOTE: One three-hour laboratory per week.

CH 220. HONORS PRINCIPLES OF CHEMISTRY I (4). An honors-level course for students with strong skills in math and/or chemistry. Topics are similar to CH 210, but with more in-depth coverage. Intended for students considering a major in chemistry, biochemistry or pre-medicine. Co-requisite: CH 211. Prerequisite(s): Minimum score of 28 on the math ACT or permission of the instructor required.

CH 221. HONORS PRINCIPLES OF CHEMISTRY I LAB (1). Inquiry based examination of fundamental chemical concepts in context of their impact on research, humanity and the environment using modern laboratory techniques and instrumentation. NOTE: Minimum score of 28 on the math ACT or permission of the instructor required.

CH 230. GENERAL CHEMISTRY II (4). Continuation of CH 210. Examines molecular structure, chemical kinetics, chemical equilibrium and thermodynamics. Additional special topics may include transition metal chemistry, the chemistry of new materials, nuclear chemistry. Co-requisite: CH 231. Prerequisite(s): C- or better in CH 210 or permission of instructor required.

CH 231. GENERAL CHEMISTRY LABORATORY II (1). A continuation of CH211. Introduces common laboratory techniques of molecular structure, chemical equilibrium and chemical kinetics. Co-requisite: CH 230. Prerequisite(s): CH 211 or permission of instructor required.

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 thermodynamics and kinetics. Co-requisite: CH 251. Prerequisite(s): C- in CH 230 and CH 231 or permission of instructor.

CH 251. ORGANIC CHEMISTRY LABORATORY I (1). Investigates techniques used to separate, purify, and identify organic compounds. Co-requisite: CH 250. Prerequisite(s): CH 230 and CH 231.

CH 420. ORGANIC CHEMISTRY II (3). Comprehensive survey of organic chemical reactions and their mechanisms. Covers spectroscopic techniques including NMR, IR, and MS. Introduces biomolecules such as peptides, carbohydrates, lipids, and nucleic acids. Includes multi-step organic synthesis. Co-requisite: CH 421. Prerequisite(s): C- or better in CH 250 or permission of instructor.

CH 421. ORGANIC CHEMISTRY LABORATORY II (2). Synthesis of selected organic compounds and identification by spectroscopic methods. Includes multi-step organic synthesis. Co-requisite: CH 420. Prerequisite(s): CH 251.

CH 424. ANALYTICAL CHEMISTRY (3). Emphasizes the principles and methodologies of modern chemical analysis, including aqueous equilibria electrochemistry and chromatography. Prerequisite(s): CH 420 and CH 421. Co-requisite: CH 426.

CH 426. QUANTITATIVE ANALYTICAL LABORATORY (2). A laboratory-based course covering the theory and practice of modern analytical chemistry. Emphasis is placed on contemporary instrumental techniques, especially spectroscopic and chromatographic methods of chemical analysis. Prerequisite(s): CH 420 and 421. Co-requisite: CH 424.

CH 428. SYNTHESIS AND CHARACTERIZATION LABORATORY (2). Laboratory-based course devoted to synthetic methods used in inorganic and organic chemistry together with standard chemical characterization methods, such as gas chromatography, infrared, ultraviolet, and nuclear magnetic resonance spectroscopy. Prerequisite(s): CH 424 and CH 426 or permission of instructor.

CH 430A. THERMODYNAMICS AND KINETICS (3). Formal development of classical thermodynamics with applications to chemical equilibria, phase equilibria, active and passive ion transport across cell membranes, and protein folding; applications of kinetic molecular theory to gas-phase and solution-phase chemical reactions. Prerequisite(s): PH 304B and CH 230 and MT 360B or permission of instructor.

CH 430B. QUANTUM THEORY AND SPECTROSCOPY (3). Studies chemical kinetics, electrochemistry, kinetic molecular theory, photochemistry, atomic and molecular structure. Prerequisite(s): PH 304B and CH 230 or permission of instructor. Cross-listing: PH 460.

CH 431. PHYSICAL AND COMPUTATIONAL CHEMISTRY LABORATORY (2). Laboratory-based course focusing on the use of modern spectroscopic and computational techniques for studying chemical equilibria, reaction kinetics, and molecular structure. Prerequisite(s): CH 424, CH 426, and CH 430A or permission of instructor. Co-requisite: CH 430B or permission of instructor.

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 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 the citric acid cycle. Prerequisite(s): CH 420, CH430A.

CH 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and phosphorylation. Investigates current literature in disease metabolism, including cancer cell metabolism, circadian regulation and diabetes. Optional Co-requisite: CH 453. Prerequisite(s): CH 452A. NOTE: Majors and minors only.

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. NOTE: One hour of laboratory lecture plus four laboratory hours per week. Offered every spring semester.

CH 466. MODERN INORGANIC CHEMISTRY (3). Surveys the chemistry of metals and their compounds. Topics include advanced concepts in periodic behavior, the study of bonding models used for transition metals and their complexes; the symmetry of and spectroscopic characterization of transition metal complexes; and the kinetic and mechanisms of transition metal complex reactions. Additional topics may include metals in biological systems and medicine; geochemistry; the chemistry of modern materials; and organometallic compounds as catalysts. Prerequisite(s): CH 420 and CH 421.

CH 490E. Research in Physical 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 495. SEMINAR IN CHEMISTRY (1). Addresses advances in analytical, biochemistry, inorganic, organic, and physical chemistry. Requirements may include literature search, oral presentations and written exams and papers. Prerequisite(s): Majors only. Senior standing required. Approval of department chair required. NOTE: Offered every spring semester.

CH 498E-W. 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 Academic Internship Program. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a major in Chemistry or Biochemistry.

CH 499E-W. CAPSTONE RESEARCH EXPERIENCE (1). Students perform experimental research, theoretical research, or a critical review of literature at either Regis or another laboratory under the supervision or sponsorship of a chemistry faculty member. The student submits a proposal of study to a Departmental committee that includes the student's supervisor. At the end of the semester, the student must submit a formal research report. Prerequisite(s): CH 420 and CH 421 or permission of instructor required. NOTE: Regular attendance at Chemistry Department seminars is expected and encouraged.

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COMMUNICATION

Mr. John Hickey, Acting Chairperson

Dr. Janellen Hill, Professor

Dr. Janna Goodwin, Associate Professor

Dr. Arne G'Schwind, Associate Professor

Dr. Robert Margesson, Associate Professor

Dr. Sue Sci, Term Faculty

Dr. Emily Stones, Instructor

Mr. Brian Schuader, Instructor

Lower Division Core Studies Requirement	*3 SH*
COM 210/COM 210C--Speech Communication	3 SH
Communication Major	**39 SH**
Lower Division Requirements	*12 SH*
COM 380--Communication: Questions, Contexts, and Theory	3 SH
COM 381--Research Methods in Communication	3 SH

Six semester hours of a 300-level Communication course selected from the following:

COM 301--Rhetoric in Western Thought	3 SH

COM 303--American Media Institutions	3 SH
COM 310--Interpersonal Communication	3 SH
COM 311--Business and Professional Communication	3 SH
COM 312--Performances of Self and Society	3 SH
Upper Division Requirements	*27 SH*
COM 427--Communication Ethics	3 SH
COM 495--Senior Capstone Experience	3 SH
COM 496M/496O/496P--Communication Practicum or COM 498M/498O/498P--Internship in Communication	3 SH
Eighteen upper division semester hours of Communication courses selected from the following:	
COM 400--Intercultural Communication	3 SH
COM 402--Media Aesthetics	3 SH
COM 409--Critical Methods for Visual Communication	3 SH
COM 413--Strategies of Dialogue	3 SH
COM 414--Small Group Communication	3 SH
COM 416--Public Relations	3 SH
COM 418--Organizational 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--Music and Audio Technology	3 SH
COM 432--Advertising Theory and Practice	3 SH
COM 440--Gender, Sexuality and Communication	3 SH
COM 445--Television Programming and Criticism	3 SH
COM 464E-W--Film Criticism	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

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 **18 SH**

Lower Division Requirements	*6 SH*
COM 380--Communication: Questions, Contexts, and Theory	3 SH
Communication Elective (300 level)	3 SH
Upper Division Requirements	*12 SH*

Twelve upper division semester hours of Communication courses selected with the approval of the major advisor.

COMMUNICATION COURSE DESCRIPTIONS (COM)

COM 210/COM 210C. 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 210C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

COM 301. RHETORIC IN WESTERN THOUGHT (3). Surveys the history of the rhetorical tradition from the ancient Greeks into the twentieth century, including key figures and theoretical underpinnings. Prerequisite(s): COM 210 or COM 210C.

COM 303. AMERICAN MEDIA INSTITUTIONS (3). Surveys the historical development of American mass media. Explores regulatory, economic, political, and social influences of mass communication.

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. Prerequisite(s): COM 380 or equivalent or permission of instructor.

COM 311. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Introduction to basic skills, principles and contexts of communication in business and professional settings. Focuses on organization, adaptation and delivery of presentations for many types of business and professional settings. Prerequisite(s): COM 380 or permission of instructor. Cross listing: BA 311.

COM 312. PERFORMANCES OF SELF AND SOCIETY (3). Provides an overview of the many performances that create and support individual and social identity. Studies the notion of "performance" through sociological, anthropological, and literary/artistic lenses. Points to performance as one of the most creative, imaginative, and pragmatic of human communication responses. Prerequisite(s): COM 210. Majors or minors only. Sophomore standing required.

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 380. COMMUNICATION: QUESTIONS, CONTEXTS, AND THEORY (3). Examines ways that communication constitutes social life and introduces several important theories of meaning making for dialogic consideration. Explores interpersonal relationships; the intersections of language, gender, culture, and power, and the dynamics of mass media and society. Foregrounds the notion of context, and engages the question of how we ought to live. NOTE: Required for all Communication majors or minors.

COM 381. RESEARCH METHODS IN COMMUNICATION (3). Surveys a variety of communication research methods and guides students through their own research proposals and/or projects. Students learn to write literature reviews, research questions and reports, observe, document and analyze communication, and conduct interviews and surveys. NOTE: Required for all Communications majors.

COM 400. INTERCULTURAL COMMUNICATION (3). Using readings, film, field experience and/or dialogue, the course investigates cultural identity, meaning, patterns, relationships, and conflicts that arise as contact increases between people of different cultures in our global society. Prerequisite(s): COM 380 or permission of instructor. Cross listing: PJ 406.

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 380.

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): COM 380 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 405. INTERPERSONAL CONFLICT STUDIES (3). Examines conflict in a variety of human relationships. Explores conceptual and practical skills to analyze and mange conflicts including face-to-face and third-party negotiations. Prerequisite(s): COM 380. Cross listing: PJ 405.

COM 409. CRITICAL METHODS FOR VISUAL COMMUNICATION (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 380 or permission of instructor.

COM 413. STRATEGIES OF DIALOGUE (3). Examines the dynamics of group communication through theoretical lenses, explores some difficulties in negotiating high-stakes or emotional terrain, and practical approaches for imagining, conducting and participating in productive dialogues. Prerequisite(s): COM 380. Cross listing: PJ 413.

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 380 or PY 250. Cross listing: PY 445.

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): BA 420 for business students only. Cross listing: BA 416.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization. Focuses on analyzing and critiquing current organizational practices and assumptions, with an aim toward increasing social justice and ethics. Prerequisite(s): COM 380. Junior standing required for Business students only. Cross listing: BA 418 or PJ 423.

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 380.

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 380.

COM 425. VIDEO PRODUCTION (3). 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 380 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 380.

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 380.

COM 430. MUSIC AND AUDIO TECHNOLOGY (3). Engage creatively and critically with the society around us in artistic and socially aware ways through creation of original audio projects such as studio and live recordings, electronic compositions, radio plays, oral histories, audio postcards, etc. Techniques to be covered include the use of microphones, recording equipment, and audio sequencing/editing software. Prerequisite(s): Junior standing only.

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 380. BA 420 for business students only. Cross listing: MKT 432.

COM 440. GENDER, SEXUALITY AND COMMUNICATION (3). Explores connections between communication, gender, and sexuality in close relationships, organizations and the media. Course involves readings, dialogues, films, field trips, and group projects. Prerequisite(s): COM 380 or WGS 400 or permission of instructor. Cross listing: WGS 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 380.

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 380.

COM 475. IN-DEPTH NEWS REPORTING AND WRITING (3). Develop beat and in-depth news stories, practicing skills in research, source development and interviewing; story framing, structure, and style; graphics and layout design. Considers perspectives on the role of journalists in democratic society. Prerequisite(s): COM 380 or permission of instructor required.

.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 380 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 380 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 CAPSTONE EXPERIENCE (3). Brings senior Communication majors together to explore the synthesis of the discipline. Students engage in research projects, job-search strategies, interviewing and professional development. Prerequisite(s): COM 380 and Majors only. Minimum of 18 semester hours in Communication and completion of 86 semester hours or more.

COM 496M/O/P. COMMUNICATION PRACTICUM (3). Offers an opportunity for placement in educational settings for applied learning and experience in Communication. Provides faculty-directed field experience. Progress is guided and monitored by both on-site and faculty supervisors. Site selection emphasizes the best combination of prior academic learning and experience. Practicum experiences typically involve Regis sponsored programs in Conflict and Dialogue studies. Practicum placement is for advanced Communication students. Prerequisite(s): COM 380. Placement approval by Faculty Supervisor. NOTE: 3 semester hours may count toward the Communication major; a total of 6 semester hours may be completed toward graduation.

COM 498M/O/P. INTERNSHIP IN COMMUNICATION (3). Offers an opportunity for placement in industry, media organizations, government or other agency for applied learning and experience. Progress is guided and monitored by both on-site and faculty supervisors. Site selection emphasizes the best combination of prior academic learning and experience. Internships are for advanced Communication students. Prerequisite(s): COM 380. Completion of 12 additional hours in Communication major and GPA of 2.5 or higher required. NOTE: Placement approval by faculty Internship supervisor and Director of Academic Internships required.

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COMPUTER SCIENCE

See Physics and Computational Science section.

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CRIMINOLOGY

Dr. Gilbert Gardner, Program Director

A major in Criminology is not available.
Criminology is the critical analysis of the social, political, and economic factors contributing to crime and the social response to crime. The program encourages students to become involved in service activities related to prisoners, parolees, crime victims, youthful offenders, the court system, etc.

Criminology Minor	**12 SH**
Upper Division Requirements	*12 SH*
CR 450--Criminology	3 SH

Nine additional upper division semester hours of Criminology selected with the approval of the major advisor.

CRIMINOLOGY COURSE DESCRIPTIONS (CR)

CR 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 SO 200. Cross listing: PY 412.

CR 415. FORENSIC PSYCHOLOGY (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 SO 200. Cross listing: PY 484.

CR 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): One 200-level Sociology or Anthropology course .Cross listing: SO 416.

CR 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 or SO 203 or permission of instructor required. Cross listing: PJ 422 and SO 422.

CR 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. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 450.

CR 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 SO 203 or permission of instructor. Cross listing: SO 451.

CR 452. PUNISHMENT AND CORRECTIONS (3). Provides an historical, political, and economic analysis of the penal system in the United States. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 452 or PJ 452.

CR 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): One 200-level Philosophy course. Cross listing: PL 452.

CR 474. MODERN SLAVERY AND TRAFFICKING (3). Modern Slavery and human trafficking in global perspective. Covers sex trafficking, bonded labor, forced labor, child soldiers, chattel slavery, and domestic servant slavery. Explores the role of the state, organized crime, the media, culture, corruption, and debates about prostitution. Includes testimonies by survivors research reports, theoretical essays, policy statements, expert testimonies, and videos. Prerequisite(s): SO 200 or PJ 400 or permission of instructor. Cross listing: PJ 474 and SO 474.

CR 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: CR 450 or SO 450 recommended.

CR 490E-W. INDEPENDENT STUDY IN CRIMINOLOGY (1-3). Applies independent research in selected areas of criminal justice. Prerequisite(s): CR 450 or SO 450 and approval of Sociology department chair.

CR 497E-W. PRACTICUM IN CRIMINOLOGY (3). Volunteer or work in the community to enhance both understanding of the nature of these agencies, organizations and community efforts and their analysis of social probmems and issues. Related readings, written assignments and discussions accompany the experience. Pre-requisite(s): One 200-level Sociology or Anthropology course. NOTE: Junior or Senior Standing and approval of Department Chair required. Cross listing: SO 497E-W.

CR 498E-W. INTERNSHIP IN CRIMINOLOGY (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): CR 450 or SO 450 and approval of Sociology department chair and director of Academic Internship Program.

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ECONOMICS AND POLITICAL ECONOMY

Mr. Matthew Daly, Associate Professor, Chairperson

Dr. AnaMaria Conley, Associate Professor

Dr. Robin Koenigsberg, Associate Professor, Vice Chairperson

Dr. Allan Brunner, Assistant Professor

Dr. Rick Chaney, Term 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.
2. 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.
3. 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 49 SH

Lower Division Requirements *25 SH*

AC 320A--Principles of Accounting I 3 SH

AC 320B--Principles of Accounting II 3 SH

EC 320/EC 320C--Principles of Macroeconomics 3 SH

EC 330--Principles of Microeconomics 3 SH

BA 250--Introduction to Business 3 SH

MT 270/MT 270C--Introduction to Statistics 3 SH

BA 282--Introduction to Information Systems Concepts 3 SH

MT 360A--Calculus I 4 SH

Upper Division Requirements *24 SH*

Twenty-four upper division semester hours of Economics courses, which must include:

EC 410--Microeconomic Theory 3 SH

EC 411--Macroeconomic Theory 3 SH

EC 425--Econometrics 3 SH

Upper Division Economics Electives 15 SH

Economics Minor 18 SH

Lower Division Requirements *6 SH*

EC 320/EC 320C--Principles of Macroeconomics 3 SH

EC 330--Principles of Microeconomics 3 SH

Upper Division Requirements *12 SH*

Twelve 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/EC 320C--Principles of Macroeconomics 3 SH

EC 330--Principles of Microeconomics 3 SH

MT 270/MT 270C--Introduction to Statistics 3 SH

BA 282--Introduction to Information Systems Concepts 3 SH

POL 231--Introduction to International Relations
or
POL 241--Introduction to Comparative Politics and Government 3 SH

Upper Division Major Requirements *24 SH*

Twenty-four upper division semester hours of coursework in either Economics or Politics, which must include:

Macroeconomic Foundations

EC 411--Macroeconomic Theory	3 SH
EC 432/POL 432--International Political Economy	3 SH
EC445/POL 445--Comparative Public Policy	3 SH

Microeconomic Foundations

A minimum of three semester hours selected from the following:

EC 410--Microeconomic Theory	3 SH
EC 440--Labor Relations and Economics	3 SH
EC 495F-W--Seminar on Current Economic Problems	3 SH

General Dimensions

A minimum of three semester hours selected from the following:

EC 425--Econometrics	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 21 SH

Students who major in Economics may not minor in Political Economy.

Lower Division Requirements *15 SH*

EC 320/EC 320C--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
POL 231--Introduction to International Relations or POL 241--Introduction to Comparative Politics and Government	3 SH

Upper Division Requirements *12 SH*

Twelve upper division semester hours of coursework in either Economics or Politics, which must include a minimum of one, three semester hour course selected from each of the following three areas:

Macroeconomic Foundations

EC 411--Macroeconomic Theory	3 SH
EC432/POL 432--International Political Economy	3 SH

Microeconomics Foundations

EC 410--Microeconomic Theory	3 SH
EC 440--Labor Relations and Economics	3 SH
EC 495F-W--Seminar on Current Economics Problems	3 SH

General Dimensions

EC 445/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/EC 200C. 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/EC 320C. 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). Analyzes economic models of consumer and producer decision-making, demand, supply, equilibrium in markets. Examines the causes of different market structures and their influence on market conduct and performance. Explores microeconomic issues related to market outcomes, such as market power, market failure, efficiency, equity, and international economic interdependence.

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 and MT 360A.

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 and MT 360A or permission of instructor.

EC 412. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions.

EC 417. COST/BENEFIT ANALYSIS (3). Examines the theory of cost-benefit analysis. Includes evaluation of public and private decisions in areas such as the environment, government regulations and personal injury claims. Prerequisite(s): EC 320 and EC 330 or permission of instructor and Junior standing. Cross listing: BA 417.

EC 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conversation 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, EC 330 and either BA 430 or EC 410. Cross listing: BA 433.

EC 425. ECONOMETRICS (3). Studies the mathematical models used to analyze economic variables for purposes of testing economic theory, formulating policy, and making economic forecasts. The primary method covered is ordinary least squares regression analysis. Prerequisite(s):MT 270, EC 410 and EC 411.

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, POL 432 and PJ 454.

EC 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 282, BA 430, AC 320A and AC 320B. Cross listing: BA 435.

EC 440. LABOR RELATIONS AND ECONOMICS (3). Explores labor and management relations in the workplace: process of unionization, collective bargaining, contract administration and labor costing. Examines economics of labor markets: supply and demand, wage determination, impact of unemployment and public policy decisions.Prerequisite(s): EC 320 and EC 330. Cross listing: BA 440.

EC 443. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD (3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200 or EC 320 or EC 330. Cross listing: CAS 443, PJ 478 and RCC 420J. NOTE: Junior standing or completion of Distributive Core required.

EC 444. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 320 and EC 330 or permission of instructor. Cross listing: BA 444, PJ 444 and WGS 444.

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: ENVS 445 or POL 445 or PJ 446.

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 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, EC 330 and either EC 410 or EC 411. Cross listing: BA 494.

EC 483. INTERNATIONAL FINANCE (3). Presents the economic issues of international finance, including the history in International Finance, fixed and flexible exchange rates, and international agencies that help stabilize international financial markets. Examines issues faced by financial managers of multinational firms.

Prerequisite(s): EC 320, EC 330, BA 430, MT 330 or MT 360A and junior standing; Cross listing: BA 438.

EC 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: BA 484, PJ 484, and CAS 460G.

EC 486. PUBLIC FINANCE (3). Examines the basic principles of public finance. Considers why there may be a role for government in the economy, what that role might be, and how government might most efficiently fulfill the tasks assigned it. Topics include efficiency and equity aspects of taxation and redistributive programs, private and public solutions to problems of externalities and public goods, government provision of health care and social insurance programs, as well as budgeting and public debt. Prerequisite(s): EC 320, EC 330 and either BA 430 or EC 410. Cross listing: BA 486.

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 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 and 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 Academic Internship Program. NOTE: Division of Business Regulations include relevant internship policy information for majors.

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EDUCATION

Dr. Heidi Barker, Associate Professor, Chairperson

Dr. John Cross, Professor

Dr. Joan Armon, Associate Professor

Dr. Elizabeth Grassi, Associate Professor

Ms. Nan Williams, Assistant Professor

Dr. Karla Esser, Director, MAE Program

The teacher education program in Regis College actively engages teacher candidates in collaborative, reflective, and challenging learning experiences that wholly develop their capabilities as committed, caring, and qualified educators. Education students are actively involved in urban and diverse field experiences beginning with their introductory education courses.

Regis College Education Department offers professional licensure in elementary, secondary, and K-12 art and music. A unique feature of our teaching program requires all students to complete an additional endorsement in Culturally and Linguistically Diverse Education in conjunction with their secondary, elementary or K-12 license. Students also have the option to complete coursework in conjunction with a Secondary, Elementary, or K-12 license for an endorsement in Special Education Generalist.

Students also have an option of completing minors or concentrations of study with the education department. These minors can be earned in addition to teaching licensure or independent from a teaching license. The minors include Literacy, Special Education, and Culturally and Linguistically Diverse Education. (For details on these minors, see sections after the licensure sequences listed below.)

Teaching licensure can be pursued as an undergraduate or as a graduate student in the Master of Arts in Education: Graduate Teacher Licensure Program. (For details on the Graduate Teacher Licensure Program, see Regis College Graduate Programs section of catalog.)

All students enrolled in the Teacher Licensure Program at Regis College 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.

TEACHER LICENSURE SEQUENCE

As a professional state licensure program, students may have requirements beyond those in Regis College. Performance and licensure standards can be found in the student handbook and on the Colorado Department of Education website. In addition students will adhere to the Dispositions of Teaching located in the student handbook.

The professional sequence of education courses at Regis are designed to lead to licensure at either the K-6, 7-12, or K-12 grade levels in Colorado. Regis students enrolled in this sequence begin developing teacher performance, dispositions, and knowledge 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, 7-12, or K-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. A deficiency in one or more of these behaviors may be denied admission by the COTER, or removal, or probation from the program at any point.

For students with a B.A. or B.S. seeking teacher licensure, Regis College MAE department offers the Master of Arts in Education Graduate Teacher Program. This program provides College graduates a licensure track with a master's degree. For information about this licensure option, refer to the Regis College Master of Arts in Education Graduate Teacher Licensure Program that follows in this section of the *Catalog*.

Private/Parochial Track

Students who intend to teach in the private/parochial sector may complete a portion of their fieldwork in private or parochial schoold in consultation with their academic advisor. Coursework is parallel to the licensure sequences below.

ELEMENTARY EDUCATION

There are two pathways for completing licensure in Elementary Education: 1.) Completing a content major and the list of required education courses, or 2.) Completing the Elementary Education: Teaching for Social Justice Major. All Elementary Education licensure candidates complete requirements for the Culturally and Linguistically Diverse Endorsement as a part of their program. The two pathways are listed in the following sections.

Elementary Education: Teaching for Social Justice Major

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. Students completing this major have the option to include coursework for a Special Education Generalist Endorsement and also complete required coursework for the Culturally and Linguistically Diverse endorsement.

Lower Division Requirements

ED 204--Foundations of Education for Diverse Learners	3 SH
ED 300--Physical and Cultural Geography	3 SH
ED 306--Assessment of Learning	3 SH
MT 225--Mastery of Foundational Mathematics	3 SH
Physical Education and Health	
Science Course	

Upper Division Requirements

ED/EDSP 401--Teaching the Exceptional Student in the General Education Classroom	3 SH
ED/EDLT 403A--Elementary Reading and Writing: Content, Instruction, and Assessment	3 SH
ED 410--Language, Literacy and Linguistics for Educators	3 SH
ED 417--Elementary Student Teaching	8-11 SH
ED 418A--Elementary Science: Content, Instruction, And Assessment	3 SH
ED 418B--Elementary Math: Content, Instruction, and Assessment	3 SH
ED 418D--Elementary Social Studies: Content, Instruction, and Assessment	3 SH
ED 439--Practicum: Culturally and Linguistically Diverse	0 SH
ED/EDLT 447--Multicultural Literature and Literacy Across the Elementary Curriculum	3 SH
ED 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH
ED 495--Student Teacher Seminar	1 SH
EDLD 403--Assessment of the Diverse Learner	3 SH
EDLD 475--Linguistics for Teachers of Culturally and Linguistically Diverse Students	3 SH

Teaching for Social Justice Component *21 SH*

- Academic Discipline Concentration

Courses selected in consultation with the academic advisor 9 SH

- Select one of the following two focus options:

Special Education Focus

EDSP 402--Collaboration for the Exceptional Student	3 SH
EDSP 404--Instruction for the Exceptional Student	3 SH

EDSP 405--Literacy Intervention 3 SH

EDSP 406--Positive Behavior Interventions and Support 3 SH

Environmental Education Focus

There are multiple pathways for completing the Environmental Education Focus. Courses selected in consultation with the academic advisor.

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

Two Sciences (one Biological and one Physical Science)*

Physical Education and Health (Nutrition, Wellness, Fitness, or First Aid Responder)

General Pyschology

*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.

Elementary Education Teacher Licensure Requirements

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. Students completing this pathway must complete a content area major in addition to the following courses.

MT 225--Mastery of Foundational Mathematics 3 SH

ED 204--Foundations of Education for Diverse Learners 3 SH

ED 300--Physical and Cultural Geography 3 SH

ED 306--Assessment of Learning 3 SH

ED 380E-W--Field Work in Schools (3 sections minimum) 0 SH

ED/EDSP 401--Teaching the Exceptional Student in the General Education Classroom 3 SH

ED/EDLT 403A--Elementary Reading and Writing: Content, Instruction, and Assessment 3 SH

ED 410--Language, Literacy and Linguistics for Educators 3 SH

ED 417--Elementary Student Teaching 8-11 SH

ED 418A--Elementary Science: Content, Instruction, and Assessment 3 SH

ED 418B--Elementary Math: Content, Instruction, and Assessment 3 SH

ED 418D--Elementary Social Studies: Content, Instruction, and Assessment 3 SH

ED 439--Practicum: Culturally and Linguistically Diverse 0 SH

ED/EDLT 447--Multicultural Literature and Literacy Across the Elementary Curriculum 3 SH

ED 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12 3 SH

ED 495--Student Teacher Seminar 1 SH

EDLD 403--Assessment of the Diverse Learner 3 SH

EDLD 475--Linguistics for Teachers of Culturally and Linguistically Diverse Students 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

Two Sciences (one Biological and one Physical Science)*

Physical Education and Health (Nutrition, Wellness, Fitness, or First Aid Responder)

General Psychology

* 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

There are specific content areas allowed for secondary licensure: Math, Language Arts, Social Studies, Foreign Languages, Business, and Science. 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. Students completing a secondary license have the option to include coursework for a Special Education Generalist Endorsement and will also complete required coursework for the Cultually and Linguistically Diverse Endorsement.

Secondary Education Teacher Licensure Requirements (Education Course Requirements Only)

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.

MT 225--Mastery of Foundational Mathematics (not required for math majors) 3 SH

PY 250/PY 250C--General Pyschology 3 SH

ED 204--Foundations of Education for Diverse Learners 3 SH

ED 306--Assessment of Learning 3 SH

ED 380E-W--Field Work in Schools (3 sections minimum) 0 SH

ED/EDSP 401--Teaching the Exceptional Student in the General Education Classroom 3 SH

ED/EDLT 403B--Secondary Literacy: Content, Instruction and Assessment 3 SH

Methods course pertinent to the major subject area of licensure selected from the following (ED 421-ED 431):

- ED 421--Secondary English Content, Instruction and Assessment 3 SH
- ED 425--Secondary Foreign Language Content, Instruction and Assessment 3 SH
- ED 427--Secondary Mathematics Content, Instruction and Assessment 3 SH
- ED 427A--Secondary Business Content, Instruction and Assessment 3 SH
- ED 429--Secondary Science Content, Instruction and Assessment 3 SH
- ED 431--Secondary Social Studies Content, Instruction and Assessment 3 SH

ED 434--Secondary Student Teaching 8-11 SH

ED 435--Secondary Curriculum Planning and Classroom Management 3 SH

ED 439--Practicum: Culturally Linguistically Diverse 0 SH

EDLD 403--Assessment for the Diverse Learner 3 SH

EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students 3 SH

EDLT 415-- Exploring Identity and Diversity in Young Adult Literature (required only of those seeking secondary licensure in English or minor in Literacy Education) 3 SH

ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12 3 SH

ED 495--Student Teacher Seminar 1 SH

ART EDUCATION (K-12)

Successful completion of the K-12 Art Education program also results in the completion of a minor in education. Successful completion of a major in Fine Arts and the following requirements may qualify a student to be recommended for Art licensure at the K-12 level in the State of Colorado.

MUSIC EDUCATION (K-12)

Successful completion of the K-12 Music Education program also results in the completion of a minor in education. Successful completion of a major in Music and the following education course requirements may qualify a student to be recommended for Music licensure at the K-12 level in the State of Colorado.

K-12 ART or K-12 MUSIC Education Teacher Licensure Requirements (Education Course Requirements Only)

MT 225--Mastery of Foundational Mathematics 3 SH

PY 250/PY 250C--General Psychology 3SH

ED 204--Foundations of Education for Diverse Learners 3 SH

ED 306--Assessment of Learning 3 SH

ED 380E-W--Field Work in Schools (3 sections minimum) 0 SH

ED/EDSP 401--Teaching the Exceptional Student in the General Education Classroom 3 SH

ED/EDLT 403A--Elementary Reading and Writing: Content, Instruction, and Assessment** 3 SH

ED 433--K-12 Art Content, Instruction and Assessment **
or
ED 433B--K-12 Music Content, Instruction and Assessment ** 3 SH

ED 434--Secondary Student Teaching *, ** 8-11 SH

ED 435--Secondary Curriculum Planning and Classroom Management 3 SH

ED 439--Practicum: Culturally Linguistically Diverse 0 SH

ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12 3 SH

ED 495--Student Teaching Seminar ** 1 SH

EDLD 403--Assessment for the Diverse Learner 3 SH

EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students 3 SH

* Student will teach eight weeks elementary and eight weeks secondary.

** Admission to the Department of Education required.

SPECIAL EDUCATION GENERALIST

The Special Education Generalist Endorsement incorporates licensure standards for special education generalist within the secondary , elementary , or K-12 licensure coursework. Successful completion of an Elementary, Secondary, or K-12 Licensure sequence in addition to the following courses may qualify a student to be recommended for a Special Education Generalist Endorsement in the State of Colorado. Students must complete their general education licensure requirements in addition to the following courses:

EDSP 402--Collaboration for the Exceptional Student	3 SH
EDSP 404--Instruction for the Exceptional Student	3 SH
EDSP 405--Literacy Interventions	3 SH
EDSP 406--Positive Behavior Interventions and Supports	3 SH
EDSP 480--Practicum: Students with Special Needs	0 SH

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. All students enrolled in ED 204--Foundations of Education for Diverse Learners must complete the CBI background check prior to beginning fieldwork in schools.
3. Completion of the COTER Screening form and the COTER acceptance process.
4. A minimum grade point average of a 3.000 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.
5. Successful completion of ED 204, ED 306 and either ED 484 or ED 401 or the equivalent with a grade of "B-" or higher.
6. Fingerprinting and national background check by a local police department in accordance with CDE and school district policies.
7. A student must be able to demonstrate a level of acceptable proficiency in oral language, by completing a college course in basic speech with a grade of "B" or higher.
8. Students must have completed RCC 200 or an equivalent composition course with a grade of "C+" or higher.
9. Transfer students: No upper division education coursework may be transferred into Regis College without the advance written approval of the department chair. Transfer students must complete predetermined coursework prior to student teaching, to include either elementary or secondary "Content, Instruction, and Assessment" courses. All students must also be registered for ED 380E-W the semester prior to student teaching.
10. 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.
11. COTER may also place admitted students on probation. Students will have two semesters to resolve the terms of their probation. Probationary students will not be allowed to advance to student teaching.
12. No one is permitted to enter the methods block in the Junior year until all requirements for acceptance into the program have been met.
13. Fieldwork required in the various courses must be successfully completed as part of the course.
14. After admittance into a Teacher Education Program, students must successfully proceed through the program and meet COTER requirements for advancement and licensure.
15. Students will be placed in student teaching assignments by the Education Department Placement Coordinator according to a variety of criteria including growth needs of students. Placements will be in the Denver Metro area and provide the student with frequent mentoring by their Regis College Supervisor.

REQUIREMENTS FOR ADVANCEMENT TO STUDENT TEACHING

1. A cumulative grade point average of 3.00 must be maintained, secondary students must also maintain a 3.00 in content major.
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 cumulative GPA of 3.000 or higher is required in all education coursework for teacher licensure at Regis University.
4. Successful completion of all assigned fieldwork will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Three sections of ED 380E-W--Fieldwork in Schools must be completed for licensure.
5. PLACE or Praxis II exam must be passed prior to application for student teaching.
6. All students must be registered for ED 380E-W the semester prior to student teaching.

7. Students must submit an application to student teach which includes a completed resume, TB test and proof of liability insurance.

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 in program content.
5. Completion of Regis College Teacher Work Sample and Portfolio, including the eight performance standards at proficient level.
6. 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.
7. The committee reserves the right to withhold recommendation for licensure based on deficiencies in any of the dispositions or behaviors listed or in any of the requirements of the program.

Education Minor 18 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 *6 SH*

ED 204--Foundations of Education for Diverse Learners 3 SH

PY 250/PY 250C--General Psychology 3 SH

Upper Division Requirements *12 SH*

Twelve upper division semester hours of Education courses selected with the approval of the major advisor.

Special Education Minor 18 SH

This minor is designed to give teachers deeper knowledge of special education assessment processes, instruction, and students. These classes focus on interventions for working with students with special needs in the general education classroom.

Prerequisites *6 SH*

ED 204--Foundations of Education for Diverse Learners 3 SH

PY 250/PY 250C--General Psychology 3 SH

Upper Division Requirements *12 SH*

EDSP 401--Teaching the Exceptional Student in the General Education Classroom 3 SH

Nine semester hours selected from the following courses:

EDSP 402--Collaboration for the Exceptional Student 3 SH

EDSP 403--Assessment for the Diverse Learner 3 SH

EDSP 404--Instruction for the Exceptional Student 3 SH

EDSP 405--Literacy Interventions 3 SH

Culturally and Linguistically Diverse Education Minor 18 SH

All students completing licensure in elementary, secondary, or K-12 education will also complete the coursework required for an endorsement in Culturally and Linguistically Diverse Education. Students who are not seeking licensure may pursue a minor in Culturally and Linguistically Diverse Education.

Prerequisites *6 SH*

ED 204--Foundations of Education for Diverse Learners 3 SH

ED 302--Psychology for Educators 3 SH

Upper Division Requirements *12 SH*

EDLD 403--Assessment of the Diverse Learner 3 SH

EDLD 451--Multicultural Perspectives 3 SH

EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students 3 SH

EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12 3 SH

NOTE: Field work in classrooms with second language learners is expected.

Literacy Minor

With the increasing need for teachers of all levels and content areas to be experts in literacy instruction, these courses are focused on literacy interventions, strategies, and literature. These courses focus on methods to assess and teach reading, writing, listening and speaking.

ED 204--Foundations of Education for Diverse Learners 3 SH

PY 250/PY 250C--General Psychology 3 SH

Upper Division Requirements *12 SH*

ED/EDLT 403B-- Secondary Literacy: Content, Instruction and Assessment 3 SH

EDLT 415-- Exploring Identity and Diversity in Young Adult Literature 3 SH

EDLT/EDLD 413--Teaching Literacy to English Language Learners	3 SH
EDLT/EDSP 405 --Literacy Interventions	3 SH

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. FOUNDATIONS OF EDUCATION FOR DIVERSE LEARNERS (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 15 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 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. PSYCHOLOGY FOR EDUCATORS (3). Applies principles of development and learning theory to classroom teaching within the context of Colorado Academic Standards. Key theory-to-practice topics include models of learning, achievement gap issues and instructional strategies, motivation, classroom management, teaching diverse students, and parent involvement. Coursework includes readings, lectures, dialogue, simulations, guest speakers, Prerequisite(s): ED 204 and PY 250 and Sophomore standing. NOTE: Assignment to a Metro Denver area school for 15 hours of fieldwork 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. NOTE: Assignment to a Metro Denver area school for 15 hours of fieldwork required

ED 380E-W. FIELD WORK IN SCHOOLS (0). Students will complete thirty-five (35) hours as an intern in a school classroom. Work with children/adolescents is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. NOTE: Students should only register for one section of fieldwork in any given semester. Pass/No Pass grading only.

ED 401-498 UPPER DIVISION COURSES IN EDUCATION. IF FIELDWORK IS REQUIRED IN ANY 400-LEVEL EDUCATION COURSE, THE STUDENT MUST ALSO REGISTER FOR ED 380E-W--FIELDWORK IN SCHOOLS.

ED 401. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION 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. Cross listing: EDSP 401.

ED 403A. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Focuses on the significance of literary and models teachers use to foster literacy acquisition in contemporary elementary classrooms. Participants observe, demonstrate, and evaluate peers and their own literacy instruction within the context of comprehension, phonetic awareness, phonics, fluency, and vocabulary. Includes reading and writing instruction and integration of fiction and nonfiction literature that stimulates joyful reading and writing. Coursework includes readings, demonstrates, simulations, lectures, dialogue, group and individual presentations, Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. Cross listing: EDLT 403A. NOTE: Fieldwork required.

ED 403B. SECONDARY LITERACY: CONTENT, INSTRUCTION AND ASSESSMENT (3). Participants build background knowledge and apply instructional strategies and assessments designed to promote students success as readers, writers, speakers, and listeners in middle school and high school classrooms. Coursework includes readings, demonstrations, discussions, 35 hours as an instructional assistant in public school classrooms, and written analyses of fieldwork data. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. Cross listing: EDLT 403B. NOTE: Fieldwork required.

ED 410. LANGUAGE, LITERACY AND LINGUISTICS FOR EDUCATORS (3). Applies scientific research to classroom practices of language study including phonetics, phonology, morphology, orthography, semantics, and syntax. Emphasizes spelling, grammar, handwriting, and designing instruction according to students assessed needs. Prerequisite(s): ED 204 and ED 306. Official acceptance into the Teacher Licensure Program by COTER required or Education minors who have successfully completed all prerequisites. Fieldwork required.

ED 417. ELEMENTARY STUDENT TEACHING (8-11). 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 495. 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 417A. ELEMENTARY STUDENT TEACHING I (3-8). In collaboration with the Cooperating Teacher, the student teacher will gradually assume the responsibilities of a teacher in the classroom and school. A minimum of 640 hours of student teaching must be completed over the two semester experience. Schedule will be arranged with the Education Department. Fee required. Co-requisite(s): ED 495. Prerequisite(s): ED 418A, , and ED 418B or ED 418D. Official acceptance into the Teacher Licensure Program by COTER required. NOTE: Student must complete ED 417A and ED 417B to be eligible for Colorado Licensure.

ED 417B. ELEMENTARY STUDENT TEACHING II (3-8). In collaboration with the Cooperating Teacher, the student teacher will gradually assume the responsibilities of a teacher in the classroom and school. A minimum of 640 hours of student teaching must be completed over the two semester experience. Schedule will be arranged with the Education Department. This course completes the second half of the student teaching requirement for licensure. Fee required. Co-requisite(s): ED 495. Prerequisite(s): ED 417A and permission of Education Department required. NOTE: Student must complete ED 417A and ED 417B to be eligible for Colorado Licensure.

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. Prerequisite(s): Junior standing. Cross listing: PE 418.

ED 418A. ELEMENTARY SCIENCE: CONTENT, INSTRUCTION, AND ASSESSMENT (3). Surveys methods, materials, and concepts related to the teaching of the various sciences. Combines the knowledge of content areas emphasizing the skills and approaches pertinent to the field. Co-requisite: ED 418D. NOTE: Fieldwork required.

ED 418B. ELEMENTARY MATH: CONTENT, INSTRUCTION, AND ASSESSMENT (3). Surveys methods and materials appropriate to teaching mathematics (material methods and content, and computers). Combines the knowledge of content area emphasizing the skills and approaches pertinent to the field.. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 418D. ELEMENTARY SOCIAL STUDIES: CONTENT, INSTRUCTION, AND ASSESSMENT (3). Surveys methods, materials, and concepts related to teaching social studies. Combines the knowledge of content area emphasizing the skills and approaches pertinent to the filed. Co-requisite: ED 418A. NOTE: official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 421. SECONDARY ENGLISH CONTENT, INSTRUCTION, AND ASSESSMENT (3). Presents the materials, methods, and practices in secondary English courses. Analyzes grammar, composition, the short story, the novel, drama, poetry, and communications. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 425. SECONDARY FOREIGN LANGUAGE CONTENT, INSTRUCTION, AND ASSESSMENT (3). Studies methods of teaching a foreign language (French, German, or Spanish) at the secondary level. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 427. SECONDARY MATHEMATICS CONTENT, INSTRUCTION, AND ASSESSMENT (3). Examines methods and materials appropriate for teaching middle and high school mathematics. Emphasizes classroom, small group and individualized instruction, and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 427A. SECONDARY BUSINESS CONTENT, INSTRUCTION, AND ASSESSMENT (3). Examines methods and materials appropriate for teaching middle and high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 429. SECONDARY SCIENCE CONTENT, INSTRUCTION, AND ASSESSMENT (3). Methods and materials appropriate for teaching middle and high school science. Attention given to classroom, laboratory, small group and individualized instruction and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 431. SECONDARY SOCIAL STUDIES CONTENT, INSTRUCTION, AND ASSESSMENT (3). 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. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Fieldwork required.

ED 433. K-12 ART CONTENT, INSTRUCTION, AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials

and methods of teaching and assessing various art media; and curriculum development. NOTE: Official acceptance to the Teacher Licensure Program by COTER required.

ED 433B. K-12 MUSIC CONTENT, INSTRUCTION, AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 music education program. Emphasizes current trends in music education; materials and methods of teaching and assessing a variety of music formats; and curriculum development. NOTE: Official acceptance to the Teacher Licensure program by COTER required.

ED 434. SECONDARY STUDENT TEACHING (8-11). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in a secondary school in the Denver Metro area under the direction of a cooperating teacher. Co-requisite(s): ED 495. 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 434A. SECONDARY STUDENT TEACHING I (3-8). In collaboration with the Cooperating Teacher, the student teacher will gradually assume the responsibilities of a teacher in the classroom and school. A minimum of 640 hours of student teaching must be completed over the two semester experience. Schedule will be arranged with the Education Department. Fee required. Prerequisite(s): ED 435 or ED 421, ED 427, ED 427A, ED 429A, and ED 431 or ED 433. Official acceptance to the Teacher Licensure program by COTER required. NOTE: Student must complete ED 434A and ED 434B to be eligible for Colorado Licensure.

ED 434B. SECONDARY STUDENT TEACHING II (3-8). In collaboration with the Cooperating Teacher, the student teacher will gradually assume the responsibilities of a teacher in the classroom and school. A minimum of 640 hours of student teaching must be completed over the two semester experience. Schedule will be arranged with the Education Department. This course completes the second half of the student teaching requirement for licensure. Fee required. Prerequisite(s): ED 434A and permission of Education Department required. NOTE: Student must complete ED 434A and ED 434B to be eligible for Colorado Licensure.

ED 435. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (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. Fieldwork required.

ED 436. TECHNOLOGY IN THE CLASSROOM (2). 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 personal computer and a variety of educational software packages. NOTE: Required for students seeking teacher licensure. Pass/No Pass grading only.

ED 438. K-12 STUDENT TEACHING (8-11). Students approved by the Committee on Teacher Education at Regis (COTER) student teach during the educational semester in an elementary and secondary placement in the Metro Denver area under the direction of a cooperating teacher. Co-requisite: ED 495. NOTE: Completion of all education courses and COTER approval. Sixteen weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required. Senior standing required. Pass/No Pass grading only.

ED 439. PRACTICUM : CULTURALLY AND LINGUISTICALLY DIVERSE (0). 20 hours field work with CLD learners. Co-requisite: ED 485.

ED 447. MULTICULTURAL LITERATURE AND LITERACY ACROSS THE ELEMENTARY CURRICULUM (3). Explores historical and contemporary literature for children in America. Examines literature representing various genres that teachers use in elementary classrooms. Coursework includes readings, demonstrations, discussions, field trips and written analyses of fieldwork data. Prerequisite(s): Education Majors and Minors only. Junior standing required. Cross listing: EDLT 447. NOTE: Fieldwork required.

ED 485. THEORIES, STRATEGIES, AND ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE K-12 (3). Provides 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. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Co-Requisite: ED 439. Cross listing: EDLD 485.

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 495. STUDENT TEACHER SEMINAR (1). Examines current educational practices, addresses student teaching issues, classroom management, Teacher Work Sample and Teacher Portfolio. Co-requisite: ED 417 or ED 434. Prerequisite(s): Senior standing. NOTE: Approval by COTER required.

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 Academic Internship Program.

EDUCATION: CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (EDLD)

EDLD 403. ASSESSMENT OF THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing: EDSP 403.

EDLD 413. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Students consider the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 485, EDLD 485 or permission of instructor required. Cross listing: EDLT 413.

EDLD 433A. CULTURE IN CONTEXT (1). Involves travel to Costa Rica for two weeks, full immersion into the language and culture, and reflection on the stages of cultural and language acquisition. Students will compare their real-life experiences in Costa Rica to educational theories in cultural and language acquisition.

EDLD 451. MULTICULTURAL PERSPECTIVES (3). Explores and reflects on multicultural perspectives, issues of social justice, and societal structures which impact the success of individual students and programs. Investigates and discovers threads that tie diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes. NOTE: Participation in the community-based cultural and language acquisition program required.

EDLD 475. LINGUISTICS FOR TEACHERS OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS (3). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 485 or permission of instructor required.

EDLD 485. THEORIES, STRATEGIES, AND ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE K-12 (3). Provides 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. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English Co-Requisite: ED 439. Cross listing: ED 485. NOTE: Field component of 20 hours required.

EDLD 490E-W. INDEPENDENT STUDY: LINGUISTICALLY DIVERSE EDUCATION (1-6). Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of instructor required.

EDUCATION: LITERACY (EDLT)

EDLT 403A. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION, AND ASSESSMENT (3). Focuses on the significance of literary and models teachers use to foster literacy acquisition in contemporary elementary classrooms. Participants observe, demonstrate, and evaluate peers and their own literacy instruction within the context of comprehension, phonetic awareness, phonics, fluency, and vocabulary. Includes reading and writing instruction and integration of fiction and nonfiction literature that stimulates joyful reading and writing. Coursework includes readings, demonstrates, simulations, lectures, dialogue, group and individual presentations, 35 hours as an instructional assistant in public school classrooms, and written analyses of fieldwork data. Prerequisite(s): ED 204, ED 302, and official acceptance into Teacher Licensure Program by COTER required. Cross listing: ED 403A. NOTE: Fieldwork required.

EDLT 403B. SECONDARY LITERACY: CONTENT, INSTRUCTION AND ASSESSMENT (3). Participants build background knowledge and apply instructional strategies and assessments designed to promote students success as readers, writers, speakers, and listeners in middle school and high school classrooms. Coursework includes readings, demonstrations, discussions, 35 hours as an instructional assistant in public school classrooms, and written analyses of fieldwork data. Prerequisite(s): Official acceptance into Teacher Licensure Program by COTER required. Cross listing: ED 403B. NOTE: Fieldwork required.

EDLT 405. LITERACY INTERVENTIONS (3). Focuses on research-based approaches, strategies, assessment tools and issues related to effective literacy instruction for student performing significantly below grade level. Explores and evaluates individual reading and writing programs for students with the most challenging literacy needs. Students will also learn about reading disabilities and relationships of those disabilities to literacy development. Utilizes appropriate assessments to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Prerequisite(s): ED 204 and ED 302. Cross listing: EDSP 405.

EDLT 413. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Students consider the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 485, EDLD 485 or permission of instructor required. Cross listing: EDLD 413.

EDLT 415. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE(3). Examines a range of literature for young adults, with emphases on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescents, and explores ways to weave this literary genre into the fabric of secondary content area classes. Students will construct thematic units and lessons in a standards-based, assessment driven environment. Prerequisite(s): ED 204 and ED 302. NOTE: Junior standing or completion of Distributive Core required.

EDLT 447. MULTICULTURAL LITERATURE AND LITERACY ACROSS THE ELEMENTARY CURRICULUM(3). Explores historical and contemporary literature for children in America. Examines literature representing various genres that teachers use in elementary classrooms. Coursework includes readings, demonstrations, discussions, field trips and written analyses of fieldwork data. Prerequisite(s): Education Majors and Minors only. Junior standing required. Cross listing: ED 447. NOTE: Fieldwork required.

EDUCATION: SPECIAL EDUCATION (EDSP)

EDSP 380. SPECIAL EDUCATION PRACTICUM (0), Thirty-five hours as an intern in a special education classroom. Work with children/adolescents with special needs is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. NOTE: Students should only register for one section of fieldwork in any given semester. Pass/No Pass grading only.

EDSP 401. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION 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 FOR THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing: EDLD 403. 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 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.

EDSP 405. LITERACY INTERVENTIONS (3). Focuses on research-based approaches, strategies, assessment tools and issues related to effective literacy instruction for student performing significantly below grade level. Explores and evaluates individual reading and writing programs for students with the most challenging literacy needs. Students will also learn about reading disabilities and relationships of those disabilities to literacy development. Utilizes appropriate assessments to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Prerequisite(s): ED 204 and ED 302. Cross listing: EDLT 405.

EDSP 406. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (3). Provides a basis for understanding and addressing behavior challenges of diverse learners. Explores foundations of PBIL--principles, policies and practices, theoretical perspectives on the nature of challenging behavior, functional based behavior assessment and support planning, individual, classroom, school-wide support systems, interventions and practices to facilitate positive behavior and social competence. Prerequisite(s): ED 401.

EDSP 480. PRACTICUM: STUDENTS WITH SPECIAL NEEDS (0). Thirty-five hours as an intern in a special education classroom. Work with children/adolescents with special needs is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. Prerequisite(s): ED 401. NOTE: Students should only register for one section of fieldwork in any given semester. Pass/No Pass grading only.

EDSP 490E-W. INDEPENDENT STUDY IN SPECIAL EDUCATION (1-6). Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of instructor required.

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ENGLISH

Dr. Mark Bruhn, Professor, Chairperson

Dr. David Hicks, Professor

Dr. Daryl Palmer, Professor

Dr. Eleanor Swanson, Professor

Dr. Scott Dimovitz, Associate Professor

Dr. Lara Narcisi, Associate Professor

Dr. Nicholas Myklebust, Assistant Professor

Dr. Morgan Reitmeyer, Assistant Professor, Director of the Writing Program

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 graduate or professional school and employment.

English Major 36 SH

Lower Division Requirements	*9 SH*
EN 300--Literary Analysis	3 SH
EN 323--American Literature: Survey to 1865 or EN 353--British Literature: Survey to 1789	3 SH
EN 324--American Literature: Survey 1865 to Present or EN 354--British Literature Survey 1789 to Present	3 SH
Upper Division Requirements	*27 SH*

Twenty-seven 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
Major's Seminar*	3 SH
Upper division English electives (selected with the approval of the major advisor). One elective course may focus on the literature of another culture.	6 SH

* Classification of courses according to genre, theme, author, period, and major's 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 upper division semester hours of English, which must include the courses required for an English major plus an additional three 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 October 15th for May graduates (February 15th for December graduates).
   b. A one-page formal prospectus approved by the thesis advisor and submitted for departmental approval no later November 1st for May graduates (March 1st for December graduates).
   c. Submission of full draft to advisor and reader by March 1st for May graduates (October 15th for December graduates).
   d. Revised draft by April 1st (November 15th for December graduates) based on revisions recommended by advisor and reader. Resulting defense draft should be 30-50 pages long.
   e. Schedule thesis defense no later than April 15th (November 30th for December graduates).

English Minor 15 SH

Lower Division Requirements	*3 SH*
EN 300--Literary Analysis	3 SH
Upper Division Requirements	*12 SH*

Twelve 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 well in graduate school or a career will be of particular importance.

Upper Division Requirements *12 SH*

Twelve semester hours selected from the following:

EN 412--Rhetoric: The Art of Persuasive Writing	3 SH
EN 482A--Creative Writing: Fiction	3 SH
EN 482B--Creative Writing: Poetry	3 SH
EN 482C--Creative Writing: Advanced Fiction	3 SH
EN 498E-W–Internship in Writing	3 SH
COM 475--In-Depth News Reporting and Writing	3 SH

* Communication majors may not take Communication courses towards the writing minor.

Writing Concentration 16 SH

The English Department offers a writing concentration for students in any major. The upper division English courses that fulfill the requirements of the writing concentration are open to any qualified Regis student. The concentration 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 well in graduate school or a career will be of particular importance.

Lower Division Requirements *1 SH*

EN301 Digital Writing Lab 1 SH
(or equivalent in student's major field)

Upper Division Requirements *15 SH*

Nine upper division semester hours of English (EN) writing courses selected with the approval of the major advisor.

Three upper division semester hours of a writing course within the student's major selected with the approval of the major advisor.*

Three upper division semester hours of a writing intensive internship selected with the approval of the major advisor.*

* These credits may also fulfill major requirements.

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 required.

EN 250/EN 250C. LITERATURE MATTERS (3). Introduces the literary genres of poetry, fiction, and drama. Students will write a series of analytical essays, including at least one research essay. Prerequisite(s): RCC 200. NOTE: EN 250C is a course that emphasizes communication in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

EN 250H. HONORS LITERATURE MATTERS (3). Explores aesthetics, ethical, and social values through detailed analysis of poetry, pose, and drama. Students engage texts through inquiry, analysis, research, and evaluation. NOTE: Honors students only.

EN 300. LITERARY ANALYSIS (3). Introduces and develops advanced approaches to thinking and writing about literature. Explores the fundamentals of poetic, dramatic, and narrative forms, while seeking a more complex understanding of literary analysis and evaluation. Prerequisite(s): RCC 200. NOTE: EN 301 strongly recommended.

EN 301. DIGITAL WRITING LAB (1). Supports students with portfolios, design programs (Adobe Suite, Gimp), movie and audio software, web writing and website creation. Strongly recommended for students enrolled in EN 300.

EN 323. AMERICAN LITERATURE SURVEY TO 1865 (3). Surveys significant works of American literature from first exploration to the end of the Civil War. Examines representative authors literary works, styles, and movements within a historical context. Includes authors such as Bradstreet, Irving, Poe, Hawthorne, Emerson, Thoreau, Whitman, and Dickinson. Prerequisite(s): RCC 200. NOTE: English Majors only.

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, Hemingway, and Morrison. Prerequisite(s): RC 200. NOTE: English Majors only.

EN 353. BRITISH LITERATURE SURVEY TO 1789 (3). Surveys significant works of British literature from the 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, Behn, and Johnson. Prerequisite(s): RCC 200. NOTE: English Majors only.

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): RCC 200.

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): EN 300. Cross listing: WGS 410E-W.

EN 412. RHETORIC: THE ART OF PERSUASIVE WRITING (3). The study of classical rhetoric, the art of persuasion. Focuses on organizational and stylistic techniques used by great writers to inform and persuade audiences. Course is writing-intensive. Prerequisite(s): RCC 200 or Permission of the Instructor.

EN 415. LOVE, LOSS, AND MADNESS: THE AMERICAN SHORT STORY (3). Examines American short fiction from early authors such as Hawthorne, Thoreau, Melville, Poe, and contemporary authors such as Alexie, Le Guin, and Russo. Prerequisite(s): EN 300.

EN 422. MYTHIC THEMES IN CONTEMPORARY LITERATURE (3). Introduces the narrative, metaphorical and symbolic functions through which myth communicates the sacred truths of a culture. Emphasis on Graeco-Roman and Judeo-Christian themes that inflect the Western literary tradition. Prerequisite(s): EN 300.

EN 423E-W. INTERDISCIPLINARY STUDIES IN AMERICAN LITERATURE (3). Examines themes in American literature from an interdisciplinary perspective. Prerequisite(s): EN 300.

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 a single literary period or movement (e.g., Hawthorne and Melville, Whitman and Dickinson, The American Renaissance, Early American Women Writers). Prerequisite(s): EN 300.

EN 426E-W. AMERICAN LITERATURE 1865-1918 (3). Provides an 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, Multi-Cultural Literature before World War I). Prerequisite(s): EN 300.

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, The Harlem Renaissance, and The Postmodernist Novel). Prerequisite(s): EN 300.

EN 428. AMERICAN LITERATURE IN THE ATOMIC AGE (3). Examines American literature in the aftermath of World War II, focusing on the paranoia and fragmentation of the atomic age. Authors include Bellow, Kerouac, Pynchon, Nabokov, Vonnegut, DeLillo. Prerequisite(s): EN 300.

EN 429. ELLISON AND MORRISON (3). Focuses on issues of race and gender in 20th century American literature through the works of two renowned African Americans: Ralph Ellison (Invisible Man) and Toni Morrison (Bluest Eye, Song of Solomon, Jazz, Beloved). Prerequisite(s): EN 300.

EN 430. FAULKNER (3). Read the greatest works of fiction from one of the greatest American writers. Includes *Sound and the Fury*, *Absalom, Absalom!*, *Light in August*, and *As I Lay Dying*, among others. Prerequisite(s): EN 300.

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): EN 300.

EN 432E-W. SHAKESPEARE: (3). Involves the study of Shakespeare's poetry, plays, life, and age. Prerequisite(s):. EN 300. Cross listing: PJ 432E-W.

EN 433. JAMES JOYCE (3). Studies James Joyce's works, including *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. Prerequisite(s): EN 300.

EN 439. CONTEMPORARY LITERATURE (3). Examines novels in contemporary fiction and other genres. Includes works by such authors as Franzen, DeLillo, Auster, Murakami, Zadie Smith, Chabon, Morrison, Lahiri, Nabokov, and Alexie. Prerequisite(s): EN 300.

EN 446. THE 17TH CENTURY (3). Surveys the later Renaissance, Commonwealth, and Restoration eras, including representative works of Metaphysical, Cavalier, and/or Restoration poets, Jacobean and/or Restoration playwrights, and/or the prose stylists of the period. Prerequisite(s): EN 300.EN 447. AUSTEN (3). Studies the works of Jane Austen. Prerequisite(s): EN 300.

EN 449. 18TH CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental, and Gothic. Prerequisite(s): EN 300. Cross listing: WGS 449.

EN 450. ROMANTICISM (3). Studies representative fiction and poetry from the first half of the 19th century. Prerequisite(s): EN 300.

EN 451. DICKENS (3). Involves the study of Dickens' novels, life and times. Prerequisite(s): EN 300

EN 452. WILLIAM WORDSWORTH (3). Treats the most influential poet of the British Romantic period through reading and study of Wordsworth's major publications, including *Lyrical Ballads* and *The Prelude*, a biography of the poet, and criticism from Coleridge to Hartmam. Prerequisite(s): EN 300.

EN 453. BRITISH MODERNISMS (3). Examines literature in the British Isles from 1900 to 1950. Prerequisite(s): EN 300.

EN 454. LINGUISTIC APPROACHES TO LITERATURE (3). Introduces historical and comparative linguistics, semantics, syntax, phonology, stylistics, and pragmatics, and emphasizes their application in the analysis of literary texts. Prerequisite(s): EN 300 and one 400-level EN course NOTE: Junior standing or permission of instructor.

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): EN 300.

EN 457. 20TH CENTURY IRISH LITERATURE (3). Studies Irish writers of the 20th century including Shaw, Yeats, Joyce, Synge, O'Casey and Beckett. Prerequisite(s): EN 300.

EN 460. AMERICAN MODERNIST POETRY (3). Involves the reading and analysis of such major American poets as Eliot, Frost, Pound, Stevens, Williams. Prerequisite(s): EN 300.

EN 464. POSTCOLONIAL WORLD LITERATURE (3). Investigates writings in and about previously colonized countries throughout the 20th century, paying close attention to the lingering effects of colonialism on the writing of the time. Literature includes works from India, the Caribbean, Africa, and Latin America. Prerequisite(s): EN 300.

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 these approaches reveal and conceal about literary texts. Prerequisite(s): EN 300 and one 400-level EN course. NOTE: Junior standing or permission of instructor.

EN 474E-W. COMPARATIVE LITERATURE (3). Studies significant works in English translations in the context of their interrelation with various traditions in English and American literature.

EN 480, BUSINESS AND TECHNICAL WRITING (3). Working with nonprofit organizations and case studies, students will practice writing business documents, web-based multimedia documentation, instructions, and grants, as well as considering the ethics of business writing. Prerequisite(s): RCC*200 or permission of instructor. Cross listing: PJ 483.

EN 481. MULTIMEDIA WRITING (3). Examines current theory around evolving digital media and applies it to creating websites, video, podcasts, and games. Provides instruction in visual design and user-centered design. Prerequisite(s): RCC 200 or permission of instructor.

EN 482A. CREATIVE WRITING: FICTION (3). Provides a workshop in fiction emphasizing discussion of students' fiction. Includes analysis of the elements of fiction and techniques used by a variety of modern and contemporary writers. Prerequisite(s): EN 300 or permission of instructor.

EN 482B. CREATIVE WRITING: POETRY (3). Provides a workshop in poetry writing emphasizing the discussion of students' poetry. Includes analysis of the elements of poetry and techniques used by a variety of modern and contemporary writers. Prerequisite(s): EN 300 or permission of instructor.

EN 482C. CREATIVE WRITING: ADVANCED FICTION (3). Advanced instruction in craft of fiction; professional perspectives on the art in the context of rigorous criticism. In workshop format, students practice the genre, further define it, examine its many forms, and receive professional peer review. Prerequisite(s): EN 300.

EN 490E-W. INDEPENDENT STUDY (1-3). Develops independent exploration of areas of interest under the direction of a department member. . Prerequisite(s): EN 300 and approval of department chair.

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, and The Small Town in Literature). Prerequisite(s): EN 300.

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., Africa in Literature, Arthurian Legend, and Literature of the Unconscious). Prerequisite(s): EN 300.

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 Academic Internship Program. NOTE: Students may obtain as many as six (6) semester hours of credit, but only three (3) semester hours may be applied to the English major.

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ENVIRONMENTAL STUDIES

Dr. John Sakulich, 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 health, science secondary education, environmental biology, environmental engineering, or forestry.

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 48 SH

Students pursuing this degree are required to complete a companion major or minor in one of the following areas: Biology, Biochemistry, Chemistry, Computer Science, Mathematics, Neuroscience, Physics, or Secondary Education.

Lower Division Requirements	*29 SH*
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
ENVS 250--Introduction to Environmental Science	3 SH
ENVS 251--Introduction to Environmental Science Laboratory	1 SH
GE 208--Introduction to Geology	3 SH
GE 209--Introduction to Geology Laboratory	1 SH
MT 272/MT 272C--Statistics for the Life Sciences	3 SH

It is recommended that Environmental Science students take SO200/SO 200C as an elective or to fulfill the Social Science Core Requirement for Regis college.

Upper Division Requirements	*19 SH*
ENVS 402--Principles of Ecology	3 SH
ENVS 403--Ecology Laboratory	1 SH
ENVS 450--Environmental Impact Assessment	1 SH
ENVS 474--Geographic Information Science	3 SH
ENVS 495A--Portfolio Development I	1 SH
ENVS 495B--Portfolio Development II	1 SH
Environmental Studies Elective Requirement	9 SH

Students must complete a minimum of nine semester hours of additional 400-level ENVS courses in consultation with their academic advisor. ENVS 498E-W is also recommended.

Bachelors of Arts in Environmental Studies Major 40 SH

Students pursuing this degree are required to complete a companion major or minor in another subject area.

Lower Division Requirements	*22 SH*
BL 262--Principles of Biology: Organismic	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
ENVS 250--Introduction to Environmental Science	3 SH
ENVS 251--Introduction to Environmental Science Laboratory	1 SH
GE 208--Introduction to Geology	3 SH
GE 209--Introduction to Geology Laboratory	1 SH
MT 272/MT 272C--Statistics for the Life Sciences	3 SH
SO200/SO200C--Introduction to Sociology	3 SH

Upper Division Requirements	*18 SH*
ENVS 450-- Environmental Impact Assessment	1 SH
ENVS 474--Geographic Information Science	3 SH
ENVS 495A--Portfoloio Development I	1 SH
ENVS 495B--Portfolio Development II	1 SH
Environmental Studies Electives	12 SH

Students must complete a minimum of twelve semester hours of 400-level ENVS courses in consultation with their academic advisor. ENVS 498E-W is also recommended.

Environmental Studies Minor 16 SH

Lower Division Requirement	*4 SH*
ENVS 250--Introduction to Environmental Science	3 SH
ENVS 251--Introduction to Environmental Science Laboratory	1 SH

*Upper Division Requirements** *12 SH*

A minimum of 12 upper division semester hours of 400-level environmental studies courses are required for the minor. Note: Many upper-division ENVS courses have specific prerequisites beyond ENVS 250 and ENVS 251.

* PL 448K can be used to fulfill the environmental studies electives. The other 9 SH upper-division ENVS elective requirement must be met with ENVS courses.

ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS (ENVS)

ENVS 250. INTRODUCTION TO ENVIRONMENTAL SCIENCE (3). Explores the environment and its modification by human activity within a scientific context. Considers the chemical, geological, climatological, and biological bases of current environmental issues. Co-requisite: ENVS 251. NOTE: Required for Environmental Studies majors and minors. Designed for non-science majors to meet the Natural Science Core requirement when taken with ENVS 251.

ENVS 251. ENVIRONMENTAL SCIENCE LABORATORY (1). Involves laboratory and field exercises accompanying and reinforcing lecture topics. May require a field trip outside of class time. Co-requisite: ENVS 250. NOTE: One three-hour laboratory per week.

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 and MT 272. Cross listing: BL 402. NOTE: Required for all Biology and Environmetal Science majors.

ENVS 403. ECOLOGY LABORATORY (1). Involves research design and the 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 272. Cross listing: BL 403. NOTE: Required for all Biology and Environmental Science majors.

ENVS 407. HISTORY AND PRACTICES OF SCHOOLYARD GREEN (3). Investigates historical, ecological, cultural, and agricultural statuses of two schoolyards to address environmental issues. Participants conduct interdisciplinary projects and presentations with children and youth. Service-learning required in Denver; optional weekend service-learning in southern Colorado. Co-Requisite: RCC 410E. NOTE: Junior Standing. Cross listing: HS 407.

ENVS 410. AQUATIC AND FISHERIES ECOLOGY (3). Develops student knowledge of the ecology of freshwater and marine systems, emphasizing aquatic conservation and use of aquatic resources. Identifies aquatic resource issues and applications of perspectives to develop an integrative position. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 410. NOTE: Participation in one of two field trips outside of class time required. Junior standing or completion of Distributive Core required.

ENVS 411. ECOTHEOLOGY (3). Explores contemporary environmental issues from the perspectives of different religious traditions. Compares spiritual and religious views of the environment, its meaning, and its relation to human beings. Explores scientific understandings of contemporary environmental issues, asking how religions engage these issues. NOTE: Completion of Natural Science Core requirement or permission of instructor required

ENVS 414. RELIGION AND THE ENVIRONMENT (3). Examines the interconnection between religion and the environment, including: the ways in which religion may be used to frame and discuss environmental issues; the contribution to environmental ethics made by religion; and the ways in which the environmental movement is shaped by and related to spiritualism.

ENVS 415. ENVIRONMENTAL ETHICS (3). Examines the theories of value, justice, and gender and applies them to environmental problems such as sustainability, climate change, over-population, consumption and waste, and wilderness protection, with the goal of developing ethical and political responses to these problems. Prerequisite(s): One 200 Level Philosophy Course. Cross listing: PL 448J and PJ 473 .

ENVS 416. JUST AND SUSTAINABLE DEVELOPMENT (3). Integrates knowledge of development practice and theory from the perspective of communities, states, and the global system. Builds on community-based models of just and sustainable development success. Interdisciplinary, drawing on health, environment, politics, business and law. Prerequisite(s):POL 231, POL 241, or POL 281. Cross listing: POL 406. NOTE: Junior standing or completion of Distributive Core required.

ENVS 417. ENVIRONMENTAL RHETORIC (3). Explores the values, needs, and persuasive strategies of various communities engaged in environmental debate, and includes guest speakers from across the Front Range, readings from multiple genres, and applied writing practice. NOTE: Junior standing or completion of Distributive Core 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 419. WILDERNESS: A STORY OF PASSION AND PERSEVERENCE(3). Introduces the philosophy, the literature, the legislation, and the current debate surrounding "wilderness."

Includes a mix of reading, discussion, writing, and a service learning project.

ENVS 420. ENVIRONMENTAL POLITICS (3). Uses four case studies of environmental progress to drive analysis of local, regional, national, and global levels of dealing with change and conservation. Examines civil society, state and UN system approaches to building environmental norms that shape policy and legislation. Prerequisite(s): POL 231, POL 241, and POL 281. Cross listing: POL 420. NOTE: Junior standing or completion of distributive core required.

ENVS 421. READ NATURE, WRITE THE WORLD (3). Integrates different types of disciplinary thinking through reading and writing across the genres of poetry, fiction, nonfiction essay/memoir, and research-based position papers. The latter genre will require the student to demonstrate a degree of scientific literacy and the ability to reason quantitatively. Prerequisite(s): Junior standing.

ENVS 425. ENVIRONMENT AND INTERNATIONAL SECURITY (3). Describes and evaluates environmental processes and conditions that affect contemporary and future international and human security. Examines causes, forms, and consequences of environmental scarcity and degradation. Prerequisite(s): POL 231 or POL 241. Cross listing: POL 451.

ENVS 428. CONSERVATION BIOLOGY (3). Introduces the fundamental principles of conservation biology including patterns of global biological diversity, biogeography, population genetics, extinction, restoration ecology, management, and conservation policy. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 428. NOTE: Junior standing or completion of Distributive Core 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, PJ 454 and POL 432.

ENVS 433. WORLD HISTORY TO 1600: AN ECOLOGICAL PERSPECTIVE (3). Focuses on the ecological, cultural and civilizational regions of the world and their interactions from pre-history to 1600. Employs case studies and historical methodology. Cross listing: HS 403.

ENVS 435. ADVANCED FIELD ECOLOGY LABORATORY (2). Introduces students to methods of sampling and studying a variety of organisms in the field. Develops student ability to design, conduct, and appropriately interpret field ecological studies. Prerequisite(s): BL 403 or ENVS 403. Cross listing: BL 435.

ENVS 438. THAT'S GARBAGE! MAKING DIGITAL STORIES OF AN ABOUNDING MYSTERY (3). Course explores the mysteries of garbage - its past and future, where it goes when you are done with it, the real people who deal with it, the human and environmental problems it causes, the untapped resource it is, and unique solutions for creating a world with less waste. Students will explore ideas through books, blogs, websites, field trips, self-reflection, interviews, and discussions, then analyze and distill that information to write great stories and to craft a series of your own digital stories for the public. Students will produce non-fiction digital video stories for personal reflection, research, and social change. Pre-requisite: Junior Standing.

ENVS 440. ENVIRONMENT AND CULTURE (3). Provides an introduction to cultural perspectives on the environment focusing on how social categories such as race, gender and class shape the way humans interact with the natural environment and react to environmental degradation.

ENVS 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: PJ 441 and SO 441.

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 POL 445 or PJ 446.

ENVS 448. PLANT DIVERSITY AND ECOLOGY (3). Surveys plant systematics and distributional aspects of plant community ecology. Emphasizes identification, classification, biogeography, and environmental effects on plant distribution and community structure. Focuses on the Colorado flora. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 448. NOTE: One or two weekend field trips required.

ENVS 450. ENVIRONMENTAL IMPACT ASSESSMENT (3). Focuses on the theory and methods of creating environmental impact assessment reports. Explores various perspectives including ecology, chemistry, geology, economics, and environmental justice. This course is the capstone course for all environmental science and environmental studies students. Prerequisite(s): ENVS 250.

ENVS 455. MODELING SUSTAINABILITY (3). Sustainability can be defined in many different ways. This course explores the concept of sustainability and ask why it matters. Investigate the myriad of ways that services, products, business, institutions, and people can improve their sustainability, and discusses why that matters in a global context.

ENVS 458. ANIMAL BEHAVIOR AND BEHAVIORAL ECOLOGY (3). Explores the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Some areas discussed include communication, reproductive behavior, and social behavior. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 458.

ENVS 459. ANIMAL BEHAVIOR LABORATORY (1). Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Co-requisite: ENVS 458. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 459.

ENVS 460. FOREST AND LANDSCAPE ECOLOGY (3). Investigates the unique ecological characteristics of forest ecosystems, surveys the diversity of world forests, and explores methods of analysis and management of forests at landscape scales. Prerequisite(s): BL 260, BL 262, and MT 272. Cross listing: BL 460. NOTE: May require participation in field trips outside of class time.

ENVS 461. WESTERN ECOLOGY, LAW, AND LAND STEWARDSHIP (3). Investigates how ecology and laws have interacted to produce the specific ecology of the Western United States, particularly Colorado and Utah. Students will camp every night of the second two weeks of this course in the areas that will studied. Being in the field gives the student a unique opportunity to assess the ecological impacts of various land use laws.

ENVS 462. PRIMATE ECOLOGY AND BEHAVIOR (3). Explores the ecology and evolution of primates in the context of their biotic and abiotic environments. Emphasizes primate life history, behavior, social organization and conservation ecology. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 462. NOTE: May require participation in field trips outside of class time.

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 472. PLANT PHYSIOLOGICAL ECOLOGY (3). Explores the physiological responses of plants to their biotic and abiotic environments. Focuses on the physiological ecology of Colorado flora. Co-requisite: ENVS 473. Prerequisite(s): BL 260 and BL 262. One course in Chemistry recommended. Cross listing: BL 472.

ENVS 473. PLANT PHYSIOLOGICAL ECOLOGY LABORATORY (1). Involves laboratories accompanying and reinforcing lecture topics. Co-requisite: ENVS 472. Prerequisite(s): BL 261 and BL 263. Cross listing: BL 473. NOTE: One or two field trips on weekends required.

ENVS 474. GEOGRAPHIC INFORMATION SCIENCE (3). Explores the basic concepts, assumptions, theories, and structures of geographic information systems (GIS). Covers GIS methods through hands on activities using up-to-date software. Emphasizes applications of GIS for the spatial analysis of environmental issues. NOTE: Completion of Natural Science Core requirement or permission of instructor required.

ENVS 476. COLORADO FLORA AND FAUNA (3). Explores the range of ecological communities found in Colorado. Focuses on natural history and ecology of the plants, mammals, birds, reptiles, amphibians, fishes, and macroinvertebrates in Colorado. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 476.

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 484. ANTHROPOLOGY OF TOURISM (3). Examines the phenomenon of tourism in relationship to modernity, authenticity, sexual and romantic tourism, ecotourism, and others. Prerequisite(s): SO 200 and SO 204 or AN 204 or permission of instructor. Cross listing: AN 484 and SO 484.

ENVS 486. OIL AND WATER IN THE GREATER MIDDLE EAST (3). Focuses on the history and effects of water use and fossil fuel extraction in the arid climate zone from North Africa to Pakistan. Cross listing: HS 486 and PJ 488.

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 495A. PORTFOLIO DEVELOPMENT I (1). Explores the expected program outcomes for a major in ENVS. Focuses on the first steps in assembling an academic portfolio to demonstrate attainment of program outcomes. NOTE: Senior standing required.

ENVS 495B. PORTFOLIO DEVELOPMENT II (1). Involves completion and assessment of an academic portfolio. NOTE: Majors only.

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 Academic Internship Program director.

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DEPARTMENT OF FINE AND PERFORMING ARTS

Dr. Barbara Coleman, Associate Professor, Chairperson

Dr. Mark Davenport, Associate Professor

Mr. Anthony Ortega, Associate Professor

Mr. Eugene Stewart, Associate Professor

Mr. William Sutton, Associate Professor

Dr. Loretta K. Notareschi, Assistant Professor

DEPARTMENTAL INFORMATION

The Department of Fine and Performing Arts offers courses in visual arts, art history, music, music history, music theory, applied music, music ensembles, and theatre. The Bachelor of Arts degree is available with a major in Visual Arts, Art History, Music, Music Performance, and Music History and Literature. Minors are available in Visual Art, Art History and Music.

FINE ARTS: VISUAL ARTS

Students planning to major in Visual Arts must obtain and submit a Major Declaration form with the Office of the Dean, Regis College. 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.

A Junior Portfolio Review of each fine arts major will be conducted in the second semester of the student's junior year. The purpose of this evaluation is to determine how the student has progressed in his/her chosen medium or media and discuss goals and objectives for the senior thesis show.

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	**45 SH**
Lower Division Requirements	*21 SH*
Twenty-one lower division semester hours, which must include the following:	
FAA 330--Design Foundation	3 SH
FAA 331--Graphic Design Foundation	3 SH
FAHS 211--Art History: Prehistory to the Proto-Renaissance	3 SH
FAHS 212--Art History Survey: Renaissance to Present	3 SH
Lower Division Studio Electives	9 SH
Upper Division Requirements	*24 SH*
Twenty-four upper division semester hours, which must include the following:	
Upper division in a single medium	6-9 SH
Upper division in additional mediums	3-6 SH
Upper division in Art History	6 SH
FAA 497--Senior Art Studio	3 SH
FAA 499--Senior Thesis	3 SH

Visual Arts Minor	**12 SH**
Upper Division Requirements	*12 SH*

Twelve upper division semester hours of Studio Art and/or Art History courses selected with the approval of the major advisor.

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 specific art disciplines (Visual Arts, Music or Theatre). Core Studies students are also exposed to the fine and performing arts through attendance at exhibitions, performances, poetry readings, and lectures in the O'Sullivan Art Gallery and the department performance hall.

Exhibitions and events in the O'Sullivan Art Gallery serve students in the Fine and Performing Arts Department as well as the entire Regis University and Denver area community. The O'Sullivan Art Gallery is a widely recognized cultural center.

FINE ARTS: ART HISTORY

Art History Major — 36 SH

Lower Division Requirements — *9 SH*

FAA 330--Design Foundation — 3 SH

FAHS 211--Art History: Prehistory to the Proto-Renaissance — 3 SH

FAHS 212--Art History Survey: Renaissance to Present — 3 SH

Upper Division Requirements — *27 SH*

FAHS 408E-W--Themes in Art History — 3 SH

FAHS 410--Modern Art: Neo-Classicism to 1945 — 3 SH

FAHS 415--Contemporary Art: 1945 to the Present — 3 SH

FAHS 453E-W--Special Topics in Music and Art — 3 SH

FAHS 499--Senior Art History Thesis — 3 SH

Six upper division semester hours of Fine Arts: History courses selected from the following:

FAHS 435--Images of Women in Art and the Popular Media — 3 SH

FAHS 440--American Art: Colonial to Present — 3 SH

FAHS 445--History of Photography — 3 SH

FAHS 450--Medieval/Renaissance Art — 3 SH

Six semester hours from any of the following selected in consultation with an academic advisor:

PL 445--Philosophy of Art — 3 SH

Any level Communications Course

Any level English Literature Course

Any level History Course

Any level Music Course

Any level Religious Studies Course

Art History Minor — 12 SH

Upper Division Requirements — *12 SH*

Twelve upper division semester hours of Art History courses selected with the approval of the major advisor.

FINE ARTS: MUSIC

Dr. Mark Davenport, Program Director

The Music Program includes a wide variety of courses and is intended for students of all levels of experience, offering participation in beginning to advanced music lessons and classes, performing ensembles, and courses in music history and music theory. Students who want to concentrate in more advanced studies in music may pursue a Bachelor of Arts or a structured music minor.

Students wishing to pursue the music major or minor should contact the director of the Music Program or the Chairperson of the Department of Fine and Performing Arts. Currently, the Department of Fine and Performing Arts offers three music major degrees: the Bachelor of Arts in Music; the Bachelor of Arts in Music Performance; and the Bachelor of Arts in Music History and Literature. The music major curriculum offers a comprehensive course of study in historical, cultural, theoretical, and performance perspectives. With a grounding in the traditional music styles of Western art music, music majors will also acquire an essential awareness and knowledge of contemporary musical directions, American music, interdisciplinary studies between music and art, and the musical traditions of other cultures. The Bachelor of Arts in Music prepares students to go onto graduate studies, education, or one that combines music with other disciplines such as music and liturgy, arts management and administration, communication, business or community-based professions.

Music majors with an emphasis in performance are expected to participate in applied lessons and ensembles every semester, once they have declared the major. Performance majors have added studies in Techniques and Performance and advanced ensembles. Performance majors prepare and present public recitals in both their junior and senior years. The Department currently offers the Performance Emphasis in the applied areas of voice, piano, guitar, oboe, clarinet, flute, bassoon, recorder, violin, viola, and cello. Auditions are required.

The Structured Music minor is offered to any Regis College student who demonstrates substantial skill and technique on an instrument or voice (audition required). 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 an instrument or voice and gain experience working in advanced ensemble groups.

NOTE: All music majors must pass a keyboard proficiency exam.

Bachelor of Arts in Music — 39 SH

Lower Division Requirements — *21 SH*

Vernacular Traditions/American Music (choose one)

FAC 251--United States Folk, Pop, and Jazz — 3 SH

FAC 253E-W--Topics in Music and Art — 3 SH

FAC 254/FAC 254C--American Musical Theater — 3 SH

Music in World Cultures

FAC 250E-W--World Music — 3 SH

Music Theory

FAMT 200--Music Theory I * — 3 SH

FAMT 201--Aural Skills I * — 2 SH

FAMT 300--Music Theory II — 3 SH

FAMT 301--Aural Skills II — 2 SH

FAMT 350--Music Theory III — 3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)	
Applied Lesson	1 SH
Applied Lesson	1 SH
Music Ensemble (FAM-200 level)	
Ensemble	0 SH
Ensemble	0 SH
Recital Hour	
FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements	*18 SH*
Advanced Music History	
FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH
Advanced Music Theory	
FAMT 400--Orchestration, Arranging, and Conducting	3 SH
Advanced Applied Music (FAM 400-level)	
Advanced Applied Lesson	1 SH
Advanced Applied Lesson	1 SH
Advanced Music Ensemble (FAM-400 level)	
Advanced Ensemble	2 SH
Advanced Ensemble	2 SH
Recital Hour	
FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH
Senior Thesis: Music in the Arts	
FAM 499--Senior Thesis: Music in the Arts	3 SH

Bachelor of Arts in Music Performance 45 SH

Lower Division Requirements	*21 SH*
Vernacular Traditions/American Music (choose one)	
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 253E-W--Topics in Music and Art	3 SH
FAC 254/FAC 254C--American Musical Theater	3 SH
Music in World Cultures	
FAC 250E-W--World Music	3 SH
Music Theory	
FAMT 200--Music Theory I *	3 SH
FAMT 201--Aural Skills I *	2 SH
FAMT 300--Music Theory II	3 SH
FAMT 301--Aural Skills II	2 SH
FAMT 350--Music Theory III	3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)	
Applied Lesson	1 SH
Applied Lesson	1 SH
Music Ensemble (FAM-200 level)	
Ensemble	0 SH
Ensemble	0 SH
Recital Hour	
FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements	*24 SH*
Advanced Music History	
FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH
Advanced Music Theory	
FAMT 400--Orchestration, Arranging, and Conducting	3 SH
Techniques and Performance in applied area	
Techniques and Performance I	2 SH
Techniques and Performance II	2 SH
Techniques and Performance III	2 SH
Techniques and Performance IV	2 SH
Music Major Recitals	
FAMR 403--Junior Recital	0 SH
FAMR 404--Senior Recital	0 SH
Advanced Music Ensemble (FAM-400 level)	
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH

NOTE: Four semester hours required--sustained over four semesters.

Recital Hour (Required every semester)	
FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH
Senior Thesis: Music in the Arts	
FAM 499--Senior Thesis: Music in the Arts	3 SH

Bachelor of Arts in Music History and Literature 45 SH

Lower Division Requirements	*24 SH*
Vernacular Traditions/American Music (choose one)	

FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 253E-W--Topics in Music and Art	3 SH
FAC 254/FAC 254C--American Musical Theater	
or	
FAC 250E-W--World Music	3 SH
Music Theory	
FAMT 200--Music Theory I *	3 SH
FAMT 201--Aural Skills I *	2 SH
FAMT 300--Music Theory II	3 SH
FAMT 301--Aural Skills II	2 SH
FAMT 350--Music Theory III	3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)	
Applied Lesson	1 SH
Applied Lesson	1 SH
Applied Lesson	1 SH
Applied Lesson	1 SH
Music Ensemble (FAM 200-level)	
Ensemble	0-2 SH
Ensemble	0-2 SH
Ensemble	0-2 SH
Ensemble	0-2 SH
Recital Hour	
FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements	*21 SH*
Advanced Music History	
FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH

Six semester hours selected from the following:(Students must complete either FAC 250E-W or FAMH 450E-W.)

FAMH 450E-W--World Music Literature	3 SH
FAMH 451--History of U.S. Folk, Pop and Jazz	3 SH
FAMH 453E-W--Special Topics in Music and Art	3 SH
FAMH 454--History and Performance of American Musical Theater	3 SH
Advanced Music Theory	
FAMT 400--Orchestration, Arranging, and Conducting	3 SH
FAMT 401--Counterpoint	3 SH
Recital Hour	
FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH
Senior Thesis: Music in the Arts	
FAM 499--Senior Thesis: Music in the Arts	3 SH

Music Minor 21 SH

Lower Division Requirements	*9 SH*
Vernacular Traditions/American Music (choose one)	
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 253E-W--Topics in Music and Art	3 SH
FAC 254/FAC 254C--American Musical Theater	
or	
FAC 250E-W--World Music	3 SH
Music Theory	
FAM 235--Foundations of Music	3 SH
FAM 236--Basic Musicianship	2 SH

Note: These courses may be waived depending on music theory placement.

Applied Music (FAM 200-level) Applied Lesson	1 SH
Music Ensemble (FAM 200-level) Ensemble	0-2 SH
Recital Hour	
FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH
Upper Division Requirements	*12 SH*
Advanced Music History	
FAMH 452--European Music Literature	3 SH
Techniques and Performance (Applied area)	
Techniques and Performance I	2 SH
Techniques and Performance II	2 SH
Techniques and Performance III	2 SH
Advanced Ensemble	
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Music Minor Recital	
FAMR 402--Music Minor Recital	0 SH

DEPARTMENT OF FINE AND PERFORMING 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 218. INTRODUCTION TO WEB ART AND NEW MEDIA (3). Covers the historical development and applied practices of internet art and other forms of new media. Through a variety of online and offline projects, explores the growing fields of internet art and new media.

FAA 240. INTRODUCTION TO PHOTOGRAPHY (3). Introduces photography as a medium of artistic expression that utilizes the camera, basic digital imaging techniques, and inkjet printers to develop and express ideas and experience through visual means.

FAA 250. INTRODUCTION TO PAINTING (3). Uses various materials to teach fundamental painting techniques and to facilitate the development of 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 330. DESIGN FOUNDATION (3). Covers foundation concepts of two-dimensional and three-dimensional design including visual elements, composition, media and materials. Through a sequence of assignments, explores design concepts, creative process, and visual thinking.

FAA 331. GRAPHIC DESIGN FOUNDATION (3). Lecture/ studio course in graphic design covering historical and applied practices. Covers foundation information and process in graphic design including an introduction to typography, page layout, design software, and logo development.

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 and FAA 420 or permission of instructor.

FAA 443. ADVANCED PHOTOGRAPHY (3). A continuation of the study of photography as a fine art with an exploration of various applications of photography that guide the student in the development of a portfolio of creative work. Prerequisite(s): FAA 240.

FAA 446E-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 475E-W. LIFE DRAWING (3). Studies human figure as drawing subject matter. Anatomy will be discussed with emphasis on composition and examination of historical references. Prerequisite(s): FAA 230 or FAA 270 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 497. SENIOR ART STUDIO (3). Seminar style studio course develops the artist practice of art making of various media, critical thinking, writing, and speaking, and explores the evolution of student perspectives of historical precedents and historical tradition in art. Prerequisite(s): One of the following: FAA 420, FAA 443, FAA 450, FAA 460, FAA 472, or FAA 480 NOTE: Open to senior art majors and minors and senior art students who have completed two upper division studio course work in one media.

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 Academic Internship Program.

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/FAC 200C. ART IN CULTURE (3). Introduces the visual arts as an expression of human values within a cultural context and develops a visual vocabulary and critical methods for evaluating and responding to art. NOTE: FAC 200C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

FAC 205. INTRODUCTION TO LITERACY AND ART (3). Examines artists' work, vocabulary, and critical methods for evaluating and responding to visual arts. Visits to artists' studios and non-profit art centers are integral as is work with children from the local Latino community. NOTE: Non-major's only.

FAC 211. ART HISTORY: PREHISTORY TO THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures, and world events as they relate to human artistic expression. Prerequisite(s): Majors, minors, or honors students only or permission of instructor required. Cross listing: FAHS 211. NOTE: Permission of Instructor required.

FAC 212. ART HISTORY SURVEY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present. Prerequisite(s): Majors, minors, or honors students only or permission of instructor required. Cross listing: FAHS 212.

FAC 225. MUSIC OF THE ROCK ERA (3). Explores music of the Rock Era (1945 - today), focusing on the 1950's through the 1970's, major trends and developments are investigated while drawing comparisons and relevance to popular musical styles of today.

FAC 250E-W. WORLD MUSIC (3). Studies musical practices of diverse cultures including instrumental and vocal styles, dance, drama, and ceremonies.

FAC 251. UNITED STATES FOLK, POP, AND JAZZ (3). Surveys various folk, popular and jazz styles cultivated in the United States from the 18th 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 252. EXPLORING MUSIC (3). Provides basic knowledge and appreciation of music through a survey of music traditions from the Greeks through the present day. Explores circumstances, cultural values, and representative pieces of music from each major period.

FAC 253E-W. TOPICS IN MUSIC AND ART (3). Introduction to the interdisciplinary study of music and art in the Western world. Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context.

FAC 254/FAC 254C. AMERICAN MUSICAL THEATER (3). Offers a survey of the American Musical through general musical concepts while developing a working vocabulary of the elements of music. Examines the historical and social context of musical theater in the United States, from its earliest developments in the mid-nineteenth century to present day, and explores its major developments and influence in American culture. Concentrates on written assignments and current approaches to music research.

FAC 255/FAC 255C. MUSIC OF THE TWENTIETH CENTURY (3). A survey of classical music in the western world in the twentieth century. Covers trends such as modality, atonality, serialism, neoclassicism, experimental music, and electronic and computer music and the social contexts surrounding these movements. NOTE: FAC 255C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

FAC 256/FAC 256C. MUSIC IN AMERICAN CULTURE (3). Introduces music as an expression of the unique culture of the U.S.A. and develops critical methods for evaluating and responding to American music. Topics explored in this course include traditional, folk, religious, and art music of the various ethnic groups that comprise the United States, including Anglo-European, African-American, Latin-American, Asian-American, and American Indian. Examines ways the popular music industry in America has served as an expression of cultural trends and investigates ways American composers have created their own aesthetic within the Western classical art tradition.

FINE ARTS: HISTORY (FAHS)

FAHS 211. ART HISTORY: PREHISTORY TO THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures, and world events as they relate to human artistic expression. Prerequisite(s): Majors, minors, or honors students only or permission of instructor required. Cross listing: FAC 211.

FAHS 212. ART HISTORY SURVEY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present. Prerequisite(s): Majors or honors students only or permission of instructor required. Cross listing: FAC 212.

FAHS 408E-W. THEMES IN ART HISTORY (3). A revolving seminar examining specialized topics in art history.

FAHS 410. MODERN ART: NEO-CLASSICISM TO 1945 (3). Concentrates on issues of modernism in Western art from the late nineteenth century to approximately 1945, looking closely at how we observe, interpret, and write about art in its historical, religious, and political context. An integral part of this class will be to develop a working definition of "modernism". 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. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 200 or FAC 211 or FAC 212. Cross listing: WGS 435.

FAHS 440. AMERICAN ART: COLONIAL TO PRESENT (3). Examines American art from the pre-colonial era to the present day. Examines the role American art has played in the formation of values such as national identity, class formation, race, gender, and ethnicity. Emphasizing cultural history, considers a variety of media from painting and sculpture to films and theme parks. Prerequisite(s): FAC 200 or FAC 211 or FAC 212.

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 211or FAC 212 or FAHS 211 or FAHS 212.

FAHS 450. MEDIEVAL/RENAISSANCE ART (3). Examines art from the late Roman period to the proto-renaissance. Topics include Early Christian, Byzantine, Medieval, Romanesque, and Gothic art, and architecture. Prerequisite(s): FAC 200, or FAC 211, or FAC 212, or permission of instructor.

FAHS 453E-W. SPECIAL TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context. Prerequisite(s): FAC 200 or FAC 211 or FAC 212, Majors and minors only or permission of instructor.

FAHS 490E-W. INDEPENDENT STUDY IN ART HISTORY (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of department chair.

FAHS 499. SENIOR ART HISTORY THESIS (3). Provides the final step for a degree in Art History. Students write individual thesis in consultation with the program director. Prerequisite(s): Majors only. Senior standing. Permission of instructor required.

FINE ARTS: MUSIC (FAM)

FAM 202E-W. UNIVERSITY CHOIR (0-2). Students will study, prepare, and sing in performance, choral literature from the Gothic to the present.

FAM 203. BEGINNING CLASS VOICE (2). Involves basic vocal technique and music reading for non-music minors or majors with little or no prior vocal experience. Studies very easy classical or popular repertoire.

FAM 204. INTERMEDIATE CLASS VOICE (2). Continuation of FAM 203. Intermediate level vocal technique and music reading. Studies very easy classical or popular repertoire. Prerequisite(s): FAM 203 or permission of instructor required.

FAM 205. BEGINNING CLASS GUITAR (2). Introduces the guitar and music reading for music minors or majors with little or no prior guitar experience. Studies very easy classical or popular repertoire.

FAM 206. INTERMEDIATE CLASS GUITAR (2). Continuation of FAM 205. Focuses on development of music reading. Studies technical patterns and exercises. Easy classical or popular repertoire and improvisation. Prerequisite(s): FAM 205 or permission of instructor.

FAM 214E-W. APPLIED MUSIC: VIOLIN (1). Provides individual instruction in violin.

FAM 216E-W. APPLIED MUSIC: VIOLA (1). Provides individual instruction in viola.

FAM 218E-W. APPLIED MUSIC: CELLO (1). Provides individual instruction in cello.

FAM 220E-W. APPLIED MUSIC: CHAPEL CHOIR (1). Introduces students to the rich variety of Catholic liturgical choral music through preparation for and performances at weekly Masses.

FAM 221E-W. APPLIED MUSIC: FLUTE (1). Provides individual instruction in flute.

FAM 223E-W. APPLIED MUSIC: OBOE (1). Provides individual instruction in oboe.

FAM 225E-W. APPLIED MUSIC: BASSOON (1). Provides individual instruction in bassoon.

FAM 227E-W. APPLIED MUSIC: RECORDER (1). Provides individual instruction in recorder.

FAM 230E-W. COLLEGIUM MUSICUM (0-2). Performing ensemble designed to offer students a chance to explore music from the 13th through the early 18th centuries. Through the use of early instruments and voice, students will develop an understanding of musical forms, performance practices, and styles in both sacred and secular traditions. A wide variety of topics will be examined including early medieval chant, troubadour songs, sacred motets and mass movements, renaissance dances, and music composed at the European courts. Prerequisite(s): FAM 235 or permission of instructor.

FAM 235. FOUNDATIONS OF MUSIC (3). Introduces the fundamental concepts of music. Student acquires understanding of important historical, theoretical and performance issues. Explores basic music elements: sound, the notational system, meter, scales, key, intervals, chords, harmony, and simple forms. Establishes a working vocabulary of musical terms and develops reading, writing, and listening skills essential to music literacy.

FAM 236. BASIC MUSICIANSHIP (2). Designed to improve a student's musicianship skills. Focuses on sight singing and dictation of diatonic melodies in major and minor keys (treble and bass clefs); sight reading of rhythms in simple and compound meters; and performance at the keyboard of scales, intervals, and triads.

FAM 240. BEGINNING CLASS PIANO (2). Introduces the keyboard and music reading to non-music minors or majors with little or no prior keyboard experience. Studies very easy classical or popular repertoire.

FAM 241. INTERMEDIATE CLASS PIANO (2). 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 240 or permission of instructor.

FAM 246E-W. APPLIED MUSIC: VOICE (1-2). Provides individual instruction in voice. Prerequisite(s): FAM 203 and FAM 204 or permission of instructor. NOTE: Participation in a voice recital required.

FAM 247E-W. APPLIED MUSIC: PIANO (1-2). Provides individual instruction in piano. Prerequisite(s): FAM 240 and FAM 241 or permission of instructor. NOTE: Participation in a piano recital required.

FAM 248E-W. APPLIED MUSIC: GUITAR (1-2). Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation. Prerequisite(s): FAM 205 and FAM 206 or permission of instructor.

FAM 252E-W. APPLIED MUSIC: BANJO (1-2). Provides individual instruction in banjo.

FAM 259E-W. JAZZ ENSEMBLE (0-2). The Regis Jazz Ensemble explores the American jazz repertoire, covering a variety of styles that developed from the early 20th century to today. Ensemble is open to wind, percussion, piano, bass, guitar, and brass instruments.

FAM 261E-W. APPLIED MUSIC: CLARINET (1-2). Provides individual instruction in clarinet.

FAM 265E-W. APPLIED MUSIC: JAZZ PIANO (1-2). Provides instruction in jazz piano concepts and techniques. Includes melodic improvisation, chord voicing, accompaniment styles in both solo and ensemble settings, and playing by ear.

FAM 269E-W. CHAMBER ENSEMBLE (0-2). The Regis Chamber Ensemble explores music from 1750 to today, concentrating on the wealth of symphonic literature for orchestral strings and woodwinds.

FAM 278E-W. APPLIED MUSIC: BASS (1-2). Provides individual instruction on double bass and/or electric bass guitar.

FAM 280E-W. APPLIED MUSIC: SAXOPHONE (1-2). Provides individual instruction in saxophone.

FAM 282E-W. APPLIED MUSIC: TRUMPET (1-2). Provides individual instruction in trumpet.

FAM 284E-W. APPLIED MUSIC: TROMBONE (1-2). Provides individual instruction in trombone.

FAM 286E-W. APPLIED MUSIC: PERCUSSION (1-2) Provides individual instruction in percussion.

FAM 288E-W. APPLIED MUSIC: HARP (1-2) Provides individual instruction in harp.

FAM 294E-W. APPLIED MUSIC: COMPOSITION (1-2). Covers techniques of music composition.

FAM 402E-W. CONCERT CHOIR (0-2). Advanced choral ensemble work including more complex and challenging literature as well as on- and off-campus performance. NOTE: Audition required.

FAM 409A. APPLIED VOICE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction for voice designed for

students with prior vocal training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236 or equivalent. Majors and minors only. Permission of instructor required.

FAM 409B. APPLIED VOICE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 409A. Private instruction for voice designed for students with prior vocal training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 409A or approval of program director required.

FAM 409C. APPLIED VOICE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 409B. Private instruction for voice designed for students with prior vocal training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency. Culminates in end-of-semester student recital. Prerequisite(s): FAM 409B or approval of program director required.

FAM 409D. APPLIED VOICE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 409C. Private instruction for the voice. Offers students with substantial prior vocal training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 409C or approval of program director required.

FAM 414E-W. APPLIED MUSIC: ADVANCED VIOLIN (1-2). Provides advanced individual instruction in violin. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 214E-W or permission of instructor.

FAM 415A. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the violin designed for students with prior string training and knowledge of basic music theory. Surveys repertoire form the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 415B. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 415A. Private instruction on the violin designed for students with prior string training. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 415A or approval of program director.

FAM 415C. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 415B. Private instruction on the violin designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the violin. Culminates in end-of-semester student recital. Prerequisite(s): FAM 415B or approval of program director required.

FAM 415D. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 415C. Private instruction on the violin. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 415C or approval of program director.

FAM 416E-W. APPLIED MUSIC: ADVANCED VIOLA (1-2). Provides advanced individual instruction in viola. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 216E-W or permission of instructor.

FAM 417A. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the viola designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 417B. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 417A. Private instruction on the viola designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of techniques suitable for student's level of proficiency. Prerequisite(s): FAM 417A or approval of program director.

FAM 417C. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 417B. Private instruction on the viola designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the viola. Culminates in end-of-semester student recital. Prerequisite(s): FAM 417B or approval of program director.

FAM 417D. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 417C. Private instruction on the viola. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 417C or approval of program director.

FAM 418E-W. APPLIED MUSIC: ADVANCED CELLO (1-2). Provides advanced individual instruction in cello. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 218E-W or permission of instructor.

FAM 419A. APPLIED CELLO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the cello designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of performance. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 419B. APPLIED CELLO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 419A. Private instruction on the cello designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 419A or approval of program director.

FAM 419C. APPLIED CELLO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 419B. Private instruction on the cello designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the cello. Culminates in end-of-semester student recital. Prerequisite(s): FAM 419B or approval of program director.

FAM 419D. APPLIED CELLO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 419C. Private instruction on the cello. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 419C or approval of program director.

FAM 421E-W. APPLIED MUSIC: ADVANCED FLUTE (1-2). Provides advanced individual instruction in flute. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 221E-W or permission of instructor.

FAM 422A. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the flute designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 422B. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 422A. Private instruction on the flute designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 422A or approval of program director required.

FAM 422C. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 422B. Private instruction on the flute designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the flute. Culminates in end-of-semester student recital. Prerequisite(s): FAM 422B or approval of program director required.

FAM 422D. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 422C. Private instruction on the flute. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 422C or approval of program director.

FAM 423E-W. APPLIED MUSIC: ADVANCED OBOE (1-2). Provides advanced individual instruction in oboe. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 223E-W or permission of instructor.

FAM 424A. APPLIED OBOE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the oboe designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 424B. APPLIED OBOE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 424A. Private instruction on the oboe designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 424A or approval of program director.

FAM 424C. APPLIED OBOE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 424B. Private instruction on the oboe designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the oboe. Culminates in end-of-semester student recital. Prerequisite(s): FAM 424B or approval of program director.

FAM 424D. APPLIED OBOE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 424C. Private instruction on the oboe. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 424C or approval of program director.

FAM 425E-W. APPLIED MUSIC: ADVANCED BASSOON (1-2). Provides advanced individual instruction in bassoon. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 225E-W or permission of instructor.

FAM 426A. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the bassoon designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 426B. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 426A. Private instruction on the bassoon designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 426A or approval of program director.

FAM 426C. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 426B. Private instruction on the bassoon designed for student with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the bassoon. Culminates in end-of-semester student recital. Prerequisite(s): FAM 426B or approval of program director.

FAM 426D. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 426C. Private instruction on the bassoon. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 426C or approval of program director.

FAM 427E-W. APPLIED MUSIC: ADVANCED RECORDER (1-2). Provides advanced individual instruction in recorder. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 227E-W or permission of instructor.

FAM 428A. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the recorder designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 428B. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 428A. Private instruction on the recorder designed for students with prior woodwind training. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 428A or approval of program director.

FAM 428C. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 428B. Private instruction on the recorder designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the recorder. Culminates in end-of-semester student recital. Prerequisite(s): FAM 428B or approval of program director.

FAM 428D. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 428C. Private instruction on the recorder. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 428C or approval of program director.

FAM 430E-W. CONCERT COLLEGIUM MUSICUM (0-2). 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 442E-W. PIANO ENSEMBLE (2). The Piano Ensemble is designed for intermediate to advanced pianists. Offers an ensemble opportunity for piano performance. May include piano duets and/or trios, quartets, quintets, with strings or winds. Prerequisite(s): FAM 247E-W or FAM 467E-W and permission of instructor.

FAM 443A. APPLIED PIANO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the piano designed for students with prior keyboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 443B. APPLIED PIANO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 443A. Private instruction on the piano designed for students with prior keyboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 443A or approval of program director required.

FAM 443C. APPLIED PIANO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 443B. Private instruction on the piano designed for students with prior keyboard training. Focuses on two pieces from different style periods that demonstrate an upper intermediate to advanced technical proficiency on the keyboard. Culminates in end-of-semester

student recital. Prerequisite(s): FAM 443B or approval of program director required.

FAM 443D. APPLIED PIANO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 443C. Private instruction on the piano. Offers students with substantial prior keyboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s); FAM 443C or approval of program director.

FAM 448E-W. GUITAR ENSEMBLE (0-2). Emphasizes styles of music, dynamics, rhythm, and harmonic structure in an acoustic ensemble. Prerequisite(s): FAM 248E or permission of instructor.

FAM 449A. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the guitar designed for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 449B. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 449A. Private instruction on the guitar designed for students with prior fretboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 449A or approval of program director.

FAM 449C. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 449B. Private instruction on the guitar designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the guitar. Culminates in end-of-semester student recital. Prerequisite(s): FAM 449B or approval of program director.

FAM 449D. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 449C. Private instruction on the guitar. Offers students with substantial prior fretboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 449C or approval of program director.

FAM 452E-W. APPLIED MUSIC: ADVANCED BANJO (1-2). Provides advanced individual instruction on the banjo. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 252E-W or permission of instructor.

FAM 453A. APPLIED BANJO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the banjo designed for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 453B. APPLIED BANJO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 453A. Private instruction on the banjo designed for students with prior fretboard training. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 453A or approval of program director.

FAM 453C. APPLIED BANJO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 453B. Private instruction on the banjo designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the banjo. Culminates in end-of-semester student recital. Prerequisite(s): FAM 453B or approval of program director.

FAM 453D. APPLIED BANJO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 453C. Private instruction on the banjo. Offers students with substantial prior fretboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 453C or approval of program director.

FAM 459E-W. CONCERT JAZZ ENSEMBLE (0-2). The Regis Concert Jazz Ensemble continues to explore material covered in FAM 259 with a focus on performance practice, especially improvisation and arrangement. The ensemble is open to wind, percussion, piano, bass, guitar, and brass instruments. Prerequisite(s): FAM 259E-W and permission of instructor.

FAM 461E-W. APPLIED MUSIC: ADVANCED CLARINET (1-2). Provides advanced individual instruction in clarinet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 261E-W and permission of instructor.

FAM 462A. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the clarinet designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 462B. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 462A. Private instruction on the clarinet designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique

suitable for student's level of proficiency. Prerequisite(s): FAM 462A or approval of program director required.

FAM 462C. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 462B. Private instruction on the clarinet designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the clarinet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 462B or approval of program director required.

FAM 462D. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 462C. Private instruction on the clarinet. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 462C or approval of program director required.

FAM 465E-W. APPLIED MUSIC: ADVANCED JAZZ PIANO (1-2). Provides advanced instruction in jazz piano concepts and techniques. Includes advanced topics in melodic improvisation, chord voicing, and reharmonization. Prerequisite(s): FAM 265E or permission of instructor.

FAM 466E-W. APPLIED MUSIC: ADVANCED VOICE (1-2). Advanced vocal instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 246E-W and permission of instructor. NOTE: Audition required.

FAM 467E-W. APPLIED MUSIC: ADVANCED PIANO (1-2). Advanced piano instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 247E-W 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 248E-W and permission of instructor. NOTE: Audition required.

FAM 469E-W. CONCERT CHAMBER ENSEMBLE (0-2). The Regis Concert Chamber Ensemble explores symphonic literature from 1750 with an emphasis on material that demands a higher level of performance technique and mastery than Chamber Ensemble, FAM 269 (such as concertos and solo repertoire). Prerequisite(s): FAM 269E-W and permission of instructor.

FAM 478E-W. APPLIED MUSIC: ADVANCED BASS (1-2). Provides advanced individual instruction in double bass and/or electric bass guitar. Offers opportunities for on- and off-campus performance. Additional Prerequisite(s): Permission of Instructor required. Prerequisite(s): FAM 278E.

FAM 480E-W. APPLIED MUSIC: ADVANCED SAXOPHONE (1-2). Provides advanced individual instruction on the saxophone. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 280E-W and permission of instructor.

FAM 481A. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 481B. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 481A. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 481A or approval of program director.

FAM 481C. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 481B. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the saxophone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 481B or approval of program director.

FAM 481D. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 481C. Private instruction on the saxophone. Offers students with substantial prior saxophone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 481C or approval of program director.

FAM 482E-W. APPLIED MUSIC: ADVANCED TRUMPET (1-2). Provides advanced individual instruction on the trumpet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 282E-W and permission of instructor.

FAM 483A. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 483B. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 483A. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of

proficiency. Prerequisite(s): FAM 483A or approval of program director.

FAM 483C. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 483B. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trumpet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 483B or approval of program director.

FAM 483D. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 483C. Private instruction on the trumpet. Offers students with substantial prior trumpet knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 483C or approval of program director.

FAM 484E-W. APPLIED MUSIC: ADVANCED TROMBONE (1-2). Provides advanced individual instruction on the trombone. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 284E-W and permission of instructor.

FAM 485A. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAM 485B. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 485A. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 485A or approval of program director.

FAM 485C. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 485B. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trombone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 485B or approval of program director.

FAM 485D. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 485C. Private instruction on the trombone. Offers students with substantial prior trombone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 485C or approval of program director.

FAM 486E-W. APPLIED MUSIC: ADVANCED PERCUSSION (1-2). Provides advanced individual instruction in percussion. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 286E or permission of instructor.

FAM 488E-W. APPLIED MUSIC: ADVANCED HARP (1-2). Provides advanced individual instruction in harp. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 288E-W or permission of instructor.

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 Academic Internship Program.

FAM 499. SENIOR THESIS: MUSIC IN THE ARTS (3). Offers sequence of practical activities covering topics such as ensemble direction, development of repertoire, designing outreach programs, grant writing, implementation of curriculum and arts management. Prerequisite(s): Majors only. Senior standing.

FINE ARTS: MUSIC HISTORY (FAMH)

FAMH 450E-W. 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 FAM 236 or permission of instructor.

FAMH 451. HISTORY OF U.S. FOLK, POP, AND JAZZ (3). Surveys various folk, popular, and jazz styles cultivated in the United States from the 18th century to the present. Research project will explore a topic in American Music. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 452. EUROPEAN MUSIC LITERATURE (3). Examines Western European art music traditions, through a historical survey of the style, structure, and function of music. Students discover the rich variety of Western European art music while developing a working vocabulary and understanding of musical terms. Improves listening skills and advances the ability of students to articulate relevant observations about music through independent, objective, and critical musical thought. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 453E-W. TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAMH 454. HISTORY AND PERFORMANCE OF AMERICAN MUSICAL THEATER (3). Provides a comprehensive approach to

learning by providing students with a historical and cultural background to the major developments of Musical Theatre and by developing performance skills through participation in class performances and a cabaret-style concert at the end of the semester (presented by the Department of Fine and Performing Arts). Prerequisite(s): FAM 235 and FAM 236 or permission of instructor required.

FAMH 455E-W. TOPICS IN MUSIC HISTORY (3). Provides an in-depth examination of musical styles and genres, as well as the cultural and historical content in which music was created in each area of study. Emphasizes writing, research, and musical analysis that draws on each student's earlier experiences and training in music theory and history. Prerequisite(s): FAMH 452.

FAMH 457. WOMEN IN MUSIC (3). Using the lenses of gender studies and feminist criticism, this course will examine the historically marginalized roles of women in Western music as composers and performers. NOTE: Junior standing or completion of Distributive Core required.

FINE ARTS: MUSIC RECITAL (FAMR)

FAMR 200A/B. FRESHMAN RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 300A/B. SOPHOMORE RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 400A/B. JUNIOR RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 402. MUSIC MINOR RECITAL (0). All music minors perform at least a 20-minute recital that demonstrates ability to perform in several style periods. Music minor recitals are typically given in conjunction with the third semester of techniques and performance. NOTE: Presentation of music minor recital requires successful "hearing" at least one month before recital date. Pass/No Pass grading only.

FAMR 403. JUNIOR RECITAL (0). All music majors with an emphasis in performance are required to perform at least a 30-minute recital that demonstrates the student's ability to perform in three style periods. The Junior Recital is typically given in the junior year in conjunction with the second semester of Techniques and Performance. Prerequisite(s): Majors only. Junior standing. Pass/No Pass grading only.

FAMR 404. SENIOR RECITAL (0). All music majors with an emphasis in performance are required to perform a Senior Recital in their senior year; at least 60 minutes of music that demonstrates a wide variety of musical styles and ability to memorize a portion or all of the music is expected. The Senior Recital is typically given in conjunction with the fourth semester of Techniques and Performance. Prerequisite(s): Majors only. Senior standing. Pass/No Pass grading only.

FAMR 450A/B. SENIOR RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FINE ARTS: MUSIC THEORY (FAMT)

FAMT 200. MUSIC THEORY I (3). Students gain fluency in four-part writing and voice leading principles in four-voice textures using root position and inverted triads and seventh chords; analysis of music literature; the identification and use of non-chord tones; the identification of various forms in music; and other in-depth theoretical concepts. Prerequisite(s): FAM 235 or permission of instructor.

FAMT 201. AURAL SKILLS I (2). Students gain fluency in sight singing and dictation of diatonic melodies; sight reading rhythms using subdivision and syncopation in simple and compound meters; and performance at the keyboard of various diatonic chord progressions. Prerequisite(s): FAM 236 or permission of instructor.

FAMT 300. MUSIC THEORY II (3). A continuation of concepts and materials learned in Music Theory I. Emphasizes chromatic harmony, various types of modulation, more complex forms, and extended tonality. Prerequisite(s): FAMT. FAMT 201 or permission of instructor

FAMT 301. AURAL SKILLS II (3). A continuation of materials learned in Aural Skills I. Students gain fluency in sight singing and dictation of chromatic melodies, sight reading rhythms with changing and unequal meters, and performance at the keyboard of more complex chord progressions. Prerequisite(s): FAMT 201 or permission of instructor.

FAMT 350. MUSIC THEORY III (3). A continuation of Music Theory II. Study of the structures and systems used in music throughout the twentieth century, including modality, serialism, neoclassicism, and electronic and computer music. Includes composition and a hands-on music technology component. Prerequisite(s):. FAMT 300 or permission of instructor

FAMT 400. ORCHESTRATION, ARRANGING, AND CONDUCTING (3). Study of instruments in band and orchestra regarding range, color, quality, and technical restriction as applied to scoring for solo and ensemble performance. Fundamental study of conducting, score reading, and arranging skills applicable to instrumental and choral ensembles. Prerequisite(s): FAMT 200 or permission of instructor

FAMT 401. LOGIC AND PROOF (3). Studies 16th century and 18th century counterpoints. Evaluation materials include both analysis and composition. Prerequisite(s): FAMT 200 or permission of instructor.

FAMT 430. HEARING THE WORLD: MUSIC AND AUDIO TECHNOLOGY IN CONTEMPORARY SOCIETY (3). Engage creatively and critically with the society around us in artistic and socially aware ways through creation of original audio projects such as studio and live recordings, electronic compositions, radio plays, oral histories, audio postcards, etc. Techniques to be covered include the use of microphones, recording equipment, and audio sequencing/editing software. Cross listing: COM 430. NOTE: Junior standing required.

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GEOLOGY

A major in Geology is not available.

Geology is the study of the Earth, its materials, processes, and history. Geology courses are offered in support of the Environmental Studies, Core, and Education programs.

GEOLOGY COURSE DESCRIPTIONS (GE)

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: This course has been approved to satisfy the core natural science with laboratory requirement when taken with GE 205E-W.

GE 205E-W. TOPICS IN GEOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: GE 204E-W.

GE 208. INTRODUCTION TO GEOLOGY (3). Introduces students to natural science through study of the Earth. Develops student knowledge of geology; notably Earth materials, Earth history, topography, tectonics, fossil fuels, groundwater, and soils. Highlights social and ethical issues. NOTE: Designed primarily for Environmental Studies students and students fulfilling the natural science core requirement. This course has been approved to satisfy the core natural science with laboratory requirement when taken with GE 209. Co-requisite: GE 209.

GE 209. INTRODUCTION TO GEOLOGY LABORATORY (1). Introduces students to scientific inquiry through participation in field and laboratory activities. Involves exercises reinforcing lecture content. Co-requisite: GE 208.

GE 481E-W. SPECIAL TOPICS IN GEOLOGY (1-4). Explores selected topics in the field of Earth science. Course format varies according to topic selected. Prerequisite(s): Completion of the natural science core requirement. NOTE: Certain topics may include a laboratory.

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HEALTH AND EXERCISE SCIENCE

Dr. Clifford Barnes, Associate Professor, Director

Health and Exercise Science is a multidimensional study of human health and movement. This field of study delves into the promotion of health and wellness within the global community, locally and abroad, and the factors and/or challenges that influence the delivery of healthcare. This discipline explores normal movement and the physiological and functional adaptations of how it is organized, controlled, and regulated. This study is based on principles of behavioral health, biomechanics, exercise physiology, motor behavior, nutrition and psychosocial aspects of health and exercise. Health and Exercise Science builds on courses of study in the natural and behavioral sciences linking the study of human physical activity with foundations of scientific knowledge. Students are challenged to discover and explain principles of human movement, and to apply this knowledge in a manner that guides individuals to optimize health and physical performance in leisure, work, and rehabilitative environments. This study of normal movement forms the foundation for modification of activity from a health and wellness perspective, to enhance performance, or to promote recovery following injury or illness of an individual. Career options can include Health and Wellness Coaching, Fitness Trainer and Exercise Specialist. Graduates are prepared for application to professional graduate programs such as Physical Therapist, Occupational Therapist, or other health fields, and academic graduate programs such as Exercise Science, Exercise Physiology, Integrated Physiology, and Kinesiology.

Major and minor fields of study in Health and Exercise Science are offered through the School of Physical Therapy, Rueckert-Hartman College for Health Professions. The School of Physical Therapy does not offer guaranteed admission to its Doctor of Physical Therapy program, priority interview consideration is given to all Regis College undergraduates who maintain a strong academic record and submit competitive GRE exam scores. Additional consideration is given to those students who major or minor in Health & Exercise Science. For additional information regarding the admission process for the Doctor of Physical Therapy program, contact the School of Physical Therapy and/or refer to the Doctor of Physical Therapy section in this *Catalog*.

Major in Health and Exercise Science

The School of Physical Therapy offers a Bachelor of Science degree in Health and Exercise Science. This major encompasses the broad discipline of health across the lifespan. Models of health and healthcare delivery are explored at societal, economic, cultural, political and environmental levels within our community and across global communities. Exercise Science is explored across the five pillars physiology, movement science, biomechanics, nutrition and psychological perspectives and how they impact movement. Refer to the Rueckert-Hartman College for Health Professions School of Physical Therapy section of this Catalog for additional information on the Health and Exercise Science major.

Minor in Health and Exercise Science

A minor in Health and Exercise Science is offered and is compatible with a number of undergraduate majors, including Biology, Neuroscience, and Psychology. Courses in the minor develop theoretical and practical knowledge related to the biological, mechanical, and behavioral basis for movement. The minor is designed so that students will experience the multidisciplinary foundations of human exercise and movement. Students who include the Health and Exercise Science minor in their education will be able to apply this knowledge to strategies designed to improve and optimize physical performance.

The Health and Exercise Science minor is open to all Regis University students. HES courses are taught by faculty in the School of Physical Therapy and promote an early introduction and mentoring option for students interested in careers that incorporate principles of health and exercise science, such as Physical Therapy.

Health and Exercise Science Minor **34-35 SH**

Lower Division Requirements *22-23 SH*

BL 274--Introduction to Human Anatomy
or
HES 374--Applied Human Anatomy 3 SH

BL 275--Human Anatomy Laboratory
or
HES 375--Applied Human Anatomy Laboratory 1 SH

BL 276--Introduction to Human Physiology
or
HES 376--Applied Human Physiology 3 SH

BL 277--Human Physiology Laboratory
or
HES 377--Applied Human Physiology Laboratory 1 SH

MT 272/MT 272C--Statistics for Life Sciences
or
HES 311--Research Design and Statistics 3 SH

One of the following eight semester hours options of physics:

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

PH 304A--General Physics with Calculus I 3 SH
PH 305A--General Physics with Calculus Laboratory I 1 SH
PH 304B--General Physics with Calculus II 3 SH
PH 305B--General Physics with Calculus Laboratory II 1 SH

PY 250/PY 250C--General Psychology 3 SH
or
NS 260--Introduction to Brain and Behavior 3 SH
and
NS 261--Introduction to Brain and Behavior Laboratory 1 SH

Upper Division Requirements *12 SH*

HES 420--Functional Anatomy 3 SH

HES 430--Physiology of Exercise 3 SH

HES 440--Concepts of Motor Behavior 3 SH

HES 450--Biomechanics of Exercise 3 SH

Recommended Electives

HES 421--Functional Anatomy Laboratory 1 SH

HES 431--Physiology of Exercise Laboratory 1 SH

HES 441--Concepts of Motor Behavior Laboratory 1 SH

HES 451--Biomechanics of Exercise Laboratory 1 SH

HEALTH AND EXERCISE SCIENCE COURSE DESCRIPTIONS (HES)

HES 210. INTRODUCTION TO HEALTH AND EXERCISE SCIENCE (3). Examines models of health and explores social, economic, cultural, political, and environmental factors that impact health. Introduces principles of exercise across the lifespan from a biomechanical, motor behavior, physiological, nutritional and psychological perspective.

HES 311. RESEARCH DESIGN & STATISTICS (3). Introduces research theory, concepts, inferential and descriptive statistical analysis, and study design. Analyzes relevant literature and applies qualitative and quantitative design, methodology, and interpretation.

HES 374. APPLIED HUMAN ANATOMY (3). Examines the relationships of the musculoskeletal, nervous, integumentary, cardiac, pulmonary, gastrointestinal, renal and reproductive systems of the human body. Integrates cellular and structural factors with clinical application at regional and systemic levels. Co-requisites: HES 375. Prerequisite(s): BL 260 and BL 261.

HES 375. APPLIED HUMAN ANATOMY LAB (1). Demonstrates specific regional and systemic relationships of the human body systems as they relate to a clinical model. Incorporates the use of human cadaveric preparations and models. Co-requisites: HES 374.

HES. 376. APPLIED HUMAN PHYSIOLOGY (3). Examines metabolic, neuromusculoskeletal, cardiac, respiratory, renal, digestive, endocrine, and reproductive systems, including membrane function, electrical activity of cells, neurophysiology, muscle physiology, blood and immune responses, and cellular endocrinology. Includes applicable cellular chemical concepts. Co-requisites: HES 377. Prerequisite(s): BL 260, BL 261, HES 374 and HES 375.

HES 377 APPLIED HUMAN PHYSIOLOGY LAB (1). Integrates current physiological tests of the human body systems designed to interpret normal and abnormal physiological values in the clinical model. Co-requisites: HES 376.

HES 418 PSYCHOSOCIAL ASPECTS OF HEALTH (3). Examines the influence of psychological and social variables on health and activity participation. Focuses on stress management, motivation, adherence, access, barriers, and support systems across the lifespan. Prerequisite(s): HES 210 PY 250 NOTE: Permission of instructors required for all non-majors. Cross listing: PY 425

HES 420. FUNCTIONAL ANATOMY (3). Examines anatomical concepts of the musculoskeletal and nervous systems that form the basis of analysis of human movement. Analyzes joint movement, complex muscular activity, and integration of the nervous system. Co-requisites: HES 421. Prerequisite(s): HES 210, HES 374 and HES 375. NOTE: Permission of instructors required for all non-majors.

HES 421. FUNCTIONAL ANATOMY LAB (1). Applies functional anatomy concepts to human movement. Examines anatomical relationships through cadaver prosection, models, and other modalities. Co-requisites: HES 420. NOTE: Permission of instructors required for all non-majors.

HES 430. PHYSIOLOGY OF EXERCISE (3). Explores concepts of nutrition and energy production/expenditure during exercise. Examines adaptations of the pulmonary, cariovascular, skeletal muscle, nervous, urinary, gastrointestinal, and endocrine systems to the stresses of exercise across the lifespan. Co-requisites: HES 431. Prerequisite(s): HES 210, HES 374, HES 375, HES 376 and HES 377 NOTE: Permission of instructors required for all non-majors.

HES 431. PHYSIOLOGY OF EXERCISE LAB (1). Applies exercise physiology principles and methods to analysis of human movement. Examines theoretical concepts during performances assessment of various physiological systems. Co-requisites: HES 430. NOTE: Permission of instructors required for all non-majors.

HES 440. CONCEPTS OF MOTOR BEHAVIOR (3). Examines principles of human motor control, learning, and development. Explores learner and environmental factors influencing motor performance and long-term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Co-requisites: HES 441. Prerequisite(s): HES 210, PY 250, HES 375, HES 374, 375. NOTE: Permission of instructors required for all non-majors.

HES 441. CONCEPTS OF MOTOR BEHAVIOR LAB (1). Introduces motor behavior experimental methods for quantitative and qualitative analysis of human movement, learning and control during static and dynamic activities. Integrates theoretical concepts with practical applications. Co-requisites: HES 440. NOTE: Permission of instructors required for all non-majors.

HES 450. BIOMECHANICS OF EXERCISE (3). Evaluates internal and external forces acting on the human body. Performs quantitative and qualitative evaluations with the associated kinematic and kinetic variables to describe body movements. Includes the development and completion of a research project incorporating biomechanical principles. Co-requisites: HES 451. Prerequisite(s): PH 202A, PH 205A, HES 210, HES 311, HES 374 and HES 375. NOTE: Permission of instructors required for all non-majors.

HES 451, BIOMECHANICS OF EXERCISE LAB (1). Applies biomechanical measurement methods using quantitative and qualitative analysis of kinematics and kinetics of human movement during static and dynamic activities.. Co-requisites: HES 450. NOTE: Permission of instructors required for all non-majors.

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HISPANIC STUDIES

A major in Hispanic Studies is available only through the Thematic Major Program.

Hispanic Studies Minor **12 SH**

Twelve upper division semester hours of Spanish courses that deal with Spanish literature or language, Hispanic civilization or Hispanic literature in translation.

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HISTORY AND POLITICS

Dr. Daniel Wessner, Professor, Chairperson

Dr. Daniel Clayton, Professor

Dr. Terry Schmidt, Professor

Dr. Nicki Gonzales, Associate Professor

Dr. Michael Chiang, Assistant Professor

Dr. Ethan Sanders, Assistant Professor

History Major 39 SH

Lower Division Requirements *12 SH*

Twelve lower division semester hours of History courses with at least three fields (Asia, Europe, Middle East, United States, World) and two time periods covered (before 1600 and after 1600). One three-semester-hour course constitutes minimum representation.

Upper Division Requirements *27 SH*

HS 495J--Reading Seminar in History 3 SH

HS 495K--Research Seminar in History 3 SH

Plus 21 upper division semester hours of History courses with at least two fields (Asia, Europe, Middle East, United States, World) represented. One three-semester-hour course constitutes minimum representation.

History Minor 12 SH

Upper Division Requirements *12 SH*

Twelve upper division semester hours of History courses selected with the approval of the major advisor.

Politics Major 39 SH

Lower Division Requirements *15 SH*

POL 200--Sustainability and Collapse 3 SH

POL 201--Origins and Challenges of the Modern World 3 SH

POL 231--Introduction to International Relations 3 SH

POL 241--Introduction to Comparative Politics and Government 3 SH

POL 281--Introduction to Political Philosophy 3 SH

Upper Division Requirements *24 SH*

POL 499--Integrated Capstone 3 SH

An Upper Division History Course 3 SH

Plus 18 upper division semester hours of Politics courses, which must include a minimum of one, three semester hour course, selected from each of the following five areas:

United States

POL 413--United States Elections and Political Behavior 3 SH

POL 415--Balancing Power 3 SH

POL 417--Urban-Rural Politics 3 SH

POL 496E-W--Seminar in United States Politics 3 SH

International or Comparative

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 451--Environment and International Security 3 SH

POL 493E-W--Seminar in International Politics 3 SH

POL 494E-W--Seminar in Comparative Politics 3 SH

Political Theory

POL 481--Theories of International Relations 3 SH

POL 482E-W--Topics in Political Theory 3 SH

POL 483--American Political Theory 3 SH

Politics and the Law

POL 400--Constitutional Law 3 SH

POL 403--Courts and the Judicial Process 3 SH

POL 404--International Law and Human Rights 3 SH

POL 406--Just and Sustainable Development 3 SH

POL 420--Environmental Politics 3 SH

Internship ***3 SH***

POL 498E-W--Internship in Politics and Law 3 SH

Politics Minor 12 SH

Upper Division Requirements *12 SH*

Twelve upper division semester hours of Politics courses selected with the approval of the major advisor.

Pre-Law Minor 21-24 SH

Substantive Courses *15 SH*

PJ 200/PJ 200C--Peace and Justice in Theory and Practice 3 SH

PL 452/CR 456--Philosophy of Law 3 SH

POL 400--Constitutional Law 3 SH

POL 404--International Law and Human Rights 3 SH

Plus three semester hours selected from the following:

BA 481A--Business Law I 3 SH

CR/SO 450--Criminology 3 SH

POL 403--Courts and the Judicial Process 3 SH

Skill-based Course

PL 460--Critical Thinking 3 SH

Inter-disciplinary Law Capstone

POL 497--Vocation of Law Capstone 3 SH

Law-Related Internship

POL 498E-W--Internship in Politics and Law* 3 SH

*Required only if the student has not completed a law-related internship through their major.

HISTORY AND POLITICS COURSE DESCRIPTIONS (HS & POL)

HISTORY (HS)

HS 200. SUSTAINABILITY AND COLLAPSE IN WORLD HISTORY (3). Takes an evidence-based, case study, theoretical and integrative approach to the challenge of sustainability across world history. Draws on disciplines of history, politics, and international studies. Cross listing: POL 200.

HS 201. ORIGINS AND CHALENGES OF THE MODERN WORLD (3). Takes an evidence based, case study, theoretical, and integrative approach to underlying origins and present challenges of the modern world. Draws on disciplines of history, politics, and international studies.Cross-listing(s): POL 201.

HS 204. WORLD HISTORY AND SUSTAINABLE DEVELOPMENT SINCE 1400 (3). An introduction that focuses on the environmental foundations of the growth of the world economy from the 15th century to the present, as well as past and current societal responses to environmental challenges.

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 226. HISTORY OF THE AMERICAN WEST (3). Surveys the major political, social, environmental and cultural changes of the trans-Mississippi American West, from pre-Columbian times to the late 20th Century.

HS 232. WORLD HISTORY SINCE 1500 (3). An introduction that focuses on how millennia-old, multi-cultural, land-based empires became colonies of newly created national trans-oceanic empires based in Northwest Europe.

HS 238. THE GREATER MIDDLE EAST 600-1850 (3). An introduction that focuses on the environmental resource base, regional and cultural identities, and social, economic, and political organization from the origins of Islam to the imposition of unequal treaties by European powers.

HS 239. GREATER MIDDLE EAST 1750 TO PRESENT (3). An introduction that focuses on the impact of world trade and European imperialism on society and culture from North Africa to Pakistan, as well as on local efforts to regain control over environment and resources.

HS 250. SURVEY OF AFRICA TO 1800 (3). Surveys African history up to the 19th century. Explores ancient kingdoms, the spread of Islam, the trans-Saharan and Indian Ocean trades, West African state formation, the Atlantic slave trade, and slavery within Africa.

HS 251. SURVEY OF AFRICA SINCE 1800 (3). Surveys African history through the 19th and 20th Centuries to the present. Explores the spread of Islam, colonization, competition for resources in "archipelago states", modern state formation and regionalism, slavery and apartheid, and responses to globalization and transnational forces.

HS 253. SURVEY OF ASIAN HISTORY TO THE 16TH CENTURY (3). Surveys the history of East Asia (China, Japan, and Korea) from earliest times to the arrival of Western imperialism.

HS 254. 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 260. SURVEY OF LATIN AMERICAN TO 1826 (3). Draws on primary and secondary materials to survey and interpret cultural, political, and historical developments up to the colonial period of the early 19th century.

HS 261. SURVEY OF LATIN AMERICA SINCE 1826 (3). Draws on primary and secondary materials to survey and interpret cultural, political, and historical developments from the colonial period and revolutionary movements, to 20th Century strong states and Dirty Wars, and the effect of North American and globalist forces.

HS 403. WORLD HISTORY TO 1600: AN ECOLOGICAL PERSPECTIVE (3). Focuses on the ecological, cultural and civilizational regions of the world and their interactions from pre-history to 1600. Employs case studies and historical methodology. Cross listing(s): ENVS 433.

HS 406. HISTORY OF THE AMERICAN SOUTHWEST (3). Provides an overview of the regions social, cultural, and political history. Explores Southwestern history from the eve of the Spanish explorations through the Spanish and Mexican periods, and through the American occupation of the region-1848 to the present. Prerequisite(s): Junior or Senior standing.

HS 407. HISTORY AND PRACTICES OF SCHOOLYARD GREENING (3). Investigates historical, ecological, cultural, and agricultural statuses of two schoolyards to address environmental issues. Participants conduct interdisciplinary projects and presentations with children and youth. Service-learning required in Denver; optional weekend service-learning in southern Colorado. Cross Listing(s) ENVS 407. NOTE: Junior standing.

HS 410. THE RENAISSANCE IN EUROPE (3). This interdisciplinary course examines significant political, military, social, religious, and cultural developments in Europe during the Renaissance, from the Black Death of the 14th century through the end of the Wars of Religion in 1650. Prerequisite(s): Junior or Senior standing.

HS 411. FOUR FIGURES OF THE RENAISSANCE (3). A problem-based and integrative approach to the European Renaissance, asking why and how four achievements came into being in particular times and places, drawing on Raphael, Machiavelli, Shakespeare, and Descartes.

HS 412. IMMIGRATION IN AMERICAN HISTORY (3). Examines the history of immigration into the United States from the early 19th century to the present. Explores federal policies, public debates surrounding the issue of immigration, and the social, economic, political consequences of immigration and the historical experiences of immigrants. Cross listing: PJ 412.

HS 415. READINGS IN NATIVE AMERICAN HISTORY (3). Surveys a variety of texts as they examine some of the major themes and experiences that have defined and shaped the history of Native American peoples, from Pre-Columbian times to the present.

HS 416. LABOR IN THE AMERICAS (3). Examines the history of labor and the working class in the United States with particular attention to the transnational nature of labor and laborers across national borders. Cross listing: PJ 476.

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. Prerequisite(s): Junior or Senior standing or permission of instructor.

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 429. UNITED STATES IN THE 1960'S AND 70'S (3). Studies the United States from the election of John F. Kennedy to the Reagan Revolution, examining politics, culture and society.

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 446. HISTORY OF ISLAM (3). Focuses on the context and content of foundational texts, the emergence of sectarianism, conversion, reform movements, and political Islam as responses to social justice issues.

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 453. HISTORY OF IMPERIAL CHINA (3). Studies the dynastic cycles, Confucianism and Taoism, in their historical settings; the "barbarian" threat, the Golden Ages of Chinese culture; the tributary system; the early European arrivals; the Rites controversy; and Western fascination for Chinese ways. Concludes with the Qing dynasty in the early 1800s. Prerequisite(s): Junior or Senior 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 455. STORIES FROM WARTIME (3). Encourages students to critically examine modern conflict and explore the variety of ways those affected by conflict have sought to find meaning in their experience. NOTE: 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 or Senior standing or permission of instructor.

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. Prerequisite(s): Junior standing.

HS 465. EUROPE FROM 1914 T0 1945 (3). Studies the transformation of Europe from World War I emphasizing military, 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. HISTORY OF GERMANY (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 468E-W. TOPICS IN EUROPEAN HISTORY (3). Provides an in-depth analysis of topics such as economic and social history, women and gender, religion, and the Cold War in European history.

HS 469E-W. FRAME OF REFERENCE (3). Provides an in-depth analysis of topics such as economic and social history, women and gender, or religion, and the Cold War.

HS 477. THE GREATER MIDDLE EAST FROM 1500 TO THE PRESENT (3). Focuses on the transition of the Ottoman Empire and Iran from far-ranging multicultural economic centers to artificial nation-states imposed by European power, culminating in current conflicts.Cross listing: PJ 477.

HS 483E-W. MODEL LEAGUE OF ARAB STATES (3). A combined small seminar and simulation experience in which students study a member state and issues within a League of Arab States, and then represent that state in a 3-4 day simulation at a host university. Prerequisite(s): Permission of instructor.

HS 486. OIL AND WATER IN THE GREATER MIDDLE EAST (3). Focuses on the history and effects of water use and fossil fuel extraction in the arid climate zone from North Africa to Pakistan. Cross listing: ENVS 486 and PJ 488.

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 Academic Internship Program. NOTE: 10-20 hours per week required.

HS 499. INTEGRATED CAPSTONE (3). Draws on historiography and theory from disciplines of History and Politics. Students complete a summative research writing with advising from History and Politics faculty. NOTE: Senior Standing Cross-Listing(s): POL 499.

POLITICS (POL)

POL 200. SUSTAINABILITY AND COLLAPSE (3). Takes an evidence-based, case study, theoretical and integrative approach to the challenge of sustainability across world history. Draws on disciplines of history, politics, and international studies. Cross-Listing(s): HS 200.

POL 201. ORIGINS AND CHALLENGES OF THE MODERN WORLD (3). Takes an evidence based, case study, theoretical, and integrative approach to underlying origins and present challenges of the modern world. Draws on disciplines of history, politics, and international studies.Cross listing: HS 201.

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 281/POL 281C. INTRODUCTION TO POLITICAL PHILOSOPHY (3). Introduces a variety of philosophies and alternative visions of social organization, politics, government, economics, peace, and justice. Examines underlying assumptions, propositions, and potential implications of particular political attitudes, processes and policies.

POL 400. CONSTITUTIONAL LAW (3) Comparative analysis of the US Constitutional legal system to other systems, with a primary focus on the US system. Covers a standard undergraduate law text. Prerequisite(s): POL 281, POL 241, POL 231, or permission of instructor. NOTE: Junior or Senior standing or permission of instructor required.

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. Prerequisite(s): Junior standing or permission of instructor required. Cross listing: CR 403.

POL 404. INTERNATIONAL LAW AND HUMAN RIGHTS (3). Examines how International Law has become a process of normative regime-building that secures the inherent Human Rights of all people with the help of global monitoring, domestic education and law enforcement and international discourse through the UN system. Prerequisite(s): POL 241, or POL 261. Cross listing: PJ 403.

POL 406. JUST AND SUSTAINABLE DEVELOPMENT (3). Integrates knowledge of development practice and theory from the perspective of communities, states, and the global system. Builds on community-based models of just and sustainable development success. Interdisciplinary, drawing on health, environment, politics, business and law. Prerequisite(s): POL 231, POL 241, or POL 281. Cross listing: ENVS 416 NOTE: Junior standing or completion of Distributive Core required.

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. Prerequisite(s): Junior standing or permission of instructor required.

POL 415. BALANCING POWER (3). Examines institutions, functions, relations, and powers of Executive, Legislative and Judiciary coordinate branches of the US federal government, and countervailing federalist powers. Case studies of leading models of the Presidency, Congress, and Supreme Court.

POL 417. URBAN-RURAL POLITICS (3). Covers urban and rural conflicts of interest which pervade the politics of nation-states. Compares and contrasts US regional issues with those concerns of other nation-states where cities and agricultural communities contend over power, infrastructure, and values. Prerequisite(s): POL 231, POL 241, or POL 281.

POL 420. ENVIRONMENTAL POLITICS (3). Uses four case studies of environmental progress to drive analysis of local, regional, national, and global levels of dealing with change and conservation. Examines civil society, state and UN system approaches to building environmental norms that shape policy and legislation. Prerequisite(s): POL 231, POL 241, or POL 281. Cross-listing ENVS 420. Junior standing or permission of instructor.

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, ENVS 432 and PJ 454.

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. Prerequisite(s): POL 231 or POL 241. Junior or Senior standing or permission of instructor required. Cross listing: PJ 438.

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 PJ 446. NOTE: Junior or Senior standing required.

POL 449. COMPARATIVE FOREIGN POLICY (3). Comparative description and evaluation of the foreign policies of a variety of contemporary nation-states, emphasizing systematic conditions, national priorities and objectives, and external outputs and outcomes. Future controversies and challenges will be identified, discussed, and evaluated. Prerequisite(s): POL 231 or POL 241 or permission of instructor. Cross listing: PJ 449. NOTE: Junior or Senior standing required.

POL 451. ENVIRONMENT AND INTERNATIONAL SECURITY (3). Describes and evaluates environmental processes and conditions that affect contemporary and future international and human security. Examines causes, forms, and consequences of environmental scarcity and degradation. Prerequisite(s): POL 231 or POL 241. Cross listing: ENVS 425.

POL 481. THEORIES OF INTERNATIONAL RELATIONS (3). Explores primary theoretical approaches to understanding international relations, including individual, state, and systemic levels of analysis, analyzed from realist, idealist, and radical perspectives. Compares and analyses theories by their assumptions, major assertions, and empirical manifestations and implications for present and future international relations. Prerequisite(s): POL 231, POL 281, POL 241, or equivalent. NOTE: Junior or Senior standing required.

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. Cross listing: PJ 482E-W. NOTE: Junior or Senior standing required.

POL 483. AMERICAN POLITICAL THEORY (3). Examines the historical context, religious and secular bases, and contending political and economic theories that underlie a spectrum of American thought. "American" considers inclusively and compares the northern, central and southern America. Prerequisite(s): POL 281, equivalent, or permission of instructor. Cross listing: PJ 482F and PL 451.

POL 490E-W. INDEPENDENT STUDY IN POLITICS (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): POL 231 or POL 241. 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): POL 231 or POL 241. Junior standing.

POL 495E-W. SEMINAR IN POLITICS (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 497.VOCATION OF LAW CAPSTONE (3). Provides pre-law minors the opportunity to study and consult closely with their professor, pre-law advisor, and practitioners of law in preparation for graduate studies and diverse vocations related to the practice of law. Prerequisite(s): Junior or Senior standing. Enrollee's should have substantially completed all other pre-law minor requirements.

POL 498E-W. INTERNSHIP IN POLITICS AND LAW (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): Junior or Senior standing. Approval of Departmental Chair and director of Academic Internship Program.

POL 499. INTEGRATED CAPSTONE (3). Draws on historiography and theory from disciplines of History and Politics. Students complete a summative research writing with advising from History and Politics faculty. Prerequisite(s): Senior standing. Cross Listing(s): HS 499.

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HONORS PROGRAM

Dr. Thomas Bowie, Program Director

Dr. J. Thomas Howe, Assistant Professor

The Honors Program at Regis College is an alternative way of meeting the College's Core requirements. At least 27 semester hours of honors courses substitute for a portion of the Core curriculum. The honors curriculum has two major components: a five-semester sequence of Integrative Seminars, and a requirement for dedicated Core replacement courses, which can be offered by any department.

The Integrative Seminars: In the honors curriculum, there is a five-course sequence that replaces standard integrative Core courses. Each seminar is organized under a broad theme that invites interdisciplinary conversation and is team taught by faculty members from different disciplines. Each seminar takes its charter from the University Mission Statement and Core Philosophy Statement, drawing course objectives and a potential reading list from the synergy between these grounding documents. Each of these courses is thematically oriented and historically recursive.

Dedicated Core Replacements: All departments have an opportunity to teach an honors section of their Distributive Core courses. Each of these honors offerings meets certain protocols--such as expectations for greater depth or student involvement--and is approved by the Honors Advisory Council. These sections are open primarily to honors students, however, instructors have the option to allow any student to take the course.The most accomplished students accepted into Regis College are invited each spring to make application to participate in this more rigorous and interdisciplinary curriculum. The Honors Program is competitive and normally limited to 42 students per year. Participation in Honors also promotes integration of a student's intellectual life with personal, community, and world experiences. All Honors students prepare either a Senior Thesis or a Senior Portfolio, so the program is especially well suited for anyone planning on graduate study or a professional program such as law or medicine. To be distinguished as an honors graduate, a student must maintain a 3.500 cumulative grade point average, complete at least 27 semester hours of dedicated honors courses, and complete either a Senior Thesis or a Senior Portfolio. Students interested in the Honors Program should contact the director to apply by March 1st of the year they intend to matriculate at Regis University. Honors scholarship consideration will be given to all honor applications received by April 1st.

The honors program is open to students from every major in Regis College. However, the Honors Programis not compatible with programs in the other two colleges (such as Pharmacy or Exercise Science in Reukert-Hartman College of Health Professions). Since these career-focused programs have their own unique core requirements tailored to meet their professional needs, students are unable to complete the Regis College honors curriculum. The nursing program poses similar challenges; however their unique core requirements offer a bit more flexibility and occasionally nursing students will pursue the Regis College Honors Program for their first two years, then transition to nursing and RHCHP in their third year. Often these students go on to complete the disciplinary "honors in nursing" program through RHCHP. Although the "honors in nursing" program offers a wonderful opportunity for nursing students who wish to pursue an honors track, it's important to note that they are unable to complete the final courses and honors thesis required of Regis College Honors Program students. Therefore they are not eligible for honors scholarships.

All Honors students take a special Honors section of the following Core courses:

RCC 200H--Honors Writing Seminar: The Idea of a University	3 SH
RCC 300H--Honors Seminar: Tradition and Innovation	3 SH
RCC 410H--Honors Seminar: Chaos and Order	3 SH
RCC 420H--Honors Seminar: Justice for All	3 SH
RCC 430H--Honors Seminar: Magis and the Search for Meaning	3 SH

In addition to the Integrative seminars, all Honors students also take at least four other honors courses, which may include three semester hours of the following:

HO 490E-W--Independent Study in Honors	1-3 SH
HO 493A--Honors Thesis Research Seminar A	0-2 SH
HO 493B--Honors Thesis Research Seminar B	0-2 SH
HO 499--Honors Thesis	0-2 SH

HONORS COURSE DESCRIPTIONS

INTEGRATIVE SEMINARS

RCC 200H. HONORS WRITING SEMINAR: THE IDEA OF A UNIVERSITY (3). As the foundational offering in a five-semester honors sequence, this course begins a series of historically recursive seminars that bring the traditions of Christianity and classical learning into fruitful engagement with new developments in culture and thought. Examines the human heart and mind, the timeless struggle between reason and emotion, situating the conversation within an ongoing dialog on the nature of education and a university's role in fostering it. NOTE: Honors students only.

RCC 300H. HONORS SEMINAR: TRADITION AND INNOVATION (3). As the second course in a five-semester sequence, this course draws upon the intellectual tradition commonly called the humanities as it investigates the play between tradition and innovation in the human story. Prerequisite(s): RCC 200H or permission of instructor. NOTE: Honors students only.

RCC 410H. HONORS SEMINAR: CHAOS AND ORDER (3). As the third course in a five-semester honors sequence, this course invites students to consider the human person in relation to both society and the natural world. Uses a historically recursive approach, to investigate the scientific methods as modes of understanding our world. Prerequisite(s): RCC 200H & RCC 300H or permission of instructor. NOTE: Honors students only.

RCC 420H. HONORS SEMINAR: JUSTICE FOR ALL (3). As the fourth course in a five-semester honors core sequence, this team-taught interdisciplinary course examines the implications of "justice for all" in a global context. The course examines historical and contemporary notions of peace and justice as it cultivates an international perspective on fundamental questions of peace, security, and justice. Prerequisite(s): RCC 410H or permission of instructor. NOTE: Honors students only.

RCC 430H. HONORS SEMINAR: MAGIS AND THE SEARCH FOR MEANING (3). Explores the Jesuit concept of magis in relation to the fundamental human quest for meaning. Drawing upon a variety of personal and literary narratives that seek to come to terms with the central question animating the Regis core experience, "How ought we to live?", this historically recursive and interdisciplinary course will end with a profound reflection on what it means to be in our time. Prerequisite(s): RCC 410H or permission of instructor. NOTE: Honors students only.

RCC 490E-W. INTEGRATIVE CORE (3). Focuses around the themes of Diversity & Cultural Tradition, Global Environmental Awareness, Justice & the Common Good, or Search for Meaning. Deliberately value-laden and emphasizes Jesuit values. Examines relevant fundamental issues and the student's role in an increasingly interconnected world. Prerequisite(s): Junior standing or completion of Distributive Core required.

HONORS (HO)

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 493A. HONORS THESIS RESEARCH SEMINAR A (0-2). Focuses on the application of research methodology appropriate to the student's thesis topic. Students conduct research, complete a literature review, prepare an annotated bibliography, and present a specific proposal for their thesis. Prerequisite(s): Junior standing.

HO 493B. HONORS THESIS RESEARCH SEMINAR B (0-2). A continuation of HO 493A. Focuses on the application of research methodology appropriate to the student's thesis topic. Students conduct research, complete a literature review, prepare an annotated bibliography, and present a specific proposal for their thesis. Prerequisite(s): Senior standing.

HO 499. HONORS THESIS (0-2). Students prepare the honors thesis produced in HO 493A and HO 493B for presentation in a defense or symposium. Students submit final drafts of the thesis, prepare the document for permanent binding and submission to the library archives, and make a public presentation of their work. Prerequisite(s): HO 493A and HO 493B. Senior standing.

HONORS DISTRIBUTIVE CORE COURSE DESCRIPTIONS

BIOLOGY (BL)

BL 261H. HONORS MOLECULAR AND CELLULAR BIOLOGY LABORATORY AND SEMINAR (2). Involves laboratory exercises accompanying and reinforcing lecture topics; introduces techniques for exploring cell structure and function, emphasizing recombinant DNA. Seminar readings explore topics in greater depth and link biological topics to broader academic themes. Co-requisite: BL 260. NOTE: Students with AP credit are not required to take BL 260 as a co-requisite. One three-hour laboratory and one seminar session per week. Honors students only or permission of instructor.

BL 263H. HONORS ORGANISMIC BIOLOGY LABORATORY AND SEMINAR (2). Involves laboratory exercises accompanying and reinforcing lecture topics. Includes dissection of representative organisms and fieldwork. Seminar readings explore topics in greater depth and link biological topics to broader academic themes. NOTE: One three-hour laboratory and one seminar session per week. Honors students only or permission of instructor.

BL 414H. HONORS GENETICS SEMINAR (1). Develops student understanding of the historic development, social context, and primary literature of genetics via discussion of readings in a seminar format. Prerequisite(s): BL 260 and BL 262. Co-requisite: BL 414. NOTE: Honors students only or permission of instructor.

CHEMISTRY (CH)

CH 220. Honors Principle of Chemistry (4). An honors-level course for students with strong skills in math and/or chemistry. Topics are similar to CH 210, but with more in-depth coverage. Intended for students considering a major in chemistry, biochemistry or pre-medicine. Co-requisite: CH 221. NOTE: Minimum score of 28 on the ACT math required for enrollment. Honors students only or permission of instructor.

CH 221. Honors Principles of Chemistry Laboratory (1). Inquiry based examination of fundamental chemical concepts in context of their impact on research, humanity and the environment using modern laboratory techniques and instrumentation. Co-requisite: CH 220. NOTE: Minimum score of 28 on the ACT math required for enrollment. Honors students only or permission of instructor.

COMMUNICATION (COM)

COM 210H. HONORS SPEECH COMMUNICATION (3). Provides knowledge and skills to enable students to lead others more effectively through improved presentational communication in a variety of contexts. Includes developing a more meaningful

voice based on ethical communication, audience engagement, and thoughtful responses to contemporary issues. NOTE: Honors students only.

ECONOMICS (EC)

EC 200H. HONORS 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. NOTE: Honors students only.

ENGLISH (EN)

EN 250H. HONORS LITERATURE MATTERS (3). Undertakes detailed analysis of poetry, pose, and drama; offers students the opportunity to research a specific area of study. Explores aesthetic, ethical, and social values. Students engage texts through inquiry, critical thinking, analysis, and evaluation. NOTE: Honors students only.

EN 300H. LITERARY ANALYSIS (3). Introduces and develops advanced approaches to thinking and writing about literature. Explores the fundamentals of poetry, drama, and narrative form, while seeking a more complex understanding of literary analysis and evaluation. Prerequisite(s): RCC 200. NOTE: Majors only.

EN 300H. HONORS ENGLISH (3). Undertakes detailed analysis of primary texts; offers students the opportunity to research a specific area of study. Explores aesthetic, ethical, and social values. Students engage texts through inquiry, critical thinking, analysis, and evaluation. Prerequisite(s): RCC 200H AND RCC 300H. NOTE: Honors students only.

PHILOSOPHY (PL)

PL 270H. HONORS PHILOSOPHICAL EXPLORATIONS (3). An introductory course in philosophy which acquaints students with the range of questions and issues raised in both philosophical tradition and contemporary thought. Engages students in a critical analysis and evaluation of different philosophical positions, including their own. NOTE: Honors Students only.

PSYCHOLOGY (PY)

PY 250H. HONORS GENERAL PSYCHOLOGY (3). Introduction to the scientific study of behavior and mental processes, including the biological basis of behavior, sensation/perception, learning, memory, cognition, language, motivation, emotion, intelligence, personality, social behavior, psychological disorders, and therapy. Addresses the applicability of psychology to understanding societal problems. NOTE: Honors Students only.

RELIGION AND THEOLOGY (RT)

RT 201H. HONORS RELIGION AND THE HUMAN QUEST (3). Cultivates curiosity about what it means to be human in the fact of the sacred, the ultimate, the mystery of existence, and how different people historically have understood this. Develops and enhances ability to evaluate critically various approaches to existential and social questions about meaning, suffering, goodness, and ultimacy. NOTE: Honors students only.

RT 411H. HONORS RELIGIOUS STUDIES (3). Explores themes central to the study of religion, such as, classics of Christian thought, major thinkers, topics in Christianity, including church history, ethics, or spirituality; topics from Old and New Testament studies; intersections between various traditions, as well as between Religious Studies and other disciplines. Prerequisite(s): RT 201H or permission of instructor. NOTE: Honors students only.

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 College students. Upper division courses may require the permission of the instructor, and may have lower division prerequisites. The Regis College Dean's Office may be contacted for further information.

HUMANITIES COURSE DESCRIPTIONS (HU)

HU 365. A LITERARY TOUR OF IRELAND (3). Introduces students to the works and work places of such writers as Yeats, Shaw, Synge, Beckett, Kavanagh, Behan, Joyce, and others. Studies a variety of genres and disciplines, and will visit important spiritual and intellectual places while in Ireland.

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.

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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 103. 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. Co-requisite: Any Mathematics course.

LS 201. READING DEVELOPMENT (1). Provides structured opportunities to develop reading comprehension through analytical program. NOTE: Service learning component required.

LS 230. BASIC WRITING WORKSHOP (1). 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.

LS 231. BASIC WRITING WORKSHOP II (1). Continuation of LS 230. Provides additional study of analytical and argumentative writing with both lecture and workshop sessions. Includes significant research component to support students work in seminar courses. NOTE: Commitment Program students only.

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MATHEMATICS

Dr. Timothy Trenary, Associate Professor, Chairperson

Dr. James Seibert, Professor

Dr. Suzanne Caulk, Associate Professor

Dr. Megan Patnott, Assistant Professor

Dr. Bethany Springer, Assistant Professor

Dr, Sally Duvall, Term Faculty

DEPARTMENTAL REGULATIONS

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 upper division semester hours of Mathematics courses, which must include:	
MT 401--Logic and Proofs	3 SH
MT 415--Linear Algebra	3 SH
MT 423A--Abstract Algebra I	3 SH
Upper Division Mathematics Electives	15 SH
Strongly recommended courses, especially for students planning to go to graduate school include:	
MT 454--Real Analysis	3 SH
MT 480--Complex Analysis	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 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 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics that are relevant to the Liberal Arts student. Develops the skills required to understand and interpret quantitative information that students encounter in the Liberal Arts curriculum. Prerequisite(s): Placement by department.

MT 225. MASTERY OF FOUNDATIONAL MATHEMATICS (3). Makes connections between K-12 experiences in math and college-level abstract mathematical foundations.

MT 260. PRE-CALCULUS (3). Reviews the fundamental topics from Algebra and Trigonometry that are necessary for success in calculus. Topics include graphs, polynominals, rational functions, trigonometric functions, exponentials, logs, and vectors. Prerequisite(s): Placement by Department required. Does not fulfill Core Math requirement.

MT 270/MT 270C. 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. Prerequisite(s): Two (2) years of High School Algebra required. NOTE: MT 270C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

MT 272/MT 272C. STATISTICS FOR THE LIFE SCIENCES (3). Presents introductory statistics emphasizing application in biology, psychology, neuroscience, and kinesiology. Includes descriptive statistics, hypothesis testing, regression, t-tests, Chi-square, and ANOVA with particular emphasis to analysis using p-scores. Prerequisite(s): Two (2) years of High School Algebra required. NOTE: MT 272C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

MT 274. INTRODUCTION TO STATISTICS FOR HEALTH PROFESSIONS (3). Provides basic understanding of statistical analysis in the health sciences. Focuses on the interpretation and analysis of health care data as it applies to organizational and clinical decision-making. Uses case studies to demonstrate measures of central tendency, position, and variation. Explores quantitative epidemiology concepts as applied to analysis of the health needs of a population, skills needed to evaluate inference in hypothesis testing including the t-test, F-test, and chi-square test.

MT 330. BUSINESS CALCULUS (3). Introduces standard topics or calculus, including functions and their graphs, exponential and logarithmic functions, differentiation, and integration, and presents them in the context of examples from the business world. Prerequisite(s): MT 260 or permission of instructor.

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): MT 270 and BA 282 or CS 282 or permission of instructor.

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 260 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): MT 270 or MT 272 or permission of instructor.

MT 401. LOGIC AND PROOFS (3). Provides an introduction to mathematical reasoning and proof writing. Topics include set theory, logic and methods of proof. Prerequisite(s): MT 360B or permission of instructor.

MT 405. NUMERICAL AND COMPUTATIONAL 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 463.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues, and characteristic matrices. Prerequisite(s): MT 360A. 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, Fibonnacci 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 401 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 437. CRYPTOGRAPHY (3). Includes a brief history of code making and code breaking, modern private key systems (AES), and public key cryptosystems. Prerequisite(s): MT 415.

MT 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute, and projective geometries. Geometries are studied using analytic methods and the relation to real-world situations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

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 454. REAL ANALYSIS (3). Provides rigorous treatment of real numbers, functions, sets, and limits-the foundations underlying Calculus. Studies sequences and series of numbers and functions, basis topology, continuity and differentiability of functions, and integration. Prerequisite(s): MT 401.

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 II (3). A continuation of MT 470A. Prerequisite(s): MT 360B.

MT 472. PROBABILITY AND STATISTICS (3). Introduces probability and statistics and the underlying mathematical theory, discrete and continuous distributions, sampling distributions, estimation, hypothesis testing and regression. Prerequisite(s): MT 360B.

MT 480. COMPLEX ANALYSIS (3). Studies calculus of complex variables including algebra of complex numbers, analytic functions, complex integration, series for complex functions and residue theory. Focuses on applications in mathematics and science. Examines the difference between real and complex variables. Prerequisite(s): MT 360B.

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.

MT 498E-W. INTERNSHIP IN MATHEMATICS (3). Gain experience working with professional mathematicians and scientists in a technical field. Students will be able to relate the mathematics, which they are learning in the classroom to the work they expect to be doing after graduation.

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MODERN AND CLASSICAL LANGUAGES AND LITERATURE

Dr. Obdulia Castro, Associate Professor, Chairperson

Dr. Deborah Gaensbauer, Professor

Dr. Elizabeth Medina, Professor

Dr. Kimberly Habegger, Associate Professor

Dr. Gabriela Carrión, Assistant Professor

Dr. Leonardo Palacios, Assistant Professor

FRENCH

French Major **31 SH**

Lower Division Requirement

The equivalent of second-year written and oral proficiency in another foreign language or the equivalent of first-year proficiency

in another foreign language plus a six semester hour combination selected from the following options:

- Phonetics (if not already counted toward major) 3-6 SH
- Coursework towards certification in English as a second language 3-6 SH
- Coursework in bilingual education 3-6 SH
- Spanish for health care practitioners (if not already
- counted toward major) 3 SH
- Related coursework in other academic fields subject to departmental approval 3 SH
- Full-time enrollment for a minimum of one semester in a non-English-based study abroad program 6 SH

Upper Division Requirements *25 SH*

Twenty-two 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
FR 499--Senior Seminar	1 SH
Upper Division French Electives	6 SH
Upper division semester hours in a related field selected in consultation with the French advisor.	3 SH

French Minor **12 SH**

Twelve upper division semester hours of French courses selected with the approval of the French advisor.

SPANISH

Spanish Major **31 SH**

Lower Division Requirement

The equivalent of second-year written and oral proficiency in another foreign language or the equivalent of first-year proficiency in another foreign language plus a six semester hour combination selected from the following options:

- Phonetics (if not already counted toward major) 3-6 SH
- Coursework towards certification in English as a second language 3-6 SH
- Coursework in bilingual education 3-6 SH
- Spanish for health care practitioners (if not already counted toward major) 3 SH
- Related coursework in other academic fields subject to departmental approval 3 SH
- Full-time enrollment for a minimum of one semester in a non-English-based study abroad program 6 SH

Upper Division Requirements *25 SH*

Twenty-five 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 Spanish Literature	3 SH
SP 430B--Survey of Latin American Literature	3 SH
SP 460--Romance Linguistics	3 SH
Upper Division Spanish Elective	6 SH
SP 496--Senior Project	1 SH

NOTE: The Modern Language Department highly recommends study abroad as an integral part of the Spanish major.

Spanish Minor **12 SH**

Twelve upper division semester hours of Spanish courses selected with the approval of the major advisor.

Majors or minors in languages other than French and Spanish are only available through thematic major and minor options described in this section of the Catalog. Consult with the Department and/or the Office of the Regis College Academic Dean regarding the Thematic major/minor option.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE COURSE DESCRIPTIONS

CHINESE (CHN)

CH 209A. ELEMENTARY CHINESE I (4). Provides a groundwork for studying Modern Chinese. Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation, and written exercises and introduces some of the most important cultural traits of the Chinese speaking world.

CH 209B. ELEMENTARY CHINESE II (4). A continuation of CHN 209A. Prerequisite(s): CHN 209A or equivalent.

CH 290E-W. INDEPENDENT STUDY (3). Lower level Independent study.

CH 309A. INTERMEDIATE CHINESE I (3). Focuses on daily communication in both oral and written forms. Centers on important linguistic structures to build and refine the student's understanding of Chinese grammar and gradually introduces more

formal speech and written-style language. Prerequisite(s): CHN 209B or equivalent.

CH 309B. INTERMEDIATE CHINESE II (3). A continuation of CHN 309A. Prerequisite(s): CHN 309A or equivalent.

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 and introduces some of the most important cultural traits of the French speaking world.

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. Emphasizes the use of French linguistic skills to gain a more in-depth understanding of the cultural practices, products, and perspectives of the French speaking world. 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 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 to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices of the French speaking world. 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 through the introduction of major literary periods, genres, and themes. Prerequisite(s): FR 309B or equivalent.

FR 415. FRENCH POLITICS AND CULTURE (3). Analyzes the political and cultural evolution of France and francophone countries and the European Union. Prerequisite(s): FR 309B.

FR 423. TRANSLATION/INTERPRETATION/COMPOSITION (3). Offers practice in advanced composition, translation, and stylistic analysis in French to develop grammar, vocabulary and analytic skills in a contemporary and realistic context. Prerequisite(s): FR 309B or equivalent.

FR 426. ADVANCED FRENCH CONVERSATION I (1). Involves conversation based on readings and current events, film and cultural excursions as well as other topics selected by the instructor and students. Provides an informal format for development of communication skills and understanding of contemporary Francophone issues. Prerequisite(s): FR 309B or permission of instructor.

FR 427. ADVANCED FRENCH CONVERSATION II (3). Phonetics-based, advanced-level discussion of contemporary French and francophone, social, political and cultural issues. Emphasizes development of oral proficiency. Prerequisite(s): FR 309B or permission of instructor.

FR 429. SURVEY OF FRENCH LITERATURE FROM THE MEDIEVAL PERIOD THROUGH 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 435. SURVEY OF FRENCH THEATER (3). A critical study of representative French plays from the Middle Ages to the 21st Century through reading, viewing, discussion and in-class performance. Taught in French. Prerequisite(s): FR 309B or equivalent.

FR 439. DIVERSITY IN THE FRENCH-SPEAKING WORLD (3). Multi-disciplinary study of representative works from the Francophone world including Canada, France, North and sub-Saharan Africa, Haiti, Martinique and Guadeloupe. Prerequisite(s): FR 309B. Sophomore standing and permission of instructor required.

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, genres or literary movements. Prerequisite(s): FR 409, or FR 410 or FR 411 or equivalent or permission of 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 Academic Internship Program.

FR 499. SENIOR SEMINAR (1). Individualized reading and writing assignments based on courses previously taken. Prerequisite(s): Permission of instructor. NOTE: Future departmental recommendations based on successful completion of the course.

GERMAN (GR)

GR 209A. ELEMENTARY GERMAN I (4). Provides an intensive review of basic grammatical structures and conversation. and conversation and introduces some of the most important cultural traits of the German speaking world. 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.

GR 490E-W. INDEPENDENT STUDY IN GERMAN (3). Provides independent exploration of topics of interest and of German authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

GREEK (GK)

GK 490E-W. INDEPENDENT STUDY IN GREEK (3). Provides independent exploration of topics of interest by Greek authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

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 I (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 301B. INTERMEDIATE LATIN II (3). A continuation of LT 301A. Prerequisite(s): LT 301A 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 department chair and director of Academic Internship Program required.

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 and introduces some of the most important cultural traits of the Spanish speaking world.

SP 209B. ELEMENTARY SPANISH II (4). A continuation of SP 209A. Prerequisite(s): SP 209A or equivalent.

SP 299E-W. MAINTAINING SPANISH (1). Keeps the Spanish language updated by using practical skills in oral and written language. Prerequisite(s): SP 209B or equivalent. NOTE: Does not meet Regis College Core Studies requirement in Foreign Language. Pass/No Pass grading only.

SP 309A. INTERMEDIATE SPANISH I (3). Provides an intensive grammar review to develop accuracy and proficiency in the use of the language. Emphasizes the use of Spanish linguistic skills to gain a more in-depth understanding of the cultural practices, products, and perspectives of the Spanish speaking world. Prerequisite(s): SP 209B or equivalent.

SP 309B. INTERMEDIATE SPANISH II (3). A continuation of SP 309A. Prerequisite(s): SP 309A or equivalent.

SP 320. SPANISH FOR MEDICAL AND HEALTH CARE WORKERS (4). Provides Spanish students and medical and health care workers the opportunity to better communicate with the growing Spanish community in the United States. Explores how to progressively merge grammar, content, and health care vocabulary in various medical contexts. Provides flexibility and will be tailored to students with different proficiency levels in Spanish.

NOTE: ALL 400-LEVEL SPANISH COURSES ARE TAUGHT EXCLUSIVELY IN SPANISH UNLESS OTHERWISE INDICATED.

SP 408. ADVANCED SPANISH I FOR HERITAGE SPEAKERS (3). Expands the bilingual range and literacy skills of heritage speakers while fostering the acquisition of different linguistic registers and promoting in-depth understanding of the histories and diverse socio-cultural and linguistic practices of the Spanish speaking world. Prerequisite(s): SP 309B or permission of instructor. NOTE: Placement at advanced level required.

SP 409. ADVANCED SPANISH I (3). Provides an intensive review of Spanish grammar focusing on development of oral competency and reading and writing skills to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices of the Spanish speaking world. Prerequisite(s): SP 309B or equivalent.

SP 410. ADVANCED SPANISH II (3). Continues intensive review of Spanish grammar focusing on development of oral competency and reading and writing skills to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices in the Spanish speaking world. Prerequisite(s): SP 309B or equivalent.

SP 411. ADVANCED SPANISH III (3). Continues development of oral competency and reading and writing skills by focusing primarily on literary criticism and introduction to formal research methods through the introduction of major literary periods, genres, and themes. Prerequisite(s): SP 309B or equivalent.

SP 415. SPANISH 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 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 424. SPANISH FOR THE MEDICAL AND HEALTH CARE WORKER (3). Provides Spanish students, medical, and health care workers the opportunity to enhance communication skills with the vast number of Spanish speaking patients. Examines direct and Indirect commands; formal and informal speech; and the nuance of language paired with cultural aspects of communication. Prerequisite(s): Two or more semesters of Spanish or permission of instructor. Majors and minors only.

SP 430A. SURVEY OF SPANISH LITERATURE (3). Studies advanced composition centered on a survey of Spanish 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 432. 18TH AND 19TH CENTURY SPANISH LITERATURE (3). A survey of the most important literary movements in 18th and 19th century Spain. Emphasizes the works of Jovellanos, El Duque de Rivas, Espronceda, Zorrilla, Becquer, Galdós, and Pardo Bazán. Prerequisite(s): SP 409, SP 410, and 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: WGS 433.

SP 436. NATIVE LATIN AMERICAN LITERATURE (3). Introduction to Indigenous literature and cultural production within the Spanish colonies in the Americas. Includes texts from the colonial period to the present. This class is taught in Spanish. Prerequisite(s): SP 409, SP 410, or SP 411.

SP 437. WRITING BY AND ABOUT HISPANIC WOMEN (3). Analyzes the creation and re-creation of the female persona in selected texts by and about Hispanic women writers from the middle ages to the present. Emphasizes critical analysis and the continued development of speaking, reading, writing, listening, and cultural proficiency. Prerequisite(s): SP 309B or equivalent or permission of instructor required. Cross listing: WGS 437.

SP 445. SPANISH PHONETICS AND PHONOLOGY (3). Introduction to practical and theoretical aspects of phonetics and phonology. Analyzes important contrasts between sounds of Spanish and English by means of phonetic transcription. Prerequisite(s): SP 409 or permission of instructor.

SP 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax, and semantics. Explores the evolution of the romance languages from Latin and studies the relationships among language, thought and culture. Prerequisite(s): SP 309B. Cross listing: FR 460.

SP 461. LATIN AMERICAN CIVILIZATION (3). Studies the development of Latin American cultures from pre-Columbian times to the present. Traces the general history of these countries as well as art, literature, and music. Prerequisite(s): SP 409 or SP 410 or SP 411 or equivalent.

SP 490E-W. INDEPENDENT STUDY IN SPANISH (1-3). Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

SP 495E-W. HISPANIC STUDIES (3). Provides an intensive study of individual authors, works, periods, or literary movements. Prerequisite(s): Majors only.

SP 496. SENIOR PROJECT (1). 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): Majors only and 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 Academic Internship Program.

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NEUROSCIENCE

Dr. Mark Basham, 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. The major is designed to provide a strong foundation in Neuroscience while giving students the 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, Physiological Psychology, Neuropsychology, and healthcare areas such as physical therapy, neuro-rehabilitation and medicine. Neuroscience 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, Exercise Science, Philosophy, or Psychology.

The Honors-in-Neuroscience major adds an independent research component to the Neuroscience major that further helps prepare students for graduate and professional schools or for research-oriented laboratory work.

Both Neuroscience majors are administered by the Department of Psychology and Neuroscience. Sample programs of study combining the Neuroscience major with a variety of minors and double majors can be obtained from the Neuroscience Program director, the Department of Psychology and Neuroscience chairperson or online at the Regis University Neuroscience Program website. Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals.

DEPARTMENTAL REGULATIONS

The minimum passing grade for any course taken towards satisfying the Neuroscience major or minor is a "C-". This standard applies to all lower and upper division Neuroscience courses and all other courses required for the major or minor.

Neuroscience Major 52-54 SH

Lower Division Requirements *25 SH*

BL 260--Principles of Biology: Molecular and Cellular 3 SH

BL 261--Molecular and Cellular Biology Laboratory 1 SH

BL 262--Principles of Biology: Organismic 3 SH

BL 263--Organismic Biology Laboratory 1 SH

CH 210--General Chemistry I 4 SH

CH 211--General Chemistry Laboratory I 1 SH

CH 230--General Chemistry II
and
CH 231--General Chemistry Laboratory II
or
CH 250--Organic Chemistry I 4 SH
and
CH 251--Organic Chemistry Laboratory I 1 SH

NS 260--Introduction to Brain and Behavior 3 SH

NS 261--Introduction to Brain and Behavior Laboratory 1 SH

PY 250/PY 250C--General Psychology 3 SH

Upper Division Requirements *27-29 SH*

NS 401--Advanced Neuroscience Methods 1 SH

NS 485--Functional Neurophysiology and Neuroanatomy* 3 SH

NS 486--Neurophysiology and Neuroanatomy Laboratory* 1 SH

NS 487--Neuropsychology* 3 SH

NS 488--Neuropsychology Laboratory* 1 SH

NS 495E-W--Seminar: Current Topics in Neuroscience 3 SH

* May be taken in any sequence.

Research Component

PY 422--Research Methods and Behavioral Statistics I 3 SH

PY 423--Research Methods and Behavioral Statistics II 3 SH

PY 424--Research Methods and Behavioral Statistics Laboratory 1 SH

Elective Component

One course with the accompanying co-requisite laboratory, if offered, in each of the following elective areas. A third course from either elective area or an additional neuroscience course (e.g., NS 410, NS 466) may be needed to complete the upper division semester hour requirements. NS 491E-W, NS 498E-W and a second NS 495E-W may also count as an upper division elective.

Cellular/Molecular Electives

BL 412--Developmental Biology 3 SH

BL 413--Developmental Biology Laboratory 2 SH

BL 414--Principles of Genetics 3 SH

BL 415--Genetics Laboratory 1 SH

BL 424--Cell and Cancer Biology 3 SH

BL 426--Molecular Biology 3 SH

BL 427--Molecular Biology Laboratory 1 SH

BL 436--Animal Physiology 3 SH

Behavioral/Cognitive Electives

HES 440--Concepts of Motor Behavior	3 SH
NS 482--Sensation and Perception	3 SH
PY 442--Learning and Memory	3 SH
PY 443--Learning and Memory Laboratory	1 SH
PY 454--Cognitive Psychology	3 SH

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 58-60 SH

The Honors-in-Neuroscience major is designed for students who wish to complete a major research project as part of their program of study. To complete this major, a student must complete the same lower and upper division requirements of the Neuroscience major, plus at least four semester hours of Research in Neuroscience (taken over two or more semesters) and two semester hours of Senior Thesis.

NS 491E-W--Research in Neuroscience*	4 SH
NS 499--Senior Thesis	2 SH

* Research or Independent Study in Biology, Biochemistry, Chemistry, or Psychology may be substituted for this requirement upon approval by the director of the Neuroscience Program 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 Research in Neuroscience (or equivalent) 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 27 SH

Lower Division Requirements	*15 SH*
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
NS 260--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Laboratory	1 SH
PY 250/PY 250C--General Psychology	3 SH
Upper Division Requirements	*12 SH*
NS 401--Advanced Neuroscience Methods	1 SH
NS 485--Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 487--Neuropsychology*	3 SH
NS 488--Neuropsychology Laboratory*	1 SH
NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH

* May be taken in any sequence.

NEUROSCIENCE COURSE DESCRIPTIONS (NS)

NS 260. INTRODUCTION TO BRAIN AND BEHAVIOR (3). Introduces the scientific study of how the brain relates to behavior. Explores how brain structure and function are involved in sensorimotor functions, motivation and emotion, cognition, and neurological disorders. Co-requisite: NS 261.

NS 261. INTRODUCTION TO BRAIN AND BEHAVIOR LABORATORY (1). Introduces scientific methods used to study brain- behavior relationships such as sensorimotor, emotional, and cognitive functions as well as neurological disorders and the effects of drugs on behavior. Co-requisite: NS 260.

NS 401. ADVANCED NEUROSCIENCE METHODS (1). Emphasizes current neuroscience laboratory research techniques including recording cellular activity of nervous tissue, drug effects, brain lesions, histology, microscopy, and behavioral tests for assessing brain-behavior functions in non-human nervous systems. Prerequisite(s): NS 260. Cross listing: PY 401.

NS 410. NEUROLOGICAL DISORDERS (3). Applies a biopsychosocial approach to understanding brain-behavior relationships through the study of diseases of the nervous system. Prerequisite(s): NS 260 or BL 260 and BL 262. Cross listing: PY 410. NOTE: A background in neuroscience or psychology, while helpful, is not essential for this course.

NS 434. BEHAVIORAL GENETICS (3). Focuses on how genetics can add to our understanding of complex human behaviors, including cognition, language, emotion, and personality. Topics will include key behavioral genetic methodologies, evolutionary psychology, the psychology of individual differences including cognitive disabilities and psychological disorders, and the social and ethical implications of genetics research. Prerequisite(s): PY 250. Cross listing: PY 434.

NS 466. PSYCHOPHARMACOLOGY (3). Examines relationships between brain functions and major psychoactive drugs, including drugs used to treat psychological and neurological disorders. Includes an analysis of the cellular and physiological effects of each drug on neuronal functioning as well as psychological functioning. Prerequisite(s): NS 260 or BL 260 and BL 262 or permission of instructor required. Cross listing: PY 466.

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. 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): NS 260 and 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.

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): NS 260. Cross listing: PY 487.

NS 488. NEUROPSYCHOLOGY LABORATORY (1). Emphasizes current research techniques and neuropsychological methods for assessing cognitive functions in humans, with an emphasis on assessment of the neurobehavioral impact of cerebral lesions. 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 491E-W. RESEARCH IN NEUROSCIENCE (1-3). Offers an opportunity for collaborative research in neuroscience under faculty direction. Requires oral or poster presentation. Prerequisite(s): NS 260 and permission of instructor.

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 260 and NS 485 or NS 487 and PY 419.

NS 497E-W. RESEARCH IN NEUROSCIENCE (3). Involves placement in a neuroscience research lab for advanced neuroscience students. NOTE: Approval of the director of the Academic Internship Program and the Neuroscience Program director required.

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 Academic Internship Program and 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.

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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 200A. LEADERSHIP SEMINAR: MAGIS PROGRAM (1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): Permission of instructor.

PC 200B. LEADERSHIP SEMINAR: MAGIS PROGRAM (1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): PC 200A or permission of instructor.

PC 204E-W. LEADERSHIP DEVELOPMENT PROGRAM (1). Discover leadership by exploring different leadership theories and concepts. The Leadership Development Program offers three courses that are focused on Social Change, Heroic Leadership, and Organizational Leadership. Receive credit for the Leadership Certificate Program, the Leadership Minor, or enroll in a course solely to learn leadership skills that you can utilize both in your current leadership roles and in future roles. Completion of one of the three courses is required before enrollment into the Leadership Certificate Program.

PC 210A. BEST PRACTICES WORKING WITH STUDENT WRITERS (1). Provides an introduction to writing theory and reviews practical issues such as grammar and usage. Prepares students to work with other writers by examining peer tutoring techniques. Prerequisite(s): Permission of instructor.

PC 220. COLLEGE, CAREERS & YOUR FUTURE (2). Designed for students who have not yet declared a major, are considering a major change, or want to confirm their career decisions. Participants will self-assess interests, values, skills, and personality within a theoretical context while exploring options about a major and a career.

PC 240. FR. WOODY SERVICE LEARNING SEMINAR I (1). Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. In keeping with the Jesuit Mission of "...educating men and women in the service of others," students will study the life and work of Msgr. C.B. Woodrich, read and discuss books devoted to the human search for meaning, and participate in weekly projects established in the name,and modeled on the unique style, of Father Woody. Transportation to these projects will be provided by "Father Woody?s Wheels," vehicles dedicated to furthering the legacy of Father Woody. NOTE: Service learning component required.

PC 241. FR. WOODY SERVICE LEARNING SEMINAR II (1). Provides academic service context for exploring the life and work of Fr. Woody in the Jesuit tradition of educating men and women in the service of others. Prerequisite(s): Permission of instructor. NOTE: Service learning component required

PC 242. FR. WOODY SERVICE LEARNING SEMINAR III (1). Provides continued opportunities to participate in the Regis University Mission of 'leadership in the service of others.' Service projects involve direct service to the poor, primarily Denver's homeless population. Course requires weekly participation in a Father Woody Project, weekly meetings with instructor, and reflective writing about the service work. Prerequisite(s): PC 240 or permission of instructor. NOTE: Service learning component required.

PC 243. COLLEGIATE EXPERIENCE SEMINAR (1). Introduction to college transition, academics and life for first generation college attendees during their freshman year. Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. Includes readings and discussions of books devoted to the human search for meaning, and participation in a service project designed through the Centers for Service Learning. NOTE: Service learning component required.

PC 244. COLLEGIATE EXPERIENCE SEMINAR II (1). Follow up to PC 243. Introduction to college transition, academics and life for first generation college attendees during their freshman year. Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. Includes readings and discussions of books devoted to the human search for meaning, and participation in a service project designed through the Centers for Service Learning. NOTE: Service learning component required.

PC 260.E-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 390.E-W. FIELD EXPERIENCE (3). Students broaden perspective regarding a specific career area, while developing competencies on the job. Students combine academic coursework 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 439. COMMUNITY-BASED LEARNING SYNTHESIS ACTION (1-3). Students participating in international intercultural, experiential learning opportunities process and synthesize their learning, acting as agents for social change. NOTE: Permission of Instructor Required.

PC 490E-W. INDEPENDENT STUDY IN LEADERSHIP STUDIES (3). Upper division course in Leadership Studies developed conjointly with the advanced leadership studies student. Prerequisite(s): RCC 200, CCS 300, or CCS 400. Majors or minors only. Fee required.

PC 498E-W. LEADERSHIP INTERNSHIP (1-3). Through the Academic Internship Program and small group discussion, the Leadership Internship helps students apply the theories and models of leadership through a cycle of knowing, being, and doing through volunteer work at an off-campus organization. Prerequisite(s): RCC 200 or CCS 300 or CCS 400. Majors or minors only. Approval of Program Director and Director of the Academic Internship Program required.

PC 499. CAPSTONE: PUBLIC SCHOLARSHIP (3). Public scholarship integrates many educational practices including volunteerism, experiential learning, civic engagement, and reflection through the application of scholarship. Steps include preparation (identifying a community partner), participation (field observation), executing research, and disseminating findings. Prerequisite(s): Leadership minor students only.

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PEACE AND JUSTICE STUDIES

Dr. Eric Fretz, AssociateProfessor, Program Director

Dr. Geoffrey Bateman, Assistant Professor

Peace and Justice Studies is an interdisciplinary program that provides the opportunity to explore complex social justice and peace issues in the 21st century from the perspective of multiple disciplines. Eleven departments contribute courses. The major introduces students to issues of injustice and violence, conflict resolution and the practice of nonviolence, social change theory and community organizing, case studies of social movements as well as historical, philosophical, economic, and religious understanding of peace and justice. Service learning and community internships are integrated into the academic program.

Peace and Justice Major	**30 SH**
Lower Division Requirement	*3 SH*
PJ 200/PJ 200C--Peace and Justice in Theory and Practice	3 SH
Upper Division Requirements	*27 SH*
PJ 400--Introduction to Peace and Justice	3 SH
PJ 401--Research and Writing in the Community	3 SH
PJ 464--Stand Up and Fight: Community Organizing	3 SH
PJ 496--Peace and Justice Studies Project	3SH
Six semester hours selected from the following:	
PJ 451--Climate Justice	3 SH
PJ 432G--Gender and Homelessness	3 SH
PJ 431--Freedom Movements	3 SH
RCC400D--Introduction to Gender and Women's Studies	3 SH
RCC 400D--The Irish and their Troubles	3 SH
PJ 456--Liberation and Dynamics of Transformation	3 SH
PJ 418--Peace and Justice in Catholic Social Thought	3 SH
Upper Division Peace and Justice Electives (selected with the approval of the major advisor)	9 SH

Peace and Justice Minor	**16 SH**
PJ 200/PJ 200C--Introduction to Peace and Justice	3 SH
PJ 400--Foundations of Peace and Justice	3 SH
PJ 496--Peace and Justice Studies Project	3 SH
Upper Division Peace and Justice Electives (selected with the approval of the major advisor)	6 SH

PEACE AND JUSTICE STUDIES COURSE DESCRIPTIONS (PJ)

PJ 200/PJ 200C. INTRODUCTION TO PEACE AND JUSTICE (3). Introduce students to themes within the academic discipline of peace and justice studies. Discussion is focused on nonviolence in theory and practice, and includes interdisciplinary threads from history, philosophy, literature, religion, economics, and social analysis.

PJ 400. FOUNDATIONS OF PEACE AND JUSTICE (3). Provides an overview of conceptual approaches to the study of peace and justice. Examines the theory and practice of nonviolence, explores domestic and international social issues and uses case studies to discuss social change strategies. Prerequisite(s): PJ 200.

PJ 401, RESEARCH AND WRITING IN THE COMMUNITY (3). Practical introduction to community-based research methodologies and writing in peace and justice studies, including historical methods, news and other content analysis, data collection, field research, in-depth interviews, focus groups, and surveys. Prerequisite(s): PJ 200. NOTE: This is a writing-intensive course and includes community-based learning.

PJ 402. ENGAGING THE COMMON GOOD (3). Investigates core theories and practices underlying the concept of the Common Good. Analyzes how groups have sought to fulfill the Common Good and how these approaches underlie many current values based conflicts. Builds on these various approaches and culminates in academic research and community engagement to facilitate a process to bring about a particular Common Good issue.

PJ 403. INTERNATIONAL LAW AND HUMAN RIGHTS (3). Examines how International Law has become a process of normative regime-building that secures the inherent Human Rights of all people with the help of global monitoring, domestic education and law enforcement and international discourse through the UN system. Prerequisite(s): PLO 241, or POL 281. Cross listing: POL 404.

PJ 404. CHRIST IN A CULTURE OF VIOLENCE (3). Explores contemporary issues and values in U.S. society. Analyzes the culture of consumerism and violence in contrast to the gospel message. Focuses on nonviolent alternatives consistent with the life and teachings of Jesus. Prerequisite(s): RT 201.

PJ 405. INTERPERSONAL CONFLICT STUDIES (3). Examines conflict in a variety of human relationships. Explores conceptual and practical skills to analyze and mange conflicts including face-to-face and third-party negotiations. Prerequisite(s): COM 380 or permission of instructor. Cross listing: COM 405.

PJ 406. INTERCULTURAL COMMUNICATION (3). Using readings, film, field experience and/or dialogue, the course investigates cultural identity, meaning, patterns, relationships and conflicts that arise as contact increases between people of different cultures in our global society. Prerequisite(s): Com 380 or permission of instructor. Cross listing: COM 400.

PJ 409. LETRAS Y ARTE: LITERACY AND ART (3). Explores multiple literacies used to develop thinking and communication, with particular focus on elements of writing and the visual arts used in historical and contemporary contexts by artists and writers who convey positions on social justice issues. Visits to artists or authors are integral. Participants will instruct children from the local Latino community in visual art and writing.

PJ 410. MONEY, POWER, AND JUSTICE: A BIBLICAL PERSPECTIVE (3). Examination of money, power, labor, authority, and violence in the Bible and Christian tradition. Explores issues related to justice and social concerns as they apply to contemporary life and situations.

PJ 412. IMMIGRATION IN AMERICAN HISTORY (3). Examines the history of immigration into the United States from the early 19th century to the present. Explores federal policies, public debates surrounding the issue of immigration, and the social, economic, political consequences of immigration and the historical experiences of immigrants. Cross listing: HS 412.

PJ 413. STRATEGIES OF DIALOGUE (3). Examines the dynamics of group communication through theoretical lenses, explores some difficulties in negotiating high-stakes or emotional terrain, and practical approaches for imagining, conducting and participating in productive dialogues. Prerequisite(s): COM 380. Cross listing: COM 413.

PJ 414. DIVERSITY IN THE WORKFORCE (3). Examines changing roles of African Americans, Latinos, Asian Americans, physically disabled, and elderly. Focuses on the internationalization of the workforce with respect to peace and justice. Provides an extended case application of theories of organizational behavior and change with an eye on globalization. Prerequisite(s): BA 461 and Junior standing. Cross listing: BA 414.

PJ 417. HINDU RELIGIOUS AND SOCIAL ISSUES (3). Provides an examination of Hindu scriptures, social and religious tradition, and the implications for social justice.

PJ 418. PEACE AND JUSTICE IN CATHOLIC SOCIAL THOUGHT (3). Studies the sources and influence of Catholic social teaching related to issues including human rights, poverty, economic justice, and war. Examines biblical and Church documents on justice and peace themes. Prerequisite(s): RT 201 and one 300-level RT course. NOTE: Junior Standing required. Service learning component required.

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). Prerequisite(s): RT 201.

PJ 421. 20TH CENTURY AMERICAN LABOR HISTORY (3). Provides an overview of the development of an industrial labor force in the United States. Focuses on gender, ethnicity and class, while tracing the historical influence and contributions of the working class in American history. Major themes include the transformation of the organization of work, the everyday lives of workers, and the role of the government.

PJ 422. DIVERSITY IN THE U.S. SOCIETY (3). Introduces a critical analysis of diversity issues including racism, ethnic group status, and political movement for self-determination. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of the instructor required. Cross-Listing: CR 422 and SO 422.

PJ 423. ORGANIZATIONAL COMMUNICATION (3). Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization. Focuses on analyzing and critiquing current organizational practices and assumptions, with an aim toward increasing social justice and ethics. Prerequisite(s): COM 380 and Junior standing. Cross listing: BA 418 and COM 418.

PJ 424. EDUCATIONAL DISPARITY AND JUSTICE (3). Examines current issues in education including how disparity in school systems impacts children, teachers and communities in a democratic society. Focuses on: How do issues of inequity relate to democratic principles on which public education is founded, and does the system promote justice? Prerequisite(s): Junior Standing Required.

PJ 425. LITERATURE OF SOCIAL JUSTICE AND SOCIAL CHANGE (3). Integrates different types of disciplinary thinking across the genres of poetry, fiction, drama and film. Explicitly interdisciplinary, in the context of literary history,

ethics/philosophy, justice theory, sociology, peace and justice studies, and history/history of social change. Prerequisite(s): Junior Standing Required.

PJ 426. FOOD JUSTICE (3). Explores our relationship with food through analysis of power, privilege, and culture. Learn ways to change the alienation, structural violence, and injustice experienced within dominant systems of food production and consumption. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: AN 412 and SO 412.

PJ 427. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: SO 470.

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): One 200-level Philosophy course. Cross listing: PL 430.

PJ 431. FREEDOM MOVEMENTS AND HUMAN RIGHTS (3). Studies three social movements in America: civil rights, women's, gay/lesbian. Examines issues of human rights through historical events, political context, literary and artistic expression, philosophical perspectives, and religious beliefs.

PJ 432E-W. READING SEMINAR IN PEACE AND JUSTICE (3). Introduces scholarly reading in the field of peace and justice studies. Prerequisite(s): PJ 200 and one 300-level English course.

PJ 438. 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. Prerequisite(s): POL 231 or POL 241. Junior or Senior standing required. Cross listing: POL 439.

PJ 439. BLACK SOCIAL THOUGHT (3). Focuses on African-American social thought and the West African influence from historical, political, sociological and cultural perspectives from pre-1492 to present day. Includes intensive pre-departure seminars, a two-week Ghanaian service-oriented field experience and service in Denver communities. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: SO 439. NOTE: Acceptance into the Tinansa Program required.

PJ 440. GENDER, SEXUALITY, AND COMMUNICATION (3). Explores connections between communication, gender, and sexuality in close relationships, organizations and the media. Course involves readings, dialogues, films, field trips, and group projects. Prerequisite(s): COM 380 or WGS 400 or permission of instructor. Cross listing: COM 440 and WGS 440.

PJ 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 441 and SO 441.

PJ 442. WOMEN IN CHRISTIANITY (3). Explores diverse historical and contemporary voices of women in Christianity emphasizing gender relations, theological views of feminine and masculine identity, and how the commitment to gender justice transforms structures and groups within Christianity. Prerequisite(s): RT 201 or WGS 400.

PJ 443. IMAGINING SOCIAL CAPITALISM (3). Studies the symbiotic relationship between business and the liberal arts. Focuses on how economic philosophies have shaped business, and how the evolution of industry has shaped business practices. Interprets interrelations of business and liberal arts concepts to see how both contribute to sustainable organizational environments. Prerequisite(s): Junior Standing Required.

PJ 444. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 320 and EC 330 or permission of instructor. Cross listing: BA 444, EC 444, and WGS 444.

PJ 446. 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 and ENVS 445 and POL 445.

PJ 447. GLOBAL JUSTICE (3). Explores aspects of global economic justice, and how it can be attained, through consideration of theoretical and practical issues in human rights and development. Cross listing: PL 448P. Prerequisite(s): One 200-level Philosophy course.

PJ 449. COMPARATIVE FOREIGN POLICY (3). Comparative description and evaluation of the foreign policies of a variety of contemporary nation-states, emphasizing systematic conditions, national priorities and objectives, and external outputs and outcomes. Future controversies and challenges will be identified, discussed, and evaluated. Prerequisite(s): POL 231 or POL 241 or permission of instructor. Cross listing: POL 449.

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): One 200-level Philosophy course or permission of instructor. Cross listing: PL 450.

PJ 451E-W. GLOBAL ISSUES IN PEACE AND JUSTICE (3). Explores global issues through the lens of justice, peace building and social change. Prerequisite(s): PJ 200.

PJ 452. PUNISHMENT AND CORRECTIONS (3). Provides an historical, political, and economic analysis of the penal system in the United States. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: CR 452 or SO 452.

PJ 454. 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 or ENVS 432 or POL 432.

PJ 456. LIBERATION AND THE DYNAMICS OF TRANSFORMATION (3). Explores the concept of liberation in the context of personal and social change through text, and fieldwork with agencies working for change in the Denver area. Prerequisite(s): PL 270 and Junior Standing or permission of instructor. Cross listing: PL 492X. NOTE: Junior standing or completion of Distributive Core required.

PJ 457. TOPICS IN POLITICAL THEORY: ANCIENT THOUGHT (3). Provides an intensive examination of the nature and aims of ancient political theory, related historical developments, major political thinkers, and significant topics of ancient western and non-western civilizations. Cross listing: PJ 482K or POL 482K. NOTE: Junior standing or permission of instructor required.

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. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 460.

PJ 461. JUSTICE: ECONOMIC SYSTEMS AND GENDER (3). Focuses on early works that explore economic systems, the ways in which these systems have raised questions about justice and how these systems have affected the lives of women and men. Covers Locke, Smith, Marx, Pateman, Lerner and Dorothy Day. Also covers contemporary authors Rawls, Nozick, Young and Cudd. Pre-requisite(s): PL 270. Cross listing: PL 492J and WGS 485M.

PJ 462. AMERICAN POLITICAL THEORY (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. Cross listing: POL 496E. Prerequisite(s): Junior standing.

PJ 463. PUNK AS SOCIAL MOVEMENT (3). Analyzes the relationship between the punk community and modes of cultural resistance. Studies the rhetorical strategies employed by the punk community and various subcultures associated with punk rock (i.e. straight edge, riot grrrl and skinheads). Theoretically driven with punk as the object of analysis. Cross listing: COM 485K. Prerequisite(s): Sophomore standing.

PJ 464. STAND UP AND FIGHT: COMMUNITY ORGANIZING (3). Presents history, theory and strategies of community organizing in the United States, and experience of community organizing techniques by developing and implementing a community organizing project on the Regis campus or working with the local community organizers. NOTE: One 200-level sociology or anthropology course required for sociology major or minor. Cross listing: SO 464.

PJ 466. JUSTICE AND ECONOMIC SYSTEMS IN PHILOSOPHICAL THOUGHT (3). Examines economic justice as discussed by Adam Smith, Karl Marx, John Rawls, and Robert Nozick and others. Looks at the ways in which these thinkers are in conversation with one another, as well as the ways in which they touch on topics such as property, comparable worth, hunger, social choice, and government.

PJ 469. WAR IN CINEMA (3). Examines and critiques representations of war in film from the perspectives of history, philosophy, and peace and justice studies. Emphasizes the four major war-film genres: patriotic, militaristic, realistic and anti-war. Cross listing: HS 469E and PL 492E.

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 473. ENVIRONMENTAL ETHICS (3). Examines the theories of value, justice, and gender and applies them to environmental problems such as sustainability, climate change, over-population, consumption and waste, and wilderness protection, with the goal of developing ethical and political responses to these problems. Prerequisite(s): One 200 Level Philosophy Course. Cross listing: PL 448J and ENVS 415.

PJ 474. MODERN SLAVERY AND TRAFFICKING (3). Modern Slavery and human trafficking in global perspective. Covers sex trafficking, bonded labor, forced labor, child soldiers, chattel slavery, and domestic servant slavery. Explores the role of the state, organized crime, the media, culture, corruption, and debates about prostitution. Includes testimonies by survivors research reports, theoretical essays, policy statements, expert testimonies,

and videos. Prerequisite(s): SO 200 or PJ 400 or permission of instructor. Cross listing: SO 474 and CR 474.

PJ 475. GLOBALIZATION AND REVOLUTION (3). Critical examination of economic, social and political instruments of globalization, revolution, and social change around the world. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 475.

PJ 476. LABOR IN THE AMERICAS (3). Examines the history of labor and the working class in the United States with particular attention to the transnational nature of labor and laborers across national borders. Cross listing: HS 416.

PJ 477. THE GREATER MIDDLE EAST FROM 1500 TO THE PRESENT(3). Focuses on the transition of the Ottoman Empire and Iran from far-ranging multicultural economic centers to artificial nation-states imposed by European power, culminating in current conflicts.Cross listing: HS 477.

PJ 478. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD (3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200, EC 320, or EC 330. Cross listing: CAS 443 and EC 443.

PJ 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. Cross listing: POL 482E-W.

PJ 483, BUSINESS AND TECHNICAL WRITING (3). Working with nonprofit organizations and case studies, students will practice writing business documents, web-based multimedia documentation, instructions, grant writing, fundraising, as well as considering the ethics of business writing. Prerequisite(s): RCC*200 or permission of instructor. Cross listing: EN 480

PJ 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic social thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 320. Cross listing: BA 484, EC 484, and CAS 460G.

PJ 486. NEGOTIATION AND MEDIATION (3). Explores analysis, theory, and practice of negotiation and mediation. Develops skills and improves understanding through simulations, feedback, and written analysis. Prerequisite(s): PJ 405 or COM 380 and sophomore standing. Cross listing: COM 485G.

PJ 488. OIL AND WATER IN THE GREATER MIDDLE EAST (3). Focuses on the history and effects of water use and fossil fuel extraction in the arid climate zone from North Africa to Pakistan. Cross listing: ENVS 486 and HS 486.

PJ 490E-W. INDEPENDENT STUDY IN PEACE AND JUSTICE (1-3). 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.

PJ 496. PEACE AND JUSTICE STUDIES PROJECT (3). The Peace and Justice Studies Project requires an Academic Internship with placement consistent with the primary area of concentration in the major; faculty advisor literature review; integrative demonstration illustrating area of concentration utilizing multiple perspectives; a reflective analysis essay; and public presentation of project. Capstone course for the Peace and Justice Studies major. Students will critically reflect on thePeace and Justice studies, read current books on peace and justice theory and fulfill requirements for an internship. Prerequisite(s): PJ 200 and Senior Standing.

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.

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PHILOSOPHY

Dr. Ted Zenzinger, Associate Professor, Chairperson

Dr. Karen Adkins, Professor

Dr. Ronald DiSanto, Professor

Dr. Abigail Gosselin, Associate Professor

Dr. Jason Taylor, Assistant Professor

COURSE OFFERINGS

The Department offers courses at the 200 and 400 levels.

PL 270/PL 270C--Philosophical Explorations: This course, required of all students, allows students to enter into the rich, millennia old philosophical conversation. As participants in this ongoing conversation, students will learn to question and develop their beliefs about the central issues of life, to clarify and modify their pre-suppositions, to grow in critical thinking, and to experience an intellectual conversion to responsible and reflective thinking. These goals will be accomplished through a close and careful study of original and secondary sources, Socratic class discussions, and writing assignments that stress critical evaluation of arguments, as

well as, the development of arguments to support the student's own position.

400-level courses: Each of these courses is designed primarily for Philosophy majors and minors, for students in the Honors Program, for students seeking an academic challenge, or for those who have a strong interest in the topic of the course. The 400-level courses work with challenging texts and concepts, introduce students to philosophical research, and require the completion of more extended writing assignments.

Philosophy Major 24 SH

Upper Division Requirements *24 SH*

Twenty-four upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:

One course on the history of philosophy selected from the following:

- PL 404--Classical Greek Philosophy 3 SH
  PL 406--Later Classical Philosophy 3 SH
  PL 411--Medieval Philosophy 3 SH

One course on the history of philosophy selected from the following:

- PL 417--The Emergence of Modernity 3 SH
  PL 418--The Philosophy of the Enlightenment 3 SH
  PL 419--19th Century Philosophy 3 SH

One course in ethics selected from the following:

- PL 448E-W--Special Topics in Ethics 3SH
  Any other 400-level ethics course with advisor's approval 3SH

Four 400-level Philosophy courses chosen in consultation with the academic advisor 12 SH

PL 499--Senior Capstone 3 SH

Philosophy Minor 12 SH

Twelve upper division semester hours of Philosophy courses beyond the Core Studies requirement selected with the approval of the minor advisor.

Ethics, Politics and Society Minor

The courses that comprise this minor incorporate both philosophical perspectives and an applied perspective on problems at the intersection of ethics, politics, and society.

Twelve upper division semester hours of philosophy courses beyond the Core Studies requirement selected from the following:

PL 430--The Discourse of Non-Violence 3 SH

PL 448J--Selected Topics in Ethics: Environmental Ethics 3 SH

PL 448N--Selected Topics in Ethics: Drugs and Society 3 SH

PL 448M--Selected Topics in Ethics: The Politics of Poverty 3 SH

PL 450--Political Philosophy 3 SH

PL 451--American Political Thought 3 SH

PL 452--Philosophy of Law 3 SH

PL 457--Topics in Political Theory: Ancient Thought 3 SH

PL 458--Topics in Political Theory: Modern 3 SH

PL 459--Topics in Political Theory: Feminism 3 SH

PL 460--Critical Thinking 3 SH

PL 470--Feminist Theory 3 SH

PL 492J--Selected Themes in Philosophy: Justice - Economic Systems and Gender 3 SH

PL 492W--Selected Themes in Philosophy: Morality and Psychology of War 3 SH

PL 492X--Selected Themes in Philosophy: Liberation and Dynamics of Transformation 3 SH

PL 494--Philosophical Practicum 3 SH

PHILOSOPHY COURSE DESCRIPTIONS (PL)

PL 270/PL 270C. PHILOSOPHICAL EXPLORATIONS (3). An introductory course in philosophy which acquaints students with the range of questions and issues raised in both the philosophical tradition and contemporary thought. Engages students in a critical analysis and evaluation of different philosophical positions, including their own. NOTE: PL 270C is a course that carries a communication focus in the course assignments and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

PL 404. CLASSICAL GREEK PHILOSOPHY (3). Examines the origins of Western philosophical thinking in classical Greece. Traces the beginnings of metaphysical speculation and ethical reflection from the pre-Socrates to Plato and Aristotle. Prerequisite(s): One 200-level Philosophy course.

PL 406. LATER CLASSICAL PHILOSOPHY (3). Explores the movements of philosophy in the post-classical Greek and Roman periods with special emphasis on Stoicism, Epicureanism, and Neo-Platonism. Prerequisite(s): One 200-level Philosophy course.

PL 411. MEDIEVAL PHILOSOPHY (3). Explores Western philosophy from Augustine to the later Middle Ages. Prerequisite(s): One 200-level Philosophy course.

PL 417. THE EMERGENCE OF MODERNITY (3). Examines the significance and implications of the intellectual revolution in 17th century philosophical and scientific thought. Among the thinkers to be discussed may be Descartes, Galileo, Hobbes, Locke, and Newton. Prerequisite(s): One 200-level Philosophy course.

PL 418. THE PHILOSOPHY OF THE ENLIGHTENMENT (3). Explores the development of philosophy in the 18th century, often referred to as the period of Enlightenment. Among thinkers to be discussed may be Hume, Rousseau, and Kant. Prerequisite(s): One 200-level Philosophy course.

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. Thinkers discussed may include Hegel, Marx, Kierkegaard, and Nietzsche. Prerequisite(s): One 200-level Philosophy course.

PL 420. CONTEMPORARY CURRENTS (3). Summarizes key schools and movements on the contemporary philosophical scene. May emphasize analytic movement, phenomenology, existentialism and post modern movements. Prerequisite(s): One 200-level Philosophy course.

PL 428. 20TH CENTURY PHILOSOPHY: THE PHENOMENOLOGICAL TRADITION (3). Traces the evolution of Continental philosophy from pure phenomenology to existential-phenomenology and more recent developments. Among the thinkers to be discussed may be Husserl, Heidegger, Sartre, Camus, Foucault, and Derrida. Prerequisite(s): One 200-level Philosophy course.

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 discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice gets attention. Prerequisite(s): One 200-level Philosophy course or permission of instructor. Cross listing: PJ 430.

PL 433. ASIAN PHILOSOPHIES AND RELIGIONS (3). Surveys major religious traditions of Asia, including Hinduism, Buddhism, Confucianism, and Taoism, emphasizing understanding the world, the human and the Transcendent. Prerequisite(s): One 200-level Philosophy course or RT 201.

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): One 200-level Philosophy course.

PL 438. 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): One 200-level Philosophy course.

PL 440E-W. SELECTED TOPICS IN METAPHYSICS (3). An in-depth study of a metaphysical topic(s) such as the nature of reality, the make-up of human beings (mind-body problem), notions of truth, the experience of God, etc. or of a prominent metaphysical thinker(s). Prerequisite(s): One 200-level Philosophy course.

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): One 200-level Philosophy course.

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): One 200-level Philosophy course.

PL 443. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion and religious ideas from both a classical and contemporary perspective. Prerequisite(s): One 200-level Philosophy course or RT 201.

PL 445. PHILOSOPHY OF ART (3). Examines 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): One 200-level Philosophy course.

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): One 200-level Philosophy course or permission of instructor.

PL 448E-W. SPECIAL TOPICS IN ETHICS (3). Offers an in-depth study of a particular ethical thinker(s) both classical (e.g., Aristotle or Hume or Kant) and contemporary (e.g., MacIntyre or Nussbaum or Murdoch) or of a particular moral problem (e.g., capital punishment, just war theory, social justice). Prerequisite(s): One 200-level Philosophy course.

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. Prerequisite(s): One 200-level Philosophy course or permission of instructor. Cross listing: PJ 450.

PL 451. AMERICAN POLITICAL THEORY (3). Examines the historical context, religious and secular bases, and contending political and economic theories that underlie a spectrum of American thought. "American" considers inclusively and compares the northern, central and southern America. Prerequisite(s): POL 281, PL 270, or equivalent or permission of instructor. Cross listing: PJ 482F and POL 483.

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): One 200-level Philosophy course. Cross listing: CR 456.

PL 454E-W. PHILOSOPHY AND SOCIAL ISSUES (3). Emphasizes philosophical analysis of contemporary social issues. May include war and morality, the nature of power and violence, philosophy and feminism, the social construction of human persons, etc. Prerequisite(s): One 200-level Philosophy course.

PL 456E-W. PHILOSOPHY IN LITERATURE (3). Explores the philosophical themes reflected in literature of specific authors and genres. Prerequisite(s): One 200-level Philosophy course.

PL 457. TOPICS IN POLITICAL THEORY: ANCIENT THOUGHT (3) Provides an intensive examination of the nature and aims of ancient political theory, related historical developments, major political thinkers, and significant topics of ancient western and non-western civilizations. Prerequisite(s): POL 281. Cross listing: PJ 482K and POL 482K. NOTE: Junior standing.

PL 458. TOPICS IN POLITICAL THEORY: MODERN (3) Provides an intensive examination of the nature and aims of modern and post-modern political theory, related historical and contemporary developments, major political thinkers, and significant topics of western and non-western modernity. Prerequisite(s):PJ 200 or one 200-level PL course. Junior standing.Cross listing: PJ 482L and POL 482L.

PL 459. TOPICS IN POLITICAL THEORY: FEMINISM (3) Provides an intensive examination of the nature and aims of feminist political theory, related historical and contemporary developments, major political thinkers, and significant topics of western and non-western gender in state and social affairs. Prerequisite(s): POL 281. Cross listing: PJ 482M and POL 482M.

PL 460. 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): One 200-level Philosophy course.

PL 461. 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): One 200-level Philosophy course.

PL 470. FEMINIST THEORY (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): One 200-level Philosophy course or WGS 400. Cross listing: WGS 470.

PL 486. 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): One 200-level Philosophy course or RT 201. Cross listing: RT 465E.

PL 490E-W. INDEPENDENT STUDY IN PHILOSOPHY (1-3). Provides an opportunity for independent study in an area of philosophical interest. Prerequisite(s): One 200-level Philosophy course 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): One 200-level Philosophy course.

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): One 200-level Philosophy course.

PL 494. PHILOSOPHICAL PRACTICUM (3). Students will bring together their heads, their hearts, and their hands. Combines a variety of readings with a student-developed semester long project; projects might include service-learning, an internship, or another type of project that reflects a student's interests. Prerequisite(s): One 200-level Philosophy course and one 400-level Philosophy course.

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): One 200-level Philosophy course and approval of department chair and director of the Academic Internship Program.

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.

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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 coursework in the department and who plan to minor in one of the areas listed below.

Physical Education Minor	**15 SH**
Prerequisite	*3 SH*
PE 333--First Aid Emergency Response	3 SH
Upper Division Requirements	*12 SH*

Twelve upper division semester hours of Physical Education courses.

Physical Education: Coaching Minor	**21 SH**
Prerequisite	*3 SH*
PE 333--First Aid Emergency Response	3 SH
Upper Division Requirements	*18 SH*
PE 413--Principles of Exercise Performance and Sport Nutrition	3 SH
PE 425--Principles of Coaching	3 SH
PE 426--Care and Prevention of Athletic Injuries	3 SH
PE 437--Sport Ethics	3 SH
PE 438--Sport Administration	3 SH
PE 498G--Internship in Coaching	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. NOTE: Travel required.

PE 220. ICE CLIMBING (1). Introduces basic techniques and safety skills for ice climbing. Includes two on campus meetings with instruction followed by three off campus ice climbing experiences. NOTE: 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: Travel 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. Prerequisite(s): PE 217. NOTE: Travel required.

PE 315. BASIC BACKPACKING TECHNIQUES (2). Introduces the sport of backpacking. Emphasizes topographic map reading, mountain survival skills, accident and illness prevention, food selection and preparation, clothing and equipment, individual and group backpacking skills. Includes three all-day hiking experiences. NOTE: Travel 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. FIRST AID EMERGENCY RESPONSE (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.

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. Cross listing: HSC 401 and WGS 401. NOTE: For non-Nursing majors.

PE 413. PRINCIPLES OF EXERCISE PERFORMANCE AND SPORT NUTRITION (3). Designed for students interested in applying fitness principles into their daily lives. Offers the latest findings in exercise physiology and sport medicine, along with tools for self-assessment and guidelines for improving fitness levels.

PE 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the seven dimensions of wellness: occupational, environmental, physical, social, emotional, intellectual and spiritual wellness,

developing an information base from which to make effective decisions. Prerequisite(s): Junior standing. 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 424. WILDERNESS FIRST RESPONDER (3). Training in decision-making and response to medical emergencies in remote settings. Special wilderness topics include wound management, infection, fractures, dislocations, splinting, spine immobilization, patient assessment, monitoring and long-term management.

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. CARE AND PREVENTION OF ATHLETIC INJURIES (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. NOTE: Students may be responsible for additional course supplies.

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 438. SPORT ADMINISTRATION (3). Examines current trends and practices in management and administration. Explores areas in public relations, communication, law, and risk management.

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 the Academic Internship Program. NOTE: Internships may be taken in physical education (E), recreation (F), coaching (G), athletic training (H) and outdoor education (I).

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PHYSICS AND COMPUTATIONAL SCIENCE

Dr. Frederick Gray, Assistant Professor, Chairperson

Dr. Dennis Steele, Associate Professor

Dr. Quyen Hart, Assistant Professor

Ms. Patricia Litz, Instructor

Mr. Rob Sjodin, Instructor

Dr. David Bahr, Guest Professor

The Physics and Computational Science department educates the next generation of scientific and technology leaders within a moral, ethical and intellectually stimulating environment. Graduates are prepared not just for the technological challenges of the workplace but also for the exciting science that will drive the next generation of solutions. The focus on both science and technology creates critical-thinking, well-rounded individuals that can participate and positively influence both the social and engineering challenges of our times.

Physics and Computational Science addresses fundamental questions about the physical and informational nature of the universe. How do conservation principles guide physical interactions and information processing? What is the structure of matter, space, energy, time, and information? In addition to a solid grounding in each discipline, the department addresses modern concepts that cross both boundaries. What are the physical limits to information, how much information can be squeezed into how little space, can computation happen without loss of energy, is the universe itself a computer (as proposed by many)?

COMPUTER SCIENCE

Computer Science focuses on three fundamental processes 1) design--our engineering roots, 2) abstraction--our science roots, and 3) theory--our logical roots. A graduate of our program will be able to design and use computers, as well as comprehend the theory and science that drives contemporary developments. In particular, when selecting from the upper division requirements, the student will learn about automata, algorithms and data structures, architecture and digital design, artificial intelligence and artificial life, database and information retrieval, human-computer interaction, numerical and symbolic computations, net-centric computing, operating systems, programming languages, and software methodology. These topics are introduced in many classes and in many forms, so any selection of coursework will cover theses subject areas. Students are encouraged to supplement their coursework with additional math and physics classes such as MT 360B, MT 405, MT 435, PH 304A, and PH 305A. These classes are usually required for graduate work. A minor (or double major) in physics or math would be especially beneficial. For recommendations on particular course sequences, please contact your advisor.

Computer Science Major **46 SH**

Lower Division Requirements *13 SH*

CS 300--Foundations of Computer Science
or
CS 282--Introduction to Information Systems Concepts 3 SH

CS 308--Introduction to Programming 3 SH

MT 360A--Calculus I 4 SH

MT 415--Linear Algebra 3 SH

Upper Division Requirements *33 SH*

Thirty-three semester hours selected from the following:

CS 417--Artificial Life 3 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 449--Algorithms and Complexity 3 SH

CS 451--Telecommunications: Applied Digital Signal Processing 3 SH

CS 456--Software Engineering 3 SH

CS 462--Computer Systems Performance Analysis 3 SH

CS 464--Artificial Intelligence: Neural Networks 3 SH

CS 470--Cellular Automata Social and Physical Applications 3 SH

CS 490E-W--Independent Study in Computer Science 1-3 SH

CS 498E-W--Internship in Computer Science 3 SH

PH 410--Electricity and Magnetism 3 SH

PH 420--Electronics 4 SH

Computer Science Minor **22 SH**

Lower Division Requirements *10 SH*

CS 300--Foundations of Computer Science
or
CS 282--Introduction to Information Systems Concepts 3 SH

CS 308--Introduction to Programming 3 SH

MT 360A--Calculus I 4 SH

Upper Division Requirements *12 SH*

Twelve semester hours selected from the upper division Computer Science major requirements.

PHYSICS

Physicists develop and test models that describe the behavior of matter and energy at scales ranging from the subatomic to the galactic. Students in this program will take a variety of courses in classical and modern physics that will prepare them to understand phenomena at many points along this continuum, as well as exciting topics at the boundaries between physics and other scientific disciplines. Students will develop hands-on experimental and computational abilities while also sharpening their mathematical reasoning skills.

Both a traditional physics degree and a hybrid program in computational physics are offered. The computational physics degree emphasizes the close connections between the disciplines of physics and computer science and prepares students for a wide variety of careers in science and technology.

Bachelor of Science in Computational Physics 62 SH

Lower Division Requirements *26 SH*

CS 300--Foundations of Computer Science 3 SH

CS 308--Introduction to Programming 3 SH

MT 360A--Calculus I 4 SH

MT 360B--Calculus II 4 SH

MT 360C--Calculus III 4 SH

PH 304A--General Physics with Calculus I 3 SH

PH 305A--General Physics with Calculus Laboratory I 1 SH

PH 304B--General Physics with Calculus II 3 SH

PH 305B--General Physics with Calculus Laboratory II 1 SH

Upper Division Requirements *36 SH*

MT 405--Numerical and Computational Methods 3 SH

MT 463--Differential Equations 3 SH

PH 408--Analytical Mechanics and Special Relativity 3 SH

PH 410--Electricity and Magnetism 3 SH

PH 451--Modern Physics Laboratory and Seminar 2 SH

PH 460--Quantum Theory and Spectroscopy 3 SH

PH 465--Statistical Mechanics and Thermodynamics 3 SH

PH 475--Physics Capstone Seminar 1 SH

Fifteen Upper Division Computer Science Electives selected from the following:

CS 417--Artificial Life	3 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 449--Algorithms and Complexity	3 SH
CS 451--Telecommunications: Applied Digital Signal Processing	3 SH
CS 456--Software Engineering	3 SH
CS 462--Computer Systems Performance Analysis	3 SH
CS 464--Artificial Intelligence: Neural Networks	3 SH
CS 470--Cellular Automata Social and Physical Applications	3 SH
PH 420--Electronics	4 SH

Bachelor of Science in Physics Major 58 SH

Lower Division Requirements	*33 SH*
CH 210--Principles of Chemistry I	4 SH
CH 211--Principles of Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CS 308--Introduction to Programming	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH
MT 360C--Calculus III	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH
Upper Division Requirements	*25 SH*
MT 463--Differential Equations	3 SH
PH 408--Analytical Mechanics and Special Relativity	3 SH
PH 410--Electricity and Magnetism	3 SH
PH 420--Electronics or PH 425--Optics with Laboratory	4 SH
PH 451--Modern Physics Laboratory and Seminar	2 SH
PH 460--Quantum Theory and Spectroscopy	3 SH
PH 465--Statistical Mechanics and Thermodynamics	3 SH
Upper Division Physics/Astronomy Electives	3 SH
PH 475--Physics Capstone Seminar	1 SH

Physics Minor 24 SH

Lower Division Requirements	*12 SH*
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH
MT 360A--Calculus I	4 SH
Upper Division Requirements	*12 SH*

Twelve upper division (400-level) semester hours of Physics courses selected with approval of the major advisor. Additional laboratory hours may be required.

PHYSICS AND COMPUTATIONAL SCIENCE COURSE DESCRIPTIONS (CS & PH)

COMPUTER SCIENCE (CS)

CS 282. INTRODUCTION TO INFORMATION SYSTEMS CONCEPTS (3). Introduces information systems concepts, architectures, and technologies emphasizing information system resources needed to meet organizational mission and objectives. Focuses on information systems from the business viewpoint including processes, value proposition, and different types of information systems. Presents key areas of networking, databases, and software applications to provide an overall information systems background. Explores research, case studies, and different information system applications to gain familiarity with the foundational concepts of information systems. Cross listing: BA 282.

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 Java as a "description" language for expressing algorithms. Uses tracing techniques extensively.

CS 308. INTRODUCTION TO PROGRAMMING (3). Introduces the fundamental constructs that are common to all modern computer languages. Emphasizes basic programming skills with loops, conditionals, methods, and arrays. Prerequisite(s): High School algebra or permission of instructor required.

CS 417. ARTIFICIAL LIFE (3). Explores the theory and application of genetic algorithms that model the biological process of evolution. Creates artificial life forms that evolve to solve complex problems. Includes exploration of evolutionary programming, or code that writes itself. Prerequisite(s): CS 427 or permission of instructor required.

CS 427. OBJECT ORIENTED SOFTWARE DEVELOPMENT (3). Develops advanced programming skills using objects, classes, instance variables, inheritance, and polymorphism. Examines object behavior and identity, along with encapsulation of state. Explores late binding, inner classes and the problems and advantages of multiple inheritance. Prerequisite(s): CS 308 or equivalent.

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 variety and an LR (k) parser. Prerequisite(s): CS 300 and CS 308.

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 and CS 308 or permission of the instructor.

CS 439. COMPUTER ARCHITECTURE (3). Describes the organization of modern computers. Discusses the Von Neumann architecture, binary representations of data, instruction set architectures, assembly language programming, pipelining and instruction-level parallelism, the memory hierarchy, and input/output architectures. Introduces multiprocessor systems and networking. Prerequisite(s): CS 308.

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 sate 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 or CS 308 or permission of instructor required.

CS 449. ALGORITHMS AND COMPLEXITY (3). Concentrates on NP-complete problems and the algorithms that solve NP-complete problems. Involves designing and analyzing algorithms from an efficiency point of view. Prerequisite(s): MT 360B or equivalent.

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. Prerequisite(s): MT 360A.

CS 456. SOFTWARE ENGINEERING (3). Examines object-oriented techniques to ensure reliable, flexible, modular, and well-designed software. Introduces UML and the software lifecycle including project management and quality assurance. Emphasizes the implementation of design patterns such as the Bridge, Abstract Factory, and Singleton. Prerequisite(s): CS 427.

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 360A.

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 308 and MT 360A.

CS 470. CELLULAR AUTOMATA WITH SOCIAL AND PHYSICAL APPLICATIONS (3). Uses behavior of cellular automata to explore theories of computation and complexity. Investigates universal computability and the emergence of complex natural behaviors from simple computational systems. Example applications in physics, biology, sociology. Prerequisite(s): CS 308.

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 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): CS 456. Majors only. Approval of department chair and director of the Academic Internship Program. NOTE: 2.500 cumulative grade point average required.

PHYSICS (PH)

PH 202A. GENERAL PHYSICS WITH TRIGONOMETRY I (3). Discusses fundamental concepts of motion, including Newton's Laws and the conservation of energy, momentum, and angular momentum. Focuses on the development of quantitative and qualitative problem-solving skills. Co-requisite: PH 205A. Prerequisite(s): MT 260 or equivalent or permission of instructor. NOTE: This course has been approved to satisfy the core Category II natural science with laboratory requirement when taken with PH 205A.

PH 202B. GENERAL PHYSICS WITH TRIGONOMETRY II (3). A continuation of PH 202A, focusing on electricity, magnetism, and waves. Includes an introduction to quantum mechanics. Co-requisite: PH 205B. Prerequisite(s): PH 202A.

PH 205A. GENERAL PHYSICS WITH TRIGONOMETRY LABORATORY I (1). Complements PH 202A, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 202A. NOTE: One three-hour laboratory each week required.

PH 205B. GENERAL PHYSICS WITH TRIGONOMETRY LABORATORY II (1). Complements PH 202B, providing practical, hands-on experience primarily with experiments related to electricity, magnetism, and introductory modern physics. Co-requisite: PH 202B. NOTE: One three-hour laboratory each week required.

PH 304A. GENERAL PHYSICS WITH CALCULUS I (3). Discusses fundamental concepts of motion, including Newton's Laws and the conservation of energy, momentum, and angular momentum. Focuses on the development of quantitative and qualitative problem-solving skills. Prerequisite(s): MT 360A. Co-requisite: PH 305A. NOTE: This course has been approved to satisfy the core Category II natural science with laboratory requirement when taken with PH 305A.

PH 304B. GENERAL PHYSICS WITH CALCULUS II (3). A continuation of PH 304A, focusing on electricity, magnetism, and waves. Includes an introduction to quantum mechanics. Co-requisite: PH 305B. Prerequisite(s): PH 304A.

PH 305A. GENERAL PHYSICS WITH CALCULUS LABORATORY I (1). Compliments PH 304A, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 304A.

PH 305B. GENERAL PHYSICS WITH CALCULUS LABORATORY II (1). Compliments PH 304B, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 304B.

PH 408. ANALYTICAL MECHANICS AND SPECIAL RELATIVITY (3). Reviews Newtonian mechanics. Introduces calculus of variations and the Lagrangian and Hamiltonian formulations. Describes collisions and oscillations, including normal modes of coupled systems. Introduces relativistic kinematics. Prerequisite(s): MT 363 and PH 304A.

PH 410. ELECTRICITY AND MAGNETISM (3). Studies Coulomb's 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): MT 360C and PH 304B.

PH 420. ELECTRONICS (4). Discusses electronics and circuits. Includes AC and DC circuit analysis, physics of semiconductor devices, applications of transistors and operational amplifiers, and an introduction to digital logic and computer interfaces. NOTE: One three-hour lab per week.

PH 425. OPTICS WITH LABORATORY (4). Reviews geometric optics and simple interference and diffraction phenomena. Introduces aberrations, Fresnel and Fraunhofer diffraction, the Michelson interferometer, circular and elliptical polarization, birefringence, and nonlinear crystals. Examines coherence; students build a laser cavity. Prerequisite(s): PH 304B. NOTE: One three hour laboratory each week.

PH 451. MODERN PHYSICS LABORATORY AND SEMINAR (2). Exploration of quantum and relativistic phenomena, application of statistical methods to experimental data, and discussion of ethical considerations in physics research. Prerequisite(s): PH 304B. NOTE: One hour of lecture/discussion and one three-hour laboratory session each week.

PH 460. QUANTUM THEORY AND SPECTROSCOPY (3). Formal development of the theory of quantum mechanics with applications to electronic, vibrational, and rotational structure of molecules, spectroscopic techniques, and chemical bonding. Prerequisite(s): CH 230 and PH 304B. Cross-listing: CH 430B.

PH 465. STATISTICAL MECHANICS AND THERMODYNAMICS (3). Application of statistical methods to explain the laws of thermodynamics. Includes discussion of temperature, multiplicity of states, entropy, Boltzmann factors, and the partition function, applied to systems including ideal gases, quantum gases, and solids. Prerequisite(s): PH 304A.

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 304B. Cross-Listing(s): AS 470. NOTE: Recommended as a physics elective or following completion of general physics and calculus.

PH 475. PHYSICS CAPSTONE SEMINAR 1). Review of and reflection on the physics curriculum, including extensions of selected assignments completed in previous courses. Discussion of the ethical considerations faced by practicing scientists. NOTE: Majors only and senior class standing.

PH 490E-W. INDEPENDENT STUDY IN PHYSICS (1-4). Offers an opportunity for advanced independent research. Prerequisite(s): Approval of department chair. NOTE: Senior class standing and majors only

PH 498E-W. INTERNSHIP IN PHYSICS (3). Involves placement of advanced physics students in industry, government or other agencies. Faculty approval, supervision, and evaluation of students' work required. Prerequisite(s): PH 451 NOTE: Majors only and approval of department chair required.

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PRE-HEALTH SCIENCES

Health-science graduate programs 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, Biochemistry, Chemistry, Health and Exercise Science, or Neuroscience.

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 appropriate 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 website. Students may wish to participate in activities of Alpha Epsilon Delta, the National Health Pre-professional Honor Society.

Pre-health science students typically take Biology (BL 260/261; BL 262/263) and Chemistry courses (CH 210/211; CH 230/231) 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 many health science professions in addition to those listed. Students should consult individual graduate programs for specific prerequisite requirements and additional recommended courses, and meet with their academic advisor and with the pre-health advisor.

Pre-Dental, Pre-Medical, and Pre-Veterinary Typical Prerequisites	***54-56 SH***
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
RCC 200--Writing Analytically	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 420--Organic Chemistry II	3 SH
CH 421--Organic Chemistry Laboratory II	2 SH
EN 250--Literature Matters	3 SH
PY 250/PY 250C--General Psychology	3 SH
and/or	
SO 200/SO 200C--Introduction to Sociology	3 SH
Two courses in Mathematics	6-8 SH

One of the following 8 semester hours options of physics:

• PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics with Trigonometry Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics with Trigonometry Laboratory II	1 SH
• PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

Pre-Physician Assistant Typical Prerequisites	***48-50 SH***
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 406--Human and Comparative Anatomy	3 SH
BL 407--Human and Comparative Anatomy Laboratory	1 SH
BL 414--Principles of Genetics	3 SH
BL 415--Genetics Laboratory	1 SH
BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
BL 436--Animal Physiology	3 SH
RCC 200--Writing Analytically	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
English Literature Electives	6 SH
Two courses in Mathematics	6-8 SH

Pre-Physical Therapy Typical Prerequisites	**53 SH**
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
RCC 200--Writing Analytically	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
HES 450--Biomechanics of Exercise	3 SH
MT 272/MT 272C--Statistics for the Life Sciences or HES 311--Research Design and Statistics	3 SH
MT 360A--Calculus I	4 SH
PY 250/PY 250C--General Psychology	3 SH

One or 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 8 semester hours options of physics:

• PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics with Trigonometry Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics with Trigonometry Laboratory II	1 SH
• PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

Other recommended courses:

HES 420-Functional Anatomy	3 SH
HES 421--Functional anatomy Laboratory	1 SH
HES 430--Physiology of Exercise	3 SH
HES 431--Physiology of Exercise Laboratory	1 SH
HES 440--Concepts of Motor Behavior	3 SH
HES 441--Concepts of Motor Behavior Laboratory	1 SH
HES 450--Biomechanics of Exercise	3 SH
HES 451--Biomechanics of Exercise Laboratory	1 SH

Pre-Pharmacy Typical Prerequisites	***53 SH***
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH

BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
RCC 200--Writing Analytically	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 420--Organic Chemistry II	3 SH
CH 421--Organic Chemistry Laboratory II	1 SH
COM 210--Speech Communication	3 SH
EC 200--Introduction to the American Economy	3 SH
MT 360A--Calculus I	4 SH
PL 270/PL 270C--Philosophical Explorations	3 SH
PY 250/PY 250C--General Psychology	3 SH
RT 201/RT 201C--Religion and the Human Quest	3 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
Social Science Elective	3 SH

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PSYCHOLOGY

Dr. Mark Basham, Associate Professor, Chairperson

Dr. Rona McCall, Associate Professor

Dr. Jose LaFosse, Associate Professor

Dr. Rebecca Betjemann, Assistant Professor

Dr. Brian Drwecki. Assistant Professor

Dr. Ashley Fricks-Gleason, Assistant Professor

Dr. Amanda Miller, Assistant 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 department 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.

DEPARTMENTAL REGULATIONS

The major requires a minimum of 43 semester hours, of which a minimum of 27 semester hours must be taken from the Required Breadth Courses (see Required Breadth Courses for all majors below). With the approval of the Department, 300-level courses may be used in meeting major or minor requirements.

The Department requires that five upper division Psychology courses plus PY 493--Senior Capstone (minimum 16 semester hours) be taken at Regis College to receive a degree with a major in Psychology.

The minimum passing grade for any course taken towards satisfying the Psychology major or minor is a "C-". This standard applies to all lower and upper division Psychology courses and all other courses required for the major or minor.

Psychology Major	***47-48 SH***
Lower and Upper Division Requirements	
NS 260--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Laboratory	1 SH
PY 250/250C/250H--General Psychology	3 SH
PY 422--Research Methods and Behavioral Statistics I	3 SH
PY 423--Research Methods and Behavioral Statistics II	3 SH
PY 424--Research Methods and Behavioral Statistics Laboratory	1 SH
PY 493--Senior Capstone	2 SH
An additional natural science course with a laboratory chosen in consultation with an academic advisor.	4 SH

Required Breadth Courses

In addition to courses listed above, a minimum of 27 upper division semester hours of Psychology courses must be taken. Additionally, a minimum of two courses must be taken from each of the Groups A through D. The major advisor should be consulted about the best combination of courses to take from

each group based on the student's educational and career goals. NOTE: Groups A-D equals a total of 25 semester hours. An additional course from one of these areas, or from the "Other Psychology Courses", must be taken to complete 27 upper division semester hours of Breadth Courses.

Group A - Lifespan Development*	***6 SH***
PY 459--Developmental Psychology: Child	3 SH
PY 460--Developmental Psychology: Adolescence	3 SH
PY 461--Developmental Psychology: Adulthood and Aging	3 SH
Group B - Cognitive/Biological Processes*	***7+ SH***
PY 442--Learning and Memory	3 SH
and	
PY 443--Learning and Memory Laboratory	1 SH
PY 454--Cognitive 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
PY 487--Neuropsychology	3 SH
and	
PY 488--Neuropsychology Laboratory	1 SH

* One course from Group B must have a laboratory co-requisite.

Group C - Individual Differences/Social Processes	***6+ SH***
PY 441--Social Psychology	3 SH
PY 452--Psychological Testing and Assessment	3 SH
PY 470--Psychology of Personality	3 SH
PY 471--Abnormal Psychology	3 SH
Group D - Applied Psychology	***6+ SH***
PY 410--Neurological Disorders	3 SH
PY 418--Industrial and Organizational Psychology	3 SH
PY 434--Behavioral Genetics	3 SH
PY 445--Small Group Communication	3 SH
PY 450--Psychology of Women	3 SH
PY 453--Clinical and Counseling Psychology	3 SH
PY 462--Behavioral and Stress Management	3 SH
PY 465--Cross Cultural Psychology	3 SH
PY 466--Psychopharmacology	3 SH
PY 467--Human Sexuality	3 SH
PY 484--Forensic Psychology	3 SH

Other Psychology Courses	***0-3 SH***
PY 401--Advanced Neuroscience Methods	1 SH
PY 490E-W--Independent Study in Psychology *	1-3 SH
PY 491E-W--Research in Psychology *	1-3 SH
PY 496E-W--Special Topics in Psychology	3 SH
PY 497E-W--Research Internship in Psychology	3 SH
PY 498E-W--Internship in Psychology	3 SH

* No more than 3 SH of PY 490E-W or PY 491E-W can count towards the completion of the major.

Honors-in-Psychology Major 50-52 SH

In addition to the major requirements listed previously, students who complete the following requirements may graduate with a Honors-in-Psychology major:

PY 499--Senior Thesis	2 SH
PY 491E-W--Research in Psychology	1-3 SH

4. Maintenance of an overall grade point average 3.000 and a grade point average of 3.250 in psychology.
5. Completion of three semester hours of PY 491E-W--Research in Psychology. A research project must be proposed to and approved by a faculty committee in preparation for PY 499--Senior Thesis.
6. Completion of PY 499--Senior Thesis. This represents completion of the research project proposed in PY 491E-W--Research in Psychology. The Thesis must conform to APA guidelines and be approved by the faculty thesis committee.
7. An oral defense of the thesis before a panel of faculty including the faculty committee.
8. Presentation of the research to a public forum such as a lecture or professional meeting.

Psychology Minor 15 SH

Prerequisite

PY 250/250C/250H--General Psychology	3 SH
Upper Division Requirements	*12 SH*

Twelve upper division semester hours of Psychology courses selected with the approval of the major advisor.

PSYCHOLOGY COURSE DESCRIPTIONS (PY)

PY 250/PY 250C/PY 250H. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology. NOTE: PY 250C is a course that carries a communication focus in the course

assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

PY 358 LIFESPAN HUMAN DEVELOPMENT (3). Studies biological, psychological and social factors in human development from conception to later adulthood. Prerequisite(s): PY 250. NOTE: Recommended for Nursing majors. Does not meet Psychology major Group A requirements.

PY 401. ADVANCED NEUROSCIENCE METHODS (1). Emphasizes current neuroscience laboratory research techniques including cellular and molecular techniques, drug effects, brain lesions, histology, microscopy, and behavioral tests for assessing brain-behavior functions in non-human nervous systems. Prerequisite(s): NS 260 or permission of instructor. Cross listing: NS 401.

PY 410. NEUROLOGICAL DISORDERS (3). Applies a biopsychosocial approach to understanding brain-behavior relationships through the study of diseases of the nervous system. Prerequisite(s): NS 260, BL 260, and BL 262. Cross listing: NS 410. NOTE: A background in neuroscience or psychology, while helpful, is not essential for this course.

PY 418. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3). Studies principles of psychology as applied to selected problems in the area of business and industry. Prerequisite(s): PY 250.

PY 419. RESEARCH METHODS (3). Considers methods and procedures of modern experimental psychology. Co-requisite: PY 420. Prerequisite(s): PY 250 and MT 272. NOTE: Permission of instructor or advisor required.

PY 420. RESEARCH METHODS LABORATORY (1). Provides an opportunity for completion of individual projects related to appropriate experimental and statistical design. Co-requisite: PY 419. NOTE: Permission of instructor or advisor required. One three-hour laboratory each week required.

PY 422. RESEARCH METHODS AND BEHAVIORAL STATISTICS I (3). First of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics, and includes an individual research project. Prerequisite(s): PY 250 . NOTE: It is recommended students take this course in their Sophomore or Junior year. Must pass with a C- or better to be eligible to take PY 423 and PY 424. PY 423 and PY 424 should be taken consecutively with this course.

PY 423. RESEARCH METHODS & BEHAVIORAL STATISTICS II (3). Second of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics, and includes an individual research project. Prerequisite(s): PY 422. Co-requisite(s): PY 424. NOTE: Must pass PY 422 with a C- or better prior to enrolling. PY 423 should be taken in a consecutive semester with PY 422.

PY 424. RESEARCH METHODS & BEHAVIORAL STATISTICS LABORATORY (1). Provides an opportunity for completion of individual research projects related to appropriate experimental and statistical design. Prerequisite(s): PY 422. Co-requisite(s): PY 423.

PY 425. PSYCHOSOCIAL ASPECTS OF HEALTH (3). Examines the influence of psychological and social variables on health and activity participation. Focuses on stress management, motivation, adherence, access, barriers, and support systems across the lifespan. Prerequisite(s): HES 210 PY 250. NOTE: Permission of instructors required for all non-majors. Cross listing: HES 418.

PY 434. BEHAVIORAL GENETICS (3). Focuses on how genetics can add to our understanding of complex human behaviors, including cognition, language, emotion, and personality. Topics will include key behavioral genetic methodologies, evolutionary psychology, the psychology of individual differences including cognitive disabilities and psychological disorders, and the social and ethical implications of genetics research. Prerequisite(s): PY 250. Crosslisting: NS 434.

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 442. 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(s): PY 443. Prerequisite(s): PY 250.

PY 443. LEARNING AND MEMORY LABORATORY (1). Involves laboratory experiments with animal and human subjects and the preparation of reports on these experiments. Co-requisite(s): PY 442.

PY 445. 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 380 or PY 250. 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 WGS 400. Cross listing: WGS 450.

PY 452. PSYCHOLOGICAL TESTING AND ASSESSMENT (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. NOTE: MT 270 or MT 272 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.

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 459. DEVELOPMENTAL PSYCHOLOGY: CHILD (3). Studies biological, psychological, and social factors in human development from conception to puberty. Prerequisite(s): PY 250.

PY 460. DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3). Studies biological, psychological, and social factors in human development during adolescence and young adulthood. Prerequisite(s): PY 250.

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.

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.

PY 465. CROSS CULTURAL PSYCHOLOGY (3). Emphasizes psychological research and theory used to understand difference and similarities in human behavior and mental processing across cultures and between groups. Topics may include: motivation, emotion, cognition, communication, acculturation, self-identity, social and moral development. Prerequisite(s): PY 250.

PY 466. PSYCHOPHARMACOLOGY (3). Examines relationships between brain functions and major psychoactive drugs, including drugs used to treat psychological and neurological disorders. Includes an analysis of the cellular and physiological effects of each drug on neuronal functioning as well as psychological functioning. Prerequisite(s): NS 260 and BL 261 and BL 262 or permission of instructor required. Cross listing: NS 466.

PY 467. HUMAN SEXUALITY (3). Focuses on the physiological, behavioral, cognitive, and social aspects of human behavior as related to human sexuality using a multidisciplinary and life-span approach. Topics include physiology, communication, gender, development, orientation, violence, the marketplace, culture, religion, and health. Prerequisite(s): PY 250 or WGS 400. Cross listing: WGS 467.

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 biopsychosoical 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 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. Cross listing: NS 482.

PY 484. FORENSIC PSYCHOLOGY (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 SO 200. Cross listing: CR 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): NS 260 and 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.

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): NS 260. Cross listing: NS 487.

PY 488. NEUROPSYCHOLOGY LABORATORY (1). Emphasizes current research techniques and neuropsychological methods for assessing cognitive functions in humans, with an emphasis on assessment of the neurobehavioral impact of cerebral lesions. Co-requisite: PY 487. Cross listing: NS 488.

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, permission of instructor, Junior standing, and approval of department chair required.

PY 491E-W. RESEARCH IN PSYCHOLOGY (1-3). Offers an opportunity for collaborative research in psychology under faculty direction. Requires oral or poster presentation. Prerequisite(s): PY 250. Approval of department chair required.

PY 493. SENIOR CAPSTONE (2). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded coursework at Regis University. Prerequisite(s): PY 250, 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

PY 497E-W. RESEARCH INTERNSHIP IN PSYCHOLOGY (3). Focuses on student participation in on-going placement setting approved by the designated faculty member supervising interships within the Department of Psychology and Neuroscience. NOTE: Approval of director of Academic Internship Program and departmental internship coordinator required.

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 the Academic Internship Program.

PY 499. SENIOR THESIS (2). Students meet 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): PY 491E-W and approval of department chair required.

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RELIGIOUS STUDIES

Dr. Kari Kloos, Associate Professor, Chairperson

Dr. Randolph Lumpp, Professor

Dr. Russ Arnold, Associate Professor

Dr. Julia Brumbaugh, Associate Professor

Dr. Thomas Leininger, Associate Professor

Dr. J. Thomas Howe, Assistant Professor

DEPARTMENTAL REGULATIONS

- The Religious Studies Core requirement of six semester hours can be met with RT 201– Religion and the Human Quest and with another course designated by the subject RT, 300 level.
- RT 201--Religion and the Human Quest is the prerequisite for all other courses in Religious Studies. The second Core course requirement may be satisfied by any RT 300 level course.
- Any student seeking to utilize 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.
- Transfer students majoring in Religious Studies must take a minimum of 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 coursework beyond the 12 semester hours is necessary.
- RT 499A and RT 499B (Senior Project A/B) are required of all majors.
- 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*
RT 201/RT 201C--Religion and the Human Quest	3 SH
300-level RT Electives	6 SH
Upper Division Requirements	*24 SH*
Twenty-four upper division semester hours of Religious Studies courses (RT), which must include the following:	
RT 426--Classics of Christian Thought	3 SH
RT 499A--Senior Project A and RT 499B--Senior Project B	1 SH 2 SH
Six 400-level RT courses [minimum of one course (3 SH) in non-Christian religion or an interdisciplinary approach to the study of religion]	18 SH

Religious Studies Minor	**18 SH**
Recommended courses for Core Studies requirement include the following:	
RT 201/RT 201C--Religion and the Human Quest	3 SH
RT 300 level course	3 SH

Upper Division Requirements *12 SH*

Twelve 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 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 University Ministry, residence at Romero House). Interested students should contact the Chair of the Religious Studies Department.

RELIGION AND THEOLOGY COURSE DESCRIPTIONS

RT 201/RT 201C. RELIGION AND THE HUMAN QUEST (3). Considering human existence in relation to "the sacred" and drawing on Eastern and Western religious traditions, this course explores religious perspectives on human question about life, suffering, goodness, and ultimacy. NOTE: RT 201C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

RT 201H. HONORS RELIGION AND THE HUMAN QUEST (3). Cultivates curiosity about what it means to be human in the fact of the sacred, the ultimate, the mystery of existence, and how different people historically have understood this. Develops and enhances ability to evaluate critically various approaches to existential and social questions about meaning, suffering, goodness, and ultimacy. NOTE: Honors students only.

RT 301. IN THE BEGINNING: BIBLE AND BELIEF (3). Introduces the study of the Old and New Testaments. Examines the historical background of the texts and what its authors have to say to people today on important religious questions, such as the nature of God, human beings, and the world in which we live, and what it means to live a whole, purposeful life. Prerequisite(s): RT 201/RT 201C.

RT 302. FAITH AND JUSTICE IN WORLD CHRISTIANITY (3). Examines how the enculturation of Christianity in different times and places produces distinctive beliefs about Jesus and engages the pursuit of justice in the context of religious and cultural injustice. Prerequisite(s): RT 201/RT 201C.

RT 303. MYSTICS, SAINTS AND RADICALS (3). Explores questions about God, and such topics as suffering, justice, and salvation through the lenses of various traditions of spiritual discipline using examples from ancient to modern spiritual writers. Prerequisite(s): RT 201/RT 201C.

RT 304. CATHOLIC MORAL TRADITION (3). Addresses questions about the human person, happiness, and the good life by employing the concept of virtue and a picture of human fulfillment in terms of virtues. Focuses on how Christian faith transforms the virtues and how the virtues can serve as a bridge between Jesus and contemporary Christians. Prerequisite(s): RT 201/RT 201C.

RT 305. BELIEF AND UNBELIEF (3). Explores questions of belief and doubt from Christian and secular perspectives, for example, regarding science, philosophy, and the experience of suffering. Prerequisite(s): RT 201/RT 201C.

RT 306. JESUIT SPIRITUALITY (3). Study of the spirituality of Saint Ignatius Loyola (founder of the Jesuits) and its relevance for contemporary spirituality. Topics include prayer, discernment, meaning and vocation. Prerequisite(s): RT 201/RT 201C.

RT 307. CATHOLIC SOCIAL JUSTICE (3). Examines the living tradition of Catholic social thought with respect to social and economic justice, war and peace, and other major issues and themes. Prerequisite(s): RT 201. NOTE: May include a community and/or service learning component.

RT 308. CATHOLIC CHRISTIANITY (3). An interdisciplinary investigation of the foundational sources of Catholic Christianity emphasizing historical development of the tradition and academic approaches to expressions of that development such as biblical literature, sacramental and liturgical practice, official church teachings (especially Vatican Council II), and Christian mission in the modern world. Prerequisite(s): RT 201/RT 201C. Cross Listing: CAS 308.

RT 309. WESTERN SPIRITUAL PATHS (3). Investigates some of the traditions, practices and ways of life that shape spiritual paths in Christianity, Judaism and Islam in the west. Areas of study will include monasticism, pilgrimage, law and mysticism. Prerequisite(s): RT 201.

RT 310. SCIENCE AND RELIGION (3). An investigation into the relationship between science and religion including its history as well as its different possibilities, e.g., conflict, independence and dialog. Considers the implications of science for religious values and vice versa. Prerequisite(s): RT 201/RT 201C.

RT 311. PSYCHOLOGY AND RELIGION (3). Explores the relationships between psychology and religion with a particular emphasis on the psychological study of Christian traditions, beliefs and experiences. Prerequisite(s): RT 201/RT 201C.

RT 312. RELIGION IN POST MODERN AGE (3). Explores the collapse of the Modern age, the emergence of Postmodernism and the impact of these developments on religion in general and Christianity in particular. Prerequisite(s): RT 201/RT 201C.

RT 313. CHRISTIAN LOVE AND MARRIAGE (3). Investigates the nature of Christian love focusing on the Christian understanding of marriage. Prerequisite(s): RT 201.

RT 314. FAITH AND HEALING (3). Explores the complex role faith plays in the healing process, including the ways that people rely on religious beliefs and practices to cope with illness and disability. Prerequisite(s): RT 201/RT 201C.

RT 315. LATINO/A CATHOLICISM (3). Explores Latino/a Christian experience in the United States, its culture, theology, and spirituality in the context of the Catholic Church. Includes visits to local events and worship sites. Prerequisite(s): RT 201/RT 201C.

RT 316. THEOLOGY AND SEXUALITY (3). Explores historical and theological understandings of sexuality, intimacy, relationships, and the body. Prerequisite(s): RT 201/RT 201C.

RT 317. CHRISTIAN NONVIOLENCE (3). Examines the thought and practice of Christian nonviolence and its relevance for the contemporary world. Prerequisite(s): RT 201/RT 201C.

RT 318. THE GOSPELS (3). Investigates the early Christian gospels (both canonical and non-canonical) with particular interest in a variety of views about who Jesus was/is and their implications for the understanding of the development of early Christianity. Prerequisite(s): RT 201/RT 201C.

RT 400E-W. RELIGION AND DIVERSITY (3). Explores the connections between religion and diversity, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 401E-W. RELIGION AND THE ENVIRONMENT (3). Explores the connections between religion and the environment, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 402E-W. RELIGION AND JUSTICE (3). Explores the connections between religion and justice, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 403E-W. RELIGION AND MEANING (3). Explores the connections between religion and meaning, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 410E-W. TOPICS IN BIBLICAL STUDIES (3). Investigates key themes in the Bible, using methods and resources of modern biblical scholarship. May focus on particular books or themes, as well as historical, social, theological, literary, cultural, and postcolonial approaches. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 412. GOSPELS (3). Investigates the four canonical gospels, as well as touching on some important non-canonical gospels. Prerequisite(s): RT 201 and any RT 300 level class.

RT 411H. HONORS RELIGIOUS STUDIES (3). Explores themes central to the study of religion, such as, classics of Christian thought, major thinkers, topics in Christianity, including church history, ethics, or spirituality; topics from Old and New Testament studies; intersections between various traditions, as well as between Religious Studies and other disciplines. Prerequisite(s): RT 201H or permission of instructor. NOTE: Honors students only.

RT 420E-W. TOPICS IN THEOLOGY (3). Explores central theological issues in Christianity in historical and contemporary contexts. Topics may include God, Christology, ecclesiology, sacramental theology, religious dialog, ecumenism, theological anthropology, and revelation. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 426. CLASSICS OF CHRISTIAN THOUGHT (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. Prerequisite(s): RT 201 and any 300-level religious studies course. Cross listing: CAS 400E.

RT 430E-W. TOPICS IN HISTORY OF CHRISTIANITY (3). Explores selected topics in the history of Christianity, examining historical, social, cultural, and theological influences and developments. May include early Christianity, medieval, Renaissance and Reformation, modern, colonial, and postcolonial eras. Prerequisite(s): RT 201 and any RT 300 level course.

RT 440E-W. TOPICS IN ETHICS AND MORAL THEOLOGY (3). Examines issues in method and/or particular topics of contemporary concern, such as method in Protestant and Catholic moral thought, interreligious ethics, feminist ethics, medical ethics, economic justice, and war and peace. Prerequisite(s): RT 201 and any RT 300 level course.

RT 450E-W. TOPICS IN WORLD RELIGIONS (3). Exploration of specific world religions, including traditions, scriptures, key historic figures, and contemporary issues. May cover Hinduism, Buddhism, Confucianism, Taoism, Islam, or Judaism in more depth.

RT 460E-W. TOPICS IN PHILOSOPHY OF RELIGION (3). Examines significant philosophical issues within the context of religion, including the relationship between faith and reason, the problem of evil, the existence and nature of God, life after death, and, among others, religious language. Prerequisite(s): RT 201 and any RT 300 level course.

RT 465E-W. TOPICS IN RELIGION AND CULTURE (3). Investigates the dynamic relationship between human culture and religion. Topics can include death and dying, love, art, literature, violence, politics, technology, and economics. Prerequisite(s): RT 201 and any RT 300 level course.

RT 470E-W. TOPICS IN SPIRITUALITY (3). Investigates the dimensions of Christian spiritualties from historical and contemporary perspectives and challenges. Areas include spiritual leaders and saints, including Ignatius of Loyola, prayer, mysticism, social justice, and community life in Christian tradition. Prerequisite(s): RT 201 or any religious studies 300 level course.

RT 480E-W. TOPICS IN CHRISTIAN LIFE AND LEADERSHIP (3). Explores topics in Christian life and leadership including church life, lay ministry, vocations and community leadership. Addresses these topics from the standpoints of history, theology, spirituality, liturgical studies, practical theology and/or ministry studies. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 481. LAY MINISTRY PRACTICUM (1-3). Practice of and critical reflection upon aspects of lay ministry, such as leading communal prayer, scripture study, liturgical ministry, catechesis, youth ministry, campus ministry, social justice work, or parish leadership. Prerequisite(s): RT 201 or any religious studies 300 level course.

RT 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): RT 201 and any 300-level religious studies course. NOTE: Requires approval of department chair.

RT 491E-W. DIRECTED RESEARCH IN RELIGIOUS STUDIES (1-3). Provides individualized scholarly research in a topic in religious studies. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 492E-W. SERVICE LEARNING IN RELIGIOUS STUDIES (1). Prerequisite(s): RT 201 and any 300-level RT course.

RT 493E-W. TRAVEL LEARNING IN RELIGIOUS STUDIES (1). Prerequisite(s): RT 201 and any RT 300 level course.

RT 498E-W. INTERNSHIP IN RELIGIOUS STUDIES (3). Offers interested students an opportunity to explore religious studies in its practical application to various working areas or contemporary life and to reflect critically and constructively on their experience. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 499A. SENIOR PROJECT A (1). Student seeks out a supervisor trained in the proposed area of research and approved by the department chair, as well as two outside readers. Student works with the supervisor to develop a project proposal, an annotated bibliography, or list of resources crucial to the project, and a short paper on a central theme of the research. Prerequisite(s): RT 201 and any RT 300 level course. Majors only. Approval of department chair required. NOTE: First part of a two-semester research project required for all religious studies majors.

RT 499B. SENIOR PROJECT B (2). Continuation of RT 499A. Requires completion of the research project designed in RT 499A and a public presentation of research results. Prerequisite(s): RT 201 and any RT 300 level course. Majors only. Approval of department chair required. NOTE: Second part of a two-semester research project required for all religious studies majors.

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RESERVE OFFICER TRAINING CORPS (ROTC)

John Sweet, M.A., Program Coordinator

Enrollment in Reserve Officer Training Corps (ROTC) provides undergraduates and selected graduate students an opportunity to combine academic study with a military officer's professional educational program. The Air Force, Army, and Navy conduct courses in their respective areas leading to a regular or reserve commission upon graduation. The Navy also offers a program leading to a regular commission in the Marine Corps. All programs are open to both men and women. ROTC programs are offered in a cross-town agreement with the program at the University of Colorado-Boulder, although courses are sometimes available at Colorado School of Mines or at the Auraria Campus.

ROTC COURSE DESCRIPTIONS

AIR FORCE AEROSPACE STUDIES (AIRR)

Air Force ROTC offers several programs leading to a commission in the U.S. Air Force upon receipt of at least a baccalaureate degree. Students attend classes at either University of Colorado-Boulder or the Colorado School of Mines in Golden.

AIRR 1010. FOUNDATIONS OF THE USAF 1 (1). Introduces students to the U.S. Air Force and the USAF officer profession. Uses instructor lectures, films and videos, and group activities to examine Air Force issues, officership qualities, and military customs and courtesies. Emphasizes the communication skills necessary for an Air Force officer. NOTE: One 1-hour lecture and one 2-hour lab per week.

AIRR 1020. FOUNDATIONS OF THE USAF 2 (1). A continuation of AIRR 1010. NOTE: One 1-hour lecture and one 2-hour lab per week.

AIRR 2010. EVOLUTION OF USAF AIR AND SPACE POWER 1 (1). Studies air power from balloons and dirigibles through the jet age and historically reviews air power employment in military and nonmilitary operations in support of national objectives. Looks at the evolution of air power concepts and doctrine and introduces the development of communicative skills. NOTE: One 1-hour lecture and one 2-hour lab per week.

AIRR 2020. EVOLUTION OF USAF AIR AND SPACE POWER 2 (1). A continuation of AIRR 2010. NOTE: One 1-hour lecture and one 2-hour lab per week.

AIRR 3010. AIR FORCE LEADERSHIP STUDIES 1 (3). Provides an integrated management course emphasizing concepts and skills required by the successful manager and leader. Includes individual motivational and behavioral processes, leadership, communication, and group dynamics while providing foundation for the development of the junior officer's professional skills (officership). Emphasizes decision-making and use of analytic aids in planning, organizing, and controlling in a changing environment. Discusses organizational and personal values (ethics), management of change, organizational power, politics, managerial strategy, and tactics within the context of military organization. Uses actual Air Force case studies throughout the course to enhance the learning and communication process. NOTE: Two 1½-hour seminars plus one 2-hour lab per week.

AIRR 3020. AIR FORCE LEADERSHIP STUDIES 2 (3). A continuation of AIRR 3010. Emphasizes basic managerial processes while employing group discussions, case studies, and role-playing as learning devices. Continues to emphasize the development of communicative skills. NOTE: Two 1½-hour seminars plus one 2-hour lab per week.

AIRR 4010. NATIONAL SECURITY FORCES IN CONTEMPORARY AMERICAN SOCIETY 1 (3). Studies U.S. national security policy, which examines the formulation, organization, and implementation of national security policy; context of national security; evolution of strategy; management of conflict; and civil-military interaction. Also includes blocks of instruction on the military profession/officership, the military justice system, and communicative skills. Provides future Air Force officers with the background of U.S. national security policy so they can effectively function in today's Air Force. NOTE: Two 1½-hour seminars plus one 2-hour lab per week.

AIRR 4020. NATIONAL SECURITY FORCES IN CONTEMPORARY AMERICAN SOCIETY 2 (3). A continuation of AIRR 4010. Includes defense strategy conflict management, formulation/implementation of U.S. defense policy, and organization factors and case studies in policy making, military law, uniform code of military justice, and communication skills. NOTE: Two 1½-hour seminars plus one 2-hour lab per week.

MILITARY SCIENCE--U.S. ARMY (MILR)

The Military Science Program at Regis University is offered in conjunction with the University of Colorado-Boulder. The Department of Military Science offers programs leading to an officer's commission in the active Army, Army Reserve, or National Guard in conjunction with an undergraduate or graduate degree. Military Science courses are designed to supplement a regular degree program by offering practical leadership and management experience. Students attend classes at either University of Colorado-Boulder or the Colorado School of Mines in Golden.

MILR 1011. ADVENTURES IN LEADERSHIP 1 (2). Introduces fundamentals of leadership and the United States Army. Examines its organization, customs, and history as well as its current relevance and purpose. Students also investigate basic leadership and management skills necessary to be successful in both military and civilian settings. Includes fundamentals of Army leadership doctrine, team-building concepts, time and stress management, an introduction to cartography and land navigation, marksmanship, briefing techniques, and some basic military tactics. Lab fee required.

MILR 1021. ADVENTURES IN LEADERSHIP 2 (2). Continues investigation of leadership in small organizations. Covers selected topics such as basic troop leading procedures, military first aid, and casualty concepts, creating ethical work climates, an introduction to Army organizations and installations, and a further examination of basic military tactics. Introduces students to effective military styles. Lab fee required.

MILR 2031. METHODS OF LEADERSHIP AND MANAGEMENT 1 (3). Comprehensively reviews advanced leadership and management concepts including, motivation, attitudes, communication skills, problem solving, human needs and behavior, and leadership self-development. Students continue to refine effective written and oral communications skills and to explore topics such as the basic branches of the Army, and officer and NCO duties. Students conduct classroom and practical exercises in small unit light infantry tactics and are prepared to perform as midlevel leaders in the cadet organization. Lab fee required.

MILR 2041. METHODS OF LEADERSHIP AND MANAGEMENT 2 (1-3). Focuses on leadership and management functions in military and corporate environments. Studies various components of Army leadership doctrine to include the four elements of leadership, leadership principles, risk management, and planning theory, the be-know-do framework, and the Army leadership evaluation program. Continues to refine communication skills. Lab fee required.

MILR 3052. MILITARY OPERATIONS AND TRAINING 1 (3). Further explores the theory of managing and leading small military units with an emphasis on practical applications at the squad and platoon levels. Students examine various leadership styles and techniques as they relate to advanced small unit tactics. Familiarizes students with a variety of topics such as cartography, land navigation, field craft, and weapons systems. Involves multiple, evaluated leadership opportunities in field settings and hands-on experience with actual military equipment. Students are given maximum leadership opportunities in weekly labs. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 3062. MILITARY OPERATIONS AND TRAINING 2 (3). Studies theoretical and practical applications of small unit leadership principles. Focuses on managing personnel and resources, the military decision making process, the operations order, and oral communications. Exposes the student to tactical unit leadership in a variety of environments with a focus on preparation for the summer advance camp experience. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 4072. OFFICER LEADERSHIP AND DEVELOPMENT 1 (3). Examines management and leadership concepts and techniques associated with planning and executing military training and operations at company and higher echelons. Includes analyses of professional ethics and values, effective training principles and procedures, subordinate counseling, and effective staff officer briefing techniques. Also investigates other subjects such as counter terrorism, modern peacekeeping missions, and the impact of the information revolution on the art of land warfare. Conducted both in and out of classroom setting and with multiple practical leadership opportunities to organize cadet training and activities. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 4082. OFFICER LEADERSHIP AND DEVELOPMENT 2 (3). Continues MILR 4072 study of management and leadership concepts and techniques, providing practical leadership experiences in the classroom and during multiple cadet-run activities. Also examines varied topics such as theory and practice of the military justice system, law of war, military-media relations, support mechanisms for soldiers and their families, operational security considerations, and historical case studies in military leadership in the context of 21st century land warfare. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

NAVAL SCIENCE–U.S. NAVY (NAVR)

NAVR 1010. INTRODUCTION TO NAVAL SCIENCE (2). Introduces the structure, missions, and functions of the United States Navy and Marine Corps. Also covers military law, leadership, naval history, and concepts of sea power.

NAVR 2020. SEAPOWER AND MARITIME AFFAIRS (3). Studies the importance of seapower in history including naval, maritime, and other commercial uses of the sea. Emphasizes significant milestones in the history of the U.S. Navy and Marine Corps and their role in the national strategies and policies of the United States.

NAVR 4010. LEADERSHIP AND MANAGEMENT 1 (3). Comprehensively studies organization leadership. Emphasizes motivation, communication, empowerment, and needs of subordinates. Studies the role of professional and personal ethics in organizational leadership.

NAVR 4020. LEADERSHIP AND ETHICS (3). Studies the ethics and laws of armed conflict, analyzing the leadership responsibilities of officers in conflict. Studies the military justice system and Naval legal administrative procedures, comparing military law with civilian criminal and civil law. Defines the responsibilities of junior officers with the military justice system.

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SOCIOLOGY

Dr. Eve Passerini, Associate Professor, Chairperson

Dr. Gilbert Gardner, Associate Professor

Dr. Jude Fokwang, Assistant Professor

Dr. Damla Isik, Assistant Professor

Dr. Damien Thompson, Assistant Professor

Mr. James Bullington, Lecturer

Sociology Major	**36 SH**
Lower Division Requirements	*9 SH*
SO 200/SO 200C--Introduction to Sociology	3 SH
SO 204--Introduction to Cultural Anthropology	3 SH
SO 300--Writing as a Anthropologist/Sociologist	3 SH
Upper Division Requirements	*27 SH*
Twenty-seven upper division semester hours of Sociology courses, which must include:	
SO 403--Sociology Theory	3 SH
SO 404--Methods of Social Research	3 SH
SO 405--Stories with Numbers: Quantitative Analysis	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/SO 200C--Introduction to Sociology	3 SH
Upper Division Requirements	*12 SH*
Twelve upper division semester hours of Sociology courses selected with the approval of the major advisor.	

SOCIOLOGY COURSE DESCRIPTIONS (SO)

SO 200/SO 200C. 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. NOTE: SO 200C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

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. Cross listing: AN 204.

SO 300. WRITING AS AN ANTHROPOLOGIST/SOCIOLOGIST (3). Learn to effectively use Anthropology/Sociology research databases and practice writing a variety of Anthropology/Sociology papers. Significant time is given to work-shopping, peer-reviewing, and revising/submitting original writing. Pre-requisite(s): One 200-level Sociology or Anthropology course or permission of instructor. Cross Listing: AN 300.

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): One 200-level Sociology or Anthropology course.

SO 404. METHODS OF SOCIAL RESEARCH (3). Practical introduction to social science research methods including survey research, content analysis, participant observation, and field research. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: AN 404.

SO 405. STORIES WITH NUMBERS: QUANTITATIVE ANALYSIS (3). Develop curiosity and literacy for basic statistical tools of data analysis – from foundations of univariate and inferential statistics to simple regression. Students develop the ability to use critical thinking and computer programs to accurately assess the meaning and validity of their own data as well as the reported results of others. Prerequisite(s): AN 404 or PJ 408 or SO 404.

SO 407. PUBLIC ANTHROPOLOGY (3). Discusses anthropology's insights on culture and research techniques as means to analyze social, political, and economic problems and develop solutions. Focuses on the ways in which applied anthropology can analyze, inform, and influence policy in the United States and abroad, demonstrating anthropology's mainstream relevance. Prerequisite(s): SO 200 and SO 204 or AN 204, or permission of instructor. Cross listing: AN 407.

SO 411. FOOD, GENDER, AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food reflects culturally determined gender and power relations in societies around the world. Prerequisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: AN 411 and WGS 411.

SO 412. FOOD JUSTICE (3). Explores our relationship with food through analysis of power, privilege, and culture. Learn ways to change the alienation, structural violence, and injustice experienced within dominant systems of food production and consumption. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: AN 412 and PJ 426.

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):One 200-level Sociology or Anthropology course required.Cross listing: CR 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): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: CR 422 and PJ 422.

SO 423. MEXICAN AMERICANS IN THE U.S. (3). Provides a general overview of Mexican Americans in the United States in contemporary society. Examines the history, culture, and past and present policies that have affected the community. Emphasizes racism, discrimination, prejudice, internal colonialism, split labor market theory, immigration, participation in social movements, and experiences within the various social institutions such as the economy, politics, media, education, and the family. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor. Cross listing: AN 423.

SO 424. SEX, GENDER AND SOCIETY (3). Examines the social construction of gender difference and stereotypes in the US and other cultures. Performs critical analysis of biological, sociological, anthropological, historical, and psychological explanations of masculinity and femininity. Includes intersections between gender and ethnicity, sexual orientation, social class, friendship, love,

work, and disability. Pre-requisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: WGS 424.

SO 425. NATIVE AMERICANS (3). Provides a general overview of Native Americans of North America. Examines the history, past and present social policies and treaties, and the American Indian Movement. Explores concepts such as racism, discrimination, prejudice, and internal colonialism. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor.

SO 439. BLACK SOCIAL THOUGHT (3). Focuses on African-American social thought and the West African influence from historical, political, sociological and cultural perspectives from pre-1492 to present day. Includes intensive pre-departure seminars, a two-week Ghanaian service-oriented field experience and service in Denver communities. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: PJ 439. NOTE: Acceptance into the Tinansa Program required.

SO 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: ENVS 441 and PJ 441.

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. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: CR 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): One 200-level Sociology or Anthropology course or permission of instructor. Cross listing: CR 451.

SO 452. PUNISHMENT AND CORRECTIONS (3). Provides historical, political, and economic analysis of the panel system in the United States. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: CR 452 and PJ 452.

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 CR 450 recommended. Cross listing: CR 459E-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. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: PJ 460.

SO 464. STAND UP AND FIGHT: COMMUNITY ORGANIZING (3). Presents history, theory and strategies of community organizing in the United States, and experience of community organizing techniques by developing and implementing a community organizing project on the Regis campus or working with the local community organizers. Cross listing: PJ 464. Pre-requisite(s): One 200-level Sociology or Anthropology course.

SO 468E-W. TOPICS IN CULTURAL ANTHROPOLOGY (3). Analysis of cultural, social and political changes and challenges in contemporary and ancient cultures. Prerequisite(s): One 200-level Socoiology or Anthropology course or permission of instructor.

SO 469E-W. TOPICS IN CULTURE (3). Analysis of origins, development, and changes/challenges of ancient and/or modern cultures. Prerequisite(s): SO 200 or AN 204 or permission of instructor. Cross listing: AN 469E-W.

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: PJ 427.

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): EC 200 or EC 320 or one 200-level Sociology or Anthropology course or permission of instructor.

SO 474. MODERN SLAVERY AND TRAFFICKING (3). Modern Slavery and human trafficking in global perspective. Covers sex trafficking, bonded labor, forced labor, child soldiers, chattel slavery, and domestic servant slavery. Explores the role of the state, organized crime, the media, culture, corruption, and debates about prostitution. Includes testimonies by survivors research reports, theoretical essays, policy statements, expert testimonies, and videos. Prerequisite(s): SO 200 or PJ 400 or permission of instructor. Cross listing: PJ 474 and CR 474.

SO 475. GLOBALIZATION AND REVOLUTION (3). Critical examination of economic, social, and political instruments of globalization, revolution, and social change around the world. Prerequisite(s): SO 200 or permission of instructor. Cross listing: PJ 475.

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 SO 204 or AN 204 or permission of instructor required. Cross listing: AN 485.

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 380. 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 491. COMMUNITY SOCIAL CHANGE SEMINAR I (3). Discussions, readings and assignments will take place at the intersection of three dimensions of learning; the Internship Experience (Action), Experiential Learning Pedagogy (Consciousness), and Theories and Practice of Social Change (Knowledge). Prerequisite(s): One 200-level Sociology or Anthropology course and Junior or Senior Standing.

SO 492. COMMUNITY SOCIAL CHANGE SEMINAR II (3). Readings on University/Community collaborations, Community Based research, and social change, as well as the implementation and completion of a community project in collaboration with community partners. Prerequisite(s): SO 491.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community, and urban studies. Pre-requisite(s): One 200-level Sociology or Anthropology course.

SO 497E-W. PRACTICUM IN SOCIOLOGY (3). Volunteer or work in the community to enhance both understanding of the nature of these agencies, organizations and community efforts and their analysis of social probmems and issues. Related readings, written assignments and discussions accompany the experience. Pre-requisite(s): One 200-level Sociology or Anthropology course. NOTE: Junior or Senior Standing and approval of Department Chair required. Cross listing: CR 497E-W.

SO 498E-W. INTERNSHIP IN SOCIOLOGY (1-3). Provides an intensive work experience appropriate to the sociology discipline. Prerequisite(s): Junior or Senior Standing and Approval of Department Chair and Director of Academic Internship Program required. .

SO 499. MAJORS SEMINAR (3). Capstone course provides Sociology majors with information on graduate school, employment opportunities and particular ways their knowledge can be used to contribute to the community. Students are encouraged to participate in the community during this course. Prerequisite(s): Majors and minors only and Senior standing.

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WOMEN'S AND GENDER STUDIES

Dr. Geoffrey Batemna, Assistant Professor, Program Director

Dr. Kari Kloos, Associate Professor

Women's and Gender Studies Major 30 SH

WGS 400--Introduction to Women's and Gender Studies 3 SH

WGS 498E-W--Internship in Women's and Gender Studies 3 SH

WGS 499--Women's and Gender Studies Senior Thesis 3 SH

Plus twenty-one semester hours of Women's and Gender Studies courses which must include a minimum of one course (3 SH) selected from the humanities and at least one course (3 SH) from the social sciences. Examples include::

Humanities

WGS 410E-W--Women in Literature 3 SH

WGS 435--Images of Women in Art and the Popular Media 3 SH

WGS 437--Writing By and About Hispanic Women 3 SH

WGS 460E-W--Women and Religion 3 SH

WGS 470-- Feminist Theory 3 SH

WGS 485H--The Politics of Poverty 3 SH

WGS 490E-W--Selected Topics in Feminist Theory 3 SH

Social Science

WGS 411--Food, Gender, and Culture 3 SH

WGS 424--Sex, Gender and Society 3 SH

WGS 440--Gender, Sexuality and Communication 3 SH

WGS 444--Economics of Poverty and Inequality 3 SH

WGS 450--Psychology of Women 3 SH

WGS 467--Human Sexuality 3 SH

WGS 485E--Family Violence 3 SH

Women's and Gender Studies Minor 15 SH

WGS 400--Introduction to Women's and Gender Studies 3 SH

Upper Division Women's and Gender Studies Electives (selected with the approval of the major advisor) 12 SH

NOTE: WGS 400 is prerequisite for all upper division Women's and Gender Studies courses.

WOMEN'S AND GENDER STUDIES COURSE DESCRIPTIONS (WGS)

WGS 400. INTRODUCTION TO WOMEN'S AND GENDER STUDIES (3). Presents an interdisciplinary study of gender in society. Introduces different theoretical frameworks for examining sexual difference in history, culture, and contemporary society. Applies concepts and methods of Women's and Gender Studies to such topics as family, religion, work, sexuality, and social change.

WGS 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. Cross listing: HSC 401 and PE 401. NOTE: For non-Nursing majors.

WGS 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): WGS 400 or RCC 200 or EN 210 and one 300-level English course. Cross listing: EN 410E-W.

WGS 411. FOOD, GENDER, AND CULTURE (3). Explores ways in which preparing, eating, and thinking about food reflects culturally determined gender and power relations in societies around the world. Prerequisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: AN 411 and SO 411.

WGS 424. SEX, GENDER AND SOCIETY (3). Examines the social construction of gender difference and stereotypes in the US and other cultures. Performs critical analysis of biological, sociological, anthropological, historical, and psychological explanations of masculinity and femininity. Includes intersections between gender and ethnicity, sexual orientation, social class, friendship, love, work, and disability. Pre-requisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: SO 424.

WGS 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.

WGS 435. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 200 or FAC 211 or FAC 212. Cross listing: FAHS 435.

WGS 437. WRITING BY AND ABOUT HISPANIC WOMEN (3). Analyzes the creation and re-creation of the female persona in selected texts by and about Hispanic women writers from the middle ages to the present. Emphasizes critical analysis and the continued development of speaking, reading, writing, listening and cultural proficiency.

WGS 440. GENDER, SEXUALITY AND COMMUNICATION (3). Explores connections between communication, gender, and sexuality in close relationships, organizations and the media. Course involves readings, dialogues, films, field trips, and group projects. Prerequisite(s): COM 380 or WGS 400 or permission of instructor. Cross listing: COM 440.

WGS 444. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 320 and EC 330 or permission of instructor. Cross listing: BA 444, EC 444, and PJ 444.

WGS 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 RCC 200, EN 210 or EN 250 and one 300-level English course. Cross listing: EN 449.

WGS 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 WGS 400. Cross listing: PY 450.

WGS 460E-W. 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): RT 201 or WGS 400.

WGS 467. HUMAN SEXUALITY (3). Focuses on the physiological, behavioral, cognitive, and social aspects of human behavior as related to human sexuality using a multidisciplinary and life-span approach. Topics include physiology, communication, gender, development, orientation, violence, the marketplace, culture, religion, and health. Prerequisite(s): PY 250 or WGS 400. Cross listing: PY 467.

WGS 470. FEMINIST THEORY (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): WGS 400 or one 200-level Philosophy course. Cross listing: PL 470.

WGS 485E-W. SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES (3). Offers and discusses selected topics in Women's and Gender Studies. Prerequisite(s): WGS 400.

WGS 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): WGS 400.

WGS 495E-W. INDEPENDENT STUDY IN WOMEN'S AND GENDER STUDIES (3). Provides an opportunity for independent study in an area of interest in women's and gender studies. Prerequisite(s): WGS 400 and approval of program director. Majors and minors only.

WGS 498E-W. INTERNSHIP IN WOMEN'S AND GENDER STUDIES (3). Provides intensive and practical work experience related to Women's and Gender Studies.

WGS 499. WOMEN'S AND GENDER STUDIES SENIOR THESIS (3). Students meet regularly with their thesis advisor to prepare a thesis paper based on independent research. The thesis will be defended before the Women's and Gender Studies Committee before the end of the semester.

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REGIS COLLEGE NON-TRADITIONAL UNDERGRADUATE PROGRAMS

CERTIFICATE IN APPLIED CRAFT BREWING

Dr. Catherine Kleier, Associate Professor, Director

OFFICE: Room 203 Felix Pomponio Family Science Center

Regis University

Mail Code: D-8

3333 Regis Boulevard

Denver, CO 80221-1099

Phone: 303-964-6114

www.regis.edu/craftbrewing

The Certificate in Applied Craft Brewing in Regis College is designed for students who have taken undergraduate collegiate courses in basic biology, chemistry, and mathematics (one course each) or demonstrated some proficiency in these areas via CLEP testing and who seek to pursue interests or careers in craft brewing. This certificate provides focused study of the science, business, and practice of craft brewing with an emphasis on applying coursework. The program culminates with an internship experience in a brewery or brewing-relevant setting. Admission to this program is separate from the traditional undergraduate program in Regis College. Regis College undergraduates may not take Applied Craft Brewing courses as part of the traditional undergraduate program

LEARNING FORMAT

This program is offered as four eight-week evening courses and a sixteen-week independent internship administered online. The program may be completed in one year. The eight-week courses are classroom-based with some laboratory and brewing site-visit activities.

FACULTY

The Applied Craft Brewing Certificate is distinguished by a faculty with advanced degrees in their appropriate disciplines and expertise in brewing.

ADMISSION

Application Requirements

1. An online application form with application fee.
2. A short essay outlining student interest in the program submitted with the application.
3. Completion of the following pre-requisite collegiate coursework from a regionally accredited college or university or a passing grade on the appropriate CLEP examination:
   - one semester of biology,
   - one semester of chemistry, and
   - one semester of mathematics.
4. Official transcripts demonstrating completion of the required collegiate courses, or passing CLEP test scores of 50 in each of these areas.
5. Proof of age of 21 or older by beginning of first program course.
6. Pass a criminal background check after admission.

Application Cycle

Application for admission opens January 15th and will begin to be considered on February 1st. Admission will continue on a rolling basis until the class is full. Additional applications may be considered through August 20th.

Application Fee

A nonrefundable undergraduate-program application fee of $50 is required. This fee must be paid in full before the application is processed.

Deposit

Applicants must reply and send non-refundable $350 deposit within 14 days of receipt of the offer of admission. Extension of this deadline may be granted by the program director on a case-by-case basis.

Probationary Admission

Students who show promise for the program but were not competitive for admission, may be admitted at the discretion of the Program Director on a probationary basis. Successful completion of the first course with a grade of C (2.000) or better removes the probationary status and entitles students to good academic standing.

Specificity of Admission

Admission is granted for this specific program and may not be transferred among programs. Switching programs requires re-application, and admission to the new program is not guaranteed.

International Students

All international students seeking admission should check directly with the Program Office for specific information for requirements.

APPLIED CRAFT BREWING CERTIFICATE CHARGES

FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$475
Application Fee (nonrefundable)	$50
Home Brewing Supplies (approximate)	$150

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.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog.* Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

ACADEMIC INFORMATION

The Applied Craft Brewing Certificate Program follow the eight-week course schedule used in the Rueckert-Hartman College for Health Professions and the sixteen-week course schedule (for internship) used in Regis College, Add/Drop and withdrawal deadlines coordinate with those in the respective schools. The same policies regarding appeals of disputed grades, academic integrity, academic student conduct, and academic dismissal that apply in the Regis College undergraduate program also apply to students in the Applied Craft Brewing Certificate.

FINAL EXAMINATIONS

Final examinations occur during the regularly scheduled class period, via individual scheduling outside of class time, or via online examination. Eight-week courses do not have separate scheduled examination periods.

INCOMPLETE GRADES

A student who is unable to take a final examination or complete final class coursework for a valid reason (i.e., emergency circumstances beyond the student's control) is eligible for a grade of incomplete. A student must specifically request an Incomplete grade in writing from the instructor, who will determine if the reason is valid based on his/her judgment and the policies outlined in the course syllabus. Students must resolve an Incomplete grade by the end of the next equivalent length academic period (e.g., by the end of the next semester for semester courses or by the end of the next eight-week course period for eight-week courses).

TRANSFER CREDIT

Transfer credit is not awarded for the specialized coursework in the Applied Craft Brewing Certificate.

ACADEMIC STANDING AND PENALTY

Students whose cumulative grade point average falls below 2.000 are placed on academic probation. Students placed on probation must raise their cumulative program grade point average to 2.000 in the subsequent semester to be eligible for completion of the certificate. Suspension appeals are submitted to the Program Director. The review committee will be constructed in the same way as the review committee for appeal of disputed grades except that the program director will serve as the instructor usually does in that process. The student may be asked to attend part or all of the appeal review meeting.

CERTIFICATE AWARD

Students earn the certificate after all requirements are met and documentation is on file. Incomplete grades may result in later award of certificate. A program cumulative grade point average of 2.000 is required for award of the certificate. Transcripts are not released if any financial indebtedness to Regis University exists.

Applied Craft Brewing Certificate

Certificate Requirements	**16 SH**
BREW 400--Biology of Brewing	3 SH
BREW 410--Chemistry of Brewing	3 SH
BREW 430--Business of Craft Brewing	3 SH
BREW 496--Practical Brewing Skills	3 SH
BREW 498--Brewing Internship	4 SH

APPLIED CRAFT BREWING COURSE DESCRIPTIONS (BREW)

BREW 400. BIOLOGY OF BREWING (3). Explores the microbial basis of brewing, including diversity, nutrition, reproduction, macro and micronutrient metabolism, and culture techniques of yeast and other fermenting microbes. Also discusses the basic biology of barley and hops. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 410. CHEMISTRY OF BREWING (3). Explores the chemistry of brewing practice. Includes discussion of malt, wort, and beer analysis and the theory and practice of carbonation. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 430. BUSINESS OF CRAFT BREWING (3). Explores the merchandising and operations of microbrewing, with specific focus on finances, marketing, brewing policies and regulations, and developing a business plan. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 496. PRACTICAL BREWING SKILLS (3). Explores the range of scientific, business, and practical skills necessary for craft brewing including an operational survey and beer sensory assessment. Includes visits to active breweries. Prerequisite(s): BREW 400, BREW 410, AND BREW 430.

BREW 498. BREWING INTERNSHIP (4). Explores the range of scientific, business, and practical skills necessary for craft brewing including an operational survey and beer sensory assessment. Includes visits to active breweries. Prerequisite(s): BREW 400, BREW 410, AND BREW 430.

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REGIS COLLEGE GRADUATE PROGRAMS

MASTER OF ARTS IN EDUCATION

Ms. Karla Esser, MAE Director

OFFICE: Master of Arts in Education
Room 241 Carroll Hall
Regis University
Mail Code: H-20
3333 Regis Boulevard
Denver, CO 80221-1099
Phone: 303-458-4349
Fax: 303-964-5421
www.regis.edu/mae

INTRODUCTION

The Master of Arts in Education Program in Regis College is primarily designed for licensed teachers (K-12) who desire to learn in a collaborative, reflective, and challenging environment through experiences that develop their capabilities as leaders in the education profession. A strand of the MAE Program is also offered for recent college graduates seeking initial teacher licensure.

The Master of Arts in Education offers the following options at the graduate level:

- Master of Arts in Education: Graduate Teacher Licensure (MAEGTL)
- Master of Arts in Education: Learning and Teaching (MAELT)
- Master of Arts in Education: Teacher Leadership (MAETL)
- Master of Arts in Education: Teaching the Linguistically Diverse (MAELD)
- Culturally and Linguistically Diverse Education Endorsement (CLDE)
- Linguistically Diverse Learner (LDL) Academic Certificate
- Teacher Leadership (TL) Academic Certificate

The MAELD program includes required credit hours for an a Culturally and Linquistically Diverse Education (CLDE) Endorsement (19 semester hours) and a LDE Certificate (12 semester hours). The Regis College Master of Arts in Education programs are designed to provide continued depth of knowledge incorporating current research and practices in the field of education for the licensed teacher. Completion of these programs does not lead to licensure as a public school teacher in the State of Colorado with the exception of the Graduate Teacher Licensure program which does lead to teacher licensure. Please refer to that specific section for further information.

LEARNING FORMAT

Courses in the MAE Program are primarily classroom-based with some courses offered in a blended format which includes online components. Fall and spring semester courses are scheduled in the evenings or weekends. Some courses extend over a full 16-week academic period while others are of a shorter duration. Most summer semester courses are offered in concentrated blocks.

FACULTY

The MAE Program is distinguished by a faculty drawn largely from the ranks of practicing education 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.

ADMISSION REQUIREMENTS

- A baccalaureate degree and proof of current teacher licensure as an pre-K, elementary, secondary or K-12 teacher.
- Submission of official transcripts for all college/university coursework.
- An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director.
- A minimum of one year teaching experience in either public or private schools in any grade, pre-K through grade 12. Exceptions must be approved by the MAE director.
- Access to students for on-going application of program concepts.
- A complete Regis University application. 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 the 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. The student may be required to complete a new application to the program.

Probationary Admission

Students who show promise for the program but 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 in the first nine hours of graduate coursework. Successful completion of nine hours of coursework with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Students who do not meet the writing proficiency requirement are required to successfully complete a writing course.

MAE PROGRAM CHARGES FOR THE 2014 - 2015 ACADEMIC YEAR

Tuition (per semester hour)	$475
Application Fee (nonrefundable)	$75
Master's CAP Review Fee	$250
CLDE CAP Review Fee	$200
Graduation Application Fee	$50

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.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog* Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Application Fee

A nonrefundable application fee of $75 is required. This fee must be paid in full before the application is processed unless it is waived by the director.

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level coursework 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 to nine semester hours of transfer credit may be requested depending on program emphasis.

Courses that are transferred into a candidate's Regis University Master of Arts in Education (MAE) Degree Plan must align with 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 without director approval. A course syllabus must accompany each course transfer request.

NON-DEGREE SEEKING STUDENTS

Up to nine semester hours may be taken at Regis University at the master's level (MAE 600-level courses) as an unspecified/special student (non degree seeking) student before declaring intention for program candidacy. These semester hours may be applied to the candidate's degree program.

REGISTRATION

Students may register online via WebAdvisor, in person, by mail, email or fax. Students may register for courses during the add/drop period by contacting the MAE office. 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 Program Director and individual instructors. Absences may result in a lower grade.

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 credit hours. Full tuition is charged to all unspecified (non-degree seeking) non-alumni students registered to audit any Regis University course.

COURSE LOAD/OVERLOAD

Six semester hours constitute a full load for fall or spring semesters. Nine semester hours constitute a full load in the summer. Students wishing to carry more than the full load 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 below:

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 online Application for Graduation is required prior to the semester in which students expect to complete graduation requirements. Specific application deadlines are available from the MAE office. Failure to submit 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 this *Catalog* under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of Academic Records and Registration 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.

PROGRAM OF STUDY

The program of study outlines the requirements for the Master of Arts in Education programs. The students program of study is determined by the University Catalog degree completion requirements in effect at the date of matriculation. Students must complete the program within five years. The program of study expires after five 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.

Double Specialization

Students may complete the Master of Arts in Education with a double specialization. Students must complete the requirements for each specialization, including all elective credits for each specialization. Courses taken which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 9 additional credits unique to the second specialization. Final requirements for the double specialization will be determined by the advisor. When all requirements for both specializations have been completed, the degree and both specializations are posted to the student's official transcript and diploma.

Second Specialization

A Regis University Master of Arts in Education graduate who wishes to return for a second specialization must complete an application for readmission and the requirements for the second specialization. Courses taken during the first specialization which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 9 additional credits unique to the second specialization. Final requirements for the second specialization will be determined by the advisor. Upon completion of all requirements, the second specialization is posted to the student's official transcript and a certificate for the second specialization is awarded to the student.

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING

This degree specialization expands the teachers' literacies, both personally and professionally, in a broad range of content that is directly applicable to the classroom. The program is based on current research about effective curricula and how to create the optimal learning environment for students of all areas.

DEGREE REQUIREMENTS

- Successful completion of 30 semester hours from required Core courses, selected elective courses, and the Teaching and Learning Support Seminars with a minimum cumulative grade point average of 3.000.
- Consistent participation in MAE 695E-H--Learning and Teaching Support Seminar. This small group meets throughout the duration of the program. Candidates may receive from two to four semester hours of credit for participation in the Learning and Teaching Support Seminars over the course of their respective programs. Candidates are expected to participate fully in seminars every semester they are active in the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
- 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.

Total Master of Arts in Education: Learning and Teaching Degree Requirements	**30 SH**
Core Component Requirements	22 SH
Learning and Teaching Support Seminar	2-4 SH
Strategy Strand/Elective Requirements	4-6 SH

Total MAELT Degree with CLD Specialist Endorsement Requirements	**42-45 SH**
Core Component Requirements	20 SH
CLD Endorsement Courses	19-22 SH
Learning and Teaching Support Seminar	1 SH

Graduate MAELT Course Offerings

MAE 605E--Arts for Learning	2 SH
MAE 605M--Multicultural Perspectives	2 SH
MAE 605N--Numeracy Workshop	2 SH
MAE 605S--Socratic Seminar	2 SH
MAE 610--Connecting Beliefs, Theory and Practice	3 SH
MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 695E-H--Learning and Teaching Support Seminar	2-4 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH
Strategy Strands/Electives	4-6 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.

STRATEGY STRANDS/ELECTIVES

The purpose of the strategy strands and elective courses 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 four to six semester hours from electives offered throughout the course of the program. These electives are designed to highlight integration between courses and across strands and to demonstrate theory-as-practice in classroom settings.

LEARNING AND TEACHING SUPPORT SEMINAR

The seminars are designed to provide students with on-going support in a community of learners. Upon admission into the program, candidates are assigned to a Learning and Teaching Support Seminar group facilitated by a mentor/advisor who advises, supports and coaches the candidates. Participation in the seminars is required for students each semester until the degree program is completed. Each candidate registers for academic credit for a Support Seminar during their program (a minimum of two semester).On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for it. In the semester of their CAP Review, candidates must register for the Support Seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW

Candidates are required to present a synthesis of their growth and change in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates submit a letter of intent to the MAE office and 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 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 additional opportunity to successfully complete the CAP Review process if given an Incomplete. Candidates have additional semester to complete the committee's recommendations and complete the Review following an Incomplete Review assessment.

MASTER OF ARTS IN EDUCATION: TEACHING THE LINGUISTICALLY DIVERSE

Master of Arts in Education: Teaching the Linguistically Diverse specialization provides candidates with the latest research in how students learn English as an additional language and develop as bilingual learners. The course work is aligned with the state of Colorado Teacher Performance Standards for preparing teachers to teach culturally and linguistically diverse learners, and provides strategies for teachers to facilitate their specific learning needs. This degree addresses all the academic requirements for the Culturally and Linguistically Diverse Education Endorsement (CLDE) in the State of Colorado.

DEGREE REQUIREMENTS

- Successful completion of 34 semester hours from required CLDE endorsement courses (19 semester hours), LDE seminars/electives (3 semester hours), and Master's Core (12 semester hours) with a minimum cumulative grade point average of 3.000.
- 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 their learning experiences in the MAE Program. The student's developing portfolio provides resources for the CAP Review.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of multicultural education and demonstrate cross-cultural sensitivity.

Total Master of Arts in Education: Teaching the Linguistically Diverse Degree Requirements	**34 SH**
LDE Endorsement Courses	19 SH
LDE Seminar Courses	3 SH
Master's Core Courses	12 SH

Graduate MAELD Course Offerings

MAE 605M--Multicultural Perspectives	2 SH
MAE 610--Connecting Beliefs, Theory and Practice	3 SH
MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Form and Function	2 SH
MAE 695M-P--Linguistically Diverse Seminar	3 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH

MENTOR SUPPORT SEMINAR

Candidates participate in Linguistically Diverse Seminars that meet regularly throughout the duration of their programs. Each mentor group is facilitated by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program. Candidates are required to register for the Support Seminar for a minimum of two semester or may substitute two semester hours of an elective course. On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for the seminar. In the semester of the CAP Review, candidates must register for the Support Seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW

Candidates are required to present a synthesis of their learning in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates register for MAE 699A--Culminating Academic Program Review. The purpose of the review is to provide a forum for candidates to demonstrate their growth as learners and educators and their ability to meet the program and university standards. Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates have one semester to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

MASTER OF ARTS IN EDUCATION: TEACHER LEADERSHIP

Master of Arts in Education: Teacher Leadership provides candidates the opportunity to expand their circle of influence within and beyond their classroom. Drawing from the national Teacher Leader Model Standards and the the Colorado Quality Teacher Standards, coursework will advance the skills and credentials of teachers seeking to serve in a variety of leadership roles. This degree will offer candidates a deep understanding of the various dimensions of teacher leadership including: advocacy and outreach, fostering learning communities, facilitating adult learning, negotiating change processes, understanding collaboration paradigms, and using data to improve instruction.

DEGREE REQUIREMENTS

- Successful completion of 32 semester hours from required Core courses, Teacher Leadership Academic Certificate courses, and the Teacher Leadership Support Seminars with a minimum cumulative grade point average of 3.000.
- Consistent participation in MAE 695 S-T TeacherLeadership Support Seminar. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
- Successful completion of a CAP Review the final semester of a candidate's program.
- Practicum experience appropriate to Teacher Leadership.

Total Master of Arts in Education: Teacher Leadership

Degree Requirements	**32 SH**
Teacher Leadership Certificate Courses	12 SH
Teacher Leadership Courses	6 SH
Master's Core Courses	12 SH
Seminars or Electives	2 SH

Graduate MAETL Course Offerings

MAE 640I--Leading Professional Learning	3 SH
MAE 640J--Leading Collaborative Cultures	3 SH
MAE 640K--Leadership for Inclusion and Equity	3 SH
MAE 640L--Fostering Change forTeaching and Learning	3 SH
MAE 640F--Leading Instruction and Reflective Practice	3 SH
MAE 640M--Teacher Leadership Practicum	3 SH
MAE 695S-T--Teacher Leadership Support Seminars	1 SH
MAE 610--Connecting Belief, Theory and Practice	3 SH
MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
MAE 619--Curriculum Theory and Application	2 SH
MAE 620--Evaluation Theory and Application	2 SH
MAE 699A--Culminating Academic Program (CAP) Review	0 SH

MENTOR SUPPORT SEMINAR
Consistent participation in Teacher Leadership Support Seminars is required. Candidates may receive up to two semester hours of credit for participation in the Teacher Leadership Support Seminars over the course of the program. Candidates must

register for the Support Seminar the semester in which they take their CAP Review. Each mentor group is facilitated by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program. On-going participation in the Support Seminars is expected of candidates for the duration of the program whether or not they register for the seminar.

CULMINATING ACADEMIC PROGRAM (CAP) REVIEW
Candidates are required to present a synthesis of their learning in a Culminating Academic Program (CAP) Review before a review committee the final semester of their program. Candidates register for MAE 699A--Culminating Academic Program Review. The purpose of the review is to provide a forum for candidates to demonstrate their growth as learners and educators and their ability to meet the program and university standards. Candidates may receive a Pass, Incomplete, or No Pass grade for their CAP Review presentation. Candidates have one semester to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION ENDORSEMENT PROGRAM

INTRODUCTION

MAE offers a program that prepare licensed educators for an added endorsement through the State of Colorado in the area of Culturally and Linguistically Diverse Education (CLDE). This endorsement program is designed to provide comprehensive training for teachers in the process of literacy learning and teaching across the content areas as it applies to the culturally and linguistically diverse learner. A student wanting this endorsement does not need to complete a Master's degree but must follow similar admission requirements as outlined for the MAE program. A student may choose, however, to pursue a Master of Arts in Education degree in which credit hours earned toward the endorsement program are applied towards the degree.

ENDORSEMENT PLAN

The Endorsement Plan outlines in writing the requirements for the CLDE Endorsement. 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 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

- Candidates must maintain a cumulative grade point average of 3.000 of better in all 600-level courses. If a student's grade point average falls below 3.000 in the MAE program course requirements, the student is placed on academic probation.
- A candidate who receives a grade of "C" in two courses at the 600-level is subject to academic review and suspension from the program. Grades lower than a "C" do not meet any requirement of the endorsement programs and are unacceptable.
- Successful completion of 19 semester hours from required courses for the CLDE Endorsement.
- Participation in the CLDE Mentor Support Groups is expected every semester the student is active in the program. Each group is supervised by a mentor/advisor who is a CLDE endorsed master teacher. Mentoring is an essential component of the endorsement programs.
- Candidates pursuing the CLDE endorsement are encouraged to complete 3 semester hours of study in a foreign language, a language immersion experience, or equivalent prior to completion of the endorsement program.
- Successful completion of an CLDE CAP Review the final semester of a candidate's program. A candidate continuing in the MAE Program will only present a CAP Review at the completion of the Master's Degree.
- The endorsement program must be successfully completed within four years from the date of the CLDE Endorsement Plan.

Culturally and Linguistically Diverse Educator Culminating Academic Program (CLDE CAP) Review

Candidates are required to present a synthesis of their learning throughout the program in a Culminating Academic Program Review before a Review Committee the final semester of their program. Candidates register for MAE 699B--Culturally and Linguistically Diverse Educator: (CLDE) Culminating Academic Program (CAP) Review. An abstract of a candidate's presentation must be submitted to the MAE office no later than two weeks prior to the scheduled Review.

Candidates may receive a Pass, an Incomplete, or a No Pass Grade for the CLDE CAP Review presentation. Candidates may have another opportunity to successfully complete the CLDE CAP 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 semester to complete the committee's recommendations and complete the Review following an Incomplete Review assessment.

Coursework Required for Culturally and Linguistically Diverse Education Endorsement **19 SH**

MAE 605M--Multicultural Perspectives 2 SH

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators 3 SH

MAE 665G--Linguistics I: Language Acquisition 3 SH

MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators 3 SH

MAE 665I--Assessment for Culturally and Linguistically Diverse Education 3 SH

MAE 665P--Literacy for Culturally and Linguistically Diverse Education 3 SH

MAE 665R--Linguistics II: Form and Function 2 SH

MAE 699B--Culturally and Linguistically Diverse Educator (CLDE): Culminating Academic Program Review 0 SH

MAE ACADEMIC CERTIFICATE PROGRAMS

ACADEMIC CERTIFICATE REQUIREMENTS

An Academic Certificate requires that students meet the following requirements in addition to the 12 specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in all 600-level courses.
- Grades lower than a "B" do not meet any requirement of the Certificate program and are unacceptable.
- The certificate must be successfully completed within three years (36 months) from the date of the Certificate Plan, which occurs before the completion of the first semester.
- Graduate transfer credit is not accepted into the Certificate Program. All 12 hours must be earned through RegisUniversity.

Linguistically Diverse Learner (LDL) 12SH

This certificate offers coursework and applied practice experience to assist classroom teachers to successfully meet the needs of culturally and linguistically diverse students in the classroom. It will provide an entry point to the Culturally and Linguistically Diverse Education (CLDE) endorsement. The four courses selected for the academic certificate are key courses presently offered in the endorsement program so there is a seamless transition to the full endorsement.

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators 3 SH

MAE 665G--Linguistics I: Language Acquisition 3 SH

MAE 665H--Foundations of Education for Culturally and Linguistically Diverse Educators 3 SH

MAE 665I--Assessment for Culturally and Linguistically Diverse Education 3 SH

Teacher Leadership 12SH

The Teacher Leadership Academic Certificate is designed for educators who are ready to expand their circle of influence. Coursework will advance the skills and credentials of teachers seeking to serve in a variety of leadership roles. The certificate program will provide educators a strong foundation to address new reform measures and meet the changing demands of 21st Century schools. Upon completion, designation on the transcript will note the teacher leadership emphasis.

MAE 640I--Leading Professional Learning 3 SH

MAE 640J--Leading Collaborative Cultures 3 SH

MAE 640K--Leadership for Inclusion & Equity 3 SH

MAE 640L--Fostering Change for Teaching and Learning 3 SH

MASTER OF ARTS IN EDUCATION COURSE DESCRIPTIONS

MASTER OF ARTS IN EDUCATION (MAE)

MAE 605E-W. DISCOVERY 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. ARTS FOR LEARNING (2). Participants explore and expand their literacies in the fine arts of music, art, poetry, creative drama, storytelling, and movement. Examines current research on brain based learning, creativity, and the role the arts play in effective teaching and learning. Participants will engage in activities, which utilize the fine arts as learning tools across the content areas.

MAE 605M. MULTICULTURAL PERSPECTIVES (2). Participants will reflect on their culture and the cultural perspectives of others, issues of social justice, and societal structures which impact the success of individual students and programs. Participants will address issues of discrimination and examine their own beliefs and

how these impact their roles as educators. Participants will also investigate threads that tie diverse cultures together through literature.

MAE 605N. 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 605S. SOCRATIC SEMINAR (2). Explores ideas, values, and issues drawn from texts chosen for their richness in content and their ability to stimulate and sustain thoughtful discussion. Seminars are devoted to enlarging the participants understanding through close reading, attentive listening, clear expression, weighing evidence, exploring different views and analyzing logical arguments. Provides intensive practice designed to develop skills in seminar leadership.

MAE 610. CONNECTING BELIEFS, THEORY AND PRACTICE (3). Research and learning theories from constructivism and cognitive psychology are explored. Based on these studies and synthesis of content from throughout the program, participants develop personal beliefs, explore how these beliefs are supported by educational theorists and research, and demonstrate how their beliefs manifest in classroom practice.

MAE 614. ACTION RESEARCH:FOUNDATIONS (3). Participants develop research questions and design an action research study to investigate a relevant aspect of their practice. A formal research proposal is submitted to the Regis IRB and school district for approval. A literature review, synthesizing the current scholarly research on the topic will be completed.

MAE 616. ACTION RESEARCH: APPLICATION (2). Participants will implement research designs developed during MAE 614/615, collect and analyze data, write a formal research paper, and present findings to peers and the community. Prepares educators to investigate questions that arise from their own practice that supports quality teaching and learning. Prerequisite(s): MAE 614.

MAE 619. CURRICULUM THEORY AND APPLICATION (2). Participants will engage in the process of discovering how concept-based curriculum, especially inquiry and constructivism is developed in student-centered classrooms. Distinctions among adopting, adapting, and designing a student centered curricula around the Colorado State Standards will be examined.

MAE 620. EVALUATION THEORY AND APPLICATION (2) Assessment and evaluative procedures will be studied as an integral part of curriculum design and instructional practice. Participants design assessments and evaluation procedures for their classrooms based on individual school communities. Participants will implement ongoing assessments in the classroom and reflect upon student . Prerequisite(s): MAE 619.

MAE 640F. LEADING INSTRUCTION AND REFLECTIVE PRACTICE (3). Provides a deeper understanding of instructional practices, and extends knowledge in order to lead work around student learning. Covers how to develop academic rigor, increase student achievement and ways to differentiate. Common Core Standards are unpacked. Includes topics related to current reform measures.

MAE 640I. LEADING PROFESSIONAL LEARNING (3). Discusses how to effectively plan and facilitate quality professional learning in schools/districts. Through research and adult learning theory application, covers how to advance and support critical reflection to improve student learning. Emphasizes professional learning that is team-based, job-embedded and aligns with Colorado Teacher Quality Standards.

MAE 640J. LEADING COLLABORATIVE CULTURES (3). Provides educators with the skills needed to help foster an environment of collaboration within a larger setting. Analyzes the components necessary for establishing a culture of collective responsibility, advocacy, problem solving and decision making that benefit students, parents and colleagues.

MAE 640K. LEADERSHIP FOR INCLUSION AND EQUITY (3). Provides skills needed to create equitable and inclusive learning and working environments that emphasize respect for diverse backgrounds and perspectives. Identifies, promotes and facilitates differentiated professional learning, as well as fosters reflection upon culturally responsive teaching. Covers modeling, teaching, and advocating for equitable and ethical practices at all levels within the educational system: classroom, grade-level, school, district and state.

MAE 640L. FOSTERING CHANGE FOR TEACHING AND LEARNING (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents. Includes training on the new teacher effectiveness evaluation process as well as how to promote meaningful change, provide effective feedback and influence educational policy.

MAE 640M. TEACHER LEADERSHIP PRACTICUM (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents. Includes training on the new teacher effectiveness evaluation process as well as how to promote meaningful change, provide effective feedback and influence educational policy.

MAE 665E. TEACHING STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). Instructs participants in research-based methods and examines effective content-based instructional strategies for teaching English to CLD

learners. Participants will adapt curriculum materials and learn differentiation techniques. Constructivist and sheltered teaching methodologies will be discussed and demonstrated.

MAE 665G. LINGUISTICS I: LANGUAGE ACQUISITION (3). Provides the participant with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Process learning will be explored and modeled.

MAE 665H. FOUNDATIONS OF EDUCATION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). Provides an overview of the history and legislation related to CLD learners and a survey of bilingual and ESL programs. Models, philosophies and theoretical underpinnings of programs for the CLD will be discussed. Strategies for collaboration with, inclusion of, and advocacy for, diverse students and their families will be explored.

MAE 665I. ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Develops skills for design, evaluation and critique of a variety of formative and summative assessments for CLD learners. Participants will apply this learning through a case study and design of a differentiated assessment based on language proficiency level. Standards for English Language Proficiency will serve as a resource for this work. An overview of historical and legal implications as they apply to linguistically diverse learners will also be presented.

MAE 665L. PRACTICUM FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION(1-5). This course and the support seminar are designed to support candidates in linking the theories learned in other coursework to actual practices. Under the direction of a mentor, candidates demonstrate their skills and knowledge to teaching linguistically diverse learners. Additional attributes which contribute to the success of linguistically diverse learners will be documented through professional development and community involvement activities. NOTE: Pass/No Pass Grading only (60-300 hrs).

MAE 665P. LITERACY FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Focuses on developing a community of learners who explore research and strategies on how to teach initial reading and further develop existing reading skills for the English Language Learner. Integrates research-based strategies focusing on the five reading components, phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension. Participants explore meaningful ways and strategies to teach reading to second language learners at their level of reading development, using appropriate assessments to determine next steps.

MAE 665R. LINGUISTICS II: FORM AND FUNCTION (2). Explores English language grammatical structures and incorporates grammar explanations into sheltered lessons for K-12 CLD learners. Development of appropriate language objectives for language and content lessons will be emphasized. Prerequisite(s): MAE 665G.

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 695M-P. LINGUISTICALLY DIVERSE SEMINAR (1). Candidates work with a mentor to apply their developing understanding from program courses to their classroom practice. Candidates will explore learning connections integrating belief, theory and practice in preparation for the CAP Review as a part of this series of seminars.

MAE 695S-T. TEACHER LEADERSHIP SUPPORT SEMINARS (1). Students will work with their mentor to apply their learning from program courses to their leadership role, explore connections, and assist candidates to integrate belief, theory and practice in preparation for the CAP review. May be taken any semester of the program. Pass/No Pass grading only.

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. CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATOR 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.

MASTER OF ARTS IN EDUCATION: GRADUATE TEACHER LICENSURE PROGRAM

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OVERVIEW

The Master of Arts in Education: Graduate Teacher Licensure Program builds on the mission and goals of the Regis College Department of Education, the Master of Arts in Education (MAE) program, and the University's mission and graduate education philosophy statement. It is aligned philosophically and in delivery

style with the other Education programs and incorporates the many successful components of these programs, including but not limited to: a strong connection between theory and practice; classroom-based instruction that models the learning- and learner-centered, active pedagogy that the program cultivates in participating students; personalization; collaboration among learners and between the University and host schools; critical reflection, metacognition, and lifelong learning; and building and applying a belief system that values diverse students and communities. Building on the approach of the other Regis College education programs, the Master of Arts in Education: Graduate Teacher Licensure Program includes an explicit focus on issues of equity and social justice.

The MAE: Graduate Teacher Licensure Program offers a way for recent college graduates to earn a professional Colorado teaching license in an accelerated, intensive format. The program targets students who earned bachelor's degrees within the past five years, although it is open to anyone with a qualifying degree.

Teaching licenses can be earned in elementary education (23-35 semester hours), K-12 Art (17-29 semester hours), or secondary education (17-29 semester hours). Secondary content areas include science, mathematics, English, social studies, Spanish, French, German, or business/marketing.

Licensure coursework and over 800 hours in a classroom teaching internships can be completed within one calendar year, although elementary education requires an additional semester. A part-time format is also available. Courses take place on the Regis Lowell campus (generally during daytime hours, aligned with the traditional semester calendar, and integrated with undergraduate licensure students) and are taught by full-time faculty with extensive school-based experience.

The licensure coursework counts towards a master's degree. For students who wish to continue on to complete the Master of Arts in Education and the Culturally and Linguistically Diverse Education Endorsement, an additional 15credits are required. This coursework can be completed in as little as one year, and the courses are held on weekends, evenings, and summers to accommodate working teachers.

POLICIES AND ACADEMIC INFORMATION

The information presented previously in the general Master of Arts in Education section applies to the Master of Arts in Education: Graduate Teacher Licensure Program, with the following exceptions:

COURSE LOAD

The degree plan for the Master of Arts in Education: Graduate Teacher Licensure Program outlines the sequence of courses required to meet licensure requirements within a one year time period. Students (except students working toward elementary licensure) are encouraged to participate in this full-time program model, taking a full load of courses and engaging in school-based fieldwork.(Elementary education licensure requires a minimum of 3 semesters to complete). Students wishing to participate in the program on a part-time basis should speak to the program director when applying to the program to determine how long it will take to complete licensure requirements.

PROBATION POLICY

Students must maintain a GPA of 3.000 in all education coursework to continue in good standing. Students may be placed on probationary status for the following reasons:

- GPA falls below 3.000
- Unsatisfactory performance during field work
- Unsatisfactory performance during academic courses
- Issues regarding professionalism (attitudes and behaviors displayed in class and in field experiences as noted in the Department of Education Dispositions of Teaching document)

EXTENSION OF SCHOOL INTERNSHIP/STUDENT TEACHING

If students do not successfully complete their 800 required school internship/student teaching hours or do not demonstrate the required proficiency levels of classroom performance and professional dispositions, it may be necessary for them to extend their experience into a subsequent semester. In this case, students will be required to register for additional sections of ED 680 E-W—School Internship/Student Teaching in the subsequent semester and to pay an additional School Internship/Student Teaching fee to cover direct costs of school-based and university-based supervision.

CAPSTONE PRESENTATION

Students in the Master of Arts in Education: Graduate Teacher Licensure will be assessed in summative fashion in the Teacher Work Sample and Portfolio (which are required by the program

for licensure), and in a capstone presentation at the end of the licensure portion.

GRADUATE TEACHER LICENSURE PROGRAM CHARGES FOR THE 2014 - 2015 ACADEMIC YEAR

Tuition (per semester hour)	$475
Application Fee (nonrefundable; waived for Regis College graduates)	$75
School Internship/Student Teaching Fees [per semester (fall and spring), during licensure year]	$250
Graduation Application Fee	$50

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.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*. Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

ADMISSION

Requirements

1. A baccalaureate degree.
2. Submission of official transcripts for all college/university coursework and completion of transcript evaluation form.
3. An undergraduate cumulative grade point average of 3.00 from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director.
4. Students with a GPA below 3.00 have the option to apply for probationary status. To receive consideration for probationary status, students will need to submit a letter of explanation and an action plan for improvement.
5. Submission of the application packet, available through the Department of Education or the Master of Arts in Education program offices: application form, current resume, personal statement, official transcripts as described above, a two page essay as described in the application form, names of three references, and a copy of a current Colorado Department of Education Substitute license
6. Competency in reading, writing, speaking and listening to English. This is determined either through completing a college course in speech with a grade of "B" or higher, a college composition course with a grade of "C+" or higher, or through meeting a pre-determined set of departmental criteria.
7. Academic preparation in alignment with Colorado Department of Education content area requirements for elementary, secondary, or K-12 art teacher licensure. Requirements are listed in the application packet.
    a. Transcript review session (using the transcript evaluation form) with Department of Education staff or faculty is required to determine extent to which students meet the content requirements.
    b. Additional coursework may be needed to meet state content area requirements for licensure. These courses can be taken at any accredited institution of higher education. The courses must be successfully completed no later than the withdrawal deadline of the first fall semester in the program. Missing coursework for Content Area Licensure: If students are missing any coursework required by CDE for content area preparation, the courses must be completed by the end of the first full academic term in the program. These courses can be taken at any accredited institution of higher education.
8. Content Area Exam: By the end of the first full academic term in the program, students will need to take and pass the State mandated assessment of content knowledge (the PLACE or Praxis II exam). Passing this exam is required for licensure. Students may not be allowed to continue with course work until the exam is passed.
9. Demonstated Math Competency—At least 3 credits of college level mathematics and passing PLACE or Praxis Content Exam in area of licensure. (determined by transcript review).
10. Proof of TB Test: accepted students will need to submit proof of having taken a TB test. This can be done at selected doctor's offices. Deadline: by the end of the first full academic term in the program.
11. Proof of Professional Liability Insurance: accepted students will need to obtain coverage through the Colorado Education Association. Coverage currently costs approximately $35. Deadline: by the end of the first full academic term in the program.

NOTE: All successful candidates will be admitted provisionally and will have their performance in courses and field placement classrooms reviewed by the Committee on Teacher Education at Regis (COTER) after each semester. Failure to demonstrate professional disposition, earn satisfactory grades, or satisfactory internship evaluations may result in suspension or expulsion from the program.

Application Deadline

Applications for admission are accepted throughout the year. Early application prior to the desired starting date is encouraged.

Requirements for Recommendation for Teacher Licensure

1. Students will be placed in school internship assignments by the Education Department Placement Coordinator or the program director according to a variety of criteria.
2. Successful completion of all assigned school internships/student teaching will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Three sections of ED 680E-H School Internship/Student Teaching for two credit hours each (800 clock hours) must be completed successfully before being recommended for licensure.
3. A cumulative GPA of 3.000 or higher must be maintained in all education coursework for teacher licensure at Regis University.
4. Continued evidence of effective communication skills, teacher competencies, and characteristics/ teacher dispositions.
5. Successful completion of the State mandated assessment in program content (PLACE or Praxis II exam).
6. Successful completion of any outstanding coursework towards CDE content area requirements.
7. Completion of Regis College Teacher Work Sample and Portfolio, including the eight performance standards at proficient level.
8. Successful completion of the capstone licensure presentation.

Should the student successfully complete these requirements, the Committee on Teacher Education at Regis (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 based on deficiencies in any of the dispositions or behaviors listed or in any of the requirements of the program.

PROGRAM OF STUDY/DEGREE REQUIREMENTS

Elementary Education Graduate Teacher Licensure Requirements 23-35 SH*

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. As described previously, additional coursework may be required to meet the State requirements for content preparation for elementary education.

*Licensure credits may vary depending on courses transferred into the program

ED 601--Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 603A--Elementary Reading and Writing: Content, Instruction and Assessment	3 SH
ED 604--Foundations of Education in American Schools	2SH
ED 606--Assessment of Learning	2 SH
ED 610--Language, Literacy and Linguistics for Educators	3 SH
ED 618A--Elementary Science: Content, Instruction and Assessment	3 SH
ED 618B--Elementary Mathematics: Content, Instruction and Assessment	3 SH
ED 618D--Elementary Social Studies: Content, Instruction and Assessment	3 SH
ED 647--Multicultural Literature and Literacy Across the Elementary Curriculum	3 SH
ED 680E-H---School Internship/Student Teaching	4 SH
ED 685--Theories and Strategies for CLD K-12	3 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH

Secondary Education Graduate Teacher Licensure Requirements And K-12 Art or Music Education Graduate Teacher Licensure Requirements 17-29 SH*

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. As described previously, additional course work may be required to meet the State requirements for content preparation for specific subject areas. Students should consult a program advisor for the additional requirements for secondary education licensure, which are not listed here.

*Licensure credits may vary depending on courses transferred into the program.

ED 601--Teaching the Exceptional Student in the General Education Classroom	3 SH
ED 603B--Secondary Literacy: Content, Instruction and Assessment	3 SH
ED 604--Foundations of Education in American Schools	2 SH
ED 606--Assessment of Learning	2 SH

One methods course pertinent to the major subject area of licensure selected from the following (ED 621-ED 633):

ED 621--Secondary English: Content, Instruction and Assessment	3 SH
ED 625--Secondary World Language: Content, Instruction and Assessment	3 SH
ED 627--Secondary Mathematics Content, instruction and Assessment	3 SH
ED 628--Secondary Business: Content, Instruction and Assessment	3 SH
ED 629--Secondary Science: Content, Instruction and Assessment	3 SH
ED 631--Secondary Social Studies Content, Instruction and Assessment	3 SH
ED 633--K-12 Art: Content, Instruction, Assessment	3 SH
ED 635--Secondary Curriculum Planning and Classroom Management	3 SH
ED 680E-H--School Internship/Student Teaching	4 SH
ED 685—Theories, Strategies, and Assessment for CLD K-12	3 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH

Additional Secondary Education Licensure Requirements:

Candidates must meet the numeracy requirement (CDE Performance Based Standard #2) as noted in "Requirements for Accepted Students."

Secondary English candidates must also take Adolescent or Young Adult Literature (3 SH) as part of content competency requirements. This course can be taken at any accredited institution of higher education.

Additional Requirements for Master of Arts in Education: Graduate Teacher Licensure 15 SH

Once students have completed licensure requirements and are teaching in their own classroom, students may take the following courses to complete the Master of Arts in Education degree:

MAE 614--Action Research: Foundations	3 SH
MAE 616--Action Research: Application	2 SH
Electives/Strands	10 SH

Students choose from among MAE courses in Culturally and Linguistically Diverse Education, Teacher Leadership or Learning and Teaching strands. However, completion of the ten credits listed below combined with the licensure requirements complete the academic requirements for the state CLD Endorsement.

Culturally and Linguistically Diverse Strand

MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665R--Linguistics II: Form and Function	2 SH
MAE 655I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 605M--Multicultural Perspectives*	2 SH

*if a student has met this requirement as an undergraduate, the student may take another MAE elective.

MASTER OF ARTS IN EDUCATION: GRADUATE TEACHER LICENSURE PROGRAM COURSE DESCRIPTIONS (ED)

ED 601. TEACHING THE EXCEPTIONAL STUDENT IN THE GENERAL EDUCATION 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. Includes a research component. Fieldwork required in an assigned Metro Denver area school.

ED 602. PSYCHOLOGY FOR EDUCATORS (3). Applies principles of development and learning theory to classroom teaching within the context of Colorado Model Content Standards for Teachers. Key theory-to-practice topics include models of learning, achievement gap issues and instructional strategies, motivation, classroom management, fostering positive identity development for diverse students, and parent involvement. Includes a research component. Prerequisite(s): General Psychology or equivalent. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603A. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Focuses on the significance of literacy and models teachers use to foster literacy acquisition in contemporary elementary classrooms. Participants observe, demonstrate, and evaluate peers and their own literacy instruction within the context of comprehension, phonetic awareness, phonics, fluency, and vocabulary. Includes reading and writing instruction and integration of fiction and nonfiction literature that stimulates joyful reading and writing. Coursework includes readings, demonstrates, simulations, lectures, dialogue, group and individual presentations, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603B. SECONDARY LITERACY: CONTENT, INSTRUCTION AND ASSESSMENT (3). Participants build background knowledge and apply instructional strategies and assessments designed to promote students success as readers, writers, speakers, and listeners in middle school and high school classrooms. Coursework includes readings, demonstrations, discussions, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 604. FOUNDATIONS OF EDUCATION IN AMERICAN SCHOOLS (2). Surveys theory and practice in American education, including historical contributions, philosophical approaches, and sociological functions. Provides an introduction to standards-based, assessment-driven education from both national and state perspectives. Includes a research component.

ED 606. ASSESSMENT OF LEARNING (2). 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. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 610. LANGUAGE, LITERACY AND LINGUISTICS FOR EDUCATORS (3). Applies scientific research to classroom practices of language study including phonetics, phonology, morphology, orthography, semantics, and syntax. Particular emphasis upon spelling, grammar, handwriting, and designing instruction according to students assessed needs.

ED 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines themes of identity and diversity in a range of multicultural literature for young adults, with emphases on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescents, and explores ways to weave this literary genre into the fabric of secondary content area classes. Students will construct thematic units and lessons in a standards-based assessment driven environment. Includes a research component.

ED 618A. ELEMENTARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to the teaching of the various sciences. Combines the knowledge of content areas with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618D. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618B. ELEMENTARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Surveys methods and materials appropriate to teaching mathematics. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618C. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618C. ELEMENTARY LANGUAGE ARTS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Using the Colorado Model Content Standards, participants examine links between writing, reading comprehension, oral language, listening, and speaking. Focuses on writing instruction and assessment in establishing a writing community, becoming writers as teachers, and providing writing instruction based on assessment of students needs. Coursework includes readings, demonstrations, simulations, discussion, and written analyses of fieldwork data. Includes a research component. Co-requisite(s): ED 618B. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618D. ELEMENTARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to teaching social studies. Combines the knowledge of content area with the skills and approaches pertinent to the filed. Includes a research component. Co-requisite(s): ED 618A. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 621. SECONDARY ENGLISH: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching English at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 625. SECONDARY WORLD LANGUAGE: CONTENT, INSTRUCTION AND ASSESSMENT (2). Examines materials, methods and assessment practices used in teaching world language (French, German, or Spanish) at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 627. SECONDARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching mathematics at the middle and high school levels. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 628. SECONDARY BUSINESS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines methods, materials, and assessment practices appropriate for teaching middle school and high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 629. SECONDARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used for teaching science at the middle and high school levels. Attention given to whole class, laboratory, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 631. SECONDARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used in teaching social studies at the middle and high school levels. Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Attention given to integrating current events for curricular relevance. Includes a research component.

NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 633. K-12 ART: CONTENT, INSTRUCTION AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials and methods of teaching and assessing various art media; and curriculum development. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 635. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Students will demonstrate 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. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 647. MULTICULTURAL LITERATURE AND LITERACY ACROSS THE ELEMENTARY CURRICULUM (3). Explores historical and contemporary literature for children and adolescents in America. Examines literature representing various genres that teachers use in elementary and secondary classrooms. Coursework includes readings, demonstrations, discussions, field trips, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 651. MULTICULTURAL PERSPECTIVES (3). Explores and reflects on multicultural societal structures which impact the success of students in today's schools. Prepares students to address issues of discrimination in schools, the curriculum, and within the classroom and will ask students to examine their own beliefs and how these will impact their future role as an educator. Students reflect on the questions, 'How ought we to teach and live as teachers?' 'How ought education to progress in a diverse society?' Includes a research component. Prerequisite(s): Must be admitted to Master of Arts in Education: Graduate Teacher Licensure Program. NOTE: Service work in diverse schools is required. This course meets the state requirements for the ESL endorsement. This course is also required for the Master of Arts in Education degree but not for the teaching license. Students can select to take this course or MAE 605M to satisfy this degree requirement.

ED 680E-H. SCHOOL INTERNSHIP/STUDENT TEACHING (2). Students will complete a minimum of 800 fieldwork hours as a teaching intern in a school classroom under the direction of a cooperating teacher as part of the Graduate Teacher Licensure Program. Work with children/adolescents is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. Fee required. NOTE: Students should register for one section of fieldwork in any given term. Pass/No Pass grading only.

ED 685. THEORIES, STRATEGIES, AND ASSESSMENT FOR CLD K-12 (3). Provides 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. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Includes a research component. This course meets the state requirements for the ESL endorsement. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED/MAE 690E-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 Program Director required.

ED 695. SEMINAR: TEACHING AND LEARNING IN DIVERSE SCHOOLS (1). Examines current educational issues especially related to equity-oriented practices and context of student teaching in urban schools. Provides support for completion of Teacher Work Sample and Portfolio. Prerequisite(s): Good standing in program. Approval of program director required. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 699. CAPSTONE LICENSURE PRESENTATION AND REVIEW (0). Candidates are required to register for the Capstone Licensure Presentation and Review during the final May term of the program. Candidates must have completed all other program requirements prior to the Review semester. The purpose of the Capstone Licensure Presentation and Review is to provide a forum for prospective graduates to actively and creatively demonstrate their progress towards state licensure standards and their growth as learners and educators, as demonstrated in the Teacher Work Sample and Portfolio and elsewhere. The Capstone Licensure Presentation and Review serves as a "comprehensive examination." Prerequisite(s): Approval of program director required. NOTE: Pass/No Pass grading only.

MASTER OF ARTS IN EDUCATION: LINGUISTICALLY DIVERSE EDUCATION COURSE DESCRIPTIONS (EDLD)

EDLD 675. LINGUISTICS FOR TEACHERS OF CLD STUDENTS (3). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 685.

MASTER OF ARTS IN EDUCATION: LITERACY COURSE DESCRIPTIONS (EDLT)

EDLT 613. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards,

while adhering to constructive principles. Considers the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 685.

EDLT 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines a range of literature for young adults, with emphasis on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescent ad explores ways to weave the literacy genre into the fabric of secondary content area classes. Student will construct thematic units and lessons in standards-based, assessment driven environment.

MASTER OF SCIENCE IN ACCOUNTING

Mr. Matthew Daly, Associate Professor, Chairperson
Dr. Robin Koenigsberg, Associate Professor, Vice Chairperson
Mr. Don W. Bush, Associate Professor
Mr. Thomas Edmonds, Associate Professor
Dr. David Bauman, Assistant Professor

OFFICE: Division of Business
Carroll Hall, Suite 108
Mail Code: H-8
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INTRODUCTION

The Master of Science in Accounting (MSA) degree, offered by the Regis College - Division of Business, will prepare students who have undergraduate accounting training for professional careers that require an advanced accounting degree. The focus of this 30-credit hour program will be hands-on experience, ethics, and advanced accounting skills, all while furthering the Regis mission of "developing the whole person" and preparing "leaders in the service of others" as the MSA students are trained to become leaders in their profession and the larger community.. The MSA provides an efficient and cost-effective avenue for completing the 150 hours that is required in Colorado (effective July 2015) and all other states to be certified as a Certified Public Accountant. Regis undergraduate accounting students are allowed to take up to nine hours of masters-level classes during their senior year.

ADMISSION

Current Regis College Undergraduate Student

- Overall GPA – minimum 3.0 cumulative for the last 30 hours
- Accounting GPA – minimum 3.0 cumulative for all accounting courses
- Completion of the following prerequisite courses or their equivalents:
  - AC320A /B--Principles of Accounting I and II
  - AC 410 A/B--Intermediate Accounting I and II
  - AC 480--Auditing Principles and Procedures
  - BA 430--Business Finance
  - AC 450A--Income Tax Accounting I

Non Regis College Undergraduate Student

- Any baccalaureate degree earned from a US based regionally accredited college or university
- Two professional recommendations (at least one from an accounting professor)
- Official undergraduate and graduate transcripts
- Overall GPA – minimum 3.0 cumulative for the last 30 hours
- Accounting GPA – minimum 3.0 cumulative for all accounting courses
- GMAT required, including Analytical Writing component
- An essay (two pages maximum) submitted with the application answering why the applicant wants to pursue the MSA at Regis University and how earning the MSA will meet the applicants long-term career goals.
- Completion of the following prerequisite courses or their equivalents:
  - AC320A/B--Principles of Accounting I and II
  - AC 410 A/B-- Intermediate Accounting I and II
  - AC 480--Auditing Principles and Procedures
  - BA 430--Business Finance
  - AC 450A--Income Tax Accounting I

MASTER OF ACCOUNTING PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$780.00
Application Fee (nonrefundable)	$75.00
Graduation Application Fee	$50.00

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.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this Catalog. Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Application Fee
A nonrefundable application fee of $75 is required of all non current Regis College students. This fee must be paid in full before the application is processed.

Deposit

Applicants must reply and send non-refundable $350 deposit within 14 days of receipt of the offer of admission. Extension of this deadline may be granted by the Division chair on a case-by-case basis.

M.S. in Accounting Degree Requirements	**30 SH**
MSAA 602--Interpreting Accounting Information	3 SH
MSAA 604--Financial Communication	3 SH
MSAA 605--Advanced Auditing	3 SH
MSAA 607--Accounting for Non-Profit and Government Organizations	3 SH
MSAA 615--Income Tax Research	3 SH
MSAA 617--Accounting Information Systems	3 SH
MSAA 691--Accounting Ethics	3 SH
MSAA 698 E-W--Master of Science in Accounting Internship	3 SH
MSAC 620--Advanced Accounting	3 SH
MSAC 695--Business Planning and Strategy	3 SH

MASTER OF SCIENCE IN ACCOUNTING COURSE DESCRIPTIONS (MSAA/MSAC)

MSAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Examines adjustment of financial statements used for analysis after assessing accounting policies used and other limitations of accounting model. Analysis of firm's financial ratios, free cash flow, earnings quality, sustainable earnings, creditworthiness, and fundamental (intrinsic) equity value. Prerequisite(s): AC 320A, AC 320B, AC 410A, and AC 410B, or MBAC 604. Cross listing MBAA 602.

MSAA 604. FINANCIAL COMMUNICATION (3). Examines the tools to approach a variety of audiences and clearly articulate complex information. Students will use written, spoken, and presentation formats to practice and improve communication skills. Note: Majors Only.

MSAA 605. ADVANCED AUDITING (3). Examines cases of failed audits to assess audit risk; identify relevant assertions, inherent risks, and control risks; formulate audit objectives; and evaluate appropriateness of audit evidence. Examines earnings management incentives and devices; and threats to auditor's independence. Prerequisite(s): MBAA 602 or MSAA 602, or permission of instructor.

MSAA 607. ACCOUNTING FOR NON_PROFITS AND GOVERNMENT ORGANIZATIONS (3). Examines accounting for not-for-profit organizations and governments. Emphasizes the use of accounting information to help identify and solve problems encountered in the management of these organizations. Prerequisite(s): MSAA 602.

MSAA 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): MSAA 602.

MSAA 617. ACCOUNTING INFORMATION 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.. Cross listing: MBAA 617.

MSAA 691 ACCOUNTING ETHICS (3). Provides the knowledge, insight, and analytical tools necessary to make ethical decisions in accounting. Explores the ethical standards and challenges in tax accounting, corporate accounting, and auditing. NOTE: Students must attend a weekly ethics lab.

MSAA 698E-W. MASTER OF SCIENCE IN ACCOUNTING INTERNSHIP (3). Under the supervision of a qualified MSA faculty member, provides an intensive internship appropriate for the Master of Science in Accounting program. Prerequisites: Completion of all foundation courses and permission of MSA lead faculty required.

MSAC 695. BUSINESS PLANNING AND STRATEGY (3). Develops a strategic and operating plan and implements it using a complex realistic business simulation model.

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GRADUATE PROGRAMS IN BIOLOGY

Dr. Catherine Kleier, Associate Professor, Biology Chairperson

OFFICE: Room 203 Felix Pomponio Family Science Center
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3333 Regis Boulevard
Denver, CO 80221-1099
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INTRODUCTION

Graduate Programs in Biology in Regis College are designed to assist students with preparing for the next steps in their lives by providing high quality educational experiences in specialized areas of the biological sciences.

The Department of Biology offers the following options at the graduate level:

- Master of Science in Biomedical Sciences
- Master of Science in Environmental Biology (Fall 2015)
- Applied Environmental Biology Academic Certificate (Fall 2015)

Application Requirements

1. An online application form with application fee.
2. An essay or personal statement submitted with the application.
3. Official score notification from the appropriate standardized examination service (e.g., MCAT, DAT, GRE). Not required for certificate programs or students admitted via Regis University Guaranteed Admission Program or AJCU Priority Admission Program (see below).
4. Official transcripts for all college/university coursework. Not required for students admitted via Regis University Guaranteed Admission Programs.
5. Two letters of academic or professional recommendation. One letter must be written by a college or university instructor in the natural sciences or mathematics. Students may submit an optional third letter to demonstrate a wider range of pre-graduate activities such as relevant work experience. Recommendation letters are required for students under Priority Admissions but are not required for students admitted via Regis University Guaranteed Admission Programs. All documents submitted during the application process become the property of Regis University.

Application Cycle

Application for admission opens January 15th and will begin to be considered on February 1st. Admission will continue on a rolling basis until the class is full. The full consideration deadline is May 31st. Additional applications may be considered through August 1st.

Application Fee

A nonrefundable application fee of $75 is required. This fee must be paid in full before the application is processed. The fee is waived for Regis University students.

Deposit

Applicants must reply and send a non-refundable $350 deposit within 14 days of receipt of the offer of admission to a Program. Extension of this deadline may be granted by the program director on a case-by-case basis.

Probationary Admission

Students who show promise for the program but do not meet all admission criteria, may be admitted on a probationary basis. Successful completion of the full coursework of the first semester with a 3.000 grade point average removes the probationary status and entitles students to good academic standing in the second semester.

Specificity of Admission

Admission is granted for a specific program and may not be transferred among programs. Switching programs requires re-application, and admission to the new program is not guaranteed.

International Students

All international students seeking admission should check directly with the Admissions Office for specific information. All international students must complete the 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 score of 95 points or higher and at least 22 points or higher on each individual skill section (or the equivalent for other formats). The Program Director will waive this requirement for students who are from a primarily English-speaking country and who speak English fluently as assessed by a phone or online video conversation (e.g., Australia, Bahamas, Barbados, Belize, Canada, Dominica, Ghana, Ireland, Jamaica, Malta, New Zealand, South Africa, Trinidad & Tobago, United Kingdom).
2. For the accepted student, submit to the Admissions 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 Academic Records and Registration. 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 upon or after admission to the program to ensure success in completing coursework.
3. For accepted student, Visa information must be received by the Program Office one month prior to the program start date. To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than April 1st. Applications received later may not be processed in time and may have to be held for the following academic period. International students are accepted conditionally until 2 and 3 above are completed, after which full acceptance will be granted.

Regis University Guaranteed Admissions Program

Regis University students may be eligible for Guaranteed Admission into Biology Graduate programs if they successfully meet all the following requirements:

1. Complete at least three years of full-time study (six regular semesters) through Regis University.
2. Must be enrolled full-time in courses for the Spring semester that would fulfill remaining Regis University graduation requirements. (An exception can be made for up to 9 SH of outstanding coursework that the student intends to complete in the subsequent summer. A plan for taking remaining requirements must be noted on the Guaranteed Admission request form.)
3. Must not have a record of academic misconduct on file in the appropriate Dean's Office.

4. Must submit a Guaranteed Admissions request form to the Biology Graduate Program Office by the deadline (March 31st of the year of desired program entry).
5. Have a cumulative Regis College grade point average of 3.00 or above for the Environmental Biology programs or 3.33 or above for the Biomedical Sciences program in the required coursework listed below for each program.
6. Complete the required pre-requisite coursework with minimum grades of B or higher in Regis College as indicated for each program below (unless otherwise indicated).

Biomedical Sciences Guaranteed Admission Course Requirements:

- BL 260* and BL 261 or 261H Principles of Biology: Molecular and Cellular & Laboratory (B+ or higher).
- BL 262* and BL 263 or 263H Principles of Biology: Organismic & Laboratory (B+ or higher).
- BL 416 Molecular and Cellular Biochemistry or CH 452A Biochemistry I
- CH 210* and CH 211 or CH 220 and CH 221 General Chemistry 1 and Laboratory
- CH 230 and CH 231 General Chemistry 2 and Laboratory
- CH 250 and CH 251 Organic Chemistry 1 and Laboratory
- CH 450 and CH 451 Organic Chemistry 2 and Laboratory
- MT 272 Statistics for Life Sciences
- PH 202A and PH 203A or PH 304A and 305A Physics 1 and Laboratory
- PH 202B and PH 203B or PH 304B and 305B Physics 2 and Laboratory
- RCC 200 or RCC 200H Writing Analytically
- At least two of the following upper-division courses with pre-requisite Laboratory if offered. BL 406 and 407 Anatomy, BL 414 and 415 Genetics, BL 418 and 419 Microbiology, BL 436 Physiology, BL 466 Immunology, or BL/PY/NS 485 and 486 Neuroanatomy and Neurophysiology.

Environmental Biology Guaranteed Admission Course Requirements:

- BL 260* and BL 261 or 261H Principles of Biology: Molecular and Cellular & Laboratory
- BL 262* and BL 263 or 263H Principles of Biology: Organismic & Laboratory
- BL 402 and BL 403 or ENVS 402 and ENVS 403 Principles of Ecology and Laboratory
- CH 210* and CH 211 or CH 220 and CH 221 Principles of Chemistry 1 and Laboratory (C or higher)
- MT 272 Statistics for Life Sciences
- RCC 200 or RCC 200H Writing Analytically
- At least two upper-division courses with introductory science course pre-requisites in Biology (BL) or biologically-focused Environmental Science (ENVS) focused on Ecology or Evolution.

* Introductory biology and chemistry lecture courses for which credit has been granted via AP, IB, or College Articulation agreements in high school are waived.

7. M.S. in Environmental Biology applicants (not Certificate Applicants) also must meet the physical requirements of being able to hike for an hour outdoors and being able to spend full days outdoors for field work for the program (not required for the M.S. in Biomedical Sciences or the Applied Environmental Biology Certificate Program).
8. Obtain a positive recommendation from the Guaranteed Admissions Program Advisor who will base this recommendation on verification of the student's meeting the requirements, information gathered from Regis faculty about student preparation and maturity, a short informal in-person or phone interview, and any other information relevant to the appropriate fit between the student and the program.

No standardized test score (e.g., GRE, MCAT, DAT), formal recommendations, official transcript submission, or additional application to the M.S. program are required if a student meets the criteria of a Guaranteed Admission Program.

Regis College students not meeting the Guaranteed Admissions criteria remain eligible to apply to the Biology Graduate Programs (without application fee) and have their applications competitively reviewed.

Students approved for Guaranteed Admission will automatically progress into the graduate program, after completing the requirements for the Regis undergraduate degree while maintaining the above conditions of eligibility.

AJCU Priority Admissions Program (Environmental Biology only)

Non-Regis students from Association of Jesuit Colleges and Universities (AJCU) member institutions (United States Jesuit Colleges and Universities) may be eligible for Priority Admission into the M.S. in Environmental Biology or Certificate in Applied Environmental Biology program if they successfully meet all the following requirements:

1. Complete at least three years of full-time study (six regular semesters) through an AJCU school or schools.
2. Must be enrolled full-time in courses for that would fulfill remaining AJCU school graduation requirements by the end of the current academic year. (An exception can be made for up to 9 SH of outstanding coursework that the student intends to complete in the subsequent summer. A plan for taking remaining requirements must be noted on the Guaranteed Admission request form.)
3. Must not have a record of academic misconduct on file at the AJCU institution.
4. Must submit a Priority Admissions Application form with application fee to the Biology Graduate Program Office by the deadline (March 31st of the year of desired program entry).

5. Must submit two positive recommendations (at least one from a natural-science faculty member at the AJCU school) that provide evidence of student academic capacity, maturity, and fit with the program.
6. Must submit official collegiate transcripts from the AJCU school and any other school where the student completed courses required for program admission or completed more than 9 SH of coursework.
7. Have a cumulative AJCU-school grade point average of 3.00 or above in the required coursework listed below.
8. Complete the *Environmental Biology Priority Admission Course Requirements* with minimum grades of a B or higher (unless otherwise indicated).
   - Year of introductory biology* with laboratories.
   - A semester of ecology (must be a course with ecology content and with an introductory biology pre-requisite).
   - A semester of collegiate chemistry for science students* with laboratory. (C or higher)
   - A semester of collegiate statistics.
   - A course in English composition.
   - At least two upper-division courses with introductory science course pre-requisites in Biology or biologically Focused Environmental Science focused on Ecology or Evolution (B or higher).

   * Except for introductory biology and chemistry lecture courses for both program areas for which credit has been granted via AP, IB, or College Articulation agreements in high school and recognized by the AJCU institution. These pre-requisites are waived in this circumstance.
9. M.S. in Environmental Biology applicants also must meet the physical requirements of being able to hike for an hour outdoors and being able to spend full days outdoors for field work for the program (not required for the Certificate Program).
10. Obtain a positive recommendation from the Guaranteed Admissions Program Advisor who will base this recommendation on verification of the student's meeting the requirements, information gathered from Regis faculty about student preparation and maturity, a short informal in-person or phone interview, and any other information relevant to the appropriate fit between the student and the program.

No GRE score or additional formal application to the M.S. or Certificate program are required if a student meets the criteria of the Priority Admission program.

AJCU students not meeting the Priority Admissions criteria remain eligible to apply to the M.S. or Certificate program and have their applications competitively reviewed.

Students approved for Priority Admission will progress into the M.S. in Environmental Biology or Certificate in Applied Environmental Biology, after completing the requirements for the undergraduate degree in Regis College while maintaining the above conditions of eligibility.

ACADEMIC INFORMATION

Sixteen-week semester courses in Biology graduate programs follow the same fall- and spring-semester academic schedules as the Regis College undergraduate program, including final examination schedules and both add/drop and withdrawal deadlines. Eight-week accelerated courses in Biology graduate programs allow add/drop through the first week of the eight-week term and allow withdrawal from the second week through the fourth week of the term. One-week one-semester hour courses in Biology Graduate Programs do not allow students to Add/Drop after the course has started and allow withdrawal through the third day of the course.

The same policies regarding appeals of disputed grades, academic integrity, academic student conduct, and academic dismissal that apply in the Regis College undergraduate program also apply to Biology graduate programs.

FINAL EXAMINATIONS

Final examinations in semester courses (16-week course) are assigned at the end of each semester for two hours each during final-examination week. The final examinations for semester courses in Biology graduate programs follow the same schedule as Regis College undergraduate courses, unless modified by the Director of the Program and the students are informed. Final examinations in accelerated eight-week courses occur during the regularly scheduled class period, via individual scheduling outside of class time, or via online examination. Eight-week courses do not have separate scheduled examination periods.

INCOMPLETE GRADES

A student who is unable to take a final examination or complete final class coursework for a valid reason (i.e., emergency circumstances beyond the student's control) is eligible for a grade of incomplete. A student must specifically request an Incomplete grade in writing from the instructor, who will determine if the reason is valid based on his/her judgment and the policies outlined in the course syllabus. The length of time allowed to finish work and resolve an Incomplete grade is determined by the instructor in consultation with the student, but may not exxceed the end of the next equivalent-length academic term (e.g., by the end of the next semester for semester courses or by the end of the next eight-week course period for eight-week courses).

TRANSFER CREDIT

Transfer credit is not awarded for graduate-level coursework in the Biomedical Sciences graduate program given the closely coordinated nature of the curriculum in this one-year program and transfer credit is only given in limited circumstances in the Environmental Biology Programs (Such determinations are made by the program director).

ACADEMIC STANDING AND PENALTY

Students whose cumulative grade point average falls below 3.000 are placed on academic probation. Students placed on probation must raise their cumulative program grade point average to 3.000 in the spring semester to be eligible for graduation. In addition,

students who receive a grade of "C" or lower in two courses at the 600-level in the same semester are subject to academic review by the appropriate Program Director and may be suspended from the program. Suspension appeals are submitted to the Program Director. The review committee will be constructed in the same way as the review committee for appeal of disputed grades except that the program director will serve as the instructor usually does in that process. The student may be asked to attend part or all of the appeal review meeting.

GRADUATION

Application

The filing of a formal Application for Graduation with the Regis College Dean's Office is required at the beginning of the fall semester in the academic year the student intends to graduate. For students in the M.S. in Biomedical Sciences or the one-year M.S. in Environmental Biology programs, this is immediately after the start of the program.

Degree or Certificate Award

Students graduate after all requirements are met and documentation is on file. Incomplete grades or late application may result in later award of degrees. A program cumulative grade point average of 3.000 is required for graduation with a degree. Certificates do not result in the award of a diploma and are not presented at commencement ceremonies.

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 this *Catalog* under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises by degree recipients is encouraged. The Office of Academic Records and Registration is notified through the Application for Graduation form of students' intent to participate in commencement.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Dr. Kristi Penheiter, Associate Professor, Director

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Regis University
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3333 Regis Boulevard
Denver, CO 80221-1099
Phone: 303-964-6114
www.regis.edu/biomedicalsciences

INTRODUCTION

The Master of Science in Biomedical Sciences Program in Regis College is designed for students who have completed an undergraduate degree and basic undergraduate science coursework and seek to enter a graduate program in the health sciences or health research (e.g., medicine, dentistry, physician assistant, pharmacy, biomedical research). This program provides a rigorous overview of basic sciences similar to that experienced in a first year graduate health program along with a direct externship experience in an area of interest to the student and a focus on helping students identify the best future career path for themselves in the Health Sciences. Students integrate their externship experience with their coursework in the production of their final project. The Program's mission is to prepare students academically for the next steps and their lives, particularly refining and achieving their health-related or biomedical science career goals.

LEARNING FORMAT

This 9-month intensive Program includes both day (afternoon) and evening courses. Courses are scheduled to allow students larger blocks of time for studying, completing an externship, or volunteering. Given the time demands of this program and its required externship (10-15 hours per week), it is highly recommended that students not be employed for more than 10 hours per week. Dedicated graduate courses are classroom or laboratory based and no larger than 24 students. Courses are closely coordinated and include cross-course team-based learning. The externship course during spring semester is a guided academic externship in a health, biotechnology-research, or biomedical research setting that, along with the final Biomedical Seminar, requires completion of a written final research project and short presentation. The final program seminar includes a program cumulative examination.

FACULTY

The Biomedical Sciences Program is distinguished by a faculty with doctoral degrees in scientific disciplines and expertise in biomedical sciences.

BIOMEDICAL SCIENCES ADMISSION REQUIREMENTS

1. Any baccalaureate degree earned from a US based regionally accredited college or university.
2. Score from an appropriate standardized test (GRE, MCAT, DAT, PCAT, OAT, or VCAT), or meeting the criteria of the Regis University Guaranteed Admissions Program.
3. Recommended undergraduate cumulative grade point average of 3.00 or above from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director. A minimum 2.7 grade point average is required.
4. Completion of the following pre-requisite collegiate coursework with a grade of C or higher from a regionally accredited college or university:

- A year of general or introductory biology for science students with laboratories
- A year of general and/or inorganic chemistry for science students with laboratories
- A semester of collegiate mathematics (statistics recommended).
- A course in English composition.
- A year of humanities courses (Art History, Classics, Ethics, History, Literature, Music History, Music Theory, Philosophy, Religious Studies, Theater History, Theology)
- A year of organic chemistry, a year of physics, a second semester of collegiate mathematics, and a semester of genetics also are recommended. It is strongly recommended that students have all the course prerequisites for their health-program of interest competed before entering the Biomedical Master's program.

Note: The natural science and mathematics coursework must have been completed within the last 6 years. The program director may allow substitution of other coursework for specifically identified prerequisite courses or may waive the within-6-years requirement for science courses on a case-by-case basis. Probationary admission may be granted to students with deficiencies in one or two of the above criteria.

BIOMEDICAL SCIENCES PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$764
Application Fee (nonrefundable)	$ 75
Graduation Application Fee	$ 50

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.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog.* Additionally, students are also urged to call Enrollment Services at 303-458-4126 or 1-800-388-2366 Ext. 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

M.S. in Biomedical Sciences Degree Requirements	**32 SH**
BL 610A--Biomedical Sciences Seminar I	1 SH
BL 610B--Biomedical Sciences Seminar II	2 SH
BL 610C--Biomedical Sciences Seminar III	1 SH
BL 610D--Biomedical Sciences Seminar IV	1 SH
BL 613A--Biomedical Human Anatomy Laboratory and Seminar I	2 SH
BL 613B--Biomedical Human Anatomy Laboratory and Seminar II	2 SH
BL 614--Biomedical Genetics	3 SH
BL 616--Biomedical Biochemistry	3 SH
BL 618--Biomedical Human Physiology	4 SH
BL 619--Biomedical Physiology Laboratory	1 SH
BL 620--Biomedical Microbiology	3 SH
BL 621--Biomedical Microbiology and Immunology Laboratory	1 SH
BL 622--Biomedical Epidemiology Seminar	1 SH
BL 624--Biomedical Immunology	3 SH
BL 626--Biomedical Ethics Seminar	2 SH
BL 628--Biomedical Academic Externship	2 SH

MASTER OF SCIENCE IN ENVIRONMENTAL BIOLOGY

Program starts Fall Semester 2015

Dr. John Sakulich, Assistant Professor, Director

OFFICE: Graduate Environmental Biology
Room 203 Felix Pomponio Family Science Center
Regis University
Mail Code: D-8
3333 Regis Boulevard
Denver, CO 80221-1099
Phone: 303-964-6114
www.regis.edu/environmentalbiology

INTRODUCTION

The Master of Science in Environmental Biology Program in Regis College is designed for students who have completed an undergraduate degree and basic undergraduate science coursework and seek to pursue careers in Environmental Science. This program provides focused study of the environment with an emphasis on environmental-study design and assessment along with a direct externship or research experience in an area of interest to the student. Students integrate their diverse program experiences with their coursework in the production of the final project. The Program's mission is to prepare students academically for the next steps in their lives, particularly refining and achieving their environmental career goals.

LEARNING FORMAT

This program may be completed in two formats, a 10-month intensive program including afternoon and evening courses or a two year program involving a first year of evening courses and second year of afternoon courses. The 10-month intensive Program courses are scheduled to allow students larger blocks of time for studying, working part-time, or completing an externship. Given the time demands of this M.S. program and its required

externship or research requirement (10-15 hours per week), it is highly recommended that students completing this program in one year not be employed for more than 15 hours per week. The two-year M.S. Program requires four evening courses in the first year and the remaining afternoon and evening courses in the second year. Courses are classroom or laboratory based. The M.S. degree requires completion of a written final research project and a program cumulative examination.

FACULTY

The Environmental Biology Program is distinguished by a faculty with doctoral degrees in scientific disciplines and expertise in environmental biology.

ADMISSION

1. Any baccalaureate degree earned from a US based regionally accredited college or university.
2. Score from the Graduate Record Exam (GRE) general test (GRE results also should be sent directly to Regis from the testing service), successful completion of the Applied Environmental Biology Certificate, meeting the criteria of the Regis University Guaranteed Admissions Program, or meeting the criteria of the AJCU Priority Admissions Program. Subject test not required.
3. Recommended undergraduate cumulative grade point average of 3.00 or above from the baccalaureate degree-granting institution. Earned graduate credits may be considered in the GPA requirement as approved by the program director. A minimum 2.7 grade point average is required.
4. Completion of the following pre-requisite collegiate coursework with a grade of C- or higher from a regionally accredited college or university:
   - A year of general or introductory biology for science students with laboratories
   - A semester of ecology (must be a course with ecology content and with an introductory biology pre-requisite)
   - A semester of general and/or inorganic chemistry for science students with laboratories
   - A semester of collegiate statistics
   - A course in English composition
   - Additional courses in ecology and evolution also are recommended but not required.

   Note: The natural science and mathematics coursework must have been completed within the last 6 years. The Program Director may allow substitution of other coursework for specifically identified prerequisite courses or may waive the within-6-years requirement for courses on a case-by-case basis. Probationary admission may be granted to students with deficiencies in the above criteria.
5. Ability to complete field work, including the ability to complete a 1 mile hike on uneven ground.

ENVIRONMENTAL BIOLOGY PROGRAM CHARGES FOR THE 2015– 2016 ACADEMIC YEARS

Tuition (per semester hour)	$650
Application Fee (nonrefundable)	$ 75
M.S. Graduation Application Fee	$ 50
Estimated BL 651B airfare cost	$400-$800

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.

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M.S. in Environmental Biology Degree Requirements — 35 SH

BL 650A--Environmental Biology Colloquium and Grant Writing	3 SH
BL 650B--Environmental Biology Colloquium and Project	3 SH
BL 651A--Environmental Biology Fieldwork I	1 SH
BL 651B--Environmental Biology Fieldwork II	1 SH
BL 652--Environmental Biostatistics and Research Design	3 SH
BL 654--Advanced Ecology and Modeling	3 SH
BL 656--Forest and Vegetation Ecology and Management	4 SH
BL 657--Advanced Field Ecology Laboratory	1 SH
BL 660--Ecological Applications of Geographic Information Systems	4 SH
BL 662--Aquatic Ecology and Bioassessment	3 SH
ENVS 650--Environmental Regulation and Impact Assessment	3 SH

One of the following courses.

• BL 458--Behavioral Ecology	3 SH
• BL 658--Advanced Behavioral Ecology	3 SH
• ENVS 458--Behavioral Ecology	3 SH

One of the following courses.

• BL 668--Environmental Biology Externship	3 SH
• BL 691--Graduate Research in Biology	3 SH

CERTIFICATE IN APPLIED ENVIRONMENTAL BIOLOGY

INTRODUCTION

The Certificate in Applied Environmental Biology is designed for students who have completed an undergraduate degree and basic undergraduate science coursework and seek to pursue or enhance careers in Environmental Science. This Certificate program provides focused study of the environment with a focus on environmental-study design and assessment.

LEARNING FORMAT

This program includes four courses that may be completed in 10 months. Courses are accelerated eight-week evening classroom-based experiences with online components. Student may elect to complete the Certificate in more than one year, but should take BL 652 as a first course.

ADMISSION

Admissions criteria and procedures are the same as for the M.S. in Environmental Biology except that they do not include the GRE or the field-work requirements.

CERTIFICATE REQUIREMENTS

Applied Environmental Biology Certificate Requirements	**13 SH**
BL 652--Environmental Biostatistics and Research Design	3 SH
BL 654--Advanced Ecology and Modeling	3 SH
BL 660--Ecological Applications of Geographic Information Systems	4 SH
ENVS 650--Environmental Regulation and Impact Assessment	3 SH

BIOLOGY GRADUATE COURSE DESCRIPTIONS (BL)

BL 610A. BIOMEDICAL SCIENCES SEMINAR I (1). Explores the range of biomedical careers and develops student skills to facilitate success in their biomedical education. Pass/No Pass Grading only.

BL 610B. BIOMEDICAL SCIENCES SEMINAR II (1). Develops student analytical skills in using contemporary biomedical literature and introduces the range of contemporary biological and biomedical research. Guides and coordinates initial externship and Master's project work. NOTE: Requires public seminar attendance outside of class time.

BL 610C. BIOMEDICAL SCIENCES SEMINAR III (1). Reinforces and develops student understanding of the interconnections between the material covered in the first semester's courses. Introduces biostatistics in the context of biomedical studies and continues work on the program-cumulative project.

BL 610D. BIOMEDICAL SCIENCES SEMINAR IV (1). Involves construction and completion of a draft and final written Biomedical Master's Project conforming to program requirements. NOTE: Requires public seminar attendance outside of class time.

BL 613A. BIOMEDICAL HUMAN ANATOMY LABORATORY AND SEMINAR I (2). Develops student knowledge of normal human gross anatomy via anatomical models, human skeletal materials, and cadaver examination.

BL 613B. BIOMEDICAL HUMAN ANATOMY LABORATORY AND SEMINAR II (2). Develops student knowledge of normal human gross anatomy via anatomical models, human skeletal materials, and histological slides.

BL 614. BIOMEDICAL GENETICS (3). Develops student knowledge of molecular genetics and human genetics. Introduces biomedical ethical controversies with roots in genetics and molecular biology.

BL 616. BIOMEDICAL BIOCHEMISTRY (3). Develops student understanding of biochemical principles particularly as related to human metabolic processes. Focuses on protein structure and function and includes basic cell biology.

BL 618. BIOMEDICAL HUMAN PHYSIOLOGY (4). Develops student knowledge of normal human physiology at the cellular, tissue, organ, and system levels. Includes some pathophysiology.

BL 619. BIOMEDICAL HUMAN PHYSIOLOGY LABORATORY (1). Develops student knowledge of normal human physiology via electrophysiological measurement.

BL 620. BIOMEDICAL MICROBIOLOGY (3). Develops student knowledge of microbiological principles, pathogenic microorganisms, infectious diseases, microbial metabolism, and classes and actions of antimicrobial drugs.

BL 621. BIOMEDICAL MICROBIOLOGY AND IMMUNOLOGY LABORATORY (1). Develops student knowledge of microbiological laboratory techniques commonly used in biomedical research and laboratory diagnosis.

BL 622. BIOMEDICAL EPIDEMIOLOGY SEMINAR (1). Develops student knowledge of the basic principles of epidemiology and focuses on epidemiologic literature coordinating with other concurrent-course content.

BL 624. BIOMEDICAL IMMUNOLOGY (3). Develops student knowledge of immunological principles, immunopathology, immunization and classes and actions of immunologically active drugs.

BL 624. BIOMEDICAL IMMUNOLOGY (3). Develops student knowledge of immunological principles, immunopathology,

immunization and classes and actions of immunologically active drugs.

BL 626. BIOMEDICAL ETHICS SEMINAR (2). Develops student knowledge of biomedical ethical issues and student ability to respond to those issues. Will include discussion of ethical issues relevant to the enrolled student's academic externship experiences and Master's Projects.

BL 628. BIOMEDICAL ACADEMIC EXTERNSHIP (). (2). Faculty-directed academic experience in a biomedical research, biotechnology research, or clinical environment. Focuses on linking the experience to biomedical academic content and the student's Master's Project, highlighting any ethical issues raised by the experience.

BL 650A. ENVIRONMENTAL BIOLOGY COLLOQUIUM AND GRANT WRITING (3). Introduces writing in the context of a grant proposal. Fosters ethical consideration, scientific awareness, and analytical skills via the Biology Seminar Series and the environmental primary literature. Begins initial externship, research and Master's project work. Co-requisites: BL 656

BL 650B. ENVIRONMENTAL BIOLOGY COLLOQUIUM AND PROJECT (3). Develops student writing in the context of constructing a final Master's project. Fosters ethical consideration, scientific awareness, and analytical skills via the Biology Seminar Series and working with the environmental primary literature. Co-requisites: BL 662. Prerequisite(s): BL 650A.

BL 651A. ENVIRONMENTAL BIOLOGY FIELDWORK I (1). Introduces field-work and develops data-collection skills in an alpine environment in Colorado. Includes collection of data for use in later Environmental Biology courses.

BL 651B. ENVIRONMENTAL BIOLOGY FIELDWORK II (1). Develops field-work and data-collection skills in an environment outside Colorado or in a non-alpine environment. Includes collection of data for use in later Environmental Biology courses. Prerequisite(s): BL 650A and BL 652.

BL 652. ENVIRONMENTAL BIOSTATISTICS AND RESEARCH DESIGN (3). Introduction to environmental study design and develops the ability to appropriately analyze data and interpret the results using examples taken from the environmental literature. Emphasizes statistical reasoning, assumptions, computer-based analysis, interpretation, and critical evaluation. NOTE: Prior undergraduate or graduate course in statistics required.

BL 654. ADVANCED ECOLOGY AND MODELING (3). Introduction to ecological topics that are then used as the vehicles to develop an understanding of ecological modeling. Emphasizes simulation and analysis of dynamics and stability of ecological systems using computer models. Prerequisite(s): BL 652.

BL 656 FOREST AND VEGETATION ECOLOGY AND MANAGEMENT (4). Introduction to the composition and ecology of woody and herbaceous plant communities. Develops the ability to assess populations, community composition, and health of terrestrial ecological systems for conservation and management. Co-requisites: BL 650A and BL 657

BL 657. ADVANCED FIELD ECOLOGY LABORATORY (4). Develops student knowledge of data collection and ecological assessment techniques in a range of habitats. Co-requisites: BL 656.

BL 658. ADVANCED BEHAVIORAL ECOLOGY (3). Introduction to the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Develops the ability to assess animal behavior in ecological context using behavioral assessment techniques.

BL 660. ECOLOGICAL APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS (4). Develops knowledge of the basic concepts, assumptions, theories, and structures of geographic information systems (GIS). Includes spatial analysis relevant to ecological issues. Includes in-depth examination of GIS in the primary ecological literature. Prerequisite(s): BL 652.

BL 662 AQUATIC ECOLOGY AND BIOASSESSMENT (3). Introduction to freshwater aquatic communities and develops the ability to use wetlands vegetation, aquatic invertebrates, and fishes in wetlands delimitation and bioassessment of aquatic environmental health. Co-requisites: BL650B. Prerequisite(s): BL 652.

BL 668 ENVIRONMENTAL BIOLOGY EXTERNSHIP (3) Introduction to freshwater aquatic communities and develops the ability to use wetlands vegetation, aquatic invertebrates, and fishes in wetlands delimitation and bioassessment of aquatic environmental health. Prerequisite(s): BL 650A and BL 652.

BL 691. GRADUATE RESEARCH IN BIOLOGY (3). Laboratory or field research in biology under faculty direction. Focuses on linking the experience to graduate academic content, highlighting ethical issues raised by the experience.

ENVIRONMENTAL SCIENCE GRADUATE COURSE DESCRIPTIONS (ENVS)

ENVS 650 ENVIRONMENTAL REGULATION AND IMPACT ASSESSMENT (3). Introduces the theory and methods of writing environmental impact assessment reports. Discusses NEPA, ESA, the Clean Water Act, and other environmental regulatory acts. Explores ethical, judicial, scientific, economic, and political perspectives regarding assessing the environment.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

RHCHP DEGREE AND CERTIFICATE OFFERINGS

Academic Dean's Office
Room 332 Claver Hall
Regis University
Mail Code: G-6
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4174
303-964-5533 Fax

DIVISION OF COUNSELING AND FAMILY THERAPY

Regis University
Interlocken Broomfield Campus
Mail Stop P-20
Broomfield, CO 80020
800-944-7667

MASTER OF ARTS

Counseling

Marriage and Family Therapy

Graduate Academic Certificates

Marriage and Family Therapy

Counseling Children and Adolescents

Counseling Military Families

Transformative Counseling

DIVISION OF HEALTH SERVICES ADMINISTRATION

Room 331 Claver Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4157
303-964-5430 Fax

BACHELOR OF SCIENCE

Health Care Administration (HCA)

Health Information Management (HIM)

Post Baccalaureate Academic Certificate

Health Information Management (HIM)

MASTER OF SCIENCE

Health Care Informatics and Information Management

Health Services Administration

Graduate Academic Certificates

Health Care Informatics

Health Care Quality and Patient Safety

LORETTO HEIGHTS SCHOOL OF NURSING

Office: Room 328 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
Office of the Dean
800-388-2366 ext 5735 or ext 4232
or 303-964-5735
or 303-458-4232

Bachelor of Science in Nursing

Traditional Nursing Program	800 388-2366 Ext.5133 or 303-964-5133
Accelerated Nursing Program	800 388-2366 Ext.5133 or 303-964-5133
CHOICE Nursing Program	800 388-2366 Ext.5133 or 303-964-5133

RN-BSN Completion Program

Campus-based	800 388-2366 Ext. 5251 or 303-964-5251
Online	800 388-2366 Ext. 5269 or 303-964-5269

RN to MS Nursing Program

Campus-based	800 388-2366 Ext.5251 or 303-964-5251
Online	800 388-2366 Ext.5269 or 303-964-5269

Master of Science Nursing Program

Family Nurse Practitioner and Neonatal Nurse Practitioner specializations	303-964-5251
Leadership in Health Care Systems specialization	
Campus-based	800 388-2366 Ext.5251 or 303-964-5251
Online	800 388-2366 Ext.5269 or 303-964-5269

Doctor of Nursing Practice Program

Advanced Practice Registered Nurse specialization	800 388-2366 Ext 5251 or 303-964-5251
Advanced Leadership in Health Care Specialization	800 388-2366 Ext 5251 or 303-964-5251

Fax Numbers

All Campus-based programs and Office of the Dean	303-964-5325
All Online programs	303-964-5343

BACHELOR OF SCIENCE IN NURSING DEGREE

Programs

Traditional Nursing Program

Accelerated Nursing Program

CHOICE Nursing Program

RN-BSN Program (online and campus-based)

RN to MS Nursing Program (online and campus-based)

Academic Certificate
Undergraduate Academic Certificate in Gerontology

MASTER OF SCIENCE DEGREE IN NURSING

Program Specializations

Leadership in Health Care Systems (online and campus-based)

Family Nurse Practitioner

Neonatal Nurse Practitioner

Academic Certificates
Graduate Academic Certificate in Health Care Education

See Special Educational Option for Graduate Studies in Nursing for:

Post-Master's Certificate to become a Family or Neonatal Nurse Practitioner

Master of Science Degree in Nursing Completion Option for Certified Nurse Practitioners

DOCTOR OF NURSING PRACTICE

Program Specializations

Advanced Practice Registered Nurse

Advanced Leadership in Health Care

SCHOOL OF PHARMACY

Room 208 Claver Hall
Regis University
Mail Code: H-28
3333 Regis Boulevard
Denver, CO 80221-1099
303-625-1300
303-625-1305 Fax

DOCTOR OF PHARMACY

SCHOOL OF PHYSICAL THERAPY

Room 403 Claver Hall
Regis University
Mail Code: G-4
3333 Regis Boulevard
Denver, CO 80221-1099
Professional Entry Program 303-458-4340
Post-Professional and HES Programs 303-964-5776
303-964-5474 Fax

BACHELOR OF SCIENCE

Health and Exercise Science

DOCTOR OF PHYSICAL THERAPY

Academic Certificates

Fellowship in Manual Therapy

Fellowship in Optimal Aging

DEPARTMENT OF HEALTH CARE ETHICS (HCE)

Within the Rueckert-Hartman College for Health Professions all degree programs include a requirement for a course in health care ethics. The Department of Health Care Ethics addresses that expectation. At the undergraduate level, the department offers a general course in ethics and health that is open to students from many majors and required for Health and Exercise Science students, as well as focused courses for programs in Nursing and Health Services Administration. Graduate level courses are designed to meet the needs of specific programs in Health Services Administration, Nursing, Pharmacy and Physical Therapy. Currently, the department does not offer a major or a minor.

DIVISION OF COUNSELING AND FAMILY THERAPY

The Division of Counseling and Family Therapy was created in fall 2013 when the counseling program moved from the College of Professional Studies to the Rueckert-Hartman College for Health Professions. The Division of Counseling and Family Therapy offers two Master of Arts degrees, a Master of Arts in Counseling and a Master of Arts in Marriage and Family Therapy. The Division also offers four Post-Graduate Certificates in specialized areas of counseling and family therapy for professionals with a Master's degree in Counseling or a closely related clinical area: Counseling Children and Adolescents; Counseling Military Families; Marriage and Family Therapy; and Transformative Counseling. The Master of Arts in Counseling is designed to prepare professionals to work as counselors in a variety of community based mental health counseling settings. The Master of Arts in Counseling is fully accredited by the Council on the Accreditation for Counseling and Related Educational Programs (CACREP) and meets the academic requirements for licensure as an LPC in the state of Colorado.

The Master of Arts in Marriage and Family Therapy prepares students to work as couples and family therapists in mental health and community agency settings. The Master of Arts in Marriage and Family Therapy is fully accredited by the Council on the Accreditation of Marriage and Family Therapy Education (COAMFTE) and meets the academic requirements for licensure as an MFT in the state of Colorado.

DIVISION OF HEALTH SERVICES ADMINISTRATION (HSA)

The Division of Health Services Administration houses undergraduate degree programs in Health Care Administration and Health Information Management, graduate degree programs in Health Services Administration, Health Care Informatics and Information Management, and academic certificate programs in Health Information Management, Health Care Quality and Patient Safety, and Health Care Informatics. Coursework is offered in an alternating weekend, accelerated format with curricula designed to reflect principles of adult learning. HIM and HCA courses are also offered in an online format. 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 was approved in September 1993. The first classes for this degree began in spring of 1994. The program prepares students for a variety of technical, managerial and consultative roles in the health care industry. Settings may include hospitals, nursing homes, ambulatory facilities, clinics, government agencies, computer firms, service agencies and educational institutions. The curriculum combines classroom learning with a clinical internship that features on-the-job supervised experience in an approved health care facility. Most courses are cross listed with the Health Information Management program as an effective and efficient way of bringing health care professionals together to share ideas and promote collaboration.

BACHELOR OF SCIENCE/CERTIFICATE IN HEALTH INFORMATION MANAGEMENT (HIM)

The Health Information Management degree has been offered at Regis University since the fall of 1980. The name was changed from Health Records Information Management to its current name to reflect the expanding role in the professional field. The curriculum incorporates a minor in Health Care Administration. The HIM program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The HIM program has a certificate option for students who have already earned a baccalaureate or advanced 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 HEALTH SERVICES ADMINISTRATION (HSA)

The Master of Science degree in Health Services Administration was approved in January of 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 topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise preparing students 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 either an accelerated, every-other-weekend format or online.

Master of Science in Health Care Informatics & Information management

As health care systems respond to demands to implement electronic health records (EHRs), diagnostic technologies, order entry systems and other such systems, management of information and technology becomes more complex, thereby increasing the educational demands on the labor force. Traditional graduate programs in health care administration tend to focus on executive management with emphases on finance and economics. This program is designed to teach students to manage higher level processes related to Health IT such as system implementation, work flow redesign, system planning and security, and managing electronic health information relating to the legal aspects of digital information. While this degree does not include the RHIA (Registered Health Information Administration) credential, that option is available for students who wish to pursue additional certification. The program is offered in an online environment although some courses are also offered on campus.

Certificate in Health Care Informatics

The use of technology in health care settings is increasing across the country. The electronic health record (EHR) and other clinical health care systems are being implemented with increasing speed in the industry. The Health Care Informatics Certificate is designed to allow current and future health care professionals understand and utilize technological solutions in the work place transparently and provide basic knowledge in health care informatics. Health care informatics has to do with understanding technology and its role in promoting the effective organization, analysis, management and use of information within the health care environment and in treatment of the patient. The four courses that comprise the certificate are offered in an online format and can be completed in two academic semesters (four eight week terms).

Certificate in Health Care Quality and Patient Safety

Patient outcomes have been measured in various ways since the late 1800s, but it was not until the 1970s that health care organizations began employing quality assurance nurses. Health care organizations have responded throughout the years by establishing quality departments within their organizations. In the past, direction for quality programs was based on requirements of accrediting bodies such as the Joint Commission. In 1999, the Institute of Medicine released a report focusing on the safety of patients in the U.S. health care system. This report triggered a number of actions including the 100K Lives Campaign, public reporting of health outcomes, pay for performance initiatives, and the National Patient Safety and Quality Improvement Act of 2005, which encourages voluntary reporting of adverse events. Reporting of health outcomes by health care agencies and other organizations has created an environment of transparency for health care organizations. The public can now access and compare hospitals on mortality rates, infection rates, whether or not a hospital has electronic medical records or physician order entry, how many complaints a hospital or nursing home has had, and much more.

The core of this certificate is comprised of four courses. Students who do not have at least two years of health care experience in a hospital or appropriate setting or basic knowledge or experience using quality improvement tools may also be required to take HSA 610 Health Care Delivery Systems. The certificate is offered in online and classroom formats.

LORETTO HEIGHTS SCHOOL OF NURSING

The baccalaureate, master's, DNP, and post-graduate APRN certificate programs offered by the Loretto Heights School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Regis University adopted and integrated the Bachelor of Science in Nursing degree 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 University when the program moved. In 1991, a graduate program in Nursing was established. In 1993, the National League for Nursing (NLN) renewed the undergraduate program accreditation and granted full five-year initial accreditation to the Master of Science in Nursing 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 School of Nursing and granted full, continuing accreditation to the undergraduate and graduate nursing programs. In 2002, the Loretto Heights School of Nursing decided to maintain a single accreditation--with AACN- CCNE -- and discontinued accreditation with NLNAC. In 2009, the Loretto Heights School of Nursing received full ten-year accreditation for its Bachelor of Science in Nursing and Master of Science programs from CCNE. The Doctor of Nursing Practice program received full five-year accreditation from CCNE in spring 2013.

All nursing curricula are 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 (BSN)

The Loretto Heights School of Nursing offers the Bachelor of Science in Nursing (BSN) in different scheduling formats in order to meet the needs of a variety of student populations seeking their BSN. The Traditional Nursing Program offers the undergraduate curriculum according to a traditional academic fall through spring schedule. The Accelerated Nursing Program is available to serve the adult with a previous non-nursing baccalaureate degree who desires a degree in nursing. The

Connecting Healthcare Occupations with Innovative Curriculum and Experience (CHOICE) Nursing Program offers the BSN with flexible schedules accommodating individuals who work in health care. Programs are also offered for registered nurses (RNs) wishing to earn BSN. The RN-BSN Program is delivered in a one evening per-week campus-based format or an online format. The RN to MS Nursing Program offers RNs both the BSN degree and the Master of Science degree (Leadership in Health Care Systems specialization) in a single program.

Undergraduate Academic Certificate

An undergraduate academic certificate in Gerontology is offered.

Master of Science Degree in Nursing (MS)

The Master of Science degree in Nursing prepares registered nurses for a number of different specializations at the graduate level. Master's students in the Leadership in Health Care Systems specialization choose either a management or an education focus. This specialization is offered in a one evening per week on-campus format or online. The Family Nurse Practitioner (FNP) specialization is offered in an every-other weekend campus-based format. The School offers a Neonatal Nurse Practitioner (NNP) specialization in a one full day per week format. A Master of Science degree completion option for certified nurse practitioners is also offered.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice program builds upon the current MS in nursing curricula. This terminal nursing degree is designed to prepare advanced practice nurses and advanced health care leaders. Students gain expertise in social responsibility, healthcare policy, fiscal issues, program development, and evidence-based practice outcomes. The DNP is offered online over six semesters and contains clinical and practicum experiences focusing on meeting the health care needs of vulnerable and underserved populations.

Post Graduate Nursing Certificates

A Graduate Academic Certificate in Health Care Education and Post-Master's Certificates for FNPs, and NNPs are also offered.

SCHOOL OF PHARMACY

The School of Pharmacy was granted full accreditation by the Accreditation Council for Pharmacy Education (ACPE) in summer 2013.The inaugural class matriculated in fall 2009.

The Doctor of Pharmacy curriculum is a four year professional program leading to a Doctor of Pharmacy (Pharm.D.) degree. Prior to entry into the Doctor of Pharmacy program, students must complete a minimum of two years of pre-professional coursework. The two year pre-pharmacy curriculum, together with the four-year professional pharmacy curriculum, will provide students with the training and knowledge necessary to provide the highest level of pharmacy care.

Note: For additional program information and a complete list of pre-pharmacy courses, please consult the Regis Doctor of Pharmacy website at www.regis.edu/pharmd.

Doctor of Pharmacy

The professional doctoral program (Pharm.D.) is four years (nine semesters), with a new class starting each August. The curriculum is designed for students to become pharmacists able to work in varied settings, including community and institutional pharmacies. The curriculum consists of classroom and experiential instruction. Upon successful completion of the Doctor of Pharmacy program, graduates will receive a doctoral degree and be able to sit for the required licensure examinations.

SCHOOL OF PHYSICAL THERAPY

The School of Physical Therapy offers a Bachelor of Science in Health and Exercise Science, and a Doctor of Physical Therapy (DPT) degree. The physical therapy professional entry program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). Licensed physical therapists are also eligible for admission into the advanced practice Manual Therapy Fellowship certificate program, which is credentialed by the APTA, and the Geriatric Fellowship program.

In addition, the School offers an undergraduate minor in Health and Exercise Science. Refer to the Regis College section of this Catalog for additional information on the Health and Exercise Science minor.

Bachelor of Science in Health and Exercise Science

The School of Physical Therapy offers a Bachelor of Science degree in Health and Exercise Science. This program is designed to prepare students for careers that promote health and wellbeing of individuals, communities and populations. It builds on courses of study in the natural and behavioral sciences and explores the principles of movement organization, control and regulation. Health and Exercise Science combines principles of behavioral health, biomechanics, exercise physiology, motor behavior, nutrition and psychology of sport to optimize physical, mental and social wellbeing. Unique to this degree is the translation of the sciences into individual, community and societal applications of health promotion across the lifespan. Students apply knowledge to optimize health and physical performance in leisure, work and rehabilitative environments.

Flexible career opportunities include employment as an exercise specialist, health and wellness coach, fitness trainer, or occupational and community health specialist. In addition, this program prepares graduates for application to professional graduate programs in fields such as physical therapy, sports medicine, nutrition and other health related disciplines, as well as academic graduate programs in areas such an health and behavioral science, public health, exercise physiology and kinesiology. The Health and Exercise Science major provides a strong foundation in the natural and behavioral sciences and encourages students to tailor their course of study specific to

career goals. Upper division elective courses allow the student to focus on one of two tracks: Community Health Coaching and Exercise or Natural and Behavioral Science. Students have the opportunity to participate in an internship, which provides experience in the application of concepts developed during their studies. Independent study electives are also available.

DOCTOR OF PHYSICAL THERAPY (DPT)

The professional-entry doctoral program (DPT) is a full-time program that is three calendar years in length (eight semesters). It is designed for students who want to become physical therapists. Upon successful completion of the program, graduates receive a doctoral degree, which prepares them to become licensed 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 and a capstone portfolio.

RHCHP GENERAL INFORMATION

INTRODUCTION

VISION/MISSION/VALUES/GOALS

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions embraces the following vision, mission, values, and goals.

Vision

Our vision is to be nationally recognized for delivering innovative and excellent educational programs that prepare socially responsible, capable leaders for the advancement of health care globally.

Mission

Our mission is to integrate academic excellence with social responsibility in the education of men and women as leaders in service of others within the health professions.

Values

We hold the following core values:

- Integrity – Honesty, fairness, respect for individual worth
- Quality – Academic rigor, ability, reputation
- Initiative – Purpose, innovation, life-long learning
- Commitment – Justice, engagement, community
- Service – Spirituality, compassion, caring
- Leadership – Vision, collaboration, accomplishment

Goals

We commit ourselves to:

- Consider the care and education of the whole person.
- Foster a culture that advances the use of evidence as a basis for education and practice.
- Prepare professionals able to practice effectively and compassionately in the changing, uncertain health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences within education and health care.
- Provide educational opportunities that facilitate learning, critical reasoning, and effective communication.
- Promote a student-centered learning environment that respects the unique needs of the individual.
- Cultivate the development of leadership skills in service of others.
- Collaborate with the broader community to meet current and anticipated health care needs.
- Nurture respect for human diversity in an environment of mutual respect and the pursuit of justice.
- Engage students in the living text of the community and challenge them to embrace an ethic of social responsibility to create stronger and healthier communities.

DEGREE REQUIREMENTS

Students are bound by the degree requirements listed in the University *Catalog* at the time of matriculation.

APPLICATION FOR GRADUATION

For additional information on Commencement and Graduation, refer to the General Information section of this Catalog and/or www.regis.edu.

COMMUNICATION

To facilitate communication at Regis University, all students, faculty, and staff of the Rueckert-Hartman College for Health Professions are required to have a RegisNet e-mail account. Messages from the University, College, and individual schools/departments will ONLY be sent to Regis University e-mail addresses. Students can request an account at http://webadvisor.regis.edu.

APPEALS OF DISPUTED COURSE GRADES

Grade appeals involving an issue of academic integrity are handled by the Academic Integrity Board of Rueckert-Hartman College for Health Professions. The policy and procedure is delineated in the Division of Counseling and Family Therapy, Division of Health Services Administration, Loretto Heights School of Nursing, School of Pharmacy and School of Physical Therapy student handbooks.

The following procedure is to be followed if students wish to protest a grade received in a course **when progression is not affected**.

1. All grade appeals must be initiated within four weeks after the official term end date following receipt of the grade that is being challenged.
2. The student first contacts the instructor and reviews the issues. If the grade remains in dispute the student should follow step 3.
3. The student contacts the appropriate department director/chair and, in writing, protests the disputed grade. The department director/chair then follows the following procedures:

- Both the student and the instructor submit written statements explaining the issue to the appropriate department director/chair. The department director/chair reviews all the documentation submitted to determine the validity of the challenge. The department director/chair contacts the student and instructor to schedule an appointment, if necessary. The department director/chair may choose to seek additional information from other sources, if indicated by the circumstances. The department director/chair makes a decision about the disputed grade and conveys that decision in writing to the student and instructor. If either party wishes to contest the department director's/chair's decision, the dissatisfied party may appeal the decision within two weeks of receipt of the decision or solution.

  NOTE: If the instructor of record is the department director/chair, a designee will be appointed.

- If the student's academic program is offered through the School of Nursing, Pharmacy, or Physical Therapy, the appeal is made to the appropriate school dean. If the academic program is offered through Counseling or Health Services Administration, the appeal is made to the division director. All other appeals are made to the Academic Dean of RHCHP. The appropriate dean or division director reviews the proceedings to date, obtains any new information deemed necessary, and makes the final determination. The appropriate dean or division director notifies all parties in writing of the final decision. The decision of the school dean or division director is final.

The following procedure is to be followed if students wish to protest a grade received in a course when that grade prevents the student from progressing in the program.

1. The student must contact the instructor regarding posting of a grade that affects progression within seven business days of the official term end date to review the issues. If the grade remains in dispute the student should follow step 2.
2. Within two business days of talking with the instructor, the student must initiate the formal appeal of the disputed grade by contacting the appropriate department director/chair and, in writing, protesting the disputed grade. The department director/chair then follows the following procedure:

- The department director/chair arranges for a committee of three faculty members to review the case. The student and the instructor each appoint one of the three committee members. The third committee member is chosen by the other two committee members. The department director/chair 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 submitted.) Oral presentations to the committee are sometimes useful. Care should be taken lest either of the parties be intimidated through oral procedure. Note: The size of the committee may vary slightly based on an individual school's approach to the process. In all cases, the student will have the opportunity to select a committee member to participate.
- If the student's academic program is offered through a school, the committee, with the concurrence of the department director/chair, recommends a solution to the school dean, who notifies the student and the instructor of the decision in writing. If either party wishes to further contest the committee's solution, step 3 should be followed.
- If the student's academic program is offered through a RHCHP division, the committee recommends a solution to the appropriate division director, who notifies the student and the instructor 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 Rueckert-Hartman College for Health Professions within two business days of receipt of the decision or solution. The academic dean reviews the proceedings to date, obtains any new information deemed appropriate, and makes the final determination. The academic dean notifies all parties in writing of the final decision.

NOTE: Students should refer to their specific Student Handbook for further guidelines.

ACADEMIC INTEGRITY

The Rueckert-Hartman College for Health Professions is committed to the highest standards of academic integrity. Sanctions may be imposed for actions deemed dishonest. Academic dishonesty includes, but is not limited to, the following:

- Cheating: A form of dishonesty by which the student misrepresents his or her mastery of the course content or clinical experience (Applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment).
- Plagiarism: A form of dishonesty by which the student misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists.
- Fabrication: A form of dishonesty by which the student deliberately invents or falsifies information or research findings with the intent to deceive.
- Other Academic Misconduct: Various forms of dishonesty including misrepresentation to avoid academic work, unauthorized access to files or devices, and involvement of others in academic dishonesty.

The RHCHP Academic Integrity Policy and specific related procedures for addressing violations of academic integrity are delineated in the school/departmental handbooks and/or course syllabi. Specific sanctions may include, but are not limited to, failure of an assignment, failure of a course, academic probation, removal of academic honors, academic suspension and/or academic dismissal.

DISCIPLINARY EXPULSION

All Rueckert-Hartman College for Health Professions students are bound by the provisions of the Regis University Student Handbook, the Regis University *Catalog*, and the appropriate RHCHP school or departmental handbook, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the Regis University Student Handbook may be obtained in the Office of Student Life located in the Student Center or accessed online at www.regis.edu.

Procedures for reviewing violations of the University's Standards of Conduct are outlined in the Regis University 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 suspension or expulsion from the program, as set forth below. The academic dean of the Rueckert-Hartman College for Health Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases. The Provost makes the final decision regarding academic expulsion.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

A pattern of unsafe clinical performance.

Inadequate development of professional behaviors.

Any action of omission or commission that results in serious injury or harm to another.

Disrespectful, abusive or dishonest interaction with patients, families, staff, faculty or peers.

Violation of a client's right to confidentiality.

Performance of a criminal act.

Abuse of drugs or illegal use or possession of controlled substances.

Failure of a for-cause or random drug screen and/or failure to comply with a request for a for-cause or random drug screen.

Failure to follow the policies and procedures of the clinical agency.

Manipulation, alteration, removal or destruction of other student/faculty/University/clinical faculty/staff materials and/or equipment.

Unauthorized use of Regis University or clinical agency equipment inclusive of computer accounts, records, and files.

Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.

Other prohibited conduct as defined by Regis University, the Rueckert-Hartman College for Health Professions and the school, department, or program.

Other conduct or behavior that is unprofessional or unsafe as determined by the discretion of the School or Department.

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 appropriate school dean (Nursing, Pharmacy, or Physical Therapy) or division director (Counseling, Health Services Administration or Health Care Ethics) 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 appropriate school dean/division 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 school dean/division 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 cases the school dean/division director may proceed to apply such sanctions as the school dean/division director deems appropriate.

At the hearing, the school dean/division 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, including the student, about the facts of the case. 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 full-time staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the school dean/division 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 school dean/division 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 Rueckert-Hartman College for Health Professions.

The student shall have three working days from receipt of the letter to appeal the decision of the school dean/division director to the academic dean. Notification of the results of the review by the academic dean shall be provided in writing by mail to the student with a copy to the school dean, division director or designee. The decision of the academic dean is final.

ACADEMIC STANDING AND PENALTIES

DEFINITIONS

Academic probation is an official sanction that is applied when a student fails below the minimum acceptable cumulative grade point average for the program. Academic probation may also be applied for violations of the academic integrity policy. Academic suspension is an official sanction that is applied when a student on academic probation fails to achieve the required minimum acceptable cumulative grade point average or other conditions established under their probation. Academic suspension may also be applied for violations of the Academic Integrity Policy.

UNDERGRADUATE STUDENTS

Good Standing

Students at Regis University 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 schools or departments for lower division major courses to be counted as work toward the major or minor.

NOTE: Undergraduate programs in the Loretto Heights School of Nursing require a grade of "C" (2.000) or higher in all nursing courses. The Health Services Administration undergraduate programs require a grade of at least a "C" in all HIM and HCA courses and a cumulative GPA for progression at a 2.500.

A grade of "D" in other courses indicates an academic deficiency; however, those course hours may apply toward graduation.

Academic Warning

Undergraduate students in the Traditional Nursing Program whose semester grade point average falls below a 2.000 but whose cumulative grade point average remains above a 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).

Academic Probation

Students with a cumulative grade point average below a 2.00 are placed on academic probation. During the next semester of enrollment, the College 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 or chair, establishes additional conditions that students must meet within a specified period of time. Failure to raise the cumulative grade point average or 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 University 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 or chair 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.

In the case of academic probation due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

Academic Suspension

Undergraduate students in the Rueckert-Hartman College for Health Professions who have been placed on academic probation and do not achieve cumulative grade point average of 2.000 (2.5 for some programs in RHCHP) or meet those conditions established during their probation are, under ordinary

circumstances, suspended. This renders students ineligible to return to Regis University 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 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 coursework completed at another regionally accredited college or university.

In the case of academic suspension due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

GRADUATE STUDENTS

MASTER'S PROGRAMS AND DOCTOR OF NURSING PRACTICE

Academic Probation

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 program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000.

In the case of academic probation due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

Academic Suspension

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "C" in two courses at the 600-700 level are subject to academic review and may be suspended from the program. Suspension may be appealed to the department director or school dean. 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.

In the case of academic suspension due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

DOCTOR OF PHYSICAL THERAPY

Students are notified of a change in academic status in writing from the department director or school dean, but failure to provide or receive the notice does not invalidate the action taken.

Academic Probation

When the cumulative grade point average of a student in the Doctor of Physical Therapy program falls below 3.00, the student is placed on academic probation. A student is allowed a maximum of two probation semesters during the length of the program. The School of Physical Therapy's expectation is that the student will make every effort to raise his/her cumulative GPA to 3.00 in the first probationary semester in order to return to good academic standing. If when on probation it is not possible to raise the cumulative GPA to a 3.00, the student will be suspended from the program (see section on Academic Suspension). A student on academic probation is not allowed to participate in clinical education rotations. Academic Probation is noted on the permanent academic record (transcript).

In the case of academic probation due to violation of the Academic Integrity Policy, refer to the school student handbook.

Academic Suspension

A student is suspended from the Doctor of Physical Therapy 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 semesters, he/she is suspended from the program. Academic suspension renders the student ineligible to participate in the School's academic activities including academic coursework, clinical coursework, and project coursework for the remaining sequence of course offerings with the student's respective class. The student may apply for consideration of readmission to the program for the following academic year. Academic Suspension is noted on the permanent academic record (transcript).

In the case of academic suspension due to violation of the Academic Integrity Policy, refer to the school student handbook.

DOCTOR OF PHARMACY

Policies related to Academic Probation and Academic Suspension for students enrolled in the Doctor of Pharmacy program are available to pharmacy students in the School of Pharmacy Student Handbook.

UNDERGRADUATE AND GRADUATE

Academic Dismissal

Academic dismissal is action taken by the Rueckert-Hartman College for Health Professions that renders a student ineligible to return to the College for any program of study. Academic dismissal may be imposed for serious violations of academic integrity or failure to meet the conditions of a prior academic suspension. In the case of a serious violation of academic integrity, a student may be dismissed following a first offense. In the case of academic suspension for grade point average, a student must have been suspended for low cumulative grade point average, been readmitted to the program on academic probation, and subsequently failed to achieve the required cumulative grade point average. Academic dismissal is recorded on the permanent academic record (transcript).

Academic Suspension/Dismissal Appeal Procedure

Upon being notified in writing of suspension or dismissal due to a low grade point average, students who wish to appeal the decision should do the following:

1. Write a letter of appeal to the school dean/division director of the appropriate school/division within deadline stated on the letter of notification. This letter of appeal should include:
    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. Collect supporting statements from advisor, faculty members, or external medical provider as appropriate who are willing to support the appeal and submit these statements with letter of appeal by the designated deadline.

The school dean/division 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 Regis University.

The school dean/division director reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The school dean/ division director notifies the student in writing of the decision regarding the student's appeal.

In the case of academic suspension or academic dismissal due to violations of academic integrity, appeals are handled by the Academic Integrity Board for the Rueckert-Hartman College of Health Professions. The specific policy and procedure for appeals of sanctions related to academic integrity are delineated in the school/ departmental handbooks within the Academic Integrity Policy.

Final Appeal Procedure for Academic Suspension or Academic Dismissal

All decisions regarding a student's suspension or dismissal may be appealed in writing to the academic dean of the Rueckert-Hartman College for Health 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.

RUECKERT-HARTMAN COLLEGE FOR HEALTH 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 fee for late clearance. Students who complete preregistrationbut do not complete financial clearance have their courses dropped. For additional information, students should contact Enrollment Services at 1-800-388-2366 Ext. 4126 or 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 this *Catalog*.

CHARGES FOR THE 2014-2015 ACADEMIC YEAR

Charges are per semester, unless otherwise noted

UNDERGRADUATE PROGRAMS

Bachelor of Science Degree in HCA and HIM and Health Information Management Certificate

Tuition (per semester hour)	$485
Application Fee	$40
Graduation Application Fee	$50

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science in Health and Exercise Science

Full-time Tuition	$16,230
Part-time Tuition	$1.015
Application Fee	$40
Student Activity Fee* (per semester)	$150
Student Support Fee (per semester)	$150
Lab Fee (per year)	$200
Late Clearance Fee (fall and spring semester)	$300
Late Clearance Fee (summer semester)	$100
Graduation Application Fee	$50

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science in Nursing Degree

Traditional Nursing Program

Full-time Tuition	$16,920
Part-time Tuition (per semester hour)	$1,060
Summer Nursing Externship (per semester hour)	$475
Application Fee	$0
Student Activity Fee* (per semester)	$150

Student Support Fee (per semester)	$150
Nursing Laboratory Fee (per year)	$200
Kaplan Fee (one time)	$450
Late Clearance Fee (fall and spring semester)	$300
Late Clearance Fee (summer semester)	$100
Graduation Application Fee	$50

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 May, 2014)

Tuition (per semester hour)	$765
Application Fee	$0
Nursing Laboratory Fee (charged twice in program)	$200
Kaplan Fee (one time)	$450
Graduation Application Fee	$50

CHOICE Nursing Program

Tuition (per semester hour)	$745
Application Fee	$40
Nursing Laboratory Fee (per year)	$200
Kaplan Fee (one time)	$450
Graduation Application Fee	$50

RN-BSN Program

Tuition (per semester hour)	$535
Application Fee	$40
Graduation Application Fee	$50

RN to MS Nursing Program

Bachelor's Level Course Tuition (per semester hour)	$535
Master's Level Course Tuition (per semester hour)	$620
Graduation Application Fee	$50

GRADUATE PROGRAMS

Master of Arts in Counseling

Tuition (per semester hour)	$600
Application Fee	$75
Graduation Application Fee	$50

Master of Arts in Marriage and Family Therapy

Tuition (per semester hour)	$600
Application Fee	$75
Graduation Application Fee	$50

Master of Science in Health Care Informatics and Information Management

Tuition (per semester hour)	$605
Application Fee	$75
Graduation Application Fee	$50

Master of Science Degree in Health Services Administration

Tuition (per semester hour)	$605
Application Fee	$75
Graduation Application Fee	$50

Health Care Informatics and Health Care Quality and Patient Safety Certificates

Tuition (per semester hour)	$605
Application Fee	$75
Graduation Application Fee	$50

Master of Science Degree in Nursing

Leadership Tuition (per semester hour)	$620
Practitioner Tuition (per semester hour)	$695
Application Fee	$75
Laboratory Fee (Family Nurse Practitioner and Neonatal Nurse Practitioner only; one-time only)	$300
Comprehensive Learning Module Evaluation Fee (online only)	$114
Graduation Application Fee	$50

Doctor of Nursing Practice

Tuition (per semester hour)	$825
Application Fee	$75
Graduation Application Fee	$50

Doctor of Pharmacy

Tuition (per semester hour)	$1,095
Application Fee	$0*
Graduation Application Fee	$50

* Applications to the Doctor of Pharmacy program are submitted using the centralized PharmCAS system (www.pharmcas.org).

Doctor of Physical Therapy

Tuition (per semester hour)	$795
Application Fee	$0*
Laboratory Fee (for the first two-years of the program)	$400
Graduation Application Fee	$50

* Applications to the Doctor of Physical Therapy program are submitted using the centralized PTCAS system (www.PTCAS.org).

Fellowship Program in Physical Therapy

Online Course Tuition (per semester hour)	$535
Application Fee	$75
Graduation Application Fee	$50

ACADEMIC INFORMATION UNDERGRADUATE PROGRAMS

UNDERGRADUATE CORE STUDIES

Unless otherwise indicated in this section, policies included in the General Information section of this *Catalog* apply to the Rueckert-Hartman College for Health 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 College for Professional Studies, and the Rueckert-Hartman College for Health 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 Rueckert-Hartman College for Health Professions are as follows.

Core Studies Requirements	*45 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Natural Science/Mathematics/Computer Science	12 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	12 SH

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 coursework
2. No course in which the candidate has received less than a "C-" grade is acceptable for credit in major or minor areas. The Loretto Heights School of Nursing Undergraduate Programs requires a grade of "C" (2.000) or higher for all nursing courses. Students in the Health Information Management or Health Care Administration programs must maintain a grade point average of a 2.500.
3. A minimum of 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 a student enrolls at Regis University, all upper division coursework in the major must be completed at Regis. Students may use CLEP tests, Dantes Subject Standardized Tests (DSST), NLN tests, portfolio and Regis University Credit-by-Exam to earn credit.

COURSE LOAD

HCA/HIM: The normal academic load should not exceed nine semester hours per eight week academic period or a total of 18 semester hours per semester.

Loretto Heights School of Nursing: The average course load per semester is 15-18 semester hours for Traditional Nursing Program students; 15-21 semester hours for Accelerated Nursing Program students; 9-15 semester hours for CHOICE Nursing Program students and 6-12 semester hours per semester for RNBSN Completion Program students. Students should carefully note the course load requirements for the Dean's list as these may vary from the average course load per semester.

School of Physical Therapy: The average course load per semester is 15-18 semester hours for the BS in Health and Exercise Science.

COURSE OVERLOAD

HCA/HIM: The normal academic load should not exceed nine semester hours per eight week academic period or 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 division director at least one week prior to the beginning of the eight week academic period.

Loretto Heights School of Nursing: 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 more than the maximum course load 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.

School of Physical Therapy: 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 more than the maximum course load 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.

CREDIT FOR PRIOR LEARNING ASSESSMENT

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. If approved, the academic advisor submits the request to the faculty chair of Prior Learning Assessment, College for Professional Studies.
2. If it is decided by the faculty chair of Prior Learning Assessment and the student that portfolio is a viable option, the faculty chair approves and forwards all

paperwork to the academic dean of the Rueckert-Hartman College for Health Professions.

3. If approved by the academic dean of the Rueckert-Hartman College for Health Professions, the student enrolls in ED 202-Prior Learning Assessment, a three-credit portfolio preparation seminar.
4. With the assistance of the student's academic advisor, the faculty chair of Prior Learning Assessment and the student identify courses for the portfolio that fit into the student's program requirements.
5. Students wishing to major in programs offered by RHCHP must complete all courses in the major through RHCHP. Courses in the major may not be completed through Prior Learning Assessment.
6. Courses in the Core, prerequisite courses and general electives may be completed through Prior Learning Assessment.
7. Students continue the Prior Learning Assessment process and, if successful, receive academic credit.

The Loretto Heights School of Nursing does not grant credit through Prior Learning Assessment. Students in the RN-BSN Program receive credit for prior learning in accordance with the Colorado Articulation Model. Students should refer to the Articulation Model, available online at www.uchsc.edu/ahec/cando/assets/documents/articulation2001.pdf.

Examinations are also available for RN students to challenge selected lower division courses. Details can be found under the Bachelor of Science in Nursing subheading for the RN-BSN Program.

REGISTRATION

Traditional Nursing and Health and Exercise Science Programs: Registration for the Traditional Nursing and the Health and Exercise Programs follow the same policies described for Regis College undergraduate students.

All other programs: Registration can be completed by phone, online using WebAdvisor, or in person through the Office of Academic Records and Registration. Registration phone numbers: 303-458-4126 or 1-800-568-8932. WebAdvisor requires use of the student's RegisNET account and is accessed from the Regis University homepage at www.regis.edu.

RN-BSN and RN to MS Nursing (classroom based) Accelerated and CHOICE Nursing Programs: Students must register a week prior to the first day of class.

Online Nursing Programs: Registration for the online nursing courses must be completed prior to the first day of class.

ADD/DROP

HCA/HIM

Students may not add a course once classes begin. Classroom-based students may drop a course Monday following the first class weekend. For online courses, students must drop within the first week of the class.

Loretto Heights School of Nursing

Students in the Traditional, Accelerated, and CHOICE Nursing Programs follow the same add/drop policies as those identified in the Regis College Undergraduate Program section of this Catalog. The add/drop for Accelerated and CHOICE Nursing Programs students may be completed by phone or in person through the Academic Records and Registration office or through WebAdvisor. All prelicensure students (Traditional, Accelerated, and CHOICE) must contact their advisor.

The add/drop period for the RN-BSN and RN to MS Nursing Programs (classroom-based) extends through the first week of class only. The add/drop period for all online nursing courses extends through the first week of class for dropping courses. Online students are not allowed to add courses after the first day of class without permission from the department director. Following the add/drop period, questions about withdrawal from BSN and MS courses in online nursing should be directed to the Department of Online Nursing administrative assistant at 1-800-388-2366 Ext. 5269 or 303-964-5269. Questions about withdrawal from online DNP courses should be directed to the Department of Graduate and Post-Licensure Nursing administrative assistant at 1-800-388-2366 Ext. 5251 or 303-964-5251.

School of Physical Therapy

Health and Exercise Science: Students in the Health and Exercise program follow the same add/drop policies as those identified in the Regis College Undergraduate Program section of this Catalog.

AUDITING A COURSE

HCA/HIM

Auditing is permitted only with the approval of the division director.

Loretto Heights School of Nursing

Auditing of campus-based theory courses only is permitted in the Loretto Heights School of Nursing. This requires prior approval of the appropriate department director.

Physical Therapy

Auditing is only permitted with prior approval of the appropriate department director.

DEAN'S LIST

Undergraduate Traditional and Accelerated Programs in Nursing

Traditional and Accelerated Nursing Program students who carry a semester load of 15 or more graded hours and who earn a minimum grade point average 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 carry 12 or more graded hours with 3.700 semester grade point average 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 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 students fall, spring, and summer semesters.

RN-BSN, RN to MS Nursing, and Health Services Administration Undergraduate Programs

Students in the RN-BSN Program, the BSN component of the RN to MS Nursing Program, and the Health Services Administration undergraduate programs (classroom-based and online) who carry a semester load of 12 or more graded hours and who earn a minimum grade point average of 3.800 are placed on the Dean's List. Students who are required during the semester to take a Pass/No Pass course--and who carry 12 or more graded hours with a 3.800 semester grade point average 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 a Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of 15 letter-graded semester hours. Students who earn a grade of "No Pass" or "Incomplete" are ineligible for the Dean's List.

Health and Exercise Science Program

Health and Exercise Science Program students who carry a semester load of 15 or more graded hours and who earn a minimum grade point average 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 carry 12 or more graded hours with 3.700 semester grade point average 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 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 students fall and spring semesters.

Doctor of Pharmacy Program

Students in the first professional year of the program who carry a minimum semester load of 17 graded hours and who earn a minimum grade point average of 3.800 are placed on the Dean's List.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS NON-DEGREE OFFERINGS

HEALTH CARE ETHICS

Health care ethics is an integral component of an education within the Rueckert-Hartman College for Health Professions. The Department of Health Care Ethics and the Center for Ethics and Leadership in the Health Professions are dedicated to the mission of fostering moral awareness and ethical action in health care practice and leadership. The mission is accomplished through rigorous academic courses, faculty research and scholarship, and outreach services to the local health care community. Members of the Department, faculty, and scholars of the Center are knowledgeable in clinical, professional and organizational ethics, as well as health care public policy, with special attention to the Catholic moral tradition and conceptions of Catholic social justice.

Drawing on the larger mission and values of the Rueckert-Hartman College for Health Professions and the heart of our Jesuit heritage, the work of the Department of Health Care Ethics promotes deep individual reflection and an informed civil discourse based on the following core values:

- Respect for the life and dignity of the human person
- Intellectual rigor and humility in the face of complex issues
- Responsibility of the individual to act with an informed conscience
- Commitment to the common good, with particular care for those who are poor and marginalized.

Our core values guide the education we provide in preparing health professionals for the ethical challenges they will face. Learners and facilitators are thereby encouraged to develop an informed understanding of their own moral foundations in an atmosphere of mutual support and encouragement, honoring the Regis University commitment to the question "How ought we to live?"

The truly important ethical issues in today's health care arise all along the continuum from bedside to boardroom to public policy debate. Professionals in the health care industry are faced with a range of complex issues and ethical dilemmas related to specific clinical situations, the conduct of health care organizations, and the demands of a professional role.

Courses at both the graduate and undergraduate levels present a variety of classical and contemporary ethical perspectives along with models for ethical decision-making. Students explore a wide range of contemporary issues in bioethics, including those occurring at the beginning and end of life, dilemmas in everyday practice, and the many questions surrounding emerging health care technologies. They also consider ethical dilemmas that organizations often face including conflict of interest and public accountability. Finally, students consider many of the challenges inherent in the health care policy arena including issues of social justice and the realities of limited health care resources. Students

develop an enhanced sensitivity to the role of social, cultural, and faith-based influences in the delivery of health care.

Guided by the same core values, the Center for Ethics and Leadership in the Health Professions provides outreach to the Rocky Mountain health care community in the form of consultative services, education, research, and other collaborative activities. With a focus on the future, the Center is deeply committed to scholarship that promotes the moral reflection and leadership needed to create health care systems that are able to meet the dilemmas of a diverse society, scarce resources, emerging technologies, and mounting global health challenges.

COURSE DESCRIPTIONS (HCE)

Undergraduate

HCE 430/430H/430R. APPLIED ETHICS IN HEALTH CARE (3). Examines ethical dilemmas in health care and the decision making processes involved in clinical, professional and organizational ethics. Explores philosophical and faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Case studies and topics are analyzed to develop competence in moral reflection and ethical decision making with consideration of personal, professional and societal values. NOTE: HCE 430 is for pre-nursing majors only. HCE 430R is for RN-BSN students only.

HCE 435. ETHICS IN HEALTH CARE SERVICES (3). Examines the practical application of ethical principles, theories and methods to ethical dilemmas in health care with a particular emphasis on professional and organizational ethics. Formal ethical analysis of case studies and topics is used to explore clinical, organizational and health policy issues, enhance ethical reflection and dialogue, support decision-making, and encourage moral leadership.

HCE 445. ETHICS AND HEALTH (3). Examines ethical issues in the promotion of human health. Topics include bioethical issues across the lifespan as well as contemporary challenges related to community health, health policy, health research, emerging technologies and global health.

Graduate

HCE 600. ORGANIZATIONAL ETHICS AND HEALTH CARE COMPLIANCE (3). Addresses advanced concepts in organizational ethics and health care compliance including the dynamics of personal and professional values in relation to organizational behavior, and the integration of mission, organizational ethics and corporate regulatory compliance. Explores contemporary ethical issues in organizational ethics and health care compliance through applied case presentation, theory-based ethical analysis and ethical decision making in both individual and group contexts.

HCE 604. ETHICS FOR NURSE LEADERS (3). Examines ethical and moral reasoning relevant to professional nursing practice and health care delivery in today's society. Explores philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Ethical issues are examined with emphasis on advanced practice nursing, leadership roles and models of health care delivery. Introduces skills in analyzing ethical dilemmas and evaluating ethical practice using ethical theory, moral argument, and case studies.

HCE 709. HEALTH CARE ETHICS FOR PHYSICAL THERAPISTS (3). Examines ethical and moral reasoning processes in health care. Philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms are explored. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students will analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies.

HCE 742. ETHICS AND ADVOCACY IN PHARMACY (3). Examines ethical and moral reasoning in health care. Emphasizes pharmacy practice and leadership. Explores philosophical, faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Analyzes ethical dilemmas/practices using ethical theory, moral argument, cases studies. Note: Majors only.

DIVISION OF COUNSELING AND FAMILY THERAPY

The following includes a list of counseling options:

- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Post-Graduate Academic Certificate in Marriage and Family Therapy
- Post-Graduate Academic Certificate in Counseling Children and Adolescents
- Post-Graduate Academic Certificate in Counseling Military Families
- Post-Graduate Academic Certificate in Transformative Counseling

Students must be admitted to the Master of Arts in Counseling or the Master of Arts in Marriage and Family Therapy or a Post-Masters Certificate Program and meet course prerequisites in order to enroll in courses with the MCPY or MFT prefix. Course work for both degree and certificate programs are offered on the Regis University Denver Campuses and the Colorado Springs Campus in a variety of evening and weekend formats.

ADMISSION TO COUNSELING PROGRAMS

Admission to the Master of Arts in Counseling (MAC) and the Master of Arts in Marriage and Family Therapy (MAMFT) is open to all individuals who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. An academic background in Psychology or Family Studies is preferred but not required for applicants seeking program admission. Applicants must demonstrate an ability to achieve graduate-level writing and critical analysis abilities before admission to the MAC or MAMFT Program.

The counseling faculty admits students who have demonstrated a readiness for the programs both academically and psychologically. Admission is competitive and limited by the program's need to maintain appropriate clinical faculty/student ratios in each of the programs.

A faculty admissions committee carefully assesses each applicant's appropriateness for each degree program through evaluation of application materials and assessments of the applicant during the admission process and admission interview.

Viable candidates for admission often have a background in psychology or family studies demonstrated by several or all of the following:

- An undergraduate degree in psychology or family studies,
- Work experience related to psychology or helping relationships,
- Participation in personal psychotherapy and,
- Personal life experiences that would indicate an ability for introspection, empathy for others, and psychological maturity.

The Office of Admissions must receive the following documentation from each applicant before an admission decision can be rendered for the MAC or MAMFT degrees:

- A completed application form, which includes a nonrefundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Completed admission essays.
- Two letters of recommendation.
- Current resume.
- Criminal background check.

After the application file is complete, other MAC/MAMFT degree program requirements for admission include the following:

- Attendance at an on-campus admission interview with program faculty.
- Minimum levels of technological competence and computer literacy including the following: knowledge of common computing terms; thorough knowledge of word processing, including attachments, spell check, copy and paste, etc.; proficiency with sending/receiving e-mail, including e-mail with attached files; students must have an e-mail address; proficiency with web browser software; and familiarity with navigating the World Wide Web.
- Once all documentation has been received and the prospective student has attended a MAC/MAMFT Program admission interview, an Admission Committee reviews the application and makes an admission decision. Students may be admitted "fully" or "provisionally." Students admitted "provisionally" for either degree program will be required to complete specific program requirements or course work prior to starting the program. "Provisionally" admitted students will be admitted automatically to "Full Admission" once they have fulfilled provisional requirements of the admission. Failure to complete provisional and/or conditional requirements will prohibit a student from progressing in the program and/or will result in be dismissal from the program.

Admission applications and requirements can be found on the Regis web pages at www.regis.edu.

The MAC/MAMFT programs offer prospective students opportunities to apply for admission three times a year. Interviews are held for all program campuses each fall, spring, and summer semester at the Denver campus.

MAC/MAMFT program applicants must submit all admission materials prior to the admission deadline and attend an on-campus admission interview in order to be considered for admission. All admitted students must also attend a new student orientation prior to enrolling in course work. Admission deadlines, applicant interview dates, and new student orientation dates are published on the Regis Counseling Program web site at www.regis.edu.

COURSE OVERLOAD

Students who register for more than nine semester hours over a 16 week semester may do so only with the approval of the program.

COUNSELING CLINICAL COURSEWORK

Students in the MAC/MAMFT programs are required to enroll in one semester of Supervised Practicum and two semesters of Internship at the conclusion of their degree course work. The practicum and internships courses are required for the degree, and should be taken sequentially over a minimum of three semesters. Student clinical placement in practicum and internship courses must be approved by the Practicum and Clinical Coordinators for the MAC/MAMFT Programs.

MAC/MAMFT DEGREE REQUIREMENTS

Each MAC/MAMFT Student:

- Must complete the appropriate degree requirements as specified in this Catalog.
- Must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. In addition, a student who receives a grade of "C+" or less in two courses will be subject to academic review and may be suspended from the program. No grades in courses less than a "B-" will be counted toward degree requirements (e.g., "C+" or less). In courses that are graded with "P" (Pass) or "N" (No Pass), only grades of "P" will count towards graduation of master's degree requirements. MAC/MAMFT candidates must also maintain acceptable ratings on the MAC/MAMFT Student Performance Evaluation (SPE) throughout the program. Students who are rated below minimum program requirements on the SPE may be subject to a remediation plan to address professional competency deficiencies. In some cases, suspension or dismissal from the MAC/MAMFT program may be determined.

- Is expected to attend MAC/MAMFT program orientations and seminars. Attendance standards are established by the MAC/MAMFT program faculty.
- Is expected to share in the responsibilities of his/her own learning in partnership with faculty advisors and instructors.

CROSS REGISTRATION

Master of Arts in Counseling and Master of Arts in Marriage and Family Therapy students may cross register for courses in other programs. However, due to the requirements of the MAC/MAMFT degree plans, outside courses cannot be applied toward the MAC/MAMFT degree plans or certificate plans.

Only Master of Arts in Counseling or Marriage and Family Therapy or students enrolled in post-graduate certificate programs are eligible to register for courses with the MCPY/MFT prefix.

MAC/MAMFT STUDENT COMPETENCIES AND REMEDIATION

As a student progresses in the MAC/MAMFT program, faculty will evaluate student performance using the Student Performance Evaluation (SPE) at developmental points throughout the program. Students will receive feedback on the SPE regarding their professional strengths as well as areas for growth. Students exhibiting unsatisfactory performance in any area will be referred by faculty to the Remediation Coordinator who will appoint a Faculty Review Committee to address the needs of the student. A specific remediation plan and/or a recommendation on progression or dismissal from the program will be made to the appropriate degree chair by the Faculty Review Committee. Once approved, the recommendation of the committee will be monitored and proof of compliance must be demonstrated by the student prior to further progression in the program. For detailed description of remediation and appeal procedures, see the MAC/MAMFT student manuals.

MASTER OF ARTS IN COUNSELING

The Master of Arts in Counseling is CACREP accredited as a Community Counseling Program. The MAC course work fulfills the academic requirements of the State of Colorado Licensing Board necessary to apply for and sit for the examination for the Colorado Professional Counselor License (www.dora.state.co.us/mentalhealth/pcboard.htm).

Master of Arts in Counseling Degree Requirements	*60 SH*
MCPY 602--Spirituality and Counseling	3 SH
MCPY 605--Human Growth and Development	3 SH
MCPY 610--Theories of Counseling	3 SH
MCPY 615--Cultural Issues and Social Justice	3 SH
MCPY 620--Abnormal Psychology	3 SH
MCPY 625--Professional Orientation and Ethical Issues	3 SH
MCPY 630--Groups: Process and Counseling	3 SH
MCPY 635--Counseling Techniques I	3 SH
MCPY 636--Counseling Techniques II	3 SH
MCPY 640--Research Methods and Program Evaluation	3 SH
MCPY 645--Clinical Assessment	3 SH
MCPY 650--Career Counseling and Development	3 SH
MCPY 660--Substance Abuse Treatment	3 SH
MCPY 672--Crisis, Trauma, and Loss	3 SH
MCPY 685--Qualitative Research Methods	3 SH
MCPY/MFT 600 level elective course	3 SH
MCPY 692--Practicum: Clinical Supervision	3 SH
MCPY 693--Counseling Practicum	3 SH
MCPY 698A--Supervised Counseling Internship A	3 SH
MCPY 698B--Supervised Counseling Internship B	3 SH

Students enrolled in the MAC degree program must complete the Supervised Practicum and Supervised Internship placement at an approved site authorized by the program's Practicum and Clinical Coordinators.

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

The Marriage and Family Therapy Program is COAMFTE accredited and course work fulfills the academic credit requirements of the State of Colorado Licensing Board necessary to apply for and sit for the examination for the Marriage and Family Therapy License (http://www.dora.colorado.gov/professions).

Master of Arts in Marriage and Family Therapy Degree Requirements	*60 SH*
MFT 605--Human Growth and Development	3 SH
MFT 610--Theories of Family Therapy	3 SH
MFT 615--Cultural Issues and Social Justice	3 SH
MFT 620--Assessment and Diagnosis	3 SH
MFT 621-- Integrated Healthcare	3 SH
MFT 625--Professional Orientation and Ethical Issues	3 SH
MFT 635--Counseling Techniques I	3 SH
MFT 638--Techniques in Family and Couple Therapy	3 SH
MFT 640--Research Methods and Program Evaluation	3 SH
MFT 650--Family Origins and Life Cycles	3 SH
MFT 660--Substance Abuse Treatment	3 SH

MFT 665--Gender Development and Sexuality	3 SH
MFT 667--Couples Therapy	3 SH
MFT 690--Practicum: The Practice of Family Therapy	3 SH
MFT668--Play in Family Therapy	3 SH
MFT 692--Practicum: Clinical Supervision	3 SH
MFT 699A--Supervised MFT Internship A	3 SH
MFT 699B--Supervised MFT Internship B	3 SH
Electives	*6 SH*
Three semester hours selected from any MCPY/MFT class	3 SH
Three semester hours selected from the following:	
MFT 669--Advanced Couples Therapy Techniques	3 SH
MCPY 630--Groups: Process and Counseling	3 SH
MCPY 663--Counseling Military Families	3 SH
MCPY 677--Counseling Pre-Adolescents and Adolescents	3 SH

COUNSELING POST-GRADUATE ACADEMIC CERTIFICATES

PREREQUISITES

Completion of a Master's degree in Counseling, Marriage and Family Therapy, or a closely related clinical field from a regionally accredited university.

For the Marriage and Family Certificate and the Child and Adolescent Counseling Certificate, completion of a clinical internship within the Master's degree - 600 hours minimum supervised clinical experience within the prior Master's degree program. This is not a requirement for the Transformative Counseling or Counseling Military Families Certificate.

CERTIFICATE ADMISSIONS

The Office of Admissions must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a nonrefundable application fee.
- Official transcript(s) reflecting a master's degree awarded from a regionally accredited college or university. Documentation of completion of a clinical internship may be required by the admission committee.
- Completed admission essay.
- Two letters of recommendation
- Current resume
- Criminal background check

Once all documentation has been received, the Program Admission Committee makes an admission decision and notifies the applicant in writing.

COUNSELING CERTIFICATE STUDENT COMPETENCIES AND REMEDIATION

As a student progresses in the program, faculty will evaluate student performance using the Counseling Student Performance Evaluation (SPE) at developmental points throughout the program. Students will receive feedback on the SPE regarding their professional strengths as well as areas for growth. Students exhibiting unsatisfactory performance in any area will be referred by faculty to the Remediation Coordinator who will appoint a Faculty Review Committee to address the needs of the student. A specific remediation plan and/or a recommendation on progression or dismissal from the Program will be made to the Certificate Chair by the Faculty Review Committee. Once approved, the recommendations by the committee will be monitored and proof of compliance must be demonstrated by the student prior to further progression in the program. For a detailed description of remediation and appeal procedures, see the MAC/MAMFT student manuals.

COUNSELING CERTIFICATE REQUIREMENTS

Each Counseling Certificate student:

- Must successfully complete all certificate requirements within four years (48 months) from the date of the student's acceptance into the Certificate Program.
- Must maintain a cumulative grade point average of 3.000 or better in courses required for the certificate. In addition, a student who receives a grade of "C+" or less in two courses will be subject to academic review and may be suspended from the program. No grades in courses less than a "B-" will be counted toward certificate requirements (e.g., "C+" or less). In courses that are graded with "P" (Pass) or "N" (No Pass), only grades of "P" will count towards graduation of master's certificate requirements. Certificate candidates must also maintain acceptable ratings on the Student Performance Evaluation (SPE) throughout the program. Students who are rated below minimum program requirements on the SPE may be subject to a remediation plan to address professional competency deficiencies. In some cases, suspension or dismissal from program may be determined.
- Is expected to share in the responsibilities of his/her own learning in partnership with faculty advisors, instructors, and student colleagues.

POST-GRADUATE ACADEMIC CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

The Post-Graduate Academic Certificate in Marriage and Family Therapy (MFT) is offered on the Regis Denver and Colorado Springs campuses and includes 18 graduate credit hours. The Post-Graduate MFT Certificate course work is primarily intended for professionals in the community already having a Master's degree in Counseling and/or those who practice as therapists in Colorado (Unlicensed Psychotherapists having a Master's Degree,

Licensed Professional Counselors, Licensed Psychologists, or Licensed Clinical Social Workers).

MFT Certificate Requirements	*18 SH*
MFT 610--Theories of Family Therapy	3 SH
MFT 650--Family Origins and Life Cycles	3 SH
MFT 665--Gender Development and Sexuality	3 SH
MFT 667--Couples Therapy	3 SH
MFT 690--Practicum: The Practice of Family Therapy	3 SH
MFT 699A--Supervised MFT Internship A	3 SH

POST-GRADUATE ACADEMIC CERTIFICATE IN COUNSELING CHILDREN AND ADOLESCENTS

The Post-Graduate Certificate in Counseling Children and Adolescents (CCA) is designed to prepare professional counselors who wish to specialize in counseling children and adolescents. In 2010, the Regis University Center for Family Counseling and Play Therapy earned designation as an Approved Center of Play Therapy Education by the Association for Play Therapy (APT). Therefore, students completing the CCA certificate program meet the academic requirements for the Registered Play Therapy (RPT) national certification through the Association for Play Therapy (APT). The certificate is a planned program of study which includes 18 graduate credits (six courses). CCA certificate course are offered on weekends and intensive formats so that students may accommodate work schedules and complete the course work within one calendar year.

This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the program requirements for admission to the certificate program. Current graduate students in the MAC/MAMFT programs may also be admitted to the CAC certificate program concurrently during their master's degree course work. The CAC certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate course work.

CCA Certificate Requirements	18 SH
MFT 650--Family Origins and Life Cycles	3 SH
MCPY 668--Play in Family Therapy	3 SH
MCPY 670--Advanced Play Therapy: Grief, Abuse, and Trauma	3 SH
MCPY 677--Counseling Pre-Adolescents and Adolescents	3 SH
MCPY 678--Introduction to Play Therapy	3 SH
MCPY 679--Sandtray Therapy Techniques	3 SH

POST-GRADUATE ACADEMIC CERTIFICATE IN COUNSELING MILITARY FAMILIES

The Post-Graduate Certificate in Counseling Military Families is designed to offer opportunities for practicing therapists to effectively meet the mental health needs of military families across the state of Colorado, particularly in Colorado Springs. The certificate is a planned program of study which includes 18 graduate credits (six courses). Certificate course work is offered in evening formats so that student may complete the course work within one calendar year.

This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the program requirements for admission to the certificate program. Current graduate students in the MAC/MAMFT program may also be admitted to the CMF certificate program concurrently during their master's degree course work. The CMF certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate course work.

CMF Certificate Requirements	*18 SH*
MCPY 660--Substance Abuse Treatment	3 SH
MCPY 663--Counseling Military Families	3 SH
MFT 650--Family Origins and Life Cycles	3 SH
MFT 662--Counseling Military Couples	3 SH
MFT 667--Couples Therapy	3 SH
MCPY 672--Crisis, Trauma, and Loss	3 SH

POST-GRADUATE ACADEMIC CERTIFICATE IN TRANSFORMATIVE COUNSELING

The Post-Graduate Certificate in Transformative Counseling (TC) is designed to prepare professional counselors who wish to learn transformative learning methodologies that address community and global issues and the complex psychological processes of change required to address issues of meaning, values, and a just existence by individuals from a community and cultural perspective. The certificate is a planned program of study which includes 18 graduate credits (six courses). Certificate course work is offered in evening formats so that student may complete the course work within one calendar year.

This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the program requirements for admission to the certificate program. Current graduate students in the MAC/MAMFT program may also be admitted to the TC certificate program concurrently during their master's degree course work. The TC certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate course work.

TC Certificate Requirements	18 SH
MCPY 674--Grief Therapy and Life Transitions	3 SH
MCPY 676--Ecopsychology: A Transformative Perspective	3 SH
MCPY 681--Transformative Counseling: A Depth Perspective	3 SH
MCPY 682--Personal Mythology and Narrative	3 SH
MCPY 683--Approaches to Dream Work	3 SH
MCPY 687--Cultural Narratives: Literature, Myths and Fairy Tales	3 SH

MASTER OF ARTS: COUNSELING COURSE DESCRIPTIONS (MCPY)

NOTE: Only students in the Graduate Counseling Programs can take MCPY and MFT courses.

MCPY 505. SKILLS FOR HELPING PROFESSIONALS (3). Explores the fundamentals of counseling and the role of helping professionals in society. Surveys roles, attitudes, and behaviors of effective helping relationships. Recommended for students who intend to pursue graduate study in Professional Counseling leading to a LPC. Prerequisite(s): Senior standing for undergraduate level. Permission of MAC instructor at graduate level. Cross listing: PY 405. NOTE: Course requires additional course work if taken at the 500-level.

MCPY 602. SPIRITUALITY AND COUNSELING (3). Explores how spirituality, religion and a search for meaning are central to the counseling experience. Focuses upon understanding how spirituality and the religious imagination influence and enhance the practice and effectiveness of the therapeutic encounter. NOTE: Counseling and Marriage and Family Therapy degree and certificate seeking students only.

MCPY 605. 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. Cross listing: MAPY 605.

MCPY 610. 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.

MCPY 615. 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.

MCPY 620. 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.

MCPY 625. 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.

MCPY 630. 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. Prerequisite(s): MCPY 635. May take concurrently with MCPY 636.

MCPY 635. COUNSELING TECHNIQUES I (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): MCPY 605, MCPY 615, MCPY 620 and either MCPY 610 or MFT 610. Pass/No Pass grading only.

MCPY 636. COUNSELING TECHNIQUES II (3). Reviews current therapies used in community counseling settings, particularly depth psychotherapy, humanistic psychotherapy, and community cultural therapies. Includes skill development through role plays and videotaping. Prerequisite(s): MCPY 635. May take concurrently with MCPY 630. Pass/No Pass Grading Only.

MCPY 640. 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.

MCPY 645. CLINICAL ASSESSMENT (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.

MCPY 650. 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.

MCPY 660. SUBSTANCE ABUSE TREATMENT (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. NOTE: Required course for MMFT graduate students only. Cross-listing: MFT 660.

MCPY 663. COUNSELING MILITARY FAMILIES (3). Examines impact of military culture on family, cycle of deployment, post-deployment, and integration into the community. Special emphasis on counseling spouse and children including: secondary trauma, substance abuse, domestic violence, attachment and intimacy. Prerequisite(s): MCPY 635.

MCPY 668. PLAY IN FAMILY THERAPY (3). Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Prerequisite(s): MCPY 635.

MCPY 670. ADVANCED PLAY THERAPY: GRIEF, ABUSE, AND TRAUMA (3). Explores interdisciplinary theories of creativity and expressive arts as well as their therapeutic practices in the use of imagery, storytelling, dance, music, psychodrama, poetry, writing, movement, dream work and visual arts. Prerequisite(s): MCPY 635.

MCPY 672. CRISIS, TRAUMA, AND LOSS (3). Examines the impact of trauma and loss on military personnel and families, survivors of natural disasters, violence, and terrorism. Emphasis on counselors immediate response, assessment and treatment protocols for recovery, trauma and addition, post-traumatic stress, suicide prevention and assessment.

MCPY 674. GRIEF THERAPY AND LIFE TRANSITIONS (3). Explores life transitions and grief therapy as a necessary psychological experience for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play.

MCPY 676. ECOPSYCHOLOGY: A TRANSFORMATIVE PERSPECTIVE (3). Explores and imagines the transformative possibilities of the earth-human relationship and the psychological and spiritual well-being of individuals, families, communities, and the world. Applies transformative, clinical and eco-psychological perspectives. Prerequisite(s): MCPY 610.

MCPY 677. COUNSELING PRE-ADOLESCENTS AND ADOLESCENTS (3). Examines theories and techniques specific to developmental needs of pre-adolescents and adolescents (ages 11-18). Emphasizes individual and systemic approaches to prevention, assessment, counseling techniques, and consultation skills that pertain to pre-adolescents and adolescents. Prerequisite(s): MCPY 635.

MCPY 678. INTRODUCTION TO PLAY THERAPY (3). Includes a historical and theoretical basis of play therapy. Emphasizes various theoretical approaches and philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated. Prerequisite(s): MCPY 635.

MCPY 679. SANDTRAY THERAPY TECHNIQUES (3). Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. Prerequisite(s): MCPY 635.

MCPY 681. TRANSFORMATIVE COUNSELING: A DEPTH PERSPECTIVE (3). Introduces Transformative Counseling. Explores transformative processes through imagination and dreaming. Includes Jungian-based readings, film, journaling, image and dream work, role play, expressive arts, and demonstrations in class.

MCPY 682. PERSONAL MYTHOLOGY AND NARRATIVE (3). Examines how the personal life story gives symbolic form to a person's core values and meaning. Emphasizes the relationship between personal stories, myths and therapeutic, transformative processes.

MCPY 683. APPROACHES TO DREAM WORK (3). Explores the value that dream images, symbols, and motifs have for clinical practice for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work.

MCPY 685. QUALITATIVE RESEARCH METHODS (3). Examines phenomenological approaches to research from the humanistic and "Human Science" tradition. Focuses upon a descriptive analysis of the meaning and value of everyday experience as 'lived' phenomena.

MCPY 687. CULTURAL NARRATIVES: LITERATURE, MYTHS, AND FAIRY TALES (3). Explores the role of imagination in fashioning the narrative and transformative patterns of our daily lives. Identifies traditional and universal themes which appear in cultural, political, ecological and personal texts.

MCPY 690E-W. INDEPENDENT STUDY: COUNSELING (1-3). Provides an opportunity for faculty-directed independent research in an approved topic in counseling not covered in scheduled course offerings. Prerequisite(s): Permission of degree chair required.

MCPY 692. PRACTICUM: CLINICAL SUPERVISION (3). Provides student in Practicum with individual and group supervision by program faculty. Co-requisite: MCPY 693. Prerequisite(s): MCPY 635. Permission of instructor and clinical coordinator required. Pass/No Pass grading only.

MCPY 693. COUNSELING PRACTICUM (3). Offers initial exposure to community counseling field placement. Emphasizes counseling role, agency function, and basic skills. Prerequisite(s): MCPY 630, MCPY 635 and MCPY 636. Pass/No Pass grading only.

MCPY 695E-W. SEMINAR IN COUNSELING PSYCHOLOGY (3). Addresses current topics relevant to professional counselors in a variety of settings. Content varies by term according to the changing concerns of practicing psychotherapists as well as current issues in individual, family, and group counseling.

MCPY 696. SUPERVISION IN CLINICAL COUNSELING (3). Intended for post-master's marriage and family therapy practitioners who are preparing to become AAMFT clinical supervisors. Covers conceptual/theoretical approaches to supervision, and supervised practice in couples and family therapy.

MCPY 697. SUPERVISION IN MARRIAGE AND FAMILY THERAPY (3). Intended for post-master's clinical counseling practitioners who are preparing to become clinical supervisors. Covers conceptual approaches to supervision, methods, ethical and legal issues, and evaluation of supervisees in mental health settings.

MCPY 698A. SUPERVISED COUNSELING INTERNSHIP A (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 630, MCPY 636, MCPY 693. Permission of instructor and Clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 350 hours of supervised clinical experience at an approved training site.

MCPY 698B. SUPERVISED COUNSELING INTERNSHIP B (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 630, MCPY 636 and MCPY 698A. Permission of instructor and Clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 300 hours of supervised clinical experience at an approved training site.

MCPY 698C. SUPERVISED COUNSELING INTERNSHIP C (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 698B. Permission of instructor and clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 350 hours of supervised clinical experience at an approved training site.

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS (MFT)

NOTE: Only students in the Graduate Counseling Programs can take MCPY and MFT courses.

MFT 605. 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. Cross listing: MCPY 605.

MFT 610. THEORIES OF FAMILY THERAPY (3). Explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the individual to focusing on the influences of the family system and larger social contexts.

MFT 615. CULTURAL ISSUES AND SOCIAL JUSTICE (3). Explores cultural contexts of relationships, social justice issues and current research and therapeutic strategies related to socioeconomic status, religious and cultural values, ethnic background, gender, sexual orientation and mental and physical abilities. Cross listing: MCPY 615.

MFT 620. ASSESSMENT AND DIAGNOSIS (3). Exploration and practice of assessment and diagnosis skills, attending to clients' cultural context, and using DSM-5 diagnostic criteria and a structured clinical interview format. Includes practice of biopsychosocial diagnostic assessment and treatment planning.

MFT 621. INTEGRATED HEALTHCARE (3). Explores the connection between emotional, psychological, and physical health. Content includes information on health behavior change, psychopharmacology, ways that stress manifests in the body, and therapist interventions for impacting health changes.

MFT 625. PROFESSIONAL ORIENTATION AND ETHICAL ISSUES (3). Explores AAMFT Code of Ethics, Colorado legal statutes and ethical decision making models. Professional identity and public responsibility of marriage and family therapists will be explored.

MFT 635. COUNSELING TECHNIQUES I (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): , MFT 610. MFT 620, and MFT 625. Pass/No Pass grading only. Cross listing: MCPY 635.

MFT 638. TECHNIQUES IN FAMILY AND COUPLE THERAPY (3). Participants develop techniques for family and couple therapy within a theoretical framework. Activities include assessment, practice with enactments, live supervision, case conceptualization, co-therapy, treatment planning and case presentation. Prerequisite(s): MFT 635.

MFT 640. 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. Cross listing: MCPY 640.

MFT 650. FAMILY ORIGINS AND LIFE CYCLES (3). An in-depth study of family life cycle including adult development. The impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MFT 660. SUBSTANCE ABUSE TREATMENT (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population. Cross-listing: MCPY 660.

MFT 662. COUNSELING MILITARY COUPLES (3). Explores couple relationship dynamics within the military culture focusing on enhanced cognitive behavioral couple therapy, solution-focused therapy, EFCT, and Gottman method couple therapy. Addresses issues of TBI, PTSD, IPV, and infidelity.

MFT 665. GENDER DEVELOPMENT AND SEXUALITY (3). Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in gendered or sexual behavior, and common sexual and relationship concerns. Prerequisite(s): MCPY 635.

MFT 667. COUPLES THERAPY (3). Provides an overview of theories of couples therapy, relational dynamics, cycles of partnering, negotiating, therapist alliance and bias. Emphasizes skills for working with couples conflict, violence, infidelity, commitment and divorce. Prerequisite(s): MCPY 635.

MFT 668. PLAY IN FAMILY THERAPY (3). Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Prerequisite(s): MFT 635. Cross-listing: MCPY 668.

MFT 669. ADVANCED COUPLE THERAPY TECHNIQUES (3). Students pursue advanced understanding and application of theory and techniques in couple therapy. Students apply assessment skills to inform treatment planning, interventions, and evaluation of couple progress. Teaching strategies include discussions,

demonstrations, and role plays. Prerequisite(s): MCPY 635 and MFT 667.

MFT 690. PRACTICUM: THE PRACTICE OF FAMILY THERAPY (3). Focuses upon the practice and techniques of various systemic approaches used to treat clients in therapy. Students will employ Multi-Generational, Experiential (Satir), Structural, Strategic, or Solution-focused therapies in videotaped therapeutic work with clients. Prerequisite(s): MFT 650, MFT 660, MFT 665, MFT 667, and MCPY 668. Co-Requisite: MFT 692

MFT 692. PRACTICUM: CLINICAL SUPERVISION (3). Provides students in practicum with individual and group supervision by program faculty who are AAMFT approved supervisors (or candidates). Prerequisite(s): MFT 650, MFT 660, MFT 665, MFT 667, and MCPY 668. Co-Requisite: MFT 690.

MFT 699A. SUPERVISED MFT INTERNSHIP A (3). Clinical supervision of individual, couple and family counseling which focuses on the principles and practice of Marriage and Family Therapy. Prerequisite(s): MFT 665, MCPY 660, MFT 650, MFT 667, and MCPY 668. Pass/No Pass grading only.

MFT 699B. SUPERVISED MFT INTERNSHIP B (3). Clinical supervision of individual, couple and family counseling which focuses on the principles and practice of Marriage and Family Therapy. Prerequisite(s): MFT 699A. Pass/No Pass grading only.

MFT 699C. SUPERVISED MFT INTERNSHIP C: SPECIAL POPULATIONS (3). Clinical supervision for counseling special populations. Prerequisite(s): MFT 699B.

DIVISION OF HEALTH SERVICES ADMINISTRATION

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration (HCA) is offered through the Division of Health Services Administration.

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, long-term care facilities, insurance companies, commercial vendors, and government agencies.

ADMISSION

1. Students must submit an application to the program and pay the application fee. The application fee is waived for students accepted in transfer from Regis College or the College 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 2.500 cumulative grade point average. Students who do not meet this criterion may petition for special admission.

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 213 (computer-based), or complete an ESL Language Center's level 109-Academic within one year prior to acceptance into the program.

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 Rueckert-Hartman College for Health Professions, or Regis University.

Students are admitted into the HCA Program, but may not take upper division HCA coursework until the specific prerequisites of each course are met.

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

HCA POLICIES

1. A minimum of 30 graded semester hours must be taken at Regis University.
2. Transfer coursework is evaluated on a course-by-course basis.
3. All HCA classes are scheduled on weekends or online with the exception of the Internship. Classroom-based courses are designed with an online component.
4. To graduate, students must have at least a 2.500 cumulative grade point average.
5. 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.
6. Students enrolled in the HCA Program must complete the Regis Health History form and provide documentation of current immunization and clear background checks.

HCA GENERAL PROGRESSION POLICIES

In order for progression through the Health Care Administration Program to occur, students must meet the following progression policies:

1. 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 the approval of the division director. Students may repeat no more than two courses.
2. Students who earn a grade below a "C" in more than two 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).
4. Students must maintain at least a 2.500 cumulative grade point average.

DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
A minimum of 39 semester hours of coursework must be completed before beginning the major requirements.	
Core Studies Requirements	*45 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Natural Science/Mathematics/Computer Science/Computer Literacy which must include:	12 SH
HSC 250--Computer Concepts and Applications for Health Care Professionals	3 SH
MT 274--Introduction to Statistics for Health Professions	3 SH
Philosophy Elective	3 SH
HCE 435--Ethics in Health Care Services	3 SH
Religious Studies Electives	6 SH
Social Science/Economics/Business	12 SH
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 408--Health Care Policy	3 SH
HCA 410--Health Care Delivery Systems	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 Informatics & Information Systems	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 458--Strategic and Project Management in Health Care Settings	3 SH
HCA 460--Health Statistics and Research Methods	3 SH
HCA 465--Health Care Finance	3 SH
HCA 475--Communication in Health Care Settings	3 SH
HCA 480--Health Care Administration Capstone	3 SH
HCA 485--Administrative Internship	3 SH
Upper Division Electives	*6 SH*
General Electives	*20 SH*

BACHELOR OF SCIENCE OR CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

The Health Information Management (HIM) program within the Division of Health Services Administration is the only program of its kind offered in the Rocky Mountain region. The HIM program is accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM).

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 in developing management skills and applying those skills in a variety of health care 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 application fee. The application fee is waived for students accepted in transfer from Regis College or the College 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. Transfer students must have a minimum 2.500 cumulative grade point average. Students who do not meet this criterion may petition for special admission. Prospective students may be required to have an interview with the division director or designee in person or by phone prior to acceptance into the program. Students also complete a goal assessment as part of the application process. The applicant must also complete the required background verification process and the Essential Functions Form.
4. 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 213 (computer-based), or complete the ELS Language Center's level 109-Academic within one year prior to acceptance into the program.

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 Health Information Management Program, Rueckert-Hartman College for Health Professions or Regis University.

Students are admitted into the HIM program but may not take upper division HIM coursework 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 students may challenge (by exam) any Junior-level professional course (HSC 310 through HIM 350) for which a challenge examination is available.
2. A minimum of 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. HIM classes are available on weekends and online.
5. A minor in Health Care 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 2.500 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 immunizations.

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 a grade of "C" or better in all HIM and HCA courses. Failure to do so necessitates repeating the course(s). A course may be repeated one time only with the approval of the division 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).
4. Students must maintain at least a 2.500 cumulative grade point average.

DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 - 47 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Natural Science/Mathematics/Computer Science/Computer Literacy which must include:	12 –14 SH
HSC 240--Fundamentals of Anatomy and Physiology I	3 SH
HSC 241--Fundamentals of Anatomy and Physiology II	3 SH
Computer Literacy (HSC 250 or equivalent)*	3 SH
HSC 310--Medical Terminology	2 SH
MT 274--Introduction to Statistics for Health Professions	3 SH
Philosophy Elective	3 SH
HCE 435--Ethics in Health Care Services	3 SH
Religious Studies Electives	6 SH
Social Science/Economics/Business	12 SH

* Completed within the last seven years.

Departmental Requirements	*6 SH*
Upper Division Business/Computer Science Electives	3 SH
AC 320A--Principles of Accounting I	3 SH
Professional Requirements	*46- 48 SH*
NOTE: HIM students register for cross-listed courses with the HIM prefix.	
HIM 313--Introduction to Health Information Management	3 SH
HIM 320--Human Disease and Pharmacology	3 SH
HIM 350--Disease Classification Systems	3 SH
HIM 385--Directed Practice	2-3 SH
HIM 410--Health Care Delivery Systems	3 SH
HIM 415--HIM: Data Systems and Structures	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--Health Care Informatics & Information Systems	3 SH
HIM 451-- Reimbursement Management in Health Care Settings	3 SH
HIM 455--Database Planning and Management in Health Care Settings	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HIM 475--Communication in Health Care Settings	3 SH
HIM 480--Administration of Health Information Management Services	3 SH
HIM 485--Management Practicum	2 SH
Health Care Administration Minor Requirements	*12 SH*
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 458--Strategic and Project Management in Health Care Settings	3 SH
HCA 465--Health Care Finance	3 SH
One course selected from the following:	
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 428--Health Care Economics	3 SH
General Electives	*15-19 SH*

CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

Total Certificate Requirements	*57-60 SH*
Recommended Pre-Requisites	*6 SH*
AC 320A--Principles of Accounting I	3 SH
MT 274 – Introduction to Statistics for Health Professions	3 SH
Required Courses	*8 SH*
HSC 240--Fundamentals of Anatomy and Physiology I	3 SH
HSC 241--Fundamentals of Anatomy and Physiology II	3 SH
HSC 310--Medical Terminology	2 SH
Professional Requirements	*46-49 SH*
NOTE: HIM students register for cross-listed courses with the HIM prefix.	
HIM 313--Introduction to Health Information Management	3 SH
HIM 320--Human Disease and Pharmacology	3 SH
HIM 350--Disease Classification Systems	3 SH
HIM 385--Directed Practice	2 SH
HIM 410--Health Care Delivery Systems*	3 SH
HIM 415--HIM: Data Systems and Structures	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--Health Care Information Systems	3 SH
HIM 451-- Reimbursement Management in Health Care Settings	3 SH
HIM 455--Database Planning and Management in Health Care Settings	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 SH
Health Care Administration Requirements	*6 SH*
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 458--Strategic and Project Management in Health Care Settings	3 SH

* Required for students with little or no health care experience.

HEALTH CARE ADMINISTRATION COURSE DESCRIPTIONS

HEALTH CARE ADMINISTRATION (HCA)

HCA 408. HEALTH CARE POLICY (3). Focuses on health care policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change, as a result of public policy and politics. Examines public health care policy emphasizing its relationship and application to advanced practice nursing, leadership roles in management, and education and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. The policy and business practices developed by hospitals and other private institutions are not included in the course objectives. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Permission of instructor. Cross listing: HSA 608 and NR 608.

HCA 410. HEALTH CARE DELIVERY SYSTEMS (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: HIM 410 and HSA 610.

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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 612. NOTE: Recommended prerequisite HCA 410 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 613. NOTE: Recommended prerequisite HCA 410 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing HIM 423 or HSA 623.

HCA 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Provides a basic understanding of the history and theory of Quality Management techniques, tools and principles as applied in various health care settings. The interpretation and analysis of health care data as it relates to quality, safety, risk management, productivity, reimbursement and administrative decision-making is examined and practiced. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. The graduate component extends foundational knowledge of quality and safety processes through additional readings, case analysis and/or applied project work. Cross listing: HIM 425 or HSA 624.

HCA 428. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic microeconomic 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 628.

HCA 430. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 630.

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, strategic planning, organizational culture and the role of the managers and leaders in an organization. Cross listing: HIM 432.

HCA 440. HEALTH COACHING (3). Explores practical information on providing health coaching services for individuals or groups wanting to improve their health. Incorporates behavioral change theories, adult learning theories, motivational interviewing and program evaluation.

HCA 450. HEALTH CARE INFORMATICS & INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Provides an overview of information systems in all health care settings with emphasis on electronic health record systems, data standards, and data exchanges. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems. 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 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HSA 652.

HCA 458. STRATEGIC AND PROJECT MANAGEMENT IN HEALTH CARE SETTINGS (3). Focuses on the general principles of project and strategic management. Introduces the project management body of knowledge (PMBOK) including project management software, task assignments, workflow analysis, project planning and the differences in managing IT projects vs. business and other projects. Process reengineering will also be investigated. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Junior standing. Cross listing: HSA 658.

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 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 or equivalent recommended. Approval of academic advisor required.

HCA 475. COMMUNICATION IN HEALTH CARE SETTINGS (3). Enhances communication skills needed in business and professional contexts. Focuses on developing a working knowledge of theory and skills for written communication, interpersonal communication, meetings and presentations. Effective communication skills for dealing with physicians, patients, families, as well as other internal and external parties will receive special attention. Students will gain a working knowledge of critical thinking and problem resolution skills. Cross listing: HIM 475 and HSA 675.

HCA 480. HEALTH CARE ADMINISTRATION CAPSTONE (3).A comprehensive course designed to provide students with opportunities to apply multiple elements of other courses as related to the organization and administration of a health care facility. Emphasizes project management, operations analysis and planning, current topics, and career management. Prerequisite(s): All prior Health Care Administration coursework or permission of instructor.

HCA 482. INTRODUCTION TO GLOBAL HEALTH I (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: HCA 483. Cross listing: NR 481.

HCA 483. INTRODUCTION TO GLOBAL HEALTH II (2). Further exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-Requisite: HCA 482.

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.

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 and minors only. Approval of department director required.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 313. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (3). Emphasizes form, content and regulations impacting the health care record in the acute care setting. Explores legal reimbursement and computerized aspects of the health record as well as the functions and responsibilities of Health Information Services. Examines various health care delivery systems and health care practitioners.

HIM 320. HUMAN DISEASE AND PHARMACOLOGY (3). Provides an overview of disease processes, symptoms and etiology organized by body systems. Includes basic diagnostic tests, treatments and medications for common diseases along with basic pharmacologic principles.

HIM 350. DISEASE CLASSIFICATION SYSTEMS (3). Introduces the development and use of various disease classification systems and reimbursement regulations. Emphasizes ICD coding and the diagnosis related groups (DRG) systems for inpatient reimbursement. Explores coding management issues. Discusses medications in conjunction with each body system and disease. Prerequisite(s): BL 244, BL 246 and HSC 310.

HIM 385. DIRECTED PRACTICE (2-3). Virtual clinical/internship experience allowing hands-on practice with various clinical and health care applications such as abstracting software, Release of Information and coding software and other administrative systems used by health information professionals. Includes planning for the management practicum and identifying a volunteer/service activity to be completed at the end of HIM 485.

HIM 410. HEALTH CARE DELIVERY SYSTEMS (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 410 and HSA 610.

HIM 415. HEALTH INFORMATION MANAGEMENT: DATA SYSTEMS AND STRUCTURES (3). Introduces health care data sets, data sources, and the roles and functions of Health Information Management in all health care delivery systems: acute care, home health, long term care, hospice, ambulatory care and consulting practices. Focuses on the electronic health record and data standards such as SGML, XML and HL7. Prerequisite(s): HIM 313 or permission of instructor required.

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 record issues. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 423 or HSA 623.

HIM 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Provides a basic understanding of the history, theory and application of Quality Management techniques, tools and principles as applied in various health care settings. The interpretation and analysis of health care data as it relates to quality, safety, risk management, productivity, reimbursement and administrative decision-making , is examined and practiced. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. The graduate component extends foundational knowledge of quality and safety processes through additional readings, case analysis and/or applied project work. Cross listing: 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, strategic planning, organizational culture and the role of managers and leaders in an organization. Cross listing: HCA 432.

HIM 445. MANAGEMENT OF E-HIM (3). The focus of this course in on the advanced concepts of managing digital clinical information and other electronic storage media of information in healthcare facilities. Topics covered are e-Discovery, identity management, health information exchange, the legal medical record, the personal health record, confidentiality, privacy, and security that govern health care and institutional data on electronic media. Current trends and issues in electronic health information management (eHIM) are also included. Prerequisite(s): HIM 313, HIM 415 or permission of instructor. Cross listing: HCI 645.

HIM 450. HEALTH CARE INFORMATICS & INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Provides an overview of information systems in all health care settings with emphasis on electronic health record systems, data standards, and data exchanges. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work. Prerequisite(s): CS 200 or equivalent. Cross listing: HCA 450 or HSA 649.

HIM 451. REIMBURSEMENT MANAGEMENT IN HEALTH CARE SETTINGS (3). Reviews the use of coding and classification systems and explores their use in the health care reimbursement system. Examines DRG and coding audits, revenue cycle processes and other management strategies critical to health care facility revenues. Pre-requisite(s): HIM 350 or equivalent.

HIM 455. DATABASE PLANNING AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides the student with practical experience in planning databases, identifying data elements, data mapping and data flow including how databases are structured and managed as part of an information management plan. Data dictionaries, data integrity and security are also addressed. The graduate component extends foundational knowledge through additional readings, case analysis or applied projects. Prerequisite(s): HIM 450. 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): Majors only. Approval of department director. Cross listing: HCA 461.

HIM 475. COMMUNICATION IN HEALTH CARE SETTINGS (3). Enhances communication skills needed in business and professional contexts. Focuses on developing a working knowledge of theory and skills for written communication, interpersonal communication, meetings and presentations. Effective communication skills for dealing with physicians, patients, families, as well as other internal and external parties will receive special attention. Students will gain a working knowledge of critical thinking and problem resolution skills. Cross listing: HCA 475 and HSA 675.

HIM 480.ADMINISTRATION OF HEALTH INFORMATION MANAGEMENT SERVICES (3). Provides the student with opportunities to apply multiple elements from other courses as related to the organization and administration of a health information services department. Emphasizes project management, operation analysis and planning, current topics, emerging issues and career management. Prerequisite(s): Satisfactory completion of all prior HIM coursework or permission of instructor.

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. Prerequisite(s): Satisfactory completion of all prior HIM coursework, HIM 385.

HIM 490E-W. INDEPENDENT STUDY IN HEALTH INFORMATION MANAGEMENT (1-3). Offers an opportunity for a focused course of study with in 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 240. FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY I (3). First of two course sequence is designed to provide an understanding of the basic concepts of human anatomy and physiology. Examines anatomic terms and the organization of body systems from the cell to the organ and system level. Prerequisite(s): Majors only or non-clinical majors only.

HSC 241. FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY II (3). Second of a two course sequence designed to provide an understanding of the basic concepts of human anatomy and physiology. Completes the study of body systems and reinforces knowledge of the musculoskeletal system and body planes. Prerequisite(s): HSC 240 and Majors only on non-clinical majors only.

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 including 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 (2). Provides an intensive study in the language used in the health care field. Includes the use of prefix, suffix and root words to identify, analyze, define and interpret medical terms. Emphasizes the correct construction, pronunciation, spelling and use of medical terminology, especially as applied in the interpretation of medical reports.

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 or WS 401.

MASTER OF SCIENCE IN HEALTH CARE INFORMATICS AND INFORMATION MANAGEMENT (HIIM)

PROGRAM DESCRIPTION

The Master of Science in Health Care Informatics and Information Management degree, housed in the Division of Health Services Administration (HSA), prepares graduates for a variety of roles in health care organizations in roles that specifically deal with health information technology and managing electronic data and information. 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, computer vendors, health data exchanges and educational institutions.

The curriculum, offered in an online format, is designed to build on an undergraduate foundation in health care management, health information management and health care technology. With minimal introductory content, the curriculum contains a challenging healthcare informatics core with additional courses in managing e-HIM, system security and ethical issues in health information technology. The curriculum makes extensive use of case studies and applied projects. One elective course allows individual students to select a specific area of interest and expertise. With prior approval, courses may also be taken from other graduate programs at Regis University including any Master of Science in Information Technology or Business Technology Management in the College for Professional Studies. Courses are designed specifically to advance the implementation and use of health care technology and digital information in the health care sector.

ADMISSION

The ideal candidate for the Master of Science in Health Care Informatics and Information Management (HIIM) degree holds a baccalaureate degree in Health Care Administration, Health Information Management or a baccalaureate degree in technology, nursing, business, or other health related field with two to three years of management experience in a health industry setting with

exposure to health care systems. Applications are individually evaluated on the basis of the following admission criteria:

1. 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.
2. 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).
3. Two letters of recommendation from persons familiar with the applicant's academic and/or professional potential.
4. An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
5. A current resume or other documentation of professional experience.
6. A personal interview. This may be waived for HSA progression students.
7. A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health-related field may be required to take prerequisite coursework. All documents submitted during the application process become the property of Regis University.

Admission through HSA Undergraduate Progression

Qualified students in the undergraduate and post-baccalaureate certificate HSA 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 the term prior to admission. Those students who progress from an undergraduate HSA program can apply six credits to the MS degree and must take HSA 649--Health Care Information Systems and HSA 658--Strategic and Project Management at the graduate level for articulation to the graduate program. Previous graduates of the HIM or HCA program who have taken HIM/HCA 450--Health Care Information Systems will be exempt from this class.

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 in the first nine hours of graduate coursework. (A grade of B- is not acceptable.) Successful completion of the first nine hours of coursework with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional Admission allows students to register for nine semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation software, a microphone, a webcam, speakers, and Internet connectivity. 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.

STUDENT ADVISING

Students are assigned an academic advisor upon admission to the program. Advisors counsel students on meeting the requirements for the graduate program; however, it is the student's responsibility to schedule advising discussions and to complete all degree requirements.

PROGRAM PROGRESSION

Candidacy for the Master of Science in Health Care Informatics and Information Management degree at Regis University requires successful completion of course requirements and a master's project. The 36 semester hour program may be completed in 18 months of full-time study.

There is a five year time limit for completion of all degree requirements. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit has expired, readmission to the program is required and new program requirements may be in effect. In order for progression through the program to occur, students must meet the following grade requirements:

Candidates must maintain a minimum 3.000 (B) cumulative grade point 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 for a higher grade.

Students may not enroll in the HIIM Capstone course (HCI 680) with a grade point average less than a 3.000.

TRANSFER OF CREDIT POLICY AND PROCEDURE

Acceptance of transfer credit is permitted at the discretion of the division director. Transfer credits are considered only for courses taken at a regionally accredited school and for coursework for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three years. Students wishing to transfer credit into the Master of Science in Health Care Informatics and Information Management degree program must provide an official school transcript of the coursework. Only appropriate coursework relevant to the program will be approved for transfer. A copy of the course syllabus may also be necessary to determine whether the content and course applies to the HIIM program.

GRADUATION

Students graduate the semester that all requirements are met and documentation of such is received in the Office of Academic Records and Registration by the designated deadline. Graduation requirements include:

Satisfactory completion of required academic coursework.

A minimum 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 Catalog.

DEGREE REQUIREMENTS

The following prerequisite may apply:

HSA 610--Health Care Delivery Systems	3 SH
Total Degree Requirements	*36 SH*
HCI 600--Information Systems Concepts	3 SH
HCI 610--Design and Selection of IT Systems in Health Care	3 SH
HCI 615--Human Computer Interaction/Device Strategies	3 SH
HCI 620--Data Mining for Decision Support in Health Care Settings	3 SH
HCI 625--Workflow and Change Management in Adoption of Health IT	3 SH
HCI 645--Management of e-HIM	3 SH
HCI 680--Capstone: Applied Research Project	3 SH
HSA 649--Health Care Information Systems*	3 SH
HSA 658--Strategic and Project Management in Health Care*	3 SH
MSCI 610--Ethics in Information Technology	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH
Elective--HSA, HCI, MSCC	3 SH

* Students progressing from HIM/HCA undergrad or those who graduated after May 2007 may use these courses to waive graduate requirements to total 30-36 hours.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

PROGRAM DESCRIPTION

The Master of Science in Health Services Administration degree, housed in the Division of Health Services Administration (HSA), 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 offered, classroom-based in a weekend format with an online component or totally online, 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. Course curriculum makes 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 in Health Services Administration degree holds a baccalaureate degree in a health related field with two to three years of management experience in a health care setting. Applications are individually evaluated on the basis of the following admission criteria:

1. A baccalaureate degree from a regionally accredited college or university or evidence that undergraduate degree requirements will be met no later than the term prior to admission.
2. 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).
3. Two letters of recommendation from persons familiar with the applicant's academic and/or professional potential.

4. An admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
5. A current resume or other documentation of professional experience.
6. A personal or phone interview may be required. This may be waived for HSA progression students.
7. A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

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

Admission through HSA Undergraduate Progression

Qualified students in the undergraduate and post-baccalaureate certificate HSA 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 the term prior to admission. Students who progress within a three-year timeframe are eligible for HSA Progression option at thirty credits.

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 in the first nine hours of graduate coursework. (A grade of B- is not acceptable.) Successful completion of the first nine hours of coursework with a 3.000 grade point average removes the probationary status and entitles students to good academic standing. Probationary admissions may not exceed 10% of an incoming enrollment.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional Admission allows students to register for nine semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

COMPUTER REQUIREMENT

All students are expected to have ready access to a personal computer with word processing, spreadsheet, graphics/presentation software, a webcam, speakers, and Internet connectivity. 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.

STUDENT ADVISING

Students are assigned an academic advisor upon admission to the program. Advisors counsel students on meeting the requirements for the graduate program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

PROGRAM PROGRESSION

Candidacy for the Master of Science in Health Services Administration degree at Regis University requires successful completion of course requirements and a master's project. The 36 semester hour program may be completed in 18 months of full-time study. Six semester hours per ten-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 time of matriculation. If students wish to complete the degree after the time limit has expired, readmission to the program is required and new program requirements may be in effect.

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) cumulative grade point 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 may not enroll in the HSA Project course (HSA 696) with a grade point average less than a 3.000.

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 coursework for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three years. Students wishing to transfer credit into the Master of Science in Health Services Administration degree program must forward a letter stating the request and provide an official school transcript of the coursework. 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 Office of Academic Records and Registration by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic coursework.
- A minimum 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

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 *Catalog*.

DEGREE REQUIREMENTS

Recommended Prerequisites

AC 320A--Principles of Accounting I	3 SH
HSA 610--Health Care Delivery Systems	3 SH
Total Degree Requirements	*30*-36 SH*
HCE 600--Organizational Ethics and Health Care Compliance	3 SH
HSA 601--Leadership and Organization Development in Health Care Settings	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--Master's Project in Health Services Administration	3 SH
HSA 604--Foundations of Health Care Economics, Accounting and Financial Management	3 SH
HSA 624--Quality Improvement in Health Care Settings*	3 SH
HSA 649--Health Care Information Systems* (or equivalent HCI, MSCC course**)	3 SH
HSA 663--Advanced Concepts of Health Care Finance	3 SH
Electives (HSA, HCI, MSCC, MBA**)	6 SH

* Students in the HIM/HCA progression option are exempt from these two classes.
** MSCC and MBA courses offered through the College for Professional Studies.

CERTIFICATE IN HEALTH CARE INFORMATICS

ADMISSION

The ideal candidate for the Certificate in Health Care Informatics holds a baccalaureate degree in Health Care Administration/ Management or a baccalaureate degree in a business, clinical or health related field with two to three years of management experience in a health industry setting and has some experience with health care systems. Applications are individually evaluated on the basis of the following admission criteria:

1. 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.
2. A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or an admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
3. A current resume or other documentation of professional experience.
4. A personal interview. This may be waived for HSA progression students.
5. A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health-related field may be required to take prerequisite coursework. All documents submitted during the application process become the property of Regis University.

CERTIFICATE REQUIREMENTS

Total Certificate Requirements	*12 SH*
HCI 610--Design and Selection of IT Systems in Health Care	3 SH
HCI 615--Human Computer Interaction and Device Strategies	3 SH
HCI 620--Data Mining for Decision Support in Health Care Settings	3 SH
HCI 625--Change Management in Adoption of IT Health Care Solutions	3 SH

CERTIFICATE IN HEALTH CARE QUALITY AND PATIENT SAFETY

ADMISSION

The ideal candidate for the Certificate in Health Care Quality and Patient Safety Certificate holds a baccalaureate degree in Health Care Administration/Management or a baccalaureate

degree in a business, clinical or health related field with two to three years of management experience in a health industry setting and has some experience with health care systems. Applications are individually evaluated on the basis of the following admission criteria:

1. 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.
2. A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or an admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
3. A current resume or other documentation of professional experience.
4. A personal interview. This may be waived for HSA progression students.
5. A completed application form including non-refundable application fee. The application fee is waived for Regis University undergraduates.

NOTE: Applicants without degrees or experience in a health-related field may be required to take prerequisite course work. All documents submitted during the application process become the property of Regis University.

CERTIFICATE REQUIREMENTS

*Total Certificate Requirements**	*12 SH*
HSA 624--Quality Improvement in Health Care Settings	3 SH
HSA 670--Biostatistics and Health Data Analysis	3 SH
HSA 672--Managing Patient Safety and Organizational Risk	3 SH
HSA 674-- Issues and Trends in Quality and Patient Safety	3 SH

*Note: HSA 625E is also recommended

HEALTH SERVICES ADMINISTRATION and HEALTH CARE INFORMATICS AND INFORMATION MANAGEMENT COURSE DESCRIPTIONS

HEALTH CARE INFORMATICS AND INFORMATION MANAGEMENT (HCI)

HCI 600. INFORMATION SYSTEMS CONCEPTS (3). Introduces information systems concepts, architectures, and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from the business (healthcare) viewpoint including processes, value proposition and different types of information systems. Prerequisite(s): Graduate Standing.

HCI 610. DESIGN AND SELECTION OF IT SYSTEMS IN HEALTH CARE (3). Introduces planning, acquisition, and implementation of systems which include migration paths, functional requirements, costs, benefits realization and a critical analysis of the system proposed, in addition to the technological infrastructure needed to support facility-wide systems. Activities include evaluating RFPs and RFIs and designing communication and clinical documentation guidelines.

HCI 615. HUMAN COMPUTER INTERACTION AND DEVICE STRATEGIES (3). Explores human computer interaction and the development and strategy for adopting peripheral devices. Discusses clinician's needs and technical requirements for patient care devices including bar coding, single sign on strategies, wireless networks, RFID and others.

HCI 620. DATA MINING FOR DECISION SUPPORT IN HEALTH CARE SETTINGS (3). Examines the role of information systems in supporting administrative and clinical decision-making in health care organizations. Focuses on discrete data capture to support examination of population health, patient care processes and organizational outcomes.

HCI 625. WORKFLOW AND CHANGE MANAGEMENT IN ADAPTION OF HEALTH IT (3). Examines human behavior in organizations focusing on the analysis of data and workflow diagrams, SSC methodology (Start-Stop-Continue Design Decisions), developing an impact analysis, training requirements, process assessment at the micro and macro level affected by the new technology and introduces change management theories necessary to parallel system implementation. User workflows and processes are used as a basis for analysis.

HCI 645. MANAGEMENT OF E-HIM (3). The focus of this course in on the advanced concepts of managing digital clinical information and other electronic storage media of information in healthcare facilities. Topics covered are e-Discovery, identity management, health information exchange, the legal medical record, the personal health record, confidentiality, privacy, and security that govern health care and institutional data on electronic media. Current trends and issues in electronic health information management (eHIM) are also included. Prerequisite(s): Graduate standing required. Cross listing: HIM 445.

HCI 680. CAPSTONE: APPLIED RESEARCH PROJECT (3).A capstone seminar including health care policy, integration technology into delivery settings, stakeholder relations, regulatory initiatives, health care workforce challenges, trends in IT adoption and completion of a research based project with a service component. Prerequisite: all HIIM coursework.

MSCI 610 and MSIA 672 courses are offered through the College for Professional Studies

MSCI 610 ETHICS IN INFORMATION TECHNOLOGY (3). This course illuminates ethical issues regarding information systems (access, data storage, data utilization). Focuses on developing a set of ethical standards for professionals in information technology.

MSIA 672. MANAGING A SECURE ENTERPRISE. (3). Provides the knowledge of designing and managing a secure healthcare

enterprise. Includes aspects of enterprise security, physical security, disaster-recovery planning, regulatory compliance and business continuity planning. Cross listing: MSCT 672.

HEALTH SERVICES ADMINISTRATION (HSA)

HSA 601. LEADERSHIP AND ORGANIZATION DEVELOPMENT IN HEALTH CARE SETTINGS (3). Explores individual leadership qualities and organizational dynamics with emphasis on various elements of organization development including communication, culture, values, process redesigns, re-engineering, knowledge management and methods of assessing and diagnosing organizational effectiveness. Examines current leadership and organization theories and approaches used in dealing with organizational problem solving and assessment. Prerequisite(s): Graduate standing required.

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. Prerequisite(s): Graduate standing required.

HSA 604. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Overviews macro and microeconomics in health care. Studies accounting theory in both the profit and non-profit health care organization for non-financial managers. Includes financial management and forecasting, budgeting, cost analysis/control and case management. Prerequisite(s): Graduate standing. NOTE: Requires student to have basic skills in use of electronic spreadsheets.

HSA 608. HEALTH CARE POLICY (3). Focuses on health care policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change, as a result of public policy and politics. Examines public health care policy emphasizing its relationship and application to advanced practice nursing, leadership roles in management, and education and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues.

HSA 610. HEALTH CARE DELIVERY SYSTEMS (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. Prerequisite(s): Graduate standing. Cross listing: HCA 410 or HIM 410, 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 marketing strategy. Discusses media, public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s):Approval of academic advisor required. Cross listing: HCA 420.

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 patient. 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. Prerequisite(s):Approval of academic advisor required. Cross listing: HCA 423 or HIM 423.

HSA 624. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Provides a basic understanding of the history and theory of Quality Management techniques, tools and principles as applied in various health care settings. The interpretation and analysis of health care data as it relates to quality, safety, risk management, productivity, reimbursement and administrative decision-making is examined and practiced. Emphasizes the ongoing use of objective data and feedback to improve processes, systems and patient outcomes. The graduate component extends foundational knowledge of quality and safety processes through additional readings, case analysis and/or applied project work. Prerequisite(s): Graduate standing. Prerequisite(s): Graduate standing. Approval of academic advisor required. Cross listing: HCA 425 or HIM 425.

HSA 625 E-W. ADVANCED CONCEPTS IN QUALITY (3). Examines concepts related to the application of quality initiatives and strategies related to quality improvement in health care settings. Thematic topics for specific initiatives may include Lean Methodology concepts, Six Sigma, and other methods related to performance improvement in health care. Prerequisite(s): HAS 624 NOTE: Student must be graduate standing.

HSA 628. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic

microeconomic 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. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 428.

HSA 630. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 430.

HSA 640. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Provides a basic spiritual care foundation for providers. Using Ignatian pedagogy, an interprofessional approach incorporates theory, observation and reflection. Clarifies roles of the spiritual care team. Cross listing: DPT 780P, NR 683, and PHRM 784.

HSA 641. INTERPROFESSIONAL SPIRITUAL CARE (2). Provides advanced spiritual care knowledge and application to clients. Based on Ignatian pedagogy, includes an interprofessional approach with didactic and field components emphasizing spiritual care delivery. Field experiences include mentoring in various work-place settings. Prerequisite(s): HSA 640. Cross listing: DPT 781P, NR 684, and PHRM 785.

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. Provides an overview of information systems in all health care settings with emphasis on electronic health record systems, data standards and data exchanges. 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. Prerequisite(s):Approval of academic advisor required. Cross listing: HCA 450 or HIM 450.

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 HSA 649. Graduate standing required.

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. Prerequisite(s): Approval of academic advisor required. Cross listing: HCA 452.

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 planning inventory of data elements, data dictionary, data integrity, and data security. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HIM 455.

HSA 658. STRATEGIC AND PROJECT MANAGEMENT IN HEALTH CARE SETTINGS (3). Focuses on the general principles of project and strategic management. Introduces the project management body of knowledge (PMBOK) including project management software, task assignments, workflow analysis, project planning and the differences in managing IT projects vs. business and other projects. Process reengineering will also be investigated. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: HCA 458.

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.

HSA 663. ADVANCED CONCEPTS OF HEALTH CARE FINANCE (3). Provides application based case studies for cost utilization, financial forecasting, budgeting and analysis, cash management techniques, and planning models and applies these concepts to management practice in the health care industry. Includes financial management and forecasting, statement preparation and analysis, cost analysis and control and case management. Prerequisite(s): HSA 604 and approval of academic advisor required. NOTE: Basic skills in use of electronic spreadsheets required.

HSA 670. BIOSTATISTICS AND HEALTH DATA ANALYSIS (3). Examines skills and knowledge necessary to manage and analyze biomedical data. Reviews statistics used for decision-making, population health assessment, and inferential research analysis. Uses common statistical software to conduct analysis, interpret results and draw conclusions. Prerequisite(s): Permission of instructor required.

HSA 672. MANAGING PATIENT SAFETY AND ORGANIZATIONAL RISK (3). Examines the practical and ethical dimensions of patient care and organizational leadership in the

context of patient safety and risk management. Identifies common concepts and applicable tools in risk management and quality improvement. Investigates the role of professional codes, regulatory requirements, the legal environment, practice standards, institutional policies and procedures, organizational culture and societal norms in managing patient safety and organizational risk. Students gain competency in the identification, measurement, analysis and response to patient safety issues and organizational risk. Prerequisite(s): Graduate standing required.

HSA 674. ISSUES AND TRENDS IN QUALITY AND PATIENT SAFETY (3). Provides an opportunity to develop and lead an initiative in patient quality, safety and/or risk in a health care setting. Emphasis is on the ability to lead a project and gain an overview of the quality improvement and patient safety activities in various health care facilities. Prerequisite(s): HSA 624 and HSA 672. NOTE: Graduate standing required.

HSA 675. COMMUNICATION IN HEALTH CARE SETTINGS (3). Enhances communication skills needed in business and professional contexts. Focuses on developing a working knowledge of theory and skill for written communication, interpersonal communication, meetings and presentations. Effective communication skills for dealing with physicians, patients, families, as well as other internal and external parties will receive special attention. Students will gain a working knowledge of critical thinking and problem resolution skills. Prerequisite(s): Graduate standing required.

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 complementary medicine. Includes presentation of the master's project. Prerequisite(s): HSA 696. Graduate standing required.

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. Prerequisite(s): Graduate standing required.

HSA 682. INTERPROFESSIONAL FOUNDATIONS OF GLOBAL HEALTH (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: HSA 683. Cross listing: NR 681, PHRM 781, DPT 780M, and DPT 781M. NOTE: Majors only.

HSA 683. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH II (2). Expands on Foundations of Global Health I and exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: HSA 682. Cross listing: NR 682 and PHRM 782.

HSA 690E-W. INDEPENDENT STUDY IN HEALTH SERVICES ADMINISTRATION (1-4). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and approval of academic advisor required.

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. Prerequisite(s): Graduate standing required.

LORETTO HEIGHTS SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Within the framework of the mission and goals of the University, the undergraduate programs in the Loretto Heights School of Nursing (LHSON) have as their 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 Nursing Program

The Traditional Nursing Program 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. Clinical experiences and service learning augment classroom and skills and simulation laboratory learning experiences. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year to repeat coursework and reenter the sequence.

Accelerated Nursing Program

The Accelerated Nursing Program is designed to meet the needs of individuals who are seeking a second degree and/or wish to make a career change. Accelerated students complete their nursing coursework in approximately 12 months. Clinical experiences and service learning augment classroom and skills and simulation laboratory learning experiences. To be accepted into the Accelerated Nursing Program, students must have a previously earned non-nursing baccalaureate and/or graduate degree and have met the criteria for acceptance into the undergraduate program in Nursing, including completion of all necessary prerequisites. Since the Accelerated Nursing Program is

intense and fast-paced, it is strongly recommended that students not be employed.

CHOICE Nursing Program

The CHOICE (Connecting Health Occupations with Innovative Curriculum and Experience) Nursing Program provides health care workers with the opportunity to pursue a nursing degree while maintaining full-time employment. The CHOICE Nursing Program offers evening classes, with clinical rotations scheduled primarily on the weekend. The program requirements are the same as those for the other prelicensure programs, and prerequisite course requirements must be met prior to beginning the program. Clinical experiences and service learning augment classroom and skills and simulation laboratory experiences. The program is completed within two years (six consecutive semesters).While CHOICE is designed for health care workers, applicants who do not currently work in the health care industry may apply, pending space availability.

RN-BSN Program

Acceptance into the undergraduate nursing BSN degree completion program requires a current unrestricted or unencumbered professional RN license in the state in which the student's clinical/practicum experience will be completed. One year of experience in nursing practice as a Registered Nurse is recommended.

Coursework in this program is provided in an eight-week accelerated format and delivered both online and in a campus-based format. Practicum experiences and service learning augment online and campus-based learning experiences. 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 16 to 22 months.

All requirements for the Bachelor of Science in Nursing degree are completed through enrollment in Regis University classes, transfer credits, and/or examination. A minimum of 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 LHSON 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 33 semester hours of credit for prior learning. Certain restrictions apply and applicants are advised to consult with the RN-BSN Program admission counselor.

Applicants with an Associate's Degree in Nursing – Block Transfer
Applicants with an Associate's Degree in nursing are eligible to receive a minimum of 72 semester hours of credit from their previous ADN program as a block transfer if they meet the following requirements:

1. Completion of an ADN program at a regionally accredited institution;
2. Completion of an ADN program consisting of at least 72 semester hours; and
3. Licensure as a registered nurse who passed the N-CLEX national examination.

In addition to the block transfer of at least 72 credits, students also must complete:

- 27 semester hours of upper division nursing courses and 3 semester hours of Health Care Ethics at Regis;
- Regis core studies requirements comprised of 3 semester hours of philosophy and 6 semester hours of religious studies;
- 3 semester hours of statistics;
- 6 semester hours of upper division electives; and
- Up to 8 semester hours of general electives. Students are advised to choose electives from the liberal arts and humanities.

This coursework meets the 128 semester hour total required for the award of Bachelor of Science in Nursing degree.

Challenge Examinations
Predominately two types of examinations are available for RN students to challenge selected lower division (freshman and sophomore level) courses. These include the College Level Examination Program (CLEP) tests and the DANTES Subject Standardized Tests (DSST). A third testing option is available for RN students to earn credit in nutrition, anatomy and physiology, and microbiology by taking the National League for Nursing (NLN) exams. It is important for students currently enrolled in the LHSON RN-BSN or RN to MS Nursing Programs to note that the NLN exam is the only one of the three challenge examinations that meets the semester hour requirements for nutrition (3), anatomy and physiology (8), and/or microbiology (4).

The courses and sequence of courses for the RN-BSN and RN to MS Nursing Programs differ from those in the pre-licensure (Traditional, Accelerated, and CHOICE) Nursing Programs. Nevertheless, all Regis University LHSON students meet the same outcomes in order to earn the Bachelor of Science in Nursing degree.

RN to MS Nursing Program

The RN to MS Nursing Program is designed to meet the needs of registered nurses who want to earn both a Bachelor of Science in Nursing (BSN) and a Master of Science degree in Nursing. The program offers online and/or campus-based classes in an eight-week accelerated format. Practicum experiences and service learning augment course work.

All requirements for the BSN are completed for the RN-BSN Program with the exception of three courses which are completed at the graduate level (from the MS degree in Nursing). Leadership in Health Care Systems is the specialization of the graduate portion of the program. Students focus either on management or education in this portion of the program.

UNDERGRADUATE NURSING ADMISSION

All applications for admission to an undergraduate nursing program require a completed application form and may include a nonrefundable application fee.

PRELICENSURE PROGRAMS

Traditional, Accelerated, and CHOICE Nursing Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. All Accelerated and CHOICE applicants much have completed all pre-requisite courses prior to admission into the program. The admission process for all prelicensure programs is a competitive process. Only students who meet the following minimum criteria are eligible to be considered for acceptance into the Traditional, Accelerated, or CHOICE program:

1. A grade of "C-" (1.670) or better in all 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 all the requirements for licensure and 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 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.

Prelicensure Admission Requirements related to Clinical/Practicum Agency Regulations

Clinical agencies have specific requirements for both criminal background checks and drug screening. To ensure that LHSON students are able to attend the essential clinical experiences needed to complete their programs, all prelicensure program students must provide documentation of an acceptable drug screening (which may be repeated at the discretion of the LHSON at any time throughout the program) and criminal background check from the firm with which Regis University has contracted. Although prelicensure program applicants may have already completed background checks elsewhere, Regis University cannot use these results for this purpose.

A complete health history and physical examination record indicating that the student is physically able to meet the objectives of the Bachelor of Science in Nursing Program, and is appropriately immunized is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to beginning clinical activities. The third injection must be received at the appropriate time thereafter.

Prelicensure Essential Functions

All prelicensure programs of the undergraduate nursing program are designed to educate nurses competent in health assessment, diagnosis of nursing problems, planning patient care, implementing nursing interventions, and evaluating outcomes for individuals, families, and groups in health care facilities and communities. The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete the program. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University's Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodations as long as they do not impose an undue hardship.

Traditional Nursing Program Seamless Progression

Seamless Progression is an opportunity to earn a guaranteed spot in the Traditional BSN program. Eligibility is based on an exceptional set of rigorous standards as outlined below. Students not meeting Seamless Progression are still eligible to apply to the Traditional BSN program and have their applications competitively reviewed.

Newly matriculated freshmen attending Regis University (specifically Regis College) may be eligible for Seamless Progression into the Bachelor of Science in Nursing (BSN) Traditional option if they successfully meet all the following requirements:

- Cumulative grade point average of 3.25 or above (includes coursework completed at Regis College and any other regionally accredited institutions at which student has completed coursework)
- Cumulative science grade point average of 3.0 or above, calculated from the following courses:

  CH206A/207A--Chemistry lab/lecture

  BL 274/275--Anatomy lab/lecture

  BL 276/277--Physiology lab/lecture

  BL 254/255--Microbiology lab/lecture
- Grade of "C" or better in all Regis University coursework
- Recommendation of pre-professional advisor

Conditions of Eligibility:

Students meeting the above requirements must also meet the following conditions to maintain eligibility to progress into the Traditional BSN program in the junior year:

- Students must successfully complete two years of full time study (fours semesters) through Regis College.
  - Pre-nursing students may participate in Regis University's Study Abroad program opportunities, but must make appropriate

plans with the academic advisor in order to maintain eligibility for Seamless Progression.

- Students must successfully complete all four science prerequisites through Regis College.
    - Students transferring in prerequisite science credits via Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment are ineligible for Seamless Progression.
    - Three of the four sciences must be complete to be considered for Seamless Progression.
- Students must receive grades of "C" or better in all Regis University coursework.
    - A student who receives a grade of C- or below is ineligible for Seamless Progression consideration.
    - Withdrawal from a pre-nursing requisite course needs the approval of the pre-professional advisor for the student to remain eligible for Seamless Progression.
- Students must complete NR 410 Introduction to the Profession of Nursing course with a passing grade on the first attempt. Passing grade is "C" or above. Students who fail to complete NR 410 with a grade of "C" or above are ineligible for Seamless Progression.
- Students have one opportunity to earn Seamless Progression. Students who do not successfully complete the Seamless Progression requirements, or maintain the conditions of eligibility, will forfeit the opportunity to be considered for Seamless Progression in the future.
- Only new freshman entering Regis College are eligible for Seamless Progression consideration. Transfer students are ineligible.
- Due to the insufficient course offerings available in the College for Professional Studies, particularly related to science offerings, students enrolled in a College for Professional Studies program are not eligible for Seamless Progression.

Procedures:

- All pre-nursing students must meet with the pre-professional advisor to sign the Seamless Progression Policy Agreement at the time of matriculation.
- Evaluation for Seamless Progression occurs after fall semester of the students' eligibility year (fall semester, sophomore year). Students earning progression are admitted conditionally, pending successful completion of the pre-nursing curriculum requirements consistent with Seamless Progression eligibility requirements. Admitted students are re-evaluated at the completion of the fourth term (spring semester, sophomore year) to ensure eligibility.
- Students not meeting Seamless Progression eligibility at the end of their third semester (fall semester, sophomore year) must submit additional application materials and are competitively evaluated by the LHSON Student Affairs Committee.
- Regis University students who request a change of major into pre-nursing must make an appointment with the pre-professional advisor to determine eligibility for the Seamless Progression program.

There is no appeals process for students not admitted to the Traditional BSN via the Seamless Progression policy.

Traditional Nursing Honors Program Admission Requirements

To be invited to apply to the Nursing Honors Program, students must be matriculated fulltime students with junior year standing in the Traditional BSN Program and have a cumulative grade point average of 3.5 or greater on a 4.000 scale. Eligible students receive an invitation to apply at the beginning of the fall semester of the junior year. Selection for the program is competitive and determined by the Nursing Honors Steering Committee. Total enrollment in the Nursing Honors Program each year is limited to 10% of the junior class.

POST-LICENSURE PROGRAMS

RN-BSN and RN to MS Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. Students who meet minimum criteria are considered for acceptance into the Undergraduate Nursing Program. Applicants to the RN to MS program must meet requirements of the LHSON graduate program upon admission to the RN-BSN component of the RN to MS program.

RN-BSN Program-Specific Admission Requirements

Applicants must be Registered Nurses (RN) with current unrestricted or unencumbered RN licensure in the United States. Work experience as a RN prior to enrollment is highly recommended. RNs who earned an Associate Degree in Nursing or who graduated from a diploma program may articulate into the RN-BSN Program without testing of prior nursing knowledge.

Applicants who graduated from a nursing program more than three years prior to admission, may be required to 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 approved refresher course or an approved refresher course in their current state of nursing practice.

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. Students who meet the following minimum criteria are considered for acceptance into the RN-BSN Program:

1. A minimum grade point average of 2.5 on a 4.000 scale.
2. Receipt of official transcripts from each post-secondary school attended.
3. 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, DSST, NLN) in accordance with established Regis University policies. The LHSON undergraduate program requires a grade of "C-" (1.667) or higher in all departmental prerequisites and non-nursing upper division electives. The School requires a grade of "C" (2.000) for all nursing courses.
4. Two recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential.
5. Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete clinicals/practica.
6. The ability to become certified in CPR.
7. Submission of completed application with application fee.

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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.

RN to MS Nursing Program-Specific Admission Requirements

Consistent with the Colorado Nursing Articulation Model, applicants must be Registered Nurses (RN) with current unrestricted or unencumbered RN licensure. Work experience as a RN prior to enrollment is highly recommended. RNs who earned an Associate Degree in Nursing or who graduated from a diploma program may articulate into the RN to MS Nursing Program without testing of prior nursing knowledge. Students should refer to the Articulation Model brochure, available from the Rueckert-Hartman College for Health Professions Office of Admissions, for restrictions that may apply.

Applicants who graduated from a nursing program more than three years prior to admission may be required to 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 approved refresher course or an approved refresher course in their current state of nursing practice.

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. Admission to the RN to MS Nursing Program is based on individual evaluation in accordance with the following minimum admission requirements:

1. 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.
2. Three recommendations from professional persons knowledgeable about the applicant's academic, professional and leadership potential.
3. Evidence of eligibility for Colorado Registered Nurse Licensure for classroom-based students; Colorado Licensure must be obtained prior to the first clinical/practicum course. For online students, evidence of current unrestricted Registered Nurse licensure in the state in which the student will complete the practicum is required.
4. A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. This course may be taken after admission, but must be taken before NR 602--Advanced Application of Research for Evidence-Based Practice.
5. Submission of a one page essay describing how master's level education in nursing will impact the applicant's practice.
6. 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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.
7. Two years of clinical practice as a Registered Nurse is preferred for all applicants.
8. Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.
9. Submission of completed application with application fee.

Applicants with an Associate's Degree in Nursing – Block Transfer

Applicants with an Associate's Degree in nursing are eligible to receive a minimum of 72 semester hours of credit from their previous ADN program as a block transfer if they meet the following requirements:

1. Completion of an ADN program at a regionally accredited institution;
2. Completion of an ADN program consisting of at least 72 semester hours; and
3. Licensure as a registered nurse who passed the N-CLEX national examination.

In addition to the block transfer of at least 72 credits, students also must complete:

- 27 semester hours of upper division nursing courses and 3 semester hours of Health Care Ethics at Regis;
- Regis core studies requirements comprised of 3 semester hours of philosophy and 6 semester hours of religious studies;
- 3 semester hours of statistics;
- 6 semester hours of upper division electives; and
- Up to 8 semester hours of general electives. Students are

advised to choose electives from the liberal arts and humanities.

This coursework meets the 128 semester hour total required for the award of Bachelor of Science in Nursing degree.

Other Registered Nurse Applicants
Applicants with an Associate's Degree in nursing from a non-regionally accredited school or one which does not require 72 semester hours or more as well as graduates from diploma RN program will be awarded 33 hours for RN licensure as guided by the Colorado Articulation Model upon acceptance into the program. Non-nursing / non-nutrition courses previously completed will be evaluated individually for transfer into the Regis University degree plan.

RN-BSN and RN to MS Program Admission Requirements related to Clinical/ Practicum Agency Regulations
Clinical agencies have specific requirements for both criminal background checks and drug screening. To ensure that LHSON students have access to essential clinical/practicum experience needed to complete their program:

Students must provide documentation of a criminal background check and an acceptable drug screening from the firm with which Regis University has contracted. Documentation of an acceptable drug screening may be required at any time throughout the program at the discretion of the LHSON.

A complete health history and physical examination record indicating that the student is physically able to meet the objectives of the Program, and is appropriately immunized is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to clinical activities. The third injection must be received at the appropriate time thereafter.

RN-BSN and RN to MS Program Essential Functions
The RN-BSN Program and RN to MS Nursing Program BSN segment are designed to prepare registered nurses to plan, implement, and evaluate nursing care for individuals, families, and groups and to assume nursing leadership roles in health care facilities and communities. The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete the program. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodation as long as they do not impose an undue hardship.

Undergraduate Nursing Certificate In Gerontology Admission Requirements

Admission to the certificate program in gerontology requires:

1. G.P.A. of 2.5 or better
2. Submission of a completed application for admission
3. Required application fee
4. RN with Degree/diploma in nursing
5. Current license to practice in the state of field experience

ADDITIONAL UNDERGRADUATE NURSING ADMISSION CATEGORIES

Admission on Probation
Traditional students who do not meet the seamless progression policy may be granted Admission on Probation pending completion of outstanding pre-requisite courses at or above the level specified by the Student Affairs Committee and department director on their application review.

Non-Degree Seeking/Special Students
Non-degree seeking students are not eligible to take *pre-professional requirement* or upper division major coursework in prelicensure programs (competitive admission programs).

Non-degree seeking students may take a maximum of nine semester hours. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the appropriate department chair.

Students seeking admission as a non-degree seeking/special student must:

1. Submit a completed non-degree seeking/special student application
2. Submit proof of Professional Licensure (for post-licensure programs)

Non-degree seeking students who wish to matriculate into a degree seeking program must apply and meet all admission requirements for that degree. Courses taken by non-degree seeking students will apply to degree requirements if the courses are appropriate for the selected degree and taken on a graded basis.

Non-degree seeking students are not eligible for financial aid or veteran's benefits.

DENIAL OF 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 of the academic or clinical processes of the LHSON, the Rueckert-Hartman College for Health Professions, or Regis University.

UNDERGRADUATE NURSING AND COMPUTER LITERACY AND ACCESS

Students are required to have an understanding of computers. Students are assigned a RegisNET e-mail account in their first semester of enrollment in the program. Students are expected to be literate in using e-mail, Internet, and database services. All students in the Online RN-BSN or RN to MS Nursing Programs must have ready access to a computer system compliant with the RHCHP systems requirements and configuration for Regis University's learning management system. Students should consult the Regis University website for further information at www.regis.edu.

UNDERGRADUATE NURSING PROGRAM PROGRESSION AND GRADE REQUIREMENTS

All programs for the Bachelor of Science in Nursing degree have a five year time limit for completion of all degree requirements except for the RN to MS Nursing Program which has a six year time limit. This time limit is computed from the time of matriculation. If a student wishes to complete the degree after the time limit has expired, readmission to the program may be required.

TRADITIONAL, ACCELERATED, CHOICE, AND RN-BSN PROGRAM PROGRESSION

In order for progression through the Undergraduate Nursing Programs to occur, students must, in the judgment of the faculty, demonstrate the following:

1. Achievement of a grade of "C" or better in each nursing course (including nursing electives). A grade of "C-" is not acceptable.
2. Adequate psychological, physical, and emotional fitness for nursing skills to be performed.
3. Communication skills adequate for the demands of nursing.

RN TO MS NURSING PROGRAM

Candidacy for the Bachelor of Science in Nursing and Master of Science degree in Nursing at Regis University requires completion of course requirements and a final comprehensive evaluation for the MS degree.

In order for progression through the RN to MS Nursing Program to occur, students must, in the judgment of the faculty, demonstrate the following:

1. A minimum cumulative grade point average of 3.000 is required to graduate. The grade of "C" is a passing grade and counts toward graduation; however, students who receive a grade of "C" in two courses at the 600-level are subject to academic review. 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. Students who receive the grade "C-" or lower must repeat the course.
2. Adequate emotional and physical fitness for the nursing skills to be performed.
3. Communication skills adequate for the demands of nursing.
4. Students may not progress to the 600-level courses until they have completed all of the requirements for a baccalaureate degree, except for the final BSN leadership practicum NR 485R--Leadership in Nursing Capstone, without written approval from the department director.

FAILURE OF AN UNDERGRADUATE NURSING COURSE

Undergraduate nursing students who fail a nursing course:

1. Should contact their academic advisor and appropriate department director regarding possible options for proceeding after a course failure.
2. May be allowed to repeat a nursing course one time only with faculty recommendation and the approval of the LHSON Student Affairs Committee and the appropriate department director.
3. May progress to another course provided the failed course is not a prerequisite course, and they have faculty recommendation and the approval of the LHSON Student Affairs Committee and the appropriate department director.

NOTE: Students have the right to protest a grade received in a course. See "Appeals of Disputed Grades" in the RHCHP General Information Section of this Catalog.

Undergraduate and RN to MS Nursing Program students may not progress in the program after two nursing course failures and are therefore dismissed from the nursing program.

LEARNING CONTRACTS FOR REMEDIATION

In the case of need for remediation of academic, clinical, and/or behavioral issues identified by a department director in consultation the appropriate program coordinator and/or course, clinical and/or clinical faculty a Remediation Learning Contract may be required of a student in order to progress in the program. A Remediation Learning Contract is a written agreement between the student and the LHSON that details the specific activities, behaviors, and timeframes for remediation of the identified academic, clinical, and/or behavioral issues. Additional information about the Remediation Learning Contract is found in the LHSON Student Handbook. Violation of any term or terms of a Remediation Learning Contract may be grounds for course failure and/or dismissal from the nursing program.

UNDERGRADUATE NURSING STUDENT ADVISING

Undergraduate nursing students are assigned an academic advisor upon admission who assists them with planning their program of study. Students and advisors discuss the terms of the program requirements at appropriate intervals during the program. Advisors counsel students on meeting the requirements for the undergraduate program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

UNDERGRADUATE NURSING TRANSFER OF CREDIT POLICY AND PROCEDURE

Policies and procedures for transfer of credit are applied in concert with policies regarding Transfer/Competency-Based Credit in this Catalog in the General Information Section and RN-BSN Program Admission Requirements and the Colorado Nursing Articulation Model in the RHCHP Section.

The acceptance of transfer credit for the BSN is done at the discretion of the appropriate department director in compliance with the following: Transfer credit is considered only for courses taken at regionally accredited colleges and universities and for course work for which a letter grade not less than a "C-" was earned. Courses older than three years must be reviewed by the appropriate department director. An official school transcript of the course work and a copy of the course syllabus are required.

BACHELOR OF SCIENCE IN NURSING GRADUATION REQUIREMENTS

Students graduate on a given date following the semester that all requirements are met and documentation of such is received in the Office of Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Bachelor of Science Nursing:

1. Satisfactory completion of required academic and clinical course work.
2. A minimum cumulative grade point average of 2.000.
3. Successful completion of all computer-based competency/assessment testing programs (e.g., Assessment Testing Inc. [ATI]) requirements (prelicensure students only).
4. Recommendation for the degree by the faculty of the LHSON.

For additional information on Commencement and Graduation, refer to the General Information section of this Catalog and/or www.regis.edu.

BACHELOR OF SCIENCE IN NURSING DEGREE REQUIREMENTS

The courses and sequence of courses for the Bachelor of Science in Nursing differ for the various programs. Nevertheless, all Regis University LHSON students meet the same outcomes in order to earn the Bachelor of Science in Nursing degree.

TRADITIONAL NURSING PROGRAM DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
Core Studies Requirements	*24 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
*Departmental Requirements****	*31 SH*
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270/270C--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PY 250--General Psychology	3 SH
PY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
Pre-Professional Requirement	4 SH
NR 410--Introduction to the Profession of Nursing	4 SH
Major Requirements	56 SH
NR 405A--Pathophysiology I	2 SH
NR 405B--Pathophysiology II	1 SH
NR 406A--Pharmacology I	2 SH
NR 406B--Pharmacology II	1 SH
NR 414--Health Assessment Across the Lifespan	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH

NR 421--Clinical Reasoning: Integration of Theory and Practice	2 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Managing Comprehensive Health Care of the Adult and Older Adult II	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult III	5 SH
NR 465--Maternal Newborn Nursing	4 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
Upper Division Electives	*3 SH*
General Electives	*10 SH*

NURSING HONORS PROGRAM OF THE TRADITIONAL NURSING PROGRAM

Selected students in the Traditional Nursing Program who meet the qualifications for the Undergraduate Nursing Honors Program take the following courses as specified below in addition to the Traditional Nursing Program:

NR 401--Nursing Honors Seminar I	1 SH
NR 402--Nursing Honors Seminar II	1 SH
NR 403--Nursing Honors Seminar III	1 SH
NR 404--Nursing Honors Seminar IV	0 SH
NR 420H--Honors Evidence-Based Practice in Nursing and Health Care Informatics *	3 SH
NR 455H--Honors Health Promotions, Disease Prevention, And Health Policy *	3 SH

* NR 420H; NR 455H; are taken in lieu of NR 420; NR 455.

ACCELERATED NURSING PROGRAM DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
Core Studies Requirements	*24 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
*Departmental Requirements****	*31 SH*
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
Psychology Course	3 SH
PY 358--Lifespan Human Development	3 SH
Sociology Course	3 SH
Pre-Professional Requirement	*4 SH*
NR 410--Introduction to the Profession of Nursing	4 SH
Major Requirements	*56 SH*
NR 405A--Pathophysiology I	2 SH
NR 405B--Pathophysiology II	1 SH
NR 406A--Pharmacology I	2 SH
NR 406B--Pharmacology II	1 SH
NR 414--Health Assessment Across the Lifespan	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH

NR 421--Clinical Reasoning: Integration of Theory and Practice	2 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Managing Comprehensive Health Care of the Adult and Older Adult II	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult III	5 SH
NR 465--Maternal Newborn Nursing	4 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
Upper Division Electives	*3 SH*
General Electives	*10 SH*

CHOICE NURSING PROGRAM DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
Core Studies Requirements	*24 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
*Departmental Requirements****	*31 SH*
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
Psychology Course	3 SH
PY 358--Lifespan Human Development	3 SH
Sociology Course	3 SH
Pre-Professional Requirement	*4 SH*
NR--410 Introduction to the Profession of Nursing	4 SH
Major Requirements	*56 SH*
NR 405A--Pathophysiology I	2 SH
NR 405B--Pathophysiology II	1 SH
NR 406A--Pharmacology I	2 SH
NR 406B--Pharmacology II	1 SH
NR 414--Health Assessment Across the Lifespan	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH
NR 421--Clinical Reasoning: Integration of Theory and Practice	2 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Managing Comprehensive Health Care of the Adult and Older Adult II	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult III	5 SH
NR 465--Maternal Newborn Nursing	4 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
Upper Division Electives	*3 SH*
General Electives	*10 SH*

*** The courses in the Departmental Requirements also meet the Rueckert-Hartman College for Health Professions Core Studies Requirements. The LHSON undergraduate program requires a grade of "C-" (1.667) or higher in all departmental prerequisites and non-nursing upper division electives. The department requires a grade of "C" (2.000) or higher for all nursing courses.

RN-BSN PROGRAM DEGREE REQUIREMENTS

Total Degree Requirements	*128 SH*
Core Studies Requirements	*24 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (HCE 430R--Applied Ethics in Health Care is required)	6 SH
Religious Studies	6 SH
Economics/Business	3 SH
Departmental Requirements	*27 SH*
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition*	3 SH
Psychology Course	3 SH
PY 358--Lifespan Human Development	3 SH
Sociology Course	3 SH
Lower Division Nursing – Nursing Articulation	*30 SH*
Lower Division Nursing*	30 SH

* 33 SH awarded for NR 350 and lower division nursing in accordance with the provisions of the Colorado Articulation Model.

Major Requirements	*27 SH*
NR 444R--Professional Role Development	3 SH
NR 448R--Updates in Illness and Disease Management	3 SH
NR 452R--Contemporary Topics in Health Care	3 SH
NR 455R--Health Promotion Concepts	3 SH
NR 460R--Evidence-Based Practice in Nursing	3 SH
NR 466R--Community Health Nursing	3 SH
NR 478R--Community Health Nursing Practicum	3 SH
NR 480R--The Nurse Leader-Manager	3 SH
NR 485R--Leadership in Nursing Capstone	3 SH
Upper Division Electives	*6 SH*
General Electives	*14 SH*

NOTE: A minimum of 30 semester hours must be completed through Regis University.

UNDERGRADUATE NURSING ACADEMIC CERTIFICATE

Gerontology	**12 SH**
NR 423--Health Assessment and Health Promotion of the Aging Population	3 SH
NR 424--Pathophysiology and Pharmacology of the Aging Population	3 SH
NR 425--Management of the Care Environment of the Aging Population	3 SH
NR 429--Organizational and Health Policy Issues of the Aging Population	3 SH

RN TO MS NURSING PROGRAM DEGREE REQUIREMENTS

Total Degree Requirements	*158 SH*

Bachelor of Science in Nursing Degree (BSN)

Segment Degree Requirements	*128 SH*
Core Studies Requirements	*24 SH*
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (HCE 604--Ethics for Nurse Leaders is required)	6 SH
Religious Studies	6 SH
Economics/Business	3 SH
Departmental Requirements	*27 SH*
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Introduction to Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Introduction to Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH

MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition*	3 SH
PY 250--General Psychology	3 SH
PY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
Lower Division Nursing – Nursing Articulation	*30 SH*
Lower Division Nursing*	30 SH

* 33 SH awarded for NR 350 and lower division Nursing courses in accordance with the provisions of the Colorado Articulation Model.

Major Requirements	*27 SH*
NR 444R--Professional Role Development	3 SH
NR 448R--Updates in Illness and Disease Management	3 SH
NR 452R--Contemporary Topics in Health Care	3 SH
NR 455R--Health Promotion Concepts	3 SH
NR 460R--Evidence-Based Practice in Nursing	3 SH
NR 466R--Community Health Nursing	3 SH
NR 478R--Community Health Nursing Practicum	3 SH
NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice	3 SH
NR 485R--Leadership in Nursing Capstone	3 SH
NR 620--Health Care Organizations and System Leadership	3 SH
Upper Division Elective(s)	*3 SH*
General Electives	*14 SH*

Master of Science Degree in Nursing (MS)

Core Courses Requirements	*15 SH*
NR 602--Advanced Application of Research for Evidence-Based Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 609--Population Health and Interprofessional Collaboration	3 SH
NR 614--Foundations of Financial Management for Nursing Leaders	3 SH
NR 646--Teaching and Learning Strategies in Health Care	3 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

Students complete one of the following Leadership in Health Care Systems specialization foci:

Management Focus	15 SH
NR 603/NR 703--Informatics	3 SH
NR 615--Advanced Financial Management for Nursing Leaders	3 SH
NR 621--Advanced Management Principles and Practice	3 SH
NR 623E--Leadership in Health Care Systems Practicum: Management	3 SH
Graduate Elective	3 SH

Education Focus	18 SH
NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 630--Advanced Health Assessment for the Patient and Family	3 SH
NR 647--Curriculum Development	3 SH
NR 648--Evaluation Methods in Health Care Education	3 SH
NR 623F--Leadership in Health Care Systems Practicum: Education	3 SH

NOTE: A minimum of 30 semester hours for the baccalaureate degree and 24 semester hours for the master's degree must be completed through Regis University.

BACHELOR OF SCIENCE IN NURSING COURSE DESCRIPTIONS (NR)

All "NR" courses are for nursing majors only.

Nurses courses designated with an "H" are for the Traditional program honors students only.

NR 350. NORMAL AND THERAPEUTIC NUTRITION (3). Students study the science of nutrition. The course presents the nutritional requirements of humans as the basis of planning an adequate diet with consideration given to variation in food choices due to social, economic, cultural and psychological factors. The course emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

NR 401. NURSING HONORS SEMINAR I (1). The first course in the Honor's Curriculum. The focus of this course is the exploration of various nursing issues to assist the student in identifying potential topics of individual interest. Students will explore topics from a variety of academic perspectives. Potential

faculty and community mentors will be introduced. The use of scientific inquiry and basic exploration of nursing research will be emphasized as tools that will be used throughout the Honor's Curriculum. The concept of reflective practice will be introduced. Prerequisite(s): Acceptance into the honors program.

NR 402. NURSING HONORS SEMINAR II (1). The second course in the Honor's Curriculum. The focus of this course is the identification of nursing issues of individual interest. The development of a research or clinical project will be explored. Students will develop topics from a variety of academic perspectives including: reflective and evidence-based practice, argumentation and critical thinking. Potential faculty and community mentors will be identified. Prerequisite(s): NR 401.

NR 403. NURSING HONORS SEMINAR III (1). The third seminar in the Honor's curriculum. The focus of this seminar is the completion of a research or clinical project. Students will develop and implement projects under the direction of faculty and community mentors. A written report of the completed project will be submitted. Prerequisite(s): NR 402.

NR 404. NURSING HONORS SEMINAR IV (0). A continuation of Nursing Honors Seminar III. The focus of this segment is the completion of the final honors project--an oral presentation of synthesis and reflection about the impact of the Nursing honors Program on the student's Development presented to mentors and peers. The clinical project is completed and a written report submitted. Prerequisite(s): NR 403.

NR 405A. PATHOPHYSIOLOGY I (2). Theoretical course designed to promote the understanding of altered physiological processes. General concepts of disease including etiology, pathogenesis, and clinical significance are explored from the genetic, molecular, cellular, organ, and systems levels. An early introduction to the principles of clinical reasoning explores major concepts in a systems-oriented approach to: cellular receptors, genetic influences, inflammation and immune responses, differences in acute and chronic disease, and diagnostics across the lifespan. Prerequisite(s): Nursing majors only.

NR 405B. PATHOPHYSIOLOGY II (1). Continued examination of altered physiological processes. General concepts of disease including etiology, pathogenesis, and clinical significance are explored from the genetic, molecular, cellular, organ, and systems levels. An early introduction to the principles of clinical reasoning explores major concepts in a systems-oriented approach to: cellular receptors, genetic influences, inflammation and immune responses, differences in acute and chronic disease, and diagnostics across the lifespan. Prerequisite(s): NR 405A.

NR 406A. PHARMACOLOGY I (2). Introduction to foundational principles of pharmacodynamics and pharmacokinetics. Drug therapy, actions and interactions related to therapeutic and undesirable effects are discussed in relation to health promotion and disease management across the lifespan. Major drug classes are paired with body systems while considering the appropriate patient-centered nursing interventions, education, and safety measures.

NR 406B. PHARMACOLOGY II (1). Continuation of the principles of pharmacodynamics and pharmacokinetics for selected drug classes. The application of these concepts along with drug actions and interactions in relation to health promotion and disease management across the lifespan will be discussed. The major drug classes and body systems are integrated along with patient-centered nursing interventions, education, and safety measures. Prerequisite(s): NR 406A.

NR 410. INTRODUCTION TO THE PROFESSION OF NURSING (4). A classroom, lab, and clinical course that socializes BSN students from the cornerstone of liberal arts education to nursing education at Regis University. Explores the professional nursing roles and values as foundational to the practice of nursing. Introduces the student to the basics of patient care skills across the lifespan, with a focus on geriatrics. Introduces service learning focusing on the older adult, identifying potential social justice issues in this population. The unique role of the baccalaureate prepared nurse is examined within the context of the nursing profession. The American Nurses' Association (ANA) Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Colorado Nurse Practice Act are explored. Pre-nursing majors with sophomore standing or Nursing majors.

NR 411. FOUNDATIONS OF CLINICAL TEACHING (3). This course explores and analyzes the knowledge, skills, and values necessary for effective clinical nursing instruction. Students review educational theories, methodologies, and techniques essential for transition from clinical expert to clinical faculty.

NR 414. HEALTH ASSESSMENT ACROSS THE LIFESPAN (4). This classroom and laboratory course introduces a holistic approach to the assessment of individuals across the lifespan. Includes evaluation of physiological, developmental, psychosocial, spiritual, and socio-cultural components. Students learn to use beginning history taking and physical assessment skills to collect and document data systematically. Provides students the opportunity to practice assessments and related nursing skills while respecting patient and family preferences to provide safe person-centered and compassionate care. Prerequisite(s): NR 410.

NR 420/NR 420H. EVIDENCE-BASED PRACTICE IN NURSING AND HEALTH CARE INFORMATICS (3). Presents two essential elements for best practice in nursing. Evidence-based practice integrates current scientific evidence with clinical expertise and patient/family preferences for delivery of optimal health care. Develops related knowledge, skills, and attitudes by forming journal clubs to critique published nursing studies and create best-practice presentations for compelling clinical questions associated with nurse-sensitive outcomes. Health care informatics applies information and technology to communicate, manage knowledge, mitigate error, and support clinical decision making. Prerequisite(s): NR 410 and NR 462.

NR 421. CLINICAL REASONING: INTEGRATION OF THEORY AND PRACTICE (2). Involves complex problem-based learning using multiple clinical practice disciplines across the life span. Concepts will be integrated from pathophysiology, pharmacology, health assessment, nursing process, and psycho-social, spiritual, and cultural dimensions to enhance clinical reasoning within legal and ethical parameters. Selected clinical situations will be analyzed based on evidence and complex multi-system involvement, with emphasis on clinical reasoning to establish priorities for nursing care. Prerequisite(s): NR 463.

NR 422. CLINICAL LEADERSHIP IN PROFESSIONAL NURSING (3). Explores the process of applying individual leadership roles, skills, and decision-making in the provision of delivering high

quality nursing care, health care team coordination, and the oversight and accountability for care delivery in a variety of settings. Development of the nurse as a positive clinical role model and an empowered decision-maker will enable the nurse to engage in practice settings to identify creative, values-centered options for delivering safe, quality nursing care. Content will explore the development of individual skills in the use of effective inter- and intra-professional communication and collaborative techniques including negotiation and conflict resolution in a culturally dynamic health care environment. Legislative and regulatory processes that impact the provision of health care will be examined through the view of the clinical leader role. Prerequisite(s): NR 464.

NR 423. HEALTH ASSESSMENT AND HEALTH PROMOTION OF THE AGING POPULATION (3). Focuses on the special needs of older adults across the health care continuum. Builds a foundation of understanding of normal changes in aging in conjunction with the benefits of health promotion. The health care needs of the aging population are explored emphasizing development of the therapeutic relationship, data collection, levels of prevention, barriers to health promotion, communication, ageism and myths of aging along with cultural sensitivity. Field work to include 1:1 contact with the older adult population. NOTE: Required for certificate in gerontology nursing. Can be taken as an undergraduate elective.

NR 424. PATHOPHYSIOLOGY AND PHARMACOLOGY OF THE AGING POPULATION (3). Builds on basic understanding of Pathophysiology and Pharmacology to explore the special needs of the aging population. Emphasis is placed on acute and chronic disease management, cognitive decline, psychological disorders, and pharmacokinetic and pharmacodynamic changes of aging. Field work to include 1:1 contact with the older adult population. NOTE: Required for certificate in gerontology nursing. Can be taken as an undergraduate elective.

NR 425. MANAGEMENT OF THE CARE ENVIRONMENT OF THE AGING POPULATION (3). Focuses on the programs and services currently available for the elderly as well as the developing services focusing on the aging population inclusive of baby boomers. Emphasis is placed on the management role across the aging population continuum of care. Field work to include 1:1 contact with the older adult population. NOTE: Required for certificate in gerontology nursing. Can be taken as an undergraduate elective.

NR 429. ORGANIZATIONAL AND HEALTH POLICY ISSUES OF THE AGING POPULATION (3). Focuses on advocacy for older adults across the health care continuum. Students have the opportunity to explore national, state and local policies related to the aging population. National organizations and federal, state, and local regulatory bodies are explored related to understanding health policy issues and regulatory compliance. NOTE: Required for certificate in gerontology nursing. Can be taken as an undergraduate elective.

NR 444R. PROFESSIONAL ROLE DEVELOPMENT (3). Examines contemporary professional nursing roles and issues, standards of practice, Jesuit mission, service learning, personal and professional values, and academic tools that foster success in the nursing program. Prerequisite(s): Acceptance into Nursing Program. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 448R. UPDATES IN ILLNESS AND DISEASE MANAGEMENT (3). Focuses on updates in genomics and genetics, pain management, the stress response, immune disorders, mental disorders, rehabilitative, and end-of-life care. Examines acute and chronic disease pathophysiology, evidence-based disease management, and nursing care of selected disorders. Prerequisite(s): NR 444R and NR 460R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 451. INTRODUCTORY NURSING PRACTICUM/ EXTERNSHIP (3). Under the preceptorship of a registered nurse, Introductory Nursing Practicum students 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. Prerequisite(s): NR 405B, NR 406B, and NR 463.

NR 452R. CONTEMPORARY TOPICS IN HEALTH CARE (3). Explores professional nursing role within contemporary health care topics areas, including informatics, human diversity and cultural competence, gerontology, vulnerable populations, violence, social justice, and global health. Students engage in service learning and reflection. Prerequisite(s): NR 444R and NR 460R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 455/NR 455H. HEALTH PROMOTION, DISEASE PREVENTION, AND HEALTH POLICY (3). Focuses on health promotion and disease prevention in nursing practice within the context of the US Health Care System, global health perspectives, and policy. Health care delivery structures, functions, and finance as determinants of health and illness are addressed. Health promotion across the lifespan and approaches for promoting health are examined including key health promotion models, health behavior theory, and determinants of health. Specific interventions including health education, health counseling, and evidence based wellness strategies are analyzed. Prerequisite(s): NR 462. NOTE: Nursing courses designated with an H are for Traditional Nursing Program honors students only.

NR 455R. HEALTH PROMOTION CONCEPTS (3). Focuses on health promotion and disease prevention in nursing practice. Explores health promotion models, behavior change theories, societal and environmental impacts on health, and program planning models. Analyzes health education, counseling, and evidence-based wellness strategies. Prerequisite(s): NR 444 and NR 460R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 460R. EVIDENCE-BASED PRACTICE IN NURSING (3). Focuses on the role of nurse as informed consumer of research. Develops skills for evidence-based practice by forming journal clubs to understand aspects of nursing research, critique published nursing studies, and develop best-practice presentations. Prerequisite(s): NR 444R. NOTE: RN-BSN and RN to MS Nursing Program students only. NOTE: Recommended prerequisite: MT 274 or equivalent.

NR 462. INTRODUCTION TO MANAGING HEALTH CARE OF THE ADULT AND OLDER ADULT (4). This beginning theoretical, laboratory, and clinical course focuses on the art and science of nursing and the roles of the nurse as care provider/care

designer/manager, and coordinator in relation to the complex health needs of residents with multiple co-morbidities in long term care. Explores components of nursing process in relation to human responses to alterations in health. Content focuses on pathophysiology/pharmacology, medical management, evidence-based practice models, and the application of nursing process in the provision of care for adult and older adult patients. Clinical experiences are designed to focus on the beginning application of nursing therapeutics, including selected technical skills, nursing process, development of organizational skills, priority setting, health care management, and clinical reasoning in the assimilation of the professional nurse role. Pre-requite: NR 410. Pre-requisite(s) or Corequisite(s): NR 414, NR 405A, and NR 406A.

NR 463. MANAGING COMPREHENSIVE HEALTH CARE OF THE ADULT AND OLDER ADULT II (5). This theoretical, laboratory, and clinical course focuses on the art and science of nursing and the roles of the nurse as care designer and manager. Explores components of nursing process and health promotion in relation to human responses to alterations in health. Content focuses on the continued assimilation of the professional nursing role in clinical practice through classroom and clinical experiences designed to develop organizational skills, priority setting, comprehensive health care management, and clinical reasoning skills. Prerequisite(s): NR 414, NR 462. Pre-requisite(s) or Co-requisite(s): NR 405A, and NR 406A.

NR 464. COMPLEX HEALTH CARE MANAGEMENT OF THE ADULT AND OLDER ADULT III (5). This theoretical and clinical course integrates the role of the nurse as coordinator of care in relation to human responses to alteration in health. Focus is on the role of the nurse as a leader and collaborator in the interprofessional implementation of care management using evidence-based practice models. Application of nursing process includes the provision of care for adult and older adult patients within the context of their families and environments. The focus of clinical practice is the continuing development of organizational skills, priority setting, clinical reasoning, complex health care management, and problem solving as the student assimilates the role of the professional baccalaureate nurse generalist. Prerequisite(s): NR 463, NR 405B, and NR 406B.

NR 465. MATERNAL NEWBORN NURSING (4). This theory and clinical course addresses the needs and care of the childbearing family as they progress through the experiences of pregnancy, childbirth, and becoming a family. Through the lens of the nursing process, the student applies current evidence-based principles related to physiological, psychosocial, ethical, and spiritual care when planning and performing nursing care for childbearing families. Utilizes classroom, virtual, and focused clinical experiences to addresses family centered nursing care during the antepartal, intrapartal, postpartal, and neonatal periods. The interrelationship between theory, practice, and research provides a foundation for this course. Prerequisite(s): NR 462 and NR 414. Pre-requisite(s) or Co-requisite(s): NR 405A, NR 406A.

NR 466R. COMMUNITY HEALTH NURSING (3). Provides overview on population-based nursing. Explores principles relevant to community health nursing including public health, epidemiology, and environmental health. Addresses impact of health care policies on social justice and health care disparities. Prerequisite(s): NR 444R and NR 460R. RN-BSN and RN to MS Nursing Program students only.

NR 470. NURSING CARE OF CHILDREN AND FAMILIES (4). This theoretical and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to children and their families within a quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to the pediatric population in the provision of quality nursing care. For each developmental level, the course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting today's children and families. The relationship among theory, practice, and research provides a foundation for the course. Prerequisite(s): NR 463. Pre-requisite(s) or Co-requisite(s): NR 405B and NR 406B.

NR 472/NR 472H. COMMUNITY AND POPULATION FOCUSED NURSING (4). This theoretical and clinical course provides an in-depth examination of population and community health concepts. Students analyze roles of nurses in community and population-based nursing focused at individual, family, community and systems levels of practice. Emphasis is on the promotion of healthy communities using the nursing process, epidemiological, ethical, environmental, and public health principles. Through clinical experiences in community-based settings, students are engaged in community assessments, program planning/management, health teaching, and provision of evidence-based nursing practice to address the health needs of identified populations including vulnerable populations. Prerequisite(s): NR 405B, NR 406B, and NR 463. NOTE: Nursing courses designated with an H are for Traditional Nursing Program honors students only.

NR 473. MENTAL HEALTH NURSING (4). This theoretical and clinical course addresses the principles and techniques of therapeutic communication as it applies to working with patients who present with symptoms of mental health disorders in acute care and community settings. Contemporary issues in the field of mental health nursing are explored within a psychosocial, cultural, spiritual, economic, legal, and ethical environment. The role of the nurse is based on standards of practice and focuses on health promotion, disease prevention, and management for patients with mental health issues across the life span. Students apply theoretical concepts in clinical settings while working with individuals, families, communities, groups, and underserved populations with varying levels of complexity. The interrelationship among theory, practice, and research provides a foundation for the course. Prerequisite(s): NR 462

NR 478R. COMMUNITY HEALTH NURSING PRACTICUM (3). Fosters integration of community health theory into clinical practice while students complete 45 hours of practicum in community settings. Examines emergency preparedness, community and family assessment, health promotion, and program evaluation. Prerequisite(s): NR 466R (may be taken concurrently). NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 480R. THE NURSE LEADER-MANAGER (3). Expands knowledge of leadership and management principles applied to health care, the changing health care system, health outcomes, professional issues, political action, and career development. Explores ethical, legal, and policy issues related to nursing

practice. Prerequisite(s): NR 444R and NR 460R. NOTE: RN-BSN Program students only.

NR 481. INTRODUCTION TO GLOBAL HEALTH (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Cross listing: HCA 482.

NR 482. INTRODUCTION TO GLOBAL HEALTH II (2). Further exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: NR 481. Cross listing: HCA 483.

NR 483. CLINICAL CAPSTONE: PROFESSIONAL NURSING PRACTICUM (5). Culminating professional course prepares the senior nursing student to make a smooth transition into the role of the professional registered nurse. The framework for this course is drawn from the American Nursing Association (ANA) Standards of Nursing Practice and the roles of the BSN nurse delineated in the American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice. Students apply individual and group leadership and managerial theories, as well as evidenced-based nursing care as a direct care provider for groups of patients during an extensive clinical practicum. Theoretical and reflective content builds upon prerequisite nursing knowledge. Prerequisite(s): NR 464

NR 485R. LEADERSHIP IN NURSING CAPSTONE (3). This leadership course is designed to provide the student an opportunity to integrate leadership and management principles into professional practice and reflect on RN-BSN completion program learning. Students engage in faculty directed assignments and projects as indirect practice activities to achieve course and program outcomes. Prerequisite(s): NR 480R or NR 600 (may be taken concurrently).

NR 488E-W. TOPICS IN CLINICAL NURSING PRACTICE (1-8). Clinical elective courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Prerequisite(s): Nursing majors only. Permission of appropriate department director required.

NR 490E-W. INDEPENDENT STUDY IN NURSING (1-6).Topics by arrangement with individual faculty. Prerequisite(s): Nursing majors only. Permission of appropriate department director required.

NR 495. CULTURAL DIVERSITY IN HEALTH CARE (3). Explores the components of cultural competence in health care. Issues related to cultural diversity in health and illness are discussed and analyzed. Upper division undergraduate or graduate credit may be awarded based on course assignments, evaluation methods and faculty approval. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Majors only. Senior standing or equivalent. Cross listing: NR 695.

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MASTER OF SCIENCE DEGREE IN NURSING

The Master of Science degree in nursing prepares graduates for either health care leadership or advanced practice. Students are prepared for leadership as a manager or educator in its Leadership in Health Care Systems Program. Students are prepared for a role as an advanced practice nurse practitioner serving either a population comprised of patients and their families or of highly vulnerable neonates in its Family Nurse Practitioner and Neonatal Nurse Practitioner Programs. The RN to MS Nursing Program offers RNs both a Bachelor of Science in Nursing and a Master of Science degree in nursing with a specialization in Leadership in Health Care Systems in a single program. The curricula for the various specializations consist of three major areas: core courses, specialization courses, and supporting courses. All students in the Master of Science degree in nursing program take the core courses. The core incorporates the major focus of the degree including theoretical frameworks, ethics, health care policy, and research in nursing. Service learning is an essential part of the core learning experience and is threaded throughout coursework in each of the program specializations. The core courses promote principles of ethics and social justice which are designed to help develop leaders in service to others.

LEADERSHIP IN HEALTH CARE SYSTEMS SPECIALIZATION

In the Leadership in Health Care Systems specialization, students may choose a focus in management or a focus in education. The Leadership in Health Care Systems specialization is offered in a one evening per week intensive format and is also offered online.

Registered nurses with an Associate Degree in nursing may be eligible for the RN to MS Nursing Program for the Leadership in Health Care Systems specialization.

Management Focus

The Management Focus prepares students for leadership roles in management in a variety of health care settings. Courses focus on leadership development, administrative skills, health care policy, economics, budgeting, and ethical and social issues impacting nursing and health care. A practicum is required where students work directly with a nursing manager as they apply theory to practice.

Education Focus

The Education Focus prepares students for leadership roles in health care education. Courses focus on leadership development, teaching and learning strategies, curriculum development, and evaluation methods. A practicum is required where students work directly with a health care educator and apply theory to practice.

FAMILY NURSE PRACTITIONER (FNP) SPECIALIZATION

The Family Nurse Practitioner (FNP) specialization prepares nurses to deliver primary health care to patients and their families. 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 National Task Force (NTF), American Nurses Association (ANA), Commission of Collegiate Nursing Education (CCNE), American Association of Colleges of Nursing (AACN), and National Council of State Boards of Nursing (NCSBN), and the Consensus Model Advanced Practice Nurse Regulation documents. Clinical experiences are offered in a variety of health care settings in both urban and rural communities. The FNP specialization courses are offered in an every-other-weekend intensive format. Students complete a minimum of 630 hours of preceptored clinical experience arranged by the student in collaboration with the faculty. Clinical hours are often completed on weekdays. Students are eligible to take both the American Academy of Nurse Practitioner Certification Examination and the American Nurses Credentialing Center (ANCC) Examination upon graduation.

Neonatal Nurse Practitioner (NNP) Specialization

The Neonatal Nurse Practitioner (NNP) specialization prepares students to manage the health care needs of high risk newborns and infants. The curriculum focuses on assessment, management, and evaluation of the health care needs of neonates and infants working within the dynamics of the family environment and in collaboration with neonatologists and other health care providers. The curriculum is designed to develop critical thinking ability, creativity, cost awareness, case management skill, and clinical expertise in competencies identified by the National Association of Neonatal Nurses (NANN), the National Organization of Nurse Practitioner Faculties (NONPF), and National Task Force (NTF), American Nurses Association (ANA), Commission on Collegiate Nursing Education (CCNE), American Association of Colleges of Nursing (AACN), and National Council of State Boards of Nursing (NCSBN), and the Consensus Model Advanced Practice Nurse Regulation documents. Clinical experiences are offered in a variety of level III (high risk) neonatal intensive care units. The NNP specialization is offered in a one to two day a week intensive format to maximize the use of clinical facilities and preceptors. Students complete a minimum of 630 hours of preceptored clinical experience. Students are eligible to take the National Certification Corporation (NCC) Certification Examination upon graduation.

Special Education Options for the Master of Science Degree in Nursing

Building on the well-established Master of Science degree in nursing program, the LHSON has expanded its offerings to enable nurses with specialized needs to meet their educational goals. These offerings include the following:

Graduate Academic Certificate: Health Care Education is a certificate program for registered nurses who have a master's degree in nursing and seek knowledge and skills for teaching in educational and health care settings. Students enrolled in the Master of Science degree in nursing: Leadership in Health Care Systems education focus will also earn the certificate. Students enrolled in the Master of Science degree in Nursing: Leadership in Health Care Systems management focus may elect to take the additional course work needed to complete this certificate.

Post-Master's Certificate: Family or Neonatal Nurse Practitioner Specialization for Master's Prepared Nurses is a certificate program for nurses who have an MS in nursing and want to become family or neonatal nurse practitioners.

Master of Science Degree Nursing Completion Option for Certified Nurse Practitioners is a degree program for nurse practitioners who want to complete a Master of Science degree in nursing but who do not want to complete an additional clinical specialty.

MASTER OF SCIENCE DEGREE IN NURSING ADMISSION

All applications for admission to a Master of Science degree in nursing or certificate nursing program require a completed application form and may include a non-refundable application fee.

Master of Science Degree in Nursing: Leadership in Health Care Systems, Family Nurse Practitioner, and Neonatal Nurse Practitioner Specializations

Admission to the Master of Science degree in nursing program is based on individual evaluation in accordance with the following minimum admission requirements:

1. A nursing baccalaureate degree from a NLNAC or AACN/CCNE accredited program.
2. A minimum undergraduate cumulative grade point average of 2.750 on a 4.000 scale.
3. A grade of "C" or better in all undergraduate nursing courses. A grade of "C-" is not acceptable.
4. Three recommendations from professional persons knowledgeable about the applicant's academic, professional and leadership potential.
5. Evidence of eligibility for Colorado Registered Nurse Licensure for classroom-based students; Colorado Licensure must be obtained prior to the first clinical/practicum course. For online students, evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the student will complete the practicum.
6. A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. This course may be taken after admission, but must be taken before NR 602-—Advanced Application of Research for Evidenced-Based Practice.
7. Submission of a one page essay describing how master's level education in nursing will impact the applicant's practice.
8. 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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.

9. Two years of clinical practice as a Registered Nurse is preferred for all applicants.
10. Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.
11. Submission of completed application with application fee.
12. NNP applicants must show evidence of two years recent experience in a level III high risk neonatal intensive care unit and current Neonatal Resuscitation Program (NRP) certification.

Graduate Academic Certificate in Health Care Education

Admission to the Graduate Academic Certificate in Health Care Education is based on individual evaluation in accordance with the following minimum admission requirements:

Applicants must submit:

1. Evidence of the ability to meet current MS degree in nursing admission requirements for the Leadership in Health Care Systems specialization.
2. Official transcripts reflecting a nursing baccalaureate degree awarded from a nationally accredited program.
3. Official transcripts reflecting study in and/or completion of a master's degree in nursing with a minimum cumulative grade point average of 3.000.
4. Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the student will complete the practicum.
5. Three letters of recommendation.
6. 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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.
7. Submission of completed application with application fee may be required.
8. Essay describing professional goals.

Post-Master's Certificate: Family Nurse Practitioner or Neonatal Nurse Practitioner Specialization

Admission to the Post-Master's Certificate (Family Nurse Practitioner or Neonatal Nurse Practitioner Specialization) is based on individual evaluation in accordance with the following minimum admission requirements:

Admission to the Post-Master's Certificate (Family Nurse Practitioner or Neonatal Nurse Practitioner Specialization) is based on individual evaluation in accordance with the following minimum admission requirements:

1. A transcript demonstrating an earned Master's degree in nursing (or equivalent) from a NLNAC or AACN-CCNE accredited school with a minimum cumulative grade point average of a 3.000.
2. Evidence of a minimum two years work experience in nursing.
3. Three letters of recommendation.
4. An essay describing professional goals.
5. Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the student will complete clinicals/practica.
6. 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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program
7. Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.
8. Submission of completed application with application fee may be required.
9. NNP applicants must show evidence of two years recent experience in a Level III high risk neonatal intensive care unit and current Neonatal Resuscitation Program (NRP) certification.

Master of Science Degree in Nursing Completion Option for Certified Nurse Practitioners

Admission to the Master of Science degree in nursing Completion Option for Certified Nurse Practitioners is based on individual evaluation in accordance with the following minimum admission requirements:

1. Evidence of the ability to meet current MS degree in nursing admission requirements.
2. National certification in a nurse practitioner specialty.
3. Recent clinical experience in the nurse practitioner specialty.

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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.

Master of Science Degree in Nursing: Admission Requirements Related To Clinical/Practicum Agency Regulations

Clinical agencies have specific requirements for both criminal background checks and drug screening. To ensure that LHSON students have access to essential clinical/practicum experience needed to complete their program:

All Master of Science degree in nursing students must provide documentation of a criminal background check and an acceptable drug screening from the firm with which Regis University has contracted. Documentation of an acceptable drug screening may be required at any time throughout the program at the discretion of the LHSON.

A complete health assessment and physical examination record indicating that the student is physically able to meet the objectives of the Master of Science degree, Graduate Academic, Post-Master's, Master's Articulation, or Master's Completion Certificate program in nursing, and is appropriately immunized is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to clinical activities. The third injection must be received at the appropriate time thereafter.

Master of Science Degree in Nursing: Essential Functions

The Leadership in Health Care Systems specialization is designed to prepare registered nurses for advanced practice roles in management and education. The practitioner specializations in the Master of Science degree in nursing program are designed to prepare registered nurses for advanced practice roles as Family Nurse Practitioners (FNPs) or as Neonatal Nurse Practitioners (NNPs).The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete each of these programs. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University's Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodations as long as they do not impose an undue hardship.

Master of Science Degree in Nursing: Computer Literacy and Access

Master of Science degree in nursing students are required to have an understanding of computers. Students are assigned a RegisNET e-mail account in their first semester of enrollment in the program. Students are expected to be literate in using e-mail, Internet, and database services. Nurse Practitioner students are expected to have a mobile device with sufficient memory to support clinical practice. All students in online Master of Science degree in nursing studies must have ready access to a computer system compliant with the RHCHP systems requirements and configuration for Regis University's learning management system. Online students should consult the Regis University website for further information at www.regis.edu.

ADDITIONAL ADMISSION REQUIREMENTS

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 in the first nine semester hours of Master of Science degree in nursing course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine semester hours of course work with a 3.000 cumulative grade point average removes the probationary status and entitles students to good academic standing.

Conditional Admission

Conditional Admission may be granted to students who are awaiting receipt of admission materials. Conditional Admission allows students to register for nine semester hours while awaiting documentation before being officially admitted. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

Non-degree Seeking Special Students

Non-degree seeking students may take a maximum of nine semester hours. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the appropriate department chair.

Students seeking admission as a non-degree seeking/special student must:

1. Submit a completed non-degree seeking/special student application and
2. Submit proof of unencumbered professional registered nurse licensure (for post-licensure programs).

Non-degree seeking students who wish to matriculate into a degree seeking program must apply and meet all admission requirements for that degree. Courses taken by non-degree seeking students will apply to degree requirements if the courses are appropriate for the selected degree and taken on a graded basis.

Non-degree seeking students are not eligible for financial aid or veteran's benefits.

Denial of 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 LHSON, the Rueckert-Hartman College for Health Professions, or Regis University.
NOTE: All documents submitted during the application process, whether or not the applicant is accepted into the program become the property of Regis University.

Master of Science Degree in Nursing Program Progression and Grade Requirements (Including Both Segments of the RN to MS Nursing Program)

Candidacy for the Master of Science degree in nursing at Regis University requires successful completion of course requirements and a final comprehensive evaluation. The Leadership in Health Care Systems, Family Nurse Practitioner, and the Neonatal Nurse Practitioner specializations each have their own specific course requirements.

All programs for the Master of Science degree in nursing have a five year time limit for completion of all degree requirements except the RN to MS Nursing Program which has a six year time limit. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit, readmission to the program may be required.

Grades of "A" or "B" represent superior or satisfactory progress toward the Master of Science 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) cumulative grade point 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. A maximum of two courses with a grade of "C" may count toward graduation. Master of Science degree in nursing students who receive a grade of "C-" or lower for a 600-level course must repeat the course.

Course Load/Overload

Master of Science degree in nursing courses are sequenced for full-time study. Courses taken out of sequence may constitute an overload. Anyone wishing to exceed the maximum academic load (12 graduate credits per semester) by changing course sequence must present a formal written request for overload to the appropriate program coordinator or department director prior to registration. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of Incomplete are eligible to apply for overload. For those students who choose the thesis option, the first three semester hours of the Master's Thesis (NR 697A) are not considered overload and therefore no request is required.

Master of Science Degree in Nursing Student Advising

Students are assigned an academic advisor upon admission who assists them with planning their program of study. Students and advisors discuss the terms of the program requirements at appropriate intervals throughout the program. Advisors counsel students on meeting the requirements for the Master of Science degree in nursing program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

Thesis Option

For students who elect to complete the thesis option, a list of faculty eligible to serve on a thesis committee and their research will be made available. Students should identify themselves to the appropriate program coordinator or department director. The thesis option is available only to classroom-based students.

Second Specialization

A Master of Science degree in nursing graduate who wishes to return for a second specialization must complete another application and the required courses for the second specialization. A second degree is not available in the Master of Science degree in nursing program.

Master of Science Degree in Nursing Transfer of Credit Policy and Procedure

Acceptance of transfer credit is determined at the discretion of the appropriate department director in compliance with the following: Transfer credit is considered only for courses taken at regionally accredited colleges and universities and for course work for which a letter grade not less than a "B-" was earned. Courses older than three years must be reviewed by the appropriate department director. All requests for transfer credit should be submitted before beginning the first graduate course. No more than 20% of the total credit hours of the program can be transferred. Students wishing to transfer credit into the Regis University Master of Science degree in nursing program 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.

Master of Science Degree in Nursing Graduation Requirements

Students graduate the semester that all requirements are met and documentation of such is received in the Office of Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Master of Science degree in nursing:

1. Satisfactory completion of required academic and clinical course work.
2. A minimum cumulative grade point average of 3.000.A maximum of two courses with a grade of "C" may count toward graduation.
3. Successful completion of a comprehensive evaluation.
4. Recommendation for the degree by the faculty of the LHSON.

For additional information on Commencement and Graduation, refer to the General Information section of this Catalog or at www.regis.edu.

MASTER OF SCIENCE DEGREE IN NURSING PROGRAM DEGREE REQUIREMENTS

The Master of Science degree in nursing requires completion of a minimum of 39 semester hours of graduate (600-level) course work for the Leadership in Health Care Systems specialization, a minimum of 43 semester hours of graduate (600-level) course work for the Neonatal Nurse Practitioner specialization, and a minimum of 46 semester hours of graduate (600-level) course work for the Family Nurse Practitioner specialization. Students are also required to pass a comprehensive evaluation. Students are expected to maintain at least a 3.000 cumulative grade point average. A minimum of 30 semester hours must be completed through Regis University.

Leadership in Health Care Systems Specialization

Total Requirements for Master of Science Program: Education	*42 SH*
Total Requirements for Master of Science Program: Management	*39 SH*
Total Requirements for MS Program with Thesis Option: Education	*48 SH*
Total Requirements for MS Program with Thesis Option: Management	*42 SH*

Core Courses	24 SH
HCE 604--Ethics for Nurse Leaders	3 SH
NR 600--Theoretical Frameworks for Leadership And Advanced Practice	3 SH
NR 602-- Advanced Application of Research for Evidence-Based Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 609--Population Health and Interprofessional Collaboration	3 SH
NR 614--Foundations of Financial Management for Nursing Leaders	3 SH
NR 620--Health Care Organizations and Systems Leadership	3 SH
NR 646--Teaching and Learning Strategies in Health Care	3 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH
Thesis Option for classroom-based students only:	
NR 697A--Master's Thesis I*	3 SH
and	
NR 697B--Master's Thesis II*	3 SH

* Three semester hours are in lieu of graduate elective for management focus.

Students select from one of the following two Leadership in Health Care Systems focus requirements:

Management Focus Requirements	***15SH***
NR 603--Informatics	3 SH
NR 615--Advanced Financial Management for Nursing Leaders	3 SH
NR 621--Advanced Management Principles and Practice	3 SH
NR 623E--Leadership in Health Care Systems Practicum: Management	3 SH
Graduate Elective (600-level)	3 SH
Education Focus Requirements	**18 SH**
NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 630--Advanced Health Assessment of the Patient and Family	3 SH
NR 647--Curriculum Development	3 SH
NR 648--Evaluation Methods in Health Care Education	3 SH
NR 623F--Leadership in Health Care Systems Practicum: Education	3 SH

Degree requirements listed below are for students admitted to the Master of Science degree program in nursing for nurse practitioners before summer 2014:

Family Nurse Practitioner Specialization

Total Requirements for Master of Science Program	*46 SH*
Total Requirements for Master of Science Program Thesis Option	*52 SH*
HCE 604--Ethics for Nurse Leaders	3 SH
NR 601--Theoretical Frameworks	3 SH
NR 602--Advanced Application of Research for Evidence-Based Practice	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607F--Advanced Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	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 645--Clinical Integration Practicum	5 SH
NR 649--Primary Care Procedures	1 SH
NR 651--Professional Integration	3 SH

NR 663--Primary Health Care of Adults and Older Adults I 5 SH

NR 664--Primary Health Care of Adults and Older Adults II 3 SH

NR 697A--Master's Thesis I* 3 SH
and
NR 697B--Master's Thesis II* 3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

* Thesis is optional.

Neonatal Nurse Practitioner Specialization

Total Requirements for Master of Science Program 43 SH

Total Requirements for Master of Science Program Thesis Option 49 SH

HCE 604--Ethics for Nurse Leaders 3 SH

NR 601--Theoretical Frameworks 3 SH

NR 602--Advanced Application of Research for Evidence-Based Practice 3 SH

NR 605N--Pathophysiology for Advanced Practice 3 SH

NR 607N--Advanced Pharmacology for Advanced Practice 3 SH

NR 608--Health Care Policy and Issues in Practice 3 SH

NR 640--Advanced Practice Roles and Concepts 3 SH

NR 651--Professional Integration 3 SH

NR 652--Health Assessment for the Neonatal Nurse Practitioner 4 SH

NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner 3 SH

NR 654--Advanced Practice Procedures for the High Risk Infant 2 SH

NR 656--Management of the High Risk Newborn 5 SH

NR 657--Clinical Integration for the Neonatal Nurse Practitioner 5 SH

NR 697A--Master's Thesis I* 3 SH
and
NR 697B--Master's Thesis II* 3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

* Thesis is optional.

Degree requirements listed below are for students admitted to the Master of Science in Nursing nurse practitioners program in the summer 2014 and after:

Family Nurse Practitioner and Neonatal Nurse Practitioner Specialization

Total Requirements for Master of Science Program: Family Nurse Practitioner 48 SH

Total Requirements for Master of Science Program: Neonatal Nurse Practitioner 43 SH

Total Requirements for MS Program with Thesis Option: Family Nurse Practitioner 54 SH

Total Requirements for MS Program with Thesis Option: Neonatal Nurse Practitioner 49 SH

Core Courses 21 SH

HCE 604--Ethics for Nurse Leaders 3 SH

NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice 3 SH

NR 602--Advanced Application of Research for Evidence-Based Practice 3 SH

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan 3 SH

NR 607--Advanced Pharmacology for Advanced Practice 3 SH

NR 608--Health Care Policy and Issues in Practice 3 SH

NR 614--Foundations of Financial Management for Nurse Leaders 3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

Thesis Option:

NR 697A--Master's Thesis I* 3 SH
and
NR 697B--Master's Thesis II* 3 SH

Family Nurse Practitioner Specialization 27 SH

NR 630--Advanced Health Assessment of the Patient and Family 3 SH

NR 642--Primary Health Care of Children and Their Families 5 SH

NR 645--Clinical Integration Practicum 5 SH

NR 649--Primary Care Procedures 1 SH

NR 651--Professional Integration 3 SH

NR 663--Primary Health Care of Adults and Older Adults I 5 SH

NR 664--Primary Health Care of Adults and Older Adults II 5 SH

Neonatal Nurse Practitioner Specialization 22 SH

NR 651--Professional Integration 3 SH

NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner 4 SH

NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner 3 SH

NR 654--Advanced Practice Procedures for the High Risk Infant 2 SH

NR 656--Management of the High Risk Newborn 5 SH

NR 657--Clinical Integration for the Neonatal Nurse Practitioner 5 SH

GRADUATE ACADEMIC CERTIFICATES

Health Care Education 12 SH

NR 646--Teaching and Learning Strategies in Health Care 3 SH

NR 647--Curriculum Development 3 SH

NR 648--Evaluation Methods in Health Care Education 3 SH

NR 658--Graduate Certificate: Health Care Education Practicum

or

NR 623F--Leadership in Health Care Systems Practicum: Education Focus (for MS in Nursing Focus Students only) 3 SH

Post-Master's Certificate for Family or Neonatal Nurse Practitioners 12-31 SH

The Post-Master's Certificate *Family or Neonatal Nurse Practitioners* is designed for nurses who have a Master of Science or its equivalent in nursing and wish to become a nurse practitioner pursuing a specialization in a clinical area of advanced practice nursing without earning a second Master's degree in nursing. Graduates who complete the practitioner specialization are eligible to sit for the National Certification Examination in their specialty area.

Family Nurse Practitioner Specialization 12-33 SH

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan 3 SH

NR 607--Advanced Pharmacology for Advanced Practice 3 SH

NR 630--Advanced Health Assessment of the Patient and Family 3 SH

NR 642--Primary Health Care of Children and Their Families 5 SH

NR 645--Clinical Integration Practicum 5 SH

NR 649--Primary Care Procedures 1 SH

NR 651--Professional Integration 3 SH

NR 663--Primary Health Care of Adults and Older Adults I 5 SH

NR 664--Primary Health Care of Adults and Older Adults II 5 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

Neonatal Nurse Practitioner Specialization 12-29 SH

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan 3 SH

NR 607--Advanced Pharmacology for Advanced Practice 3 SH

NR 651--Professional Integration 3 SH

NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner 4 SH

NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner 3 SH

NR 654--Advanced Practice Procedures for the High Risk Infant 2 SH

NR 656--Management of the High Risk Newborn 5 SH

NR 657--Clinical Integration for the Neonatal Nurse Practitioner 5 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

MASTER OF SCIENCE DEGREE IN NURSING COMPLETION OPTION FOR CERTIFIED NURSE PRACTITIONERS

This option is designed for baccalaureate prepared certified nurse practitioners without a master's degree who are currently practicing and wish to earn a Master of Science degree without changing their original practice specialization.

*Total Requirements for Master of Science Degree in Nursing Completion Option for Certified Nurse Practitioners ** *30-31 SH*

HCE 604--Ethics for Nurse Leaders 3 SH

NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice 3 SH

NR 602--Advanced Application of Research for Evidence-Based Practice 3 SH

NR 605--Advanced Physiology and Pathophysiology 3 SH

NR 607--Advanced Pharmacology for Advanced Practice 3 SH

NR 608--Health Care Policy and Issues in Practice 3 SH

NR 614--Foundations of Financial Management for Nursing Leaders 3 SH

NR 630--Advanced Health Assessment of the Family 3 SH

or

NR 652--Health Assessment for the Neonatal Nurse Practitioner 4 SH

NR 651--Professional Integration 3 SH

Graduate Elective (600-level) 3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

* A minimum of 30 semester hours of graduate (600-level) course work must be completed at Regis University.

MASTER OF SCIENCE DEGREE IN NURSING COURSE DESCRIPTIONS (NR)

NR 600. THEORETICAL FRAMEWORKS FOR LEADERSHIP AND ADVANCED NURSING PRACTICE (3). Examines the historical and philosophical context of knowledge development in nursing in order to provide a sense of professional heritage and identity for emerging nurse leaders. Theories from nursing, related sciences, and leadership are critiqued and evaluated for their usefulness and applicability to nursing roles in practice, research, education, and management. Students examine their own leadership competency in relation to contemporary health care issues and the health care environment. Service learning and its relationship to the Regis mission of Ignatian philosophy, social justice, and leadership in service to others is integrated to promote delivery of advanced nursing care to diverse populations. Prerequisite(s): MT 270 or MT 274. NOTE: Graduate standing or permission of Program Director required.

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. Regis University, Rueckert-Hartman College for Health Professions and the Loretto Heights School of Nursing mission and goals are discussed. Service Learning is introduced in this course in the campus-based MS Program. Prerequisite(s): Graduate standing.

NR 602. ADVANCED APPLICATION OF RESEARCH FOR EVIDENCE-BASED PRACTICE (3). Designed to enable the student to translate research in building an evidence-based nursing practice for improving health outcomes for populations. Various quantitative and qualitative research designs, methods, and analytical procedures such as clinical practice guidelines, systematic reviews, meta-analysis reports and others are presented, compared, and critiqued. Methodologies used in nursing to generate evidence and the approaches to implementation of evidence-based practice models in education, administration, and practice settings are examined. Ethical and cultural dimensions associated with the research process are appraised to insure protection of human subjects. Prerequisite(s): NR 600. NOTE: Graduate standing or permission of Program Director required.

NR 603. INFORMATICS (3). Provides knowledge and skills for nurse leaders to analyze, evaluate, and utilize health care information systems for the delivery of patient care. Students examine clinical, administrative, patient education, and evidence-based practice informatics applications, ethical and legal issues, and the design and implementation of information systems in health care systems. Prerequisite(s): NR 600 Cross listing: NR 703. NOTE: Graduate standing or permission of Program Director required.

NR 605. ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY ACROSS THE LIFESPAN (3). Building on basic anatomy, physiology and pathophysiology, this graduate level science-based course utilizes a comprehensive approach to address the underlying principles of disease processes across the life span. Etiology, epidemiology, and theories related to pathogenesis are examined. The focus is on the differentiation of physiological and pathophysiological findings and identification of treatment modalities for a variety of frequently presenting problems of clients in primary care across the lifespan. Prerequisite(s): NR 600 NOTE: Graduate standing or permission of Program Director required.

NR 605F/605N. 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. NOTE: NR 605F is designed for Family Nurse Practitioner (FNP) students and NR 605N is designed for Neonatal Nurse Practitioner (NNP) students.

NR 607. ADVANCED PHARMACOLOGY FOR ADVANCED PRACTICE (3). Prepares advanced practice registered nursing (APRN) and MS in Nursing Leadership in Health Care Systems students for drug therapy management across the life span in a variety of primary care settings. Studies the mechanisms of action, indications for use, efficacy, adverse effects, monitoring parameters, dosing principles and drug interactions for common drug classes used in primary care. Identification and selection of appropriate drug management regimens for selected disease states will be addressed. Develops safe prescribing techniques using evidence-based pharmacotherapeutics and standards of practice. Graduate standing or permission of Program Director required.

NR 608. HEALTH CARE POLICY AND ISSUES IN PRACTICE (3). Focuses on health policy formation and evaluation. Learning activities will facilitate students´ opportunities to learn about change in the context of public policy and politics. Public health care policy will be examined with emphasis on its relationship and application to advanced practice nursing, leadership roles in management and education, and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. Advocacy as part of service learning will be explored. Prerequisite(s): NR 600, NR 602 or permission of instructorCross listing: HCA 408 and HSA 608. NOTE: Graduate standing or permission of Program Director required.

NR 609. POPULATION HEALTH AND INTERPROFESSIONAL COLLABORATION (3). Focuses on the application of advanced nursing concepts related to the provision of culturally relevant health promotion and clinical prevention interventions in the student's area of clinical specialization. Using epidemiologic data, the student will employ collaborative strategies in the design, coordination, and evaluation of population-based, patient-centered care. Student will build upon previous course work in advocacy-focused service learning. Clinical hours (105) are required. Prerequisite(s): NR 600. NOTE: Graduate standing or permission of Program Director required.

NR 611. FOUNDATIONS OF CLINICAL TEACHING FOR NURSING FACULTY (3). Addresses knowledge, skills, and values necessary for effective clinical nursing education. Focuses on higher education outcomes, clinical teaching/learning principles, evidence-based practice, faculty role, and principles of instruction and assessment in clinical, skills, and simulation environments. Foundational knowledge is extended through self-directed readings, case analyses, and/or applied project work.

NR 614. FOUNDATIONS OF FINANCIAL MANAGEMENT FOR NURSING LEADERS (3). Prepares students to apply essentials of financial management to nursing leadership roles in health care systems. An overview of health care economics, financial concepts, and budgeting in health care organizations is presented. The use of financial information and economic principles including cost/benefit analysis for strategic planning, decision-making, and the development of a business plan are addressed. Prerequisite(s): NR 600. NOTE: Graduate standing or permission of Program Director required.

NR 615. ADVANCED FINANCIAL MANAGEMENT FOR NURSING LEADERS (3). Addresses advanced concepts for fiscal management in health care systems by non-business graduate nursing majors. Principles from NR 614 are expanded with advanced application of financial management, budgeting, variance analysis, forecasting, and productivity management in health care organizations examined. The interpretation of financial information for decision-making and the role of the nurse manager in collaborating for interprofessional financial planning and management for quality outcomes will be addressed. Prerequisite(s): NR 600 and NR 614. NOTE: Graduate standing or permission of Program Director required.

NR 620. HEALTH CARE ORGANIZATIONS AND SYSTEMS LEADERSHIP (3). Enables the student to assume a leadership role in evaluating models of health care delivery and organizational systems. Health care organizations will be evaluated based upon organizational theory and research. Quality improvement principles with a focus on patient safety and regulatory requirements are explored in a variety of health care settings. The interpretation and analysis of health care performance data as it relates to improving organizational performance are examined. Principles of informatics and health care technologies are introduced as frameworks for the improvement of outcomes of care. Prerequisite(s): NR 600. NOTE: Graduate standing or permission of Program Director required.

NR 621. ADVANCED MANAGEMENT PRINCIPLES AND PRACTICE (3). Examines and analyzes advanced concepts of managerial roles and functions in health care organizations. The emphasis is on preparing nurse managers with the knowledge, skills, and abilities needed for evidence-based, collaborative nursing and health care management. Complex aspects of nursing management are addressed including planning and development of a diverse workforce based on current legal and economic requirements and industry trends. Additional concepts addressed include evidenced-based management practices, quality and safety strategies, and essential communication principles within collaborative settings. Students use course content and build on previous course work to develop their professional management philosophy. Prerequisite(s): NR 600 and NR 614. NOTE: Graduate standing or permission of Program Director required.

NR 623E. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM: MANAGEMENT FOCUS (3). Capstone course. Focuses on the integration and application of major concepts covered throughout the graduate nursing program in preparing students for leadership roles in nursing management environments. Students are guided in preparing for the end of program comprehensive evaluation which is based on Regis University and LHSON program outcomes, AONE nursing executive certification guidelines, and ANCC advanced nurse executive certification guidelines. Using a combination of seminar and precepted clinical experiences, students synthesize and apply previously learned leadership and management principles to a specific health care setting and discuss theory practice disjunctions. One hundred and five (105) precepted clinical/field hours are required. NOTE: Completions of all Leadership in Health Care Systems specialization courses or permission of Program Director required. Student must be compliant with rhcomply@regis.edu to register for course.

NR 623F. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM: EDUCATION FOCUS (3). Capstone course. Focuses on the integration and application of major concepts covered throughout the graduate nursing program in preparing students for leadership roles in education environments. Students are guided in preparing for the end of program comprehensive evaluation which is based on Regis University and LHSON program outcomes, NLN Nurse Educator competencies, and ANCC Professional Development certification guidelines. Using a combination of seminar and precepted clinical experience, students synthesize and apply previously learned leadership and education principles to a specific education setting and discuss theory practice disjunctions. One hundred and five (105) precepted clinical/field hours are required. NOTE: Completions of all Leadership in Health Care Systems specialization courses or permission of Program Director required. Student must be compliant with rhcomply@regis.edu to register for course.

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. Prerequisite(s): Graduate standing. Completion of all specialization coursework except NR 623 and NR 699 required for online students.

NR 625. THE LEGAL ENVIRONMENT (3). Focuses on the law and the regulations pertaining to individuals and institutions that provide health care and health care education. Topics include labor and employment law, student rights and responsibilities, patient rights, and professional and organizational accountability. Prerequisite(s): Graduate standing. Completion of NR 622 required for online students.

NR 630. ADVANCED HEALTH ASSESSMENT OF THE PATIENT AND FAMILY (3). Provides a framework for systematic data collection, organization, precise recording, accurate physical and psychosocial assessment, and communication of data reflecting the health status of the patient and family. A holistic perspective facilitates an analysis of cultural, occupational, and environmental

factors integral to an understanding of both the patient and family's physical and psychosocial wellbeing. The course provides the student an opportunity to develop advanced skills necessary to evaluate deviation from the normal assessment. The student will also practice advanced physical assessment skills in simulated clinical settings. Prerequisite(s): NR 600. NOTE: Graduate standing or permission of Program Director required. Fee required.

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 664 or permission of Executive Director of the Department of Graduate and Post-Licensure Nursing required. 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, NR 663, and NR 664 or permission of the Executive Director of the Department of Graduate and Post-Licensure Nursing required. NOTE: 315 clinical hours required. Current Regis University liability insurance is required.

NR 646. TEACHING AND LEARNING STRATEGIES IN HEALTH CARE (3). Integrates teaching and learning theories for educating individuals and populations in clinical and academic settings. Teaching strategies are grounded in educational theory, assessment of learner needs, and evidence-based teaching practices. This theoretical approach guides the selection and implementation of instructional methods and learning strategies. Students explore innovative practices in health care and nursing educational environments. Prerequisite(s): NR 600 or NR 622. NOTE: Graduate standing or permission of Program Director required.

NR 647. CURRICULUM DEVELOPMENT (3). Designed to promote the formulation of program outcomes and curriculum development in various contemporary academic and practice settings. The course focuses on elements of curriculum development and educational activities in healthcare education including: evidence-based assessment, program content analysis, curriculum design and implementation, continuing professional education, and evaluation strategies. Guiding conceptual frameworks and underlying philosophical, socioeconomic, political, and contemporary health care trends that impact curriculum development and changes are analyzed. Prerequisite(s): NR 600 or NR 622 and NR 646. . NOTE: Graduate standing or permission of Program Director required.

NR 648. EVALUATION METHODS IN HEALTH CARE EDUCATION (3). Addresses formulating program outcomes and evaluating curricula that reflect contemporary trends in the healthcare environment. Students will use a variety of strategies to assess and evaluate all domains of learning and outcomes in classroom, laboratory, and clinical settings. The process of program evaluation includes the assessment of educational outcomes for individuals and populations. Students will analyze and apply frameworks and models to assess and evaluate outcomes for continuous quality improvement. Prerequisite(s): NR 600 or NR 622, NR 646 and NR 647 . NOTE: Graduate standing or permission of Program Director required.

NR 649. PRIMARY CARE PROCEDURES (1). A theory, application, and skills course addressing the assessment and management of urgent patient conditions commonly encountered in primary care settings. Prerequisite(s): NR 607, NR 630 or permission of instructor required. Pass/No Pass grading only.

NR 651. PROFESSIONAL INTEGRATION (3). Integrates core concepts in nursing for the nurse practitioner. Builds on the skill set essential for independent practice. Prerequisite(s): NR 600, NR 602, NR 608, and 75% of program requirements completed.

NR 652. ADVANCED HEALTH ASSESSMENT FOR THE NEONATAL NURSE PRACTITIONER (4). Presents a framework for systematic collection of a comprehensive database that includes pertinent history and physical assessments of the pregnant woman, neonate, and healthy child through age two. NOTE: Includes 105 clinical hours of precepted clinical practice.

NR 653. GENETICS AND EMBRYOLOGY FOR THE NEONATAL NURSE PRACTITIONER (3). Provides a scientific foundation in embryology and genetics for practice. Analyzes the principles of human genetics, genetic testing and screening, genetic abnormalities and gene therapy for implications for the neonatal nurse practitioner.

NR 654. ADVANCED PRACTICE PROCEDURES FOR THE HIGH RISK INFANT (2). A theory, application, and skills course addressing the assessment and management of neonatal procedures commonly encountered in neonatal intensive care facilities. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. NOTE: Laboratory practicum includes procedural techniques.

NR 656. MANAGEMENT OF THE HIGH RISK NEWBORN (5). Application of theory to practice in the development of a plan of care based on research evidence, pathophysiology, nursing and pharmacology principles, and protocols for the neonate. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. NOTE: Includes 105 hours of precepted clinical practice.

NR 657. CLINICAL INTEGRATION FOR THE NEONATAL NURSE PRACTITIONER (5). Focuses on the integration of advanced perinatal and neonatal theory, skill competency, critical thinking and clinical management of the low and high risk neonate and family. Prerequisite(s): NRP (Neonatal Resuscitation) certification, NR 605, NR 607, NR 652, NR 653, NR 654, NR 656, or permission of instructor. NOTE: Includes 415 hours of precepted clinical practice.

NR 658. HEALTH CARE EDUCATION PRACTICUM (3). Designed for students to synthesize and analyze knowledge of educational principles and theories learned through prior coursework and their practicum experience. 105 precepted practicum hours required. Prerequisite(s): NR 646, NR 647, and NR 648. NOTE: Enrollment in or completion of all health care education certificate courses.

NR 663. PRIMARY HEALTH CARE OF ADULTS AND OLDER ADULT I (5). Addresses health maintenance, disease prevention,

and health promotion for adults from young adulthood through geriatric age. Emphasizes skills in assessment, diagnosis, treatment, management, education and follow up of health maintenance exams, minor acute illness, and minor acute injury. Prerequisite(s): NR 605, NR 607, and NR 630. NOTE: 105 clinical hours of preceptored experience are required.

NR 664. PRIMARY HEALTH CARE OF ADULTS AND OLDER ADULT II (5). Addresses health maintenance, disease prevention, and health promotion for adults from young adulthood through geriatric age. Emphasizes skills in assessment, diagnosis, treatment, management, education and follow up of complex and chronic illness. Prerequisite(s): NR 663. NOTE: 105 clinical hours of preceptored experience are required.

NR 681. INTERPROFESSIONAL FOUNDATIONS OF GLOBAL HEALTH (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: NR 682. Cross listing(s): HSA 682, PHRM 781, DPT 780M, and DPT 781M. NOTE: Majors only.

NR 682. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH II (2). Expands on Foundations of Global Health I and exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: NR 681. Cross listing(s): HSA 683 and PHRM 782.

NR 683. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Provides a basic spiritual care foundation for providers. Using Ignatian pedagogy, an interprofessional approach incorporates theory, observation and reflection. Clarifies roles of the spiritual care team.

NR 684. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE II (2). Provides advanced spiritual care knowledge and application to clients. Based on Ignatian pedagogy, includes an interprofessional approach with didactic and field components emphasizing spiritual care delivery. Field experiences include mentoring in various work-place settings. Prerequisite(s): NR 683.

NR 690E-W. INDEPENDENT STUDY IN GRADUATE NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and permission of the appropriate department director required.

NR 695. CULTURAL DIVERSITY IN HEALTH CARE (3). Explores the components of cultural competence in health care. Issues related to cultural diversity in health and illness are discussed and analyzed. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Cross listing: NR 495.

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 permission of Executive Director of the Department of Graduate and Post-Licensure Nursing required. Majors only. 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. Classroom-based students only.

NR 697B. MASTER'S THESIS II (3). Completion and defense of thesis begun in NR 697A. Prerequisite(s): NR 697A. Permission of Executive Director of the Department of Graduate and Post-Licensure Nursing required. NOTE: A letter grade is assigned for both NR 697A and NR 697B after completion of NR 697B. Classroom-based students only.

NR 699. COMPREHENSIVE EVALUATION, MASTER OF SCIENCE (0). This course is a comprehensive evaluation of the student's achievement of Regis University and LHSON MS Program Outcomes. Students provide a presentation reflecting on the Regis University and LHSON MS Program Outcomes with provisions of evidence of this achievement. NOTE: Completion of all Leadership in Health Care Systems emphasis courses or permission of Program Director. Pass/No Pass grading only.

DOCTOR OF NURSING PRACTICE DEGREE

The Doctor of Nursing Practice (DNP) program prepares students with a theoretical and practical foundation for advanced nursing practice in a variety of settings. Students can enter the program through the post-master of science in nursing to DNP or post-bachelor of science in nursing (BSN) to DNP. The post-MS to DNP has two tracks; one for advanced leadership in health care and one for advanced practice registered nurses. The post-BSN to DNP program requires completion of the master of science in nursing with a specialization focus in either the family nurse practitioner or neonatal nurse practitioner programs prior to a seamless progression into the DNP program.

DOCTOR OF NURSING PRACTICE ADMISSION

All applications for admission to the Doctor of Nursing Practice program require a completed application form and may include a non-refundable application fee.

Admission to the Doctor of Nursing Practice program is based on individual evaluation in accordance with the following minimum admission requirements:

1. A minimum cumulative grade point average of 3.000 or above on a 4.000 scale in all graduate level coursework.
2. A nursing graduate degree from an NLNAC or AACN-CCNE accredited program, offered at a regionally accredited school.
3. A grade of "B" or better in all graduate nursing courses. A grade of "B-" is not acceptable.
4. An active, unrestricted or unencumbered RN license in the state in which the student's clinical/practicum experience will be completed.
5. Three recommendations from professional persons knowledgeable about the applicant's academic, professional

and leadership potential. One letter of recommendation must be from a current clinical supervisor and one must be academic in nature.

6. A current resume which includes all professional and volunteer experiences with emphasis on leadership roles, experience in primary and acute clinical care, and service to underserved and underrepresented populations.
7. Submission of a two page typewritten personal statement (double-spaced) which addresses the essay question(s) in the application.
8. 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 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.
9. Submission of completed application with application fee.
10. An interview may be required.

Doctor of Nursing Practice: Admission Requirements Related To Clinical/Practicum Agency Regulations

Clinical agencies have specific requirements for both criminal background checks and drug screening. To ensure that LHSON students have access to essential clinical/practicum experience needed to complete their program:

Doctor of Nursing Practice students must provide documentation of a criminal background check and an acceptable drug screening from the firm with which Regis University has contracted. Documentation of an acceptable drug screening may be required at any time throughout the program at the discretion of the LHSON.

A complete health assessment and physical examination record indicating that the student is physically able to meet the objectives of the Doctor of Nursing Practice degree and is appropriately immunized is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to clinical activities. The third injection must be received at the appropriate time thereafter.

Doctor of Nursing Practice: Essential Functions

The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete each of these programs. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University's Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodations as long as they do not impose an undue hardship.

Doctor of Nursing Practice: Computer Literacy and Access

Doctor of Nursing Practice students in LHSON are required to have ready access to a computer system compliant with the RHCHP systems requirements and configuration for Regis University's learning management system. Online students should consult the Regis University website for further information at www.regis.edu. DNP students are also required to have either an internal or external computer camera and a headset with a microphone. Students are assigned a RegisNET e-mail account in their first semester of enrollment in the program. Students are expected to be literate in using e-mail, Internet, word processing, spreadsheet, and database services. Advanced Practice Registered Nurse students are expected to have a mobile device with sufficient memory to support clinical practice.

Denial of 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 LHSON, the Rueckert-Hartman College for Health Professions, or Regis University.

PROGRAM PROGRESSION AND GRADE REQUIREMENTS

Candidacy for the Doctor of Nursing Practice degree at Regis University requires successful completion of course requirements and a final comprehensive evaluation. The program has a five year time limit for completion of all degree requirements. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit, readmission to the program may be required. Grades of "A" or "B" represent superior or satisfactory progress toward the Doctor of Nursing Practice. The grade of "C" is not counted toward graduation, but is included in the student's cumulative grade point average.

COURSE LOAD/OVERLOAD

Doctor of Nursing Practice courses are sequenced for full-time study. Courses taken out of sequence may constitute an overload. Anyone wishing to exceed the maximum academic load (12 graduate credits per semester) by changing course sequence must present a formal written request for overload to the appropriate program coordinator or department director prior to registration. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of incomplete are eligible to apply for overload.

DOCTOR OF NURSING PRACTICE STUDENT ADVISING

Students are assigned an academic advisor upon admission who assists them with planning their program of study. Students and advisors discuss the terms of the program requirements at appropriate intervals throughout the program. Advisors counsel students on meeting the requirements for the Doctor of Nursing Practice Program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

DOCTOR OF NURSING PRACTICE DEGREE TRANSFER OF CREDIT POLICY AND PROCEDURE

Acceptance of transfer credit is determined at the discretion of the appropriate program coordinator or department director in compliance with the following: Transfer credit is considered only for courses taken at regionally accredited colleges and universities and for course work for which a letter grade not less than a "B" was earned. Courses older than three years must be reviewed by the appropriate Department Director. All requests for transfer credit should be submitted before beginning the first graduate course. Students wishing to transfer credit into the Regis University Doctor of Nursing Practice Program 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.

DOCTOR OF NURSING PRACTICE GRADUATION REQUIREMENTS

Students graduate the semester that all requirements are met and documentation of such is received in the Office of Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Doctor of Nursing Practice degree:

9. Satisfactory completion of required academic and clinical course work,
10. A minimum cumulative grade point average of 3.000
11. Successful completion of a capstone project and defense; and
12. Recommendation for the degree by the faculty of the LHSON.

For additional information on Commencement and Graduation, refer to the General Information section of this Catalog and/or at www.regis.edu.

POST-MASTER OF SCIENCE IN NURSING TO DNP PROGRAM DEGREE REQUIREMENTS

An online format that includes clinical practica and service learning experiences is offered for the DNP degree portion. The Doctor of Nursing Practice requires completion of a minimum of 36 semester hours of graduate (700-level) course work for the Advanced Leadership in Health Care specialization and a minimum of 31 semester hours of graduate (700-level) course work for the Advanced Practice Registered Nurse specialization and completion of a total of 1000 post baccalaureate clinical hours. Students are expected to maintain at least a 3.000 cumulative grade point average. A minimum of 30 semester hours must be completed through Regis University.

The focus of the student experiences will be on diverse, underserved, and vulnerable populations in urban and rural settings with the goal to improve direct and indirect health care services. The DNP is designed around two specializations: Advanced Leadership in Health Care and Advanced Practice Registered Nurse. The curriculum for both specializations consists of four major areas: Core coursework, specialization coursework, practice applications, and a capstone project and defense. The core incorporates the major advanced practice emphases of the degree including theoretical applications, statistics, epidemiology, policy analysis, outcomes research, and informatics. Service learning is an essential part of the core learning experience and is threaded throughout coursework in both specializations. The core also promotes principles of ethics, social justice, and leadership designed to develop advanced nursing leaders in service to others.

Total Requirements for Doctor of Nursing Practice Advanced Leadership in Health Care Specialization 30-36 SH

NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Capstone Project A	1 SH
NR 706B--Doctor of Nursing Practice Capstone Project B	1 SH
NR 706C--Doctor of Nursing Practice Capstone Project C	1 SH
NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 721--Strategic Planning in an Evolving Health Care Environment	3 SH
NR 722-- Health Care Systems Finance and Marketing	3 SH
*NR 725A--Application to Practice Clinical Hours	1-7 SH
*NR 725B--Application to Practice Clinical Hours	1-7 SH
*NR 725C--Application to Practice Clinical Hours	1-7 SH
*NR 725D--Application to Practice Clinical Hours	1-7 SH
NR 799--Capstone Defense	0 SH

Total Requirements for Doctor of Nursing Practice Advanced Practice Registered Nurse Specialization 30-31 SH

NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Capstone Project A	1 SH
NR 706B--Doctor of Nursing Practice Capstone Project B	1 SH

NR 706C--Doctor of Nursing Practice Capstone Project C	1 SH
NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 711--Advanced Leadership for Collaborative Models of Care	3 SH
NR 712--Dynamics of Organizations, Systems Design, and Evaluation	3 SH
*NR 715A--Application to Practice Clinical Hours	1-7 SH
*NR 715B--Application to Practice Clinical Hours	1-7 SH
*NR 715C--Application to Practice Clinical Hours	1-7 SH
NR 799--Capstone Defense	0 SH

*A verification process of each student's completed post-graduate application to practice/clinical hours will be used to determine the number of NR 715A-C or NR 725 A-D courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours.

POST-BACHELOR OF SCIENCE IN NURSING (BSN) TO DNP DEGREE REQUIREMENTS

The Post-BSN to DNP prepares students with a theoretical and practical foundation for advanced nursing practice in a variety of settings. Prior to enrolling in DNP courses, the BSN prepared student must complete the Master of Science program for advanced practice registered nurses, either family nurse practitioner or neonatal nurse practitioner. When students have successfully completed the Master of Science in Nursing core courses and the courses within their specialization, they will have a seamless progression into the DNP program or they may opt to begin the DNP program at a later date. Students will enroll in the core courses as listed below and their selected area of specialization courses. The course descriptions for the masters portion of this program are located in the section titled "Master of Science degree in Nursing Course Descriptions".

Family Nurse Practitioner and Neonatal Nurse Practitioner Specialization

Total Requirements for Master of Science Program: Family Nurse Practitioner	*48 SH*
Total Requirements for Master of Science Program: Neonatal Nurse Practitioner	*43 SH*
Total Requirements for MS Program with Thesis Option: Family Nurse Practitioner	*54 SH*
Total Requirements for MS Program with Thesis Option: Neonatal Nurse Practitioner	*49 SH*

Core Courses	**21 SH**
HCE 604--Ethics for Nurse Leaders	3 SH
NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice	3 SH
NR 602--Advanced Application of Research for Evidence-Based Practice	3 SH
NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 614--Foundations of Financial Management for Nurse Leaders	3 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH
Thesis Option:	
NR 697A--Master's Thesis I*	3 SH
and	
NR 697B--Master's Thesis II*	3 SH

Family Nurse Practitioner Specialization	**27 SH**
NR 630--Advanced Health Assessment of the Patient and Family	3 SH
NR 642--Primary Health Care of Children and Their Families	5 SH
NR 645--Clinical Integration Practicum	5 SH
NR 649--Primary Care Procedures	1 SH
NR 651--Professional Integration	3 SH
NR 663--Primary Health Care of Adults and Older Adults I	5 SH
NR 664--Primary Health Care of Adults and Older Adults II	5 SH
Neonatal Nurse Practitioner Specialization	**22 SH**
NR 651--Professional Integration	3 SH
NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner	4 SH
NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner	3 SH
NR 654--Advanced Practice Procedures for the High Risk Infant	2 SH
NR 656--Management of the High Risk Newborn	5 SH
NR 657--Clinical Integration for the Neonatal Nurse Practitioner	5 SH

The Doctor of Nursing Practice requires completion of a minimum of 31 semester hours of graduate (700-level) course work for the Advanced Practice Registered Nurse specialization and completion of a total of 1000 post baccalaureate clinical hours. Students are expected to maintain at least a 3.000 cumulative grade point average. A minimum of 30 semester hours must be completed through Regis University.

Total Requirements for Doctor of Nursing Practice	
Advanced Practice Registered Nurse Specialization	***31 SH***
NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Capstone Project A	1 SH
NR 706B--Doctor of Nursing Practice Capstone Project B	1 SH
NR 706C--Doctor of Nursing Practice Capstone Project C	1 SH
NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 711--Advanced Leadership for Collaborative Models of Care	3 SH
NR 712-- Dynamics of Organizations, Systems Design, and Evaluation	3 SH
*NR 715A--Application to Practice Clinical Hours	1-7 SH
*NR 715B--Application to Practice Clinical Hours	1-7 SH
*NR 715C--Application to Practice Clinical Hours	1-7 SH
NR 799--Capstone Defense	0 SH

*A verification process of each student's completed post-graduate application to practice/clinical hours will be used to determine the number of NR 715A-C or NR 725 A-D courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours.

DOCTOR OF NURSING PRACTICE COURSE DESCRIPTIONS (DNP)

NR 701. THEORETICAL APPLICATION FOR DOCTORAL NURSING PRACTICE (3). Facilitates development and evaluation of new practice and delivery approaches based on theories from various disciplines of study. Students examine, critique, and develop theoretical frameworks that direct health care delivery to improve the health of individuals, aggregates, and communities. Reflecting on the complexity of health care, students develop ethical and evidence-based approaches for the application of natural and social sciences to communities of interest. The course also integrates the concepts of population health and equity of care delivery for vulnerable, underserved, and diverse populations. NOTE: DNP students only.

NR 702. APPLIED STATISTICS (3). Develops skills and knowledge to manage and analyze biomedical data. Statistics used for decision-making, population health assessment, and inferential research analysis are applied to describe the health of populations, quality assurance initiatives, appraisals of effectiveness of interventions, and predicting risk in urban or rural, geographic or population-based, vulnerable or underserved populations. NOTE: DNP students only.

NR 703. INFORMATICS (3). Provides knowledge and skills for nurse leaders to analyze, evaluate, and utilize health care information systems for the delivery of patient care. Students examine clinical, administrative, patient education, and evidence-based practice informatics applications, ethical and legal issues, and the design and implementation of information systems in health care systems. Prerequisite(s): NR 600 or NR 622. NOTE: DNP students only. Cross listing: NR 603.

NR 704. EPIDEMIOLOGY AND HEALTH PROMOTION FOR POPULATIONS (3). Provides the epidemiological foundations for assessing and planning population health promotion and disease prevention. Emphasizes core concepts of epidemiology including epidemiology models, determinants of health and illness, epidemiological methods and data measurements and examining the epidemiology of populations across the lifespan. Students examine the role of the DNP in collaborating with community partners in using epidemiology study results for addressing gaps in care for vulnerable and underserved populations at local, state, national, and global levels. NOTE: DNP students only.

NR 706A-C. DNP CAPSTONE PROJECT (1). The Capstone project will provide a demonstration of evidence based application of course and clinical experiences to meet University, School, and Program outcomes. The Capstone project will include a DNP practice change initiative. Students take Capstone Project A seminar early in the program to explore a variety of DNP roles and their DNP role in their practice setting. Students identify the vulnerable, underserved, or diverse populations with whom they are working, establish a practice problem and review the relevant literature in preparation for establishing their practice change initiative. The Capstone committees are established to guide the students in the practice projects. Pre- or co-requisite: Appropriate NR 715 or NR 725 courses. NOTE: DNP students only.

NR 707. CLINICAL RESEARCH FOR THE DOCTOR OF NURSING PRACTICE (3). As the costs of health care continue to rise, and society's ability to meet these costs declines, there is increasing interest in the efficacy, economic evaluation, and overall patient satisfaction with health care interventions across populations. This course provides background information on the theoretical foundations, implementation, and evaluation of outcomes research in evidence-based practice, and emphasizes the ongoing use of data to improve the processes, systems, and delivery of care to vulnerable, underserved, and diverse populations. Examines concepts related to utilization of outcome data in clinical decision-making at the programmatic and

organizational level and develop an outcomes research project proposal. NOTE: DNP students only.

NR 708. HEALTH POLICY ANALYSIS AND DEVELOPMENT (3). Students critically analyze public policy and the implications of policy to consumers, professionals and policy makers. Financial and legal influences are discussed as students evaluate policy decisions and strategize ways to drive policy supportive of health care, health care delivery, health care education and the practice of nursing. Shows evidence of leadership in the development and implementation of health care policy within institutions and the public arena at all levels from local to international. NOTE: DNP students only

NR 711. ADVANCED LEADERSHIP FOR COLLABORATIVE MODELS OF CARE (3). Addresses advanced practice models for nurse practitioners, including scope of practice, standards of care, practice guidelines and credentialing. Collaborative models of health care and collaborative practice are presented and address issues related to access to care. Principles of leadership and management are presented and include advanced communication skills, ethical decision-making, office management, and insurance and billing. The role of the nurse practitioner as a member of health care delivery teams is presented with a focus on coalition building, human relations development, and workforce planning. Leadership skills emphasize creating change and negotiating conflict to provide health care to selected populations within collaborative care models. Evaluation strategies and outcomes served as a basis for determining quality of care. NOTE: DNP students only.

NR 712. DYNAMICS OF ORGANIZATIONS, SYSTEMS DESIGN, AND EVALUATION (3). Analyzes the theoretical basis for organizations and the role and structure of organizations across the health care continuum both globally and within multiple contexts. Students examine quality and safety initiatives, relationships of structure, finance, function, design, and risk management from a systems model perspective. Further, students use ethical leadership concepts to analyze complex situations and environment to operationalize best practice standards in service to vulnerable, underserved, diverse populations. NOTE: DNP students only

NR 715A-C. APPLICATION TO PRACTICE CLINICAL HOURS (1-7). Students register for a variable number of credit hours based on faculty review of transcripts and degree plan requirements. These precepted experiences are designed to assist students apply theory to practice, identify theory to practice disjunctions, and complete a DNP Capstone Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses. NOTE: DNP students only

NR 721. STRATEGIC PLANNING IN AN EVOLVING HEATLH CARE ENVIRONMENT (3). Students apply foundational and nursing administration knowledge, skills, and attitudes to their advanced practice role. Students develop and articulate their vision and mission for a nursing practice enterprise as a foundation for a strategic plan to improve health outcomes with diverse, vulnerable, and/or underserved populations. In collaboration with interprofessional and community partners, students apply network and systems thinking and strategic planning principles to authentic issues within the context of a global and evolving health care environment. Case study analysis and organizational and leadership theory are used to develop a nursing practice enterprise to improve the nation's health. NOTE: DNP students only.

NR 722. HEALTH CARE SYSTEMS FINANCE AND MARKETING (3). Students will analyze diverse health care systems in relation to local, state, national, and global health care markets and population needs. Students will examine and develop marketing and sales strategies that impact health care delivery and education. A comprehensive business plan will be developed that incorporates cost effective financial planning and project funding. Principles of business, finance, economics, and health policy will be used to develop effective plans that improve quality of care, especially for vulnerable, underserved, or diverse populations. NOTE: Students must have matriculated into the DNP to be eligible to take this course.

NR 725A-D. APPLICATION TO PRACTICE CLINICAL HOURS (1-7). Students register for a variable number of credit hours based on faculty review of transcripts and degree plan requirements. These precepted experiences are designed to assist students apply theory to practice, identify theory to practice disjunctions, and complete a DNP Capstone Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses. NOTE: DNP students only.

NR 799. CAPSTONE DEFENSE (0). Required of all DNP students. Consists of an oral comprehensive presentation on core and specialty course content and evidence of achievement or program and University outcomes. Prerequisite(s):All DNP theory and Capstone Project courses in the emphasis, greater than 80% of all Application to Practice clinical hours, and approval of the appropriate director/coordinator. NOTE: DNP students only.

SCHOOL OF PHARMACY

The Doctor of Pharmacy program is 150 semester hours of full-time study, offered in nine semesters over four years. The curriculum prepares graduates to become licensed pharmacists able to practice in a wide array of professional settings.
The Doctor of Pharmacy curriculum explores the role of medications in the management of health and treatment of diseases of all populations of people. Students study the basic biological and pharmaceutical sciences, including pharmacology, medicinal chemistry, and pharmaceutics, that form the foundation of modern medication therapy. Application of these principles is achieved during the curriculum through small group activities that focus on real-world, professional situations that require critical thinking, communication, and team-building skills. Students also learn about the U.S. health care system, pharmacy law, using drug information resources, health care ethics, and more. The primary teaching strategy used throughout the curriculum is team-based learning, which is a method that emphasizes student preparation and assessment both as an individual and as a member of a student team. During the curriculum, students learn how to apply fundamental principles to medication management as part of a health care team.

The School of Pharmacy program offers students experiential learning opportunities throughout the curriculum. Experiential learning opportunities are designed to allow the students to apply the knowledge gained from campus based courses in a variety of health care settings. The experiential sequence includes both introductory and advanced pharmacy practice experiences. The introductory experiential component consists of one semester of campus-based learning and five semesters of off-campus introductory practice experiences. The advanced experiential component requires students to complete seven, six-week experiences during the summer semester following their third and during their fourth professional years. Participation in the experiential learning component of the program necessitates travel to various sites in the Denver metro and surrounding areas. Advanced pharmacy practice experiences are also offered (but not required) in other states within the United States, its territories and possessions. All expenses incurred during the introductory and advanced practice experiences are the responsibility of the student. During any one rotation students are given choices within a select subset of these sites.

The goal of the curriculum is found within the educational outcomes of the Regis University School of Pharmacy developed by the faculty. The educational outcomes are:

A Regis Pharmacist Must Be Knowledgeable.

Regis University School of Pharmacy must prepare students so that they know how:

to acquire and process information to solve problems efficiently;

the pharmacy profession fits into the interdisciplinary health care system;

to integrate knowledge from different scientific and academic disciplines into pharmacy practice;

the economic, psychological, social, and cultural factors affect all aspects of health care;

scientific and clinical principles dictate disease management strategies; and

the business, social and administrative aspects affect pharmacy practice.

A Regis Pharmacist Must Be Skillful.

Regis University School of Pharmacy must ensure that students will:

acquire and critically evaluate information related to patient care;

provide pharmaceutical care using evidence-based principles;

accurately communicate drug therapy information to health care professionals, patients and their caregivers;

be proficient in drug compounding, distribution, and administration;

demonstrate the ability to manage basic business aspects of pharmacy practice;

be able to adapt to changes in the health care system; and

collaborate with all members of the health care team.

A Regis Pharmacist Must Be Principled.

Regis University School of Pharmacy must foster students who are:

aware of his or her and others' emotions and respond to them appropriately;

accountable to, responsible to, and respectful of others;

committed to continuous professional and personal development;

empathetic towards others;

trustworthy;

prepared for leadership roles in the profession and the community;

ethical and socially responsible;

culturally aware when interacting with others;

sensitive to issues of social justice; and

willing to accept the crucial role that pharmacists play in achieving a common good within society.

Essential Functions

In order to provide safe and effective pharmacy care, a student in the Doctor of Pharmacy program is expected to possess functional use of the senses of vision, hearing, and somatic sensation. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand.

If a student cannot meet these essential skills and abilities, it is the responsibility of the student to request appropriate accommodations. The university will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship. The details of the essential functions are found in the School of Pharmacy Student Handbook.

ADMISSION

Applicants to the Doctor of Pharmacy (Pharm.D.) program must complete and submit their application through the PharmCAS system at www.pharmcas.org. Initial screening of PharmCAS applications is performed by the Office of Admissions. Screening is based on selection criteria designed by the School of Pharmacy faculty. Applicants who meet the required qualifications are invited for an interview with members of the faculty and leaders in the pharmacy community.

1. The Interview Selection Criteria:

cumulative grade point average;

math and science grade point average;

completion of prerequisite courses;

Pharmacy College Admission Test (PCAT) scores;

letters of recommendation;

community service; and

work experience

2. *Early Assurance Program*

   The School of Pharmacy does not offer an early assurance program for entrance into the Doctor of Pharmacy program for Regis University students or students from other universities or colleges. Regis University students, however, are afforded a guaranteed admission interview provided they have completed at least three semesters of full-time study at Regis University and have maintained a minimum overall GPA of 3.0 in their prerequisite mathematics and life sciences courses. These students must also have achieved a score of 30% or greater on the PCAT.

3. *Interview Day*

   Selected applicants will be invited for a one day on-campus interview. The interview day consists of the following:

   - welcome session;
   - tour of the campus;
   - spontaneous writing exercise;
   - multiple mini-interviews;
   - lunch with faculty, preceptors, and current Regis University students;
   - introduction to Regis University and the School of Pharmacy;
   - team-based learning activity;
   - information session with student service organizations (financial aid, housing); and
   - Ask the faculty" session.

   Informational activities will be provided for parents, spouses, and partners while the applicant participates in the interview process.

4. Qualified Applicants

   Multiple criteria are used in admission screening and decisions. Successful applicants must have:

   - earned a minimum cumulative grade point average of 2.5 (on a 4.0 scale) with a minimum science and mathematics grade point average of 2.5 (on a 4.0 scale);
   - achieved a grade of "C" or better in all prerequisite courses. (Note: prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.);
   - achieved a rank of 30% or greater on the Pharmacy College Admissions Test (PCAT);
   - successful interview
   - demonstrated ability to communicate in writing
   - demonstrated familiarity with the pharmacy profession and its future;
   - demonstrated evidence of potential for success in doctoral degree program;
   - demonstrated evidence of potential success as a professional;
   - demonstrated evidence of an orientation toward service; and
   - demonstrated willingness to work in teams and provide leadership.

Scoring and Ranking of Applicants

The Office of Admissions and Student Operations compiles a composite score based on PharmCAS and interview data. Applicants are ranked and selected by the Student Affairs Committee. The Office of Admissions sends an offer of admission to qualified applicants. The admission decisions of the Student Affairs committee are final.

Offer of Admission

Applicants who have been selected for admission into the Doctor of Pharmacy program receive either a conditional or final offer of admission. Offers of admission are sent out until all program spaces are filled.

Conditional Admission

Conditional admission may be offered to applicants who are attending a post-secondary institution and whose final academic grades for prerequisite courses are not yet available. Applicants offered conditional admission are accepted into the program pending successful completion of prerequisite courses with a grade of "C" or higher, maintaining grades consistent with the initial review and meeting the GPA requirements. Students must submit official transcripts to the Office of Admissions demonstrating that the conditional requirements have been met prior to the first day of regular classes. Students who may not have fully completed prerequisite course work at the time of admission may be accepted into the program pending successful completion of prerequisite courses with a grade of "C" or higher. Students must submit official transcripts demonstrating that the conditional requirements have been met prior to the first day of regular classes.

Final admission will be given to applicants who have met all of the admission criteria and who have submitted all application documentation

Alternate List

An alternate list may be maintained until the beginning of classes. If space becomes available, alternate list applicants will receive written notification and/or a phone call of an offer of admission.

DEPOSIT

Applicants must reply to the Office of Admissions within 10 days of receipt of the offer of admissions. A non-refundable deposit is required upon acceptance. The current deposit amount can be found at www.regis.edu/pharmd.

PREREQUISITES

Prerequisite course work must be completed prior to matriculation into the School of Pharmacy. A minimum of 68 SH of prerequisite coursework is required prior to entry into the program.

Natural Sciences and Mathematics	***44 SH***
General Biology and Lab I	4 SH
General Biology and Lab II	4 SH
General Chemistry and Lab I	5 SH
General Chemistry and Lab II	5 SH
Organic Chemistry and Lab I	5 SH
Organic Chemistry and Lab II	5 SH
Microbiology and Lab	4 SH
Calculus I	4 SH
Anatomy and Lab	4 SH
Physiology and Lab	4 SH
Written and Oral Communication	***6 SH***
English Composition	3 SH
Speech Communication	3 SH
Social Sciences	***9 SH***
Psychology	3 SH
Sociology	3 SH
Social Science Elective	3 SH
Other	***9 SH***
Economics	3 SH
Philosophy	3 SH
Religious Studies	3 SH

COMPUTER LITERACY

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer applications, including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs or through private companies prior to beginning the program.

Due to the possibility of the need for emergency curricular delivery as the result of campus or national closure, students are required to have access to a computer, a printer, and Internet access from home. A mobile device is also recommended but not required. Since nearly all public spaces on the Regis University campus have wireless Internet access, any device with wireless Internet connectivity can allow students to access Internet resources necessary for the program such as library databases, course resources that may have audio and video supplements to course content, and specialized databases such as pharmacology databases. In addition, high speed broadband (cable or DSL) or wireless Internet access at home and while on experiential rotations is suggested so that students can access multimedia files through the University system throughout the entire program. All student, faculty, and staff electronic communication is accomplished through an issued RegisNET e-mail account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. The University has several computer labs on campus that students may use, however, access from home is highly recommended. Consult the School of Pharmacy website for further information on system requirements and configurations at www.regis.edu.

ADVISING

A faculty advisor is assigned to all Doctor of Pharmacy students. An advisor counsels students on the process for meeting requirements for the Doctor of Pharmacy program and provides guidance and support for progression throughout the program as necessary. Students are required to meet with their advisors a minimum of twice per semester to facilitate ongoing dialogue and development of professional behaviors, complete portfolio requirements, and address graduation criteria throughout their studies. Conflicts with the assigned advisor must be presented in writing to the Assistant Dean for Student Affairs.

PROGRAM PROGRESSION/PROBATION/ SUSPENSION/DISMISSAL

See details within the RHCHP Academic Standing and Penalties section of this Catalog and the School of Pharmacy Student Handbook.

TRANSFER CREDIT

The School of Pharmacy curriculum integrates content from pharmaceutics, pharmacology, medicinal chemistry, and the biological sciences with therapeutics in the courses over the first three professional years. Since the curriculum is highly integrated, it is unlikely that a student wishing to transfer into the School of Pharmacy during the first three professional years will be able to do so without difficulty (e.g. not having adequate background in the pharmaceutical sciences or therapeutics). However, requests will be considered on a case-by-case basis.

DEGREE AWARD

Students graduate in the semester that all requirements are met and documentation of such is received by the Office of Academic Records and Registration. Incomplete grades and late application for graduation may delay graduation to a subsequent semester. The Doctor of Pharmacy degree will be conferred to a student when he/she has satisfactorily completed all required academic and experiential course work, met the School of Pharmacy educational outcomes, and demonstrated behaviors consistent with the pharmacy profession.

It is the student's responsibility to read and understand all policies and requirements of the School of Pharmacy and the University. It is also the student's responsibility to maintain personal records of course work applicable to the degree.

DEGREE REQUIREMENTS

Total Degree Requirements	*150 SH*
YEAR 1	***34 SH***
Fall Semester	*17 SH*
PHRM 750--Introduction to Pharmacy	2 SH
PHRM 701--Integrated Pharmacotherapy 1	4 SH
PHRM 702--Integrated Pharmacotherapy 2	4 SH
PHRM 703--Integrated Pharmacy Laboratory 1	1 SH
PHRM 740--Pharmacy Law and Policy	3 SH
PHRM 741--Therapeutic Principles of Self Care	3 SH
Spring Semester	*17 SH*
PHRM 751--Introductory Pharmacy Practice Experience 1	2 SH
PHRM 703--Integrated Pharmacotherapy 3	4 SH
PHRM 704--Integrated Pharmacotherapy 4	4 SH
PHRM 722--Integrated Pharmacy Laboratory 2	1 SH
HCE 742--Ethics and Advocacy in Pharmacy 3 SH	
PHRM 730--Pharmacy and the United States Health Care System 3 SH	
YEAR 2	***34 SH***
Fall Semester	*17 SH*
PHRM 752--Introductory Pharmacy Practice Experience 2	2 SH
PHRM 705--Integrated Pharmacotherapy 5	4 SH
PHRM 706--Integrated Pharmacotherapy 6	4 SH
PHRM 723--Integrated Pharmacy Laboratory 3	1 SH
PHRM 727--Integrated Literature Evaluation 1	3 SH
PHRM 728--Integrated Literature Evaluation 2	3 SH
Spring Semester	*17 SH*
PHRM 753--Introductory Pharmacy Practice Experience 3	2 SH
PHRM 707--Integrated Pharmacotherapy 7	4 SH
PHRM 708--Integrated Pharmacotherapy 8	4 SH
PHRM 724--Integrated Pharmacy Laboratory 4	1 SH
PHRM 731--Pharmacoeconomics	3 SH
PHRM 770-777--Elective 1	3 SH
YEAR 3	***46 SH***
Fall Semester	*17 SH*
PHRM 754--Introductory Pharmacy Practice Experience 4	2 SH
PHRM 709--Integrated Pharmacotherapy 9	4 SH
PHRM 710--Integrated Pharmacotherapy 10	4 SH
PHRM 725--Integrated Pharmacy Laboratory 5	1 SH
PHRM 732--Leadership and Management	3 SH
PHRM 770-777--Elective 2	3 SH
Spring Semester	*17 SH*
PHRM 755--Introductory Pharmacy Practice Experience 5	2 SH
PHRM 711--Integrated Pharmacotherapy 11	4 SH
PHRM 712--Integrated Pharmacotherapy 12	4 SH
PHRM 726--Integrated Pharmacy Laboratory 6	1 SH
PHRM 743--Faith, Spirituality and Cultures in Health Care	3 SH
PHRM 770-777--Elective 3	3 SH

Summer Semester	*12 SH*
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
YEAR 4	*36 SH*
Fall Semester	*18 SH*
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
Spring Semester	*18 SH*
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH
PHRM 760-767--Advanced Pharmacy Practice Experience	6 SH

DOCTOR OF PHARMACY COURSE DESCRIPTIONS (PHRM)

PHRM 701. INTEGRATED PHARMACOTHERAPY 1 (4). Introduction to basic biochemical, pharmacologic, pharmacokinetic, pharmaceutical, and medicinal chemistry principles essential to understanding the scientific basis of drug therapy.

PHRM 702. INTEGRATED PHARMACOTHERAPY 2 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of gastrointestinal, endocrine, cardiovascular, renal and nutrition disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 701.

PHRM 703. INTEGRATED PHARMACOTHERAPY 3 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, immunology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of cardiovascular, endocrine, psychiatric, and respiratory disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 702.

PHRM 704. INTEGRATED PHARMACOTHERAPY 4 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, immunology, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of respiratory, oncologic, and infectious disease disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 703.

PHRM 721. INTEGRATED PHARMACY LABORATORY 1 (1). Introduces basic pharmaceutical measurements, prescription interpretation and dispensing, emphasizing preparation of sterile products. Physical assessment, documentation, and clinical chemistry skills are covered that extend student understanding of disease states covered in the IP sequence.

PHRM 722. INTEGRATED PHARMACY LABORATORY 2 (1). Introduces compounding of tablet, topical, and oral suspensions and solutions. Examines about devices for home diabetes monitoring. The second half of the semester focuses on pulmonary assessment, inhaler counseling, and smoking cessation counseling.

PHRM 730. PHARMACY AND THE UNITED STATES HEALTH CARE SYSTEM (3). Examines ways health care is accessed and used in the United States. Compares other systems around the world. Discusses roles of regulatory agencies, advocacy organizations, and the pharmaceutical industry. Covers issues of public health policy, economic behavior, outcomes.

PHRM 740. PHARMACY LAW AND POLICY (3). Examines the history of pharmacy laws and how the laws structured current practice guidelines and impact the distribution/dispensing of drugs. Explores state and local statutes concerning business and pharmacy practice. Civil liability and professional ethics are discussed.

PHRM 741. THERAPEUTIC PRINCIPLES OF SELF-CARE (3). Provides principles of self-care, product selection and rational use of nonprescription medications. Emphasizes appliances, durable medical goods, and OTC testing devices. Practices interviewing, decision-making for patient triage, and consultation skills. Service learning allows students to consider issues of self-care in socio-economically challenged populations.

PHRM 750. INTRODUCTION TO PHARMACY (2). Focuses on preparing students for the introductory pharmacy practice experiences. Students spend the semester obtaining necessary training for experiential education, learning elements of professionalism, specifically, communications, interactions, and behaviors. Introduction is also made to health care documentation and drug information.

PHRM 751. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 1 (2). The first of five introductory experiential courses. Students spend six hours weekly at a community or institutional site learning about the pharmacy practice setting and completing assignments related to concepts in their concurrent coursework. Prerequisite(s): PHRM 750.

PHRM 705. INTEGRATED PHARMACOTHERAPY 5 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected renal, hepatic, hematological, infectious disease, and cardiovascular disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 704.

PHRM 706. INTEGRATED PHARMACOTHERAPY 6 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected cardiac, vascular, and renal disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 705.

PHRM 707. INTEGRATED PHARMACOTHERAPY 7 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, dosage form and drug delivery strategies, and pharmacotherapy of selected neurologic, psychiatric, bone and joint, and immunologic disorders. Prerequisite(s): PHRM 706.

PHRM 708. INTEGRATED PHARMACOTHERAPY 8 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, dosage form and drug delivery strategies, and pharmacotherapy of selected renal, hematologic, infectious disease, and gastrointestinal disorders. Prerequisite(s): PHRM 707.

PHRM 709. INTEGRATED PHARMACOTHERAPY 9 (4). Integrated approach to understanding the pharmacotherapy of selected disease states including oncologic and hematologic disorders, viral and fungal infections and transplant. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite (s): PHRM 708.

PHRM 710. INTEGRATED PHARMACOTHERAPY 10 (4). Integrated approach to understanding the pharmacotherapy of selected disease states including psychological and neurological disorders, and bacterial infections. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 709.

PHRM 711. INTEGRATED PHARMACOTHERAPY 11 (4). Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 710.

PHRM 712. INTEGRATED PHARMACOTHERAPY 12 (4). Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 711.

PHRM 723. INTEGRATED PHARMACY LABORATORY 3 (1). The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence.

PHRM 724. INTEGRATED PHARMACY LABORATORY 4 (1). Builds on skills introduced in IL 1-3 and acquire new patient assessment, communication, pharmaceutical calculations, prescription preparation and dispensing, and extemporaneous compounding skills. Topics are designed to complement the integrated pharmacotherapy course. Prerequisite(s): PHRM 723.

PHRM 725. INTEGATED PHARMACY LABORATORY 5 (1). Develops patient interviewing and counseling skills, along with critical evaluation of literature and presentation skills. Topic sequence is designed to coordinate with those presented in the integrated pharmacotherapeutics and experiential education sequences. Prerequisite(s): PHRM 724.

PHRM 726. INTEGRATED PHARMACY LABORATORY 6 (1). Extends skills developed through professional years one and two to effectively access and critically evaluate drug information. Students research contemporary health topics, interpret/evaluate literature, organize and prepare a doctoral-level presentation that integrates pharmacy knowledge and skills. Prerequisite(s): PHRM 725.

PHRM 727. INTEGRATED LITERATURE EVALUATION 1 (3). Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Systematically approach drug information requests and to efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

PHRM 728. INTEGRATED LITERATURE EVALUATION 2 (3). Study of literature evaluation including critical assessment of research design and statistical method. Systematic evaluation of primary literature. Students learn to respond systematically to drug information requests and to efficiently find and evaluate biomedical literature and apply it to patient care. Prerequisite(s): PHRM 727.

PHRM 731. PHARMACOECONOMICS (3). Discusses how to collect, analyze, and interpret costs of drug therapies and alternatives as well as how to determine the economic impact of clinical outcomes, pharmacoeconomic models, cost-minimization, cost-of-illness, cost-effectiveness, cost-benefit, and cost utility analysis and techniques. Prerequisite(s): PHRM 430.

PHRM 732. LEADERSHIP AND MANAGEMENT (3). Introduces topics such as key business relationships, planning, market analysis, ownership, service offerings, competitive strategies, and operations. Covers fundamental principles of leadership, including attributes of effective leaders, and cultivation of personal leadership qualities.

PHRM 743. FAITH, SPIRITUALITY AND CULTURE IN HEALTH CARE (3). Survey of different religious beliefs and how people in various faith traditions access and use health care resources; emphasis on understanding and communicating with patients who present with less commonly encountered beliefs.

PHRM 752. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 2 (2).The second of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 451.

PHRM 753. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 3 (2). The third of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 752.

PHRM 754. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 4 (2). Introductory Pharmacy Practice Experience 4 is the fourth of five experiential courses. Students spend six hours weekly at an institutional site learning about the

institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 753.

PHRM 755. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 5 (2). Inter-professional simulations designed to combine pharmacy knowledge with practice in professionalism. Prerequisite(s): PHRM 754.

PHRM 760. ADVANCED PHARMACY PRACTICE EXPERIENCE I (6). This is the first of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 761. ADVANCED PHARMACY PRACTICE EXPERIENCE II (6). This is the second of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 762. ADVANCED PHARMACY PRACTICE EXPERIENCE III (6). This is the third of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 763. ADVANCED PHARMACY PRACTICE EXPERIENCE IV (6). This is the fourth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 764. ADVANCED PHARMACY PRACTICE EXPERIENCE V (6). This is the fifth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 765. ADVANCED PHARMACY PRACTICE EXPERIENCE VI (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 764. NOTE: Majors Only.

PHRM 766. ADVANCED PHARMACY PRACTICE EXPERIENCE VII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 765. NOTE: Majors Only.

PHRM 767. ADVANCED PHARMACY PRACTICE EXPERIENCE VIII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 766. NOTE: Majors Only.

PHRM 771. GERIATRICS PHARMACOTHERAPY (3). Reviews the multifaceted clinical needs of the older adult population with emphasis on the holistic approach of incorporating humanistic outcomes in their care. Focuses on the aging body and the effects this may have on drug pharmacokinetics/pharmacodynamics, appropriate therapy in response to common geriatric conditions and overall promotion of wellness and prevention of poor outcomes. NOTE: Second and third year pharmacy students only.

PHRM 772. DRUGS OF ABUSE (3). Covers the pharmacological, clinical, and societal aspects of psychoactive/psychotropic drugs of abuse. Special emphasis is placed on observable signs and symptoms, screening, and therapeutic management of commonly abused drugs. NOTE: Students must have a P-2 standing.

PHRM 774. ADVANCED TOPICS IN COMPOUNDING AND DRUG DELIVERY (3). Students will apply biopharmaceutical principles to the design and preparation of compounded dosage forms. The class will consist of theoretical discussions, pharmaceutical compounding, and product analysis.

PHRM 775. PHARMACOGENOMICS (3). This course discusses effects of genetic variability on drug toxicity and efficacy, characterization of polymorphisms relevant to drug action, and identification of novel genomic targets for drug development. Legal, ethical, and social implications, and pharmaceutical biotechnology are addressed.

PHRM 777. PALLIATIVE CARE (3). This course is designed to develop skills in the interdisciplinary team approach and principles of palliative care, including symptom assessment and management, ethical issues, and advance care planning. Emphasis is placed on the role of the pharmacist in the palliative care and hospice settings.

PHRM 778. SPANISH FOR PHARMACY PRACTICE I (3). Introduces elemental and basic conversational Spanish. Basic words and phrases, and health-related words will be covered so that students can communicate with Spanish-speaking patients and clients. NOTE: Students must have a P-2 standing.

PHRM 779. APPLIED LEADERSHIP IN PHARMACY PRACTICE (3). Discover, reflect on, and enhance leadership skills by emphasizing the development of a personal mission statement, timeless leadership and influence principles, conflict management, positive reinforcement strategies, effective interpersonal communication, embracement of adversity, and emotional intelligence. Prerequisite(s): PHRM 451 and PHRM 752.

PHRM 780. SPANISH FOR PHARMACY PRACTICE II (3). This Intermediate Medical Spanish course, tailored for pharmacy students, helps students move from a beginning knowledge of general and medical Spanish to an intermediate level of Medical Spanish. It is perfect for the student with 3+ years of High School Spanish or 2+ years of college Spanish in the past, who wants to review what they already know and gain more knowledge of medical terminology in the pharmacy context.

PHRM 781. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH I (1). Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture and foreign aid will be addressed. Co-requisite: NR 681, HSA 682, DPT 780M , and DPT 781M.

PHRM 782. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH II (2). Expands on Foundations of Global Health I and exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing

global health disparities. Co-requisite: PHRM 781, HSA 683, and NR 682.

PHRM 783. ADVANCED TOPICS IN DRUG INFORMATION (3). Expands on the students' understanding of drug information. Covers how to efficiently answer drug information questions using available resources and provide effective answers both verbally and in writing. Prerequisite(s): PHRM 727 and PHRM 728.

PHRM 784. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Blended foundational inter-professional course assessing spiritual care needs of clients to maximize quality of care outcomes. Activities include personal reflection, interventions, and identification of roles of spiritual care team through participation in community observation.

PHRM 785. INTERPROFESSIONAL SPIRITUAL CARE (2). Blended inter-professional course advancing knowledge in application of spiritual assessment and support of whole patient needs. Includes a community field experience working with spiritual provider mentors in various settings- examples: hospital and hospice. Prerequisite(s): PHRM 784.

PHRM 786. ADVANCED SELF CARE (3). Incorporation of multiple disease-states in the self-care arena to evaluate and determine appropriate self-care product selection and non-pharmacologic recommendation for numerous patient populations. Further emphasis on interviewing, decision-making for patient triage, and consultation skills will be incorporated. NOTE: Majors Only.

PHRM 788. CRITICAL REVIEW IN ONCOLOGY RESEARCH (3). Provides critical review of preclinical and clinical oncology pharmacy research. Emphasis of study is placed on ground-breaking discoveries in oncology pharmacotherapy. Reviews and discusses essential articles from primary literature sources in order to develop an original research proposal in the field of oncology pharmacy. NOTE: Students must be in professional year 3 of the pharmacy program. Prerequisite(s): PHRM 728.

PHRM 789. PRINCIPLES OF MEDICINAL CHEMISTRY AND DRUG DESIGN (3). Introduction to the fundamentals of medicinal chemistry, including the mechanistic organic chemistry of enzyme function and drug metabolism, receptor binding theory, and drug design and discovery. Primary literature will be referenced in order to develop a thorough understanding of basic principles and to explore select case studies. Students will be expected to apply learned principles in the computer aided rational design of their own novel drug molecule. NOTE: Second year pharmacy (P2) standing or above required.

PHRM 790E-W. TOPICS IN PHARMACEUTICAL SCIENCES (3). Individually supervised independent study related to current topics in pharmaceutical sciences. A contract between the student and supervising faculty, detailing learning objectives, activities used to attain the objectives, and the basis for evaluation must be developed and approved in advance.

SCHOOL OF PHYSICAL THERAPY

BACHELOR OF SCIENCE IN HEALTH AND EXERCISE SCIENCE

PROGRAM DESCRIPTION

Health status has been shown to be related to many factors including illness and disease, but it's also related to lifestyle, environmental exposures, social status, cultural affiliation, spiritual belief and access to health services. The Bachelor of Science in Health and Exercise Science offers the foundation to use strategies to help others reduce health risks and increase overall health, as well as evaluate and advocate for policies that influence public health for the common good. In Jesuit education it's known as *Cura Personalis*. To HES students it means looking at all aspects that affect individuals' and communities' health, including social justice issues, along with each individual's unique circumstances, challenges and gifts.

The Bachelor of Science in Health and Exercise Science combines the following principles to optimize physical, mental and social wellbeing: behavioral health, biomechanics, exercise physiology, motor behavior, nutrition, and psychology of sport. The HES degree lays the foundation for careers in health and wellness, personal training or community health. Careers include Exercise Physiologists, Exercise Specialists, Personal Trainers, Fitness Center Managers, Health Coaches, and Wellness Directors. In addition to the course work included in this degree, there is an optional internship for students to gain practical experience in community health, individual fitness or health policy settings.

The four-year, 128 semester hour, Bachelor of Science degree includes preparation for the American College of Sport Medicine (ACSM) exercise specialist certification. With specific advising and use of electives, students can fulfill specific prerequisite coursework to enter professional post-baccalaureate programs in Physical Therapy, Sports Medicine, Exercise Physiology and a variety of other health care fields.

While the School of Physical Therapy does not offer guaranteed admission to its Doctor of Physical Therapy program, priority interview consideration is given to all Regis College undergraduates who maintain a strong academic record and submit competitive GRE exam scores. Additional consideration is given to those students who major or minor in Health and Exercise Science. For additional information regarding the admission process for the Doctor of Physical Therapy program, contact the School of Physical Therapy and/or refer to the Doctor of Physical Therapy section in this *Catalog*.

BACHELOR OF SCIENCE IN HEALTH AND EXERCISE SCIENCE

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
English Composition (RCC 200)	3 SH

Literature/Humanities/Oral and Written Communication	6 SH
PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics Lab with Trigonometry I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics Lab with Trigonometry II	1 SH
NS 260--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Lab	1 SH
PY 250/PY 250C--General Psychology	3 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
PY 358--Lifespan Human Development	3 SH
Social Science/Economics/Business Elective	3 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Pre-Requisites	*10 SH*
NR 350--Normal and Therapeutic Nutrition	3 SH
MT 260--Pre-Calculus	3 SH
BL 260--Principles of Biology: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
Lower Division Requirements	*14 SH*
HES 210--Introduction to Health and Exercise Science	3 SH
HES 311--Research Design and Statistics	3 SH
HES 374--Applied Human Anatomy	3 SH
HES 375--Applied Human Anatomy Laboratory	1 SH
HES 376--Applied Human Physiology	3 SH
HES 377--Applied Human Physiology Laboratory	1 SH
Upper Division Requirements	*33 SH*
HES 418--Psychosocial Aspects of Health	3 SH
HES 420--Functional Anatomy	3 SH
HES 421--Functional Anatomy Laboratory	1 SH
HES 430--Physiology of Exercise	3 SH
HES 431--Physiology of Exercise Laboratory	1 SH
HES 434--Exercise Prescription	3 SH
HES 435--Exercise Prescription Laboratory	1 SH
HES 438--Nutrition Across the Lifespan	3 SH
HES 440--Concepts of Motor Behavior	3 SH
HES 441--Concepts of Motor Behavior Laboratory	3 SH
HES 450--Biomechanics of Exercise	3 SH
HES 451--Biomechanics of Exercise Laboratory	1 SH
HCA 432--Leadership and Management in Health Care Settings	3 SH
NS 485--Functional Neurophysiology and Neuroanatomy	3 SH
NR 486-- Functional Neurophysiology and Neuroanatomy Laboratory	1 SH
Upper Division HES Electives	*12 SH*
Community Health Coaching and Exercise Electives	
HES 439--Management of Exercise	3 SH
HES 460--Community Health Assessment	3 SH
HES 470--Perspectives on Global Health	3 SH
HES 472--Society and Culture in Health	3 SH
HCA 440--Health Coaching	3 SH
Natural and Behavioral Science Electives	
PY 459--Developmental Psychology: Childhood	3 SH
PY 460--Developmental Psychology: Adolescence	3 SH
PY 461--Developmental Psychology: Adulthood and Aging	3 SH
PY 471--Abnormal Psychology	3 SH
BL 414--Principles of Genetics	3 SH
BL 415--Genetics Laboratory	1 SH
HES 490E-W--Independent Study in Health and Exercise Science	3 SH
HES 498E-W--Internship in Health and Exercise Science	3 SH

HEALTH AND EXERCISE SCIENCE COURSE DESCRIPTIONS (HES)

HES 210. INTRODUCTION TO HEALTH & EXERCISE SCIENCE (3). Examines models of health and explores social, economic, cultural, political, and environmental factors that impact health. Introduces principles of exercise across the lifespan from a biomechanical, motor behavior, physiological, nutritional and psychological perspective.

HES 311. RESEARCH DESIGN & STATISTICS (3). Introduces research theory, concepts, inferential and descriptive statistical analysis, and study design. Analyzes relevant literature and applies qualitative and quantitative design, methodology, and interpretation.

HES 374. APPLIED HUMAN ANATOMY (3). Examines the relationships of the musculoskeletal, nervous, integumentary, cardiac, pulmonary, gastrointestinal, renal and reproductive systems of the human body. Integrates cellular and structural factors with clinical application at regional and systemic levels. Co-requisites: HES 375. Prerequisite(s): BL 260 and BL 261.

HES 375. APPLIED HUMAN ANATOMY LAB (1). Demonstrates specific regional and systemic relationships of the human body systems as they relate to a clinical model. Incorporates the use of human cadaveric preparations and models. Co-requisites: HES 374.

HES. 376. APPLIED HUMAN PHYSIOLOGY (3). Examines metabolic, neuromusculoskeletal, cardiac, respiratory, renal, digestive, endocrine, and reproductive systems, including membrane function, electrical activity of cells, neurophysiology, muscle physiology, blood and immune responses, and cellular endocrinology. Includes applicable cellular chemical concepts. Co-requisites: HES 377. Prerequisite(s): BL 260 and BL 261.

HES 377 APPLIED HUMAN PHYSIOLOGY LAB (1). Integrates current physiological tests of the human body systems designed to interpret normal and abnormal physiological values in the clinical model. Co-requisites: HES 376.

HES 418. PSYCHOSOCIAL ASPECTS OF HEALTH (3). Examines the influence of psychological and social variables on health and activity participation. Focuses on stress management, motivation, adherence, access, barriers, and support systems across the lifespan. Prerequisite(s): HES 210 and PY 250. NOTE: Permission of instructors required for all non-majors.

HES 420. FUNCTIONAL ANATOMY (3). Examines anatomical concepts of the musculoskeletal and nervous systems that form the basis of analysis of human movement. Analyzes joint movement, complex muscular activity, and integration of the nervous system. Co-requisites: HES 421. Prerequisite(s): HES 210, HES 374 and HES 375. NOTE: Permission of instructors required for all non-majors.

HES 421. FUNCTIONAL ANATOMY LAB (1). Applies functional anatomy concepts to human movement. Examines anatomical relationships through cadaver prosection, models, and other modalities. Co-requisites: HES 420. NOTE: Permission of instructors required for all non-majors.

HES 430. PHYSIOLOGY OF EXERCISE (3). Explores concepts of nutrition and energy production/expenditure during exercise. Examines adaptations of the pulmonary, cariovascular, skeletal muscle, nervous, urinary, gastrointestinal, and endocrine systems to the stresses of exercise across the lifespan. Co-requisites: HES 431. Prerequisite(s): HES 210, HES 374, HES 375, HES 376 and HES 377 NOTE: Permission of instructors required for all non-majors.

HES 431. PHYSIOLOGY OF EXERCISE LAB (1). Applies exercise physiology principles and methods to analysis of human movement. Examines theoretical concepts during performances assessment of various physiological systems. Co-requisites: HES 430. NOTE: Permission of instructors required for all non-majors.

HES 434. EXERCISE PRESCRIPTION (3). Explores evidence based concepts for the design of exercise programs with special consideration for the normal aging process. Places emphasis on current professional guidelines for exercise prescription. Includes service learning. Co-requisites: HES 435. Prerequisite(s): HES 210, HES 376, HES 375, HES 430, and HES 431. NOTE: Permission of instructors required for all non-majors.

HES 435. EXERCISE PRESCRIPTION LAB (1). Applies practical and theoretical concepts of exercise prescription across the lifespan with practice exercise prescription and progression of exercise programs for specific cases using current best evidence. Co-requisites: HES 434. NOTE: Permission of instructors required for all non-majors.

HES 438, NUTRITION ACROSS THE LIFESPAN (3). Investigates sources and functions of nutrients in all stages of the life cycle. Emphasizes topics of dietary guidelines and nutritional assessment when considering eating disorders, weight loss, sports nutrition, food safety, and the diet-disease relationship. Prerequisite(s): HES 210, HES 376, HES 375, HES 430,HES 431and NR 350. NOTE: Permission of instructors required for all non-majors.

HES 439. MANAGEMENT OF EXERCISE (3). Explores exercise program development and implementation to address goals of improved health, fitness and weight management in community, corporate and other fitness settings. Examines strategies for exercise promotion, education, and supervision. Prerequisite(s): HES 210, HES 434 and HES 435 NOTE: Permission of instructors required for all non-majors.

HES 440. CONCEPTS OF MOTOR BEHAVIOR (3). Examines principles of human motor control, learning, and development. Explores learner and environmental factors influencing motor performance and long-term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Co-requisites: HES 441. Prerequisite(s): HES 210, PY 250, HES 375, HES 374, 375. NOTE: Permission of instructors required for all non-majors.

HES 441. CONCEPTS OF MOTOR BEHAVIOR LAB (1). Introduces motor behavior experimental methods for quantitative and qualitative analysis of human movement, learning and control during static and dynamic activities. Integrates theoretical concepts with practical applications. Co-requisites: HES 440. NOTE: Permission of instructors required for all non-majors.

HES 450. BIOMECHANICS OF EXERCISE (3). Evaluates internal and external forces acting on the human body. Performs quantitative and qualitative evaluations with the associated kinematic and kinetic variables to describe body movements. Co-requisites: HES 451. Prerequisite(s): PH 202A, PH 205A, HES 210, HES 311, HES 374 and HES 375. NOTE: Permission of instructors required for all non-majors.

HES 451, BIOMECHANICS OF EXERCISE LAB (1). Applies biomechanical measurement methods using quantitative and qualitative analysis of kinematics and kinetics of human movement during static and dynamic activities. Includes the development and completion of a research project incorporating biomechanical principles. Co-requisites: HES 450. NOTE: Permission of instructors required for all non-majors.

HES 460, COMMUNITY HEALTH ASSESSMENT (3). Describes methods for community health assessment to identify individual health needs and resource availability that create health disparities within a community. Analyzes community health status and needs based on epidemiologic data and other relevant resources. Prerequisite(s): HES 210, HES 311, HES 430 and HES 431 NOTE: Permission of instructors required for all non-majors.

HES 465. MANAGEMENT IN HEALTH SETTINGS (3). Applies and evaluates business management principles within a moral and ethical framework. Explores marketing, operations management, human resources, risk management and finance related to health and fitness environments. Prerequisite(s): HES 210, HCA 432 and HCE 445 NOTE: Permission of instructors required for all non-majors.

HES 470. PERSPECTIVES ON GLOBAL HEALTH (3). Explores social inequalities in health, healthcare delivery, and access to health care organizations from local, national and international perspectives. Examines the inter relationship of health and health policy. Prerequisite(s): HES 210. NOTE: Permission of instructors required for all non-majors.

HES 472. SOCIETY & CULTURE IN HEALTH (3). Examines the relationship of health, society and the environment within the context of community and population health. Explores indicators that influence health and wellness and develops strategies that promote healthy behaviors among societies. Prerequisite(s): HES 210 and HES 418, NOTE: Permission of instructors required for all non-majors.

HES 490E-W INDEPENDENT STUDY IN HEALTH AND EXERCISE SCIENCE (1-3). Offers an opportunity for independent advanced study in one of the specific Health and Exercise Science disciplines. NOTE: Approval of Program Director required. Majors only.

HES 498E-W, INTERNSHIP IN HEALTH AND EXERCISE SCIENCE (1-3). Involves placement in a clinical or research facility to experience the application of concepts of Health and Exercise Science. NOTE: Approval of Director of Experiential Education and Program Director required. Majors only.

DOCTOR OF PHYSICAL THERAPY

PROGRAM DESCRIPTION

The professional entry program is 110 semester hours of full-time study, offered in eight semesters over three calendar years. This degree prepares students to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century.

The physical therapy curriculum explores motor control and movement theory as foundational principles of PT education. Students study movement and its effects on each body system and how it relates to physical therapy management across the lifespan. Extensive study of the foundation sciences is incorporated into the curriculum. Within an evidenced-based practice perspective, graduates apply the most current medical literature to daily clinical decisions. This model enables students to successfully link theory and application to clinical practice. Numerous faculty-facilitated, small group activities are also included in the curriculum. For example, in-depth clinical problems and issues are explored in small group tutorials offered in the Professional Issues/Case Management series of the curriculum. These tutorials serve to extend and integrate material discussed in other courses and foster students' ability to access and apply information. Tutorials also stress development of communication, teaching skills, and ongoing personal and peer assessment.

During clinical experiences, students have the opportunity to integrate knowledge gained from courses and to refine their skills in examination, evaluation, diagnosis, prognosis, intervention, outcomes, and communication with diverse populations. Participation in clinical rotations within the program necessitates travel to various sites outside the Denver area and across the country. All expenses incurred during the clinical rotations are the responsibility of the student. Students are required to participate in a minimum of one rural experience and one out-of-state experience to facilitate an appreciation of various practice settings. Currently, the School of Physical Therapy is affiliated with more than 300 clinical sites throughout the country, as well as select international experiences. For each rotation students are given choices within a subset of these sites.

Graduation requirements include completion of a research project and a capstone portfolio. Upon successful completion of the program, graduates are awarded a Doctor of Physical Therapy degree, making them eligible to take the physical therapy licensure examination in any U.S. jurisdiction.

ESSENTIAL FUNCTIONS

The intent of the entry-level physical therapy program is to educate competent physical therapists who can examine, evaluate, diagnose, and establish interventions for the general population of acute, rehabilitation and chronic patients/clients in health care settings. The observational, cognitive, affective, and psychomotor skills deemed essential to complete this program and to perform as a competent practitioner of physical therapy have been identified.

If a student cannot meet these essential skills and abilities, it is the responsibility of the student to request an appropriate accommodation. The university will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship. Details of the Essential Functions are found in the School of Physical Therapy Student Handbook.

ADMISSION

All applicants will apply for admission to the Doctor of Physical Therapy professional entry program through the Physical Therapist Centralized Application Service (PTCAS) [PTCAS c/o Liaison International, 311 Arsenal St., Suite 15, Watertown, MA 02471]. All qualified applicants are reviewed by the faculty of the School of Physical Therapy. Students who meet the following criteria to the satisfaction of the School of Physical Therapy are invited for a personal interview and considered for acceptance into the graduate program.

1. Criteria for admission are as follows:

Completion of a baccalaureate degree prior to matriculation with a major in a field other than Physical Therapy from a regionally accredited institution of higher education. No academic major is given priority consideration during the selection process.

Completion of prerequisite course work with a minimum grade of "B-" or above in each prerequisite course preferred and a minimum cumulative grade point average of 2.75 (further details are listed under the "Admissions Prerequisites" heading in this section). Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.

Demonstration of an undergraduate cumulative grade point average of 3.00 on a 4.00 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 submit all required admission information as instructed by PTCAS and requested on the PTCAS application. This, in part, includes the following items:

Official transcripts of all college-level course work.

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.

Regis University Supplemental Application.

3. Applicants are ranked for admission according to the following criteria:

Prerequisite grade point average.

Cumulative grade point average.

GRE scores.

Recommendation scores.

Completion of highly recommended courses.

While the School of Physical Therapy does not offer guaranteed admission, priority interview consideration is given to all Regis College undergraduates who maintain a strong academic record and submit competitive GRE exam scores. Additional consideration is given to those students who major or minor in Health and Exercise Science.

4. Applicants with the highest rank are invited for an interview with members of the faculty.

Since the number of qualified applicants exceeds available slots, the faculty selects a diverse 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 School of Physical Therapy, the Rueckert-Hartman College for Health Professions, or Regis 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 is required for all students in the program.

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

Admission on Probation

In rare cases, students may be admitted to the program on probation. If this is the case, the student must follow the conditions listed in the Academic Standing section of this Catalog.

Conditional Admission

Students who may not have fully completed prerequisite course work at the time of admission may be accepted into the program pending successful completion of prerequisite courses with a grade of "B" or higher. Students must submit official transcripts demonstrating that the conditional requirements have been met prior to the first day of regular classes.

Prerequisites

Prerequisite course work must be completed prior to matriculation into the School of Physical Therapy. The biological and physical science courses must be those designated for science majors.

Descriptive and Inferential Statistics	3 SH
Biology (lectures and laboratories)	8 SH
General Chemistry (lectures and laboratories)	8 SH
General Physics (lectures and laboratories)	8 SH
Human Anatomy (lecture and laboratory)	4 SH
Human Physiology (lecture and laboratory)	4 SH
Behavioral Sciences (Development and Abnormal Psychology are recommended)	6 SH

Other courses that are highly recommended but not required for admission include: Communications/Speech, Motor Control, Research Methods, Neuroscience/Neuroanatomy, Advanced Statistics, Mechanical Kinesiology/Biomechanics, Exercise Physiology, and Motor Learning.

Computer Literacy

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer applications such as Microsoft Office or similar Google apps. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to emails, and participating in online discussion forums as required by specific courses within the program. Prior knowledge in SPSS statistical software is highly recommended.

All students undertaking the Doctor of Physical Therapy program must have ready access to a computer system compliant with RHCHP systems requirements and configuration for the online learning management system that is used to augment classroom-based courses. See Student Handbook and University website for specific details.

Students are also required to have a laptop, a tablet, a printer, and a smartphone.

NOTE: High speed broadband (cable or DSL) or wireless Internet access at home and while on clinical rotations is required so that students can access multimedia files through the University systems throughout the entire program. All students/faculty/staff electronic communication is accomplished through an issued RegisNET email account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. The University has several computer labs on campus that students may use, however, access from home and clinical rotation housing is essential. Consult the school website for

further information on system requirements and configurations at www.regis.edu.

Non-degree Seeking Students
Students seeking admission as a 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 six 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 appropriate 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 School of Physical Therapy only if the courses are appropriate and the student has approval of the applicable department director.

ADVISING

An academic faculty advisor is assigned to all entering physical therapy students. Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression throughout the program as necessary. Students are required to meet with their advisors a minimum of one time per semester to facilitate ongoing dialogue and development of professional behaviors, complete portfolio requirements, and graduation criteria throughout their studies. Advisor assignments are shifted annually so that students are equally distributed among faculty each year. 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.

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). Students may participate in clinical education rotations during semester IV while remediating a grade of "C" or "C-". Doctor of Physical Therapy 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 within the present schedule. Since courses are offered once a year, this may necessitate stopping out until the next academic year.

ADD/DROP

Students follow the add/drop policy dates published in the General Information section of this *Catalog*. 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.

REMEDIATION

A grade of "C" or "C-" for a course must be remediated. The initial grade will be changed to a "C+" following successful remediation of the "C" or "C-" grade. Grades of "D" or "F" for a course cannot be remediated. Refer to the RHCHP Graduate Academic Suspension section in this *Catalog* 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 days prior to the start of the clinical education rotation. It should again 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 Program Progression for consequences. If the initial remediation is not successful, one more remediation is allowed as long as time still allows within the designated remediation contract date. If remediation attempts continue beyond the contract date (in cases of subsequent clinical rotations) or end of semester, this may also necessitate stopping out until the next academic year. If this remediation is not successful, the student is considered to have an unremediated "C" or "C-" and is suspended from the program.

PROBATION/SUSPENSION/DISMISSAL

See details within the RHCHP Graduate Academic Standing and Penalty section of this *Catalog* and the School of Physical Therapy Student Handbook.

COURSE OVERLOAD

A student may participate in independent study as a course overload for any term with the permission of the faculty of record, the advisor and the director.

TRANSFER CREDIT

Credit transfers are not accepted in the professional entry Doctor of Physical Therapy program.

GRADUATION REQUIREMENTS

Students must meet the following criteria to be awarded the Doctor of Physical Therapy degree:

- Satisfactory completion of required academic and clinical coursework.
- Cumulative GPA of 3.000 and a minimum of "C+" in each course unless a "C" or "C-" grade is successfully remediated.
- Satisfactory completion of a research project.
- Satisfactory completion of a comprehensive examination.
- Satisfactory completion of a capstone project.
- Successful progression in professional behaviors, including required membership in and attendance at APTA activities.
- Recommendation for the degree by the faculty of the School of Physical Therapy.

It is the student's responsibility to read and understand all policies and requirements of the School and the University. It is also the student's responsibility to maintain personal records of coursework applicable to the degree.

DEGREE REQUIREMENTS

Total Degree Requirements	*110 SH*
YEAR I	***47 SH***
Fall Semester	*16 SH*
DPT 701--Human Anatomy and Histology	6 SH
DPT 703--Biomechanics/Kinesiology-Extremities	3 SH
DPT 708--Management Applications of Physiology: MAP I	3 SH
DPT 770--Professional Issues/Case Management I	1 SH
DPT 776--Critical Inquiry	3 SH
Spring Semester	*16SH*
DPT 704--Neuroscience	4 SH
DPT 705--Biomechanics/Kinesiology-Spine	2 SH
DPT 706--Movement Science	2 SH
DPT 710A--Pharmacology	1 SH
DPT 730--Physical Therapy Examination	3 SH
DPT 732--Management Applications of Physiology: MAP II	4 SH
Summer Semester	*15 SH*
DPT 707--Kinesiology II	4 SH
DPT 714--Psychosocial Aspects of Health Care	3 SH
DPT 733--Musculoskeletal Management I	3 SH
DPT 771--Professional Issues/Case Management II	2 SH
DPT 790--Evidence Based Practice I	2 SH
DPT 719--Exercise Foundations	1 SH
YEAR II	***41 SH***
Fall Semester	*14 SH*
DPT 710B--Pharmacology	1 SH
DPT 712--Diagnostic Imaging and Procedures	2 SH
DPT 734--Musculoskeletal Management II	3 SH
DPT 736--Neurological Management I	3 SH
DPT 750--Clinical Education I	2 SH
DPT 772--Professional Issues/Case & Practice Management III	2 SH
Spring Semester	*15 SH*
DPT 735--Musculoskeletal Management III	3 SH
DPT 737--Neurological Management II	5 SH
DPT 738--Management Applications of Physiology: MAP III	5 SH
DPT 773--Professional Issues/Case Management IV	1 SH
DPT 791--Evidence Based Practice II	1 SH
HCE 709A--Health Care Ethics for Physical Therapists	3 SH
Summer Semester	*9 SH*
DPT 715--Health Care Policy	2 SH
DPT 739--Exercise Applications	2 SH
DPT 751--Clinical Education II	4 SH
DPT 774--Professional Issues/Case Management V	1 SH
YEAR III	***23 SH***
Fall Semester	*15 SH*
DPT 716--Business Management	2 SH
DPT 731--Differential Diagnosis	2 SH
DPT 740--PT Management across the Lifespan	2 SH
DPT 752--Clinical Education III	5 SH
DPT 775--Professional Issues/Case Management VI	1 SH
DPT 780E-W--Topics in Physical Therapy I	1 SH
DPT 781E-W--Topics in Physical Therapy II	1 SH
DPT 792--Evidence Based Practice III	1 SH
DPT 799--Comprehensive Exam	0 SH
Spring Semester	*8 SH*
DPT 753--Clinical Education IV	6 SH
DPT 793--Evidence Based Practice IV	1 SH
DPT 796--Capstone	1 SH

DOCTOR OF 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 703. BIOMECHANICS AND KINESIOLOGY-EXTREMITIES (3). Investigates the structure and function of tissues during movement. Explores kinematic, kinetic and muscle function relationships of extremity single and multi-axis joints. Laboratory includes principles and methods of evaluation for muscle and joint function for extremities. 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 as well as introduces pathology and basic examinations of these systems. Prerequisite(s): DPT 701 and DPT 708. NOTE: Laboratory included.

DPT 705. BIOMECHANICS AND KINESIOLOGY - SPINE (2). Investigates structure and function of tissues during movement. Explores kinematic, kinetic and muscle function relationships of axial single and multi-axis joints. Laboratory includes principles and methods of evaluation for TMJ /Spine muscle and joint function. Prerequisite(s): DPT 701 and DPT 703. Co-requisite: DPT 730. NOTE:

DPT 706. MOVEMENT SCIENCE (2). Investigates the theoretical principles of motor learning and motor control. Analysis of the motor behavior approach to movement science and clinical intervention is discussed. Co-requisite: DPT 704. NOTE: Laboratory included.

DPT 707. KINESIOLOGY II (4). Analyzes neural recruitment of muscle, kinematic and kinetic characteristics of multi-joint movement patterns in the extremities across the lifespan. Balance, upper extremity function, transitional movement, and gait are addressed. Co-requisites: DPT 733 and DPT 771. Prerequisite(s): DPT 705, DPT 706 and DPT 730. NOTE: Laboratory included.

DPT 708. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP I (3). Studies physiologic principles necessary for physical activity, physiologic changes and adaptations that occur with exercise and the associated effects of physical activity on health and wellness across the lifespan. Addresses measurement of fitness and development of training programs to improve physical fitness. Co-requisite: DPT 770. NOTE: Laboratory included.

DPT 710A. PHARMACOLOGY (1). Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions. Emphasizes knowledge of the relationship between medications and physical therapy interventions to improve patient/client outcomes. Co--requisite: DPT 732.

DPT 710B. PHARMACOLOGY (1). Continuation of 710A. Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions. Emphasizes knowledge of the relationship between medications and physical therapy interventions to improve patient/client outcomes. Co-requisite: DPT 772.

DPT 712. DIAGNOSTIC IMAGING AND PROCEDURES (2). Introduces the foundations and principles of diagnostic imaging and procedures used in clinical management to include radiographic imaging, MRI and electrophysiologic studies. Rationales and guidelines for examination selection are discussed. Performs nerve conduction and needle EMG studies. Examines basic interpretation of diagnostic imaging as well as interpretation of EMG and nerve conduction studies. Co-requisites: DPT 750 and DPT 772. Prerequisite(s): DPT 704. NOTE: Laboratory included.

DPT 714. PSYCHOSOCIAL ASPECTS OF HEALTH CARE (3). Explores responses to illness and disability as influenced by psychological, psychiatric, social, cultural, ethnic and lifespan factors. Examines psychological behavior models including adherence, prevention, and behavioral modification. Incorporates above principles into physical therapy management. Co-requisite: DPT 771. Prerequisite(s): DPT 730 and DPT 732.

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-requisites: DPT 751 and DPT 774. Prerequisite(s): HCE 709.

DPT 716. BUSINESS MANAGEMENT (2). 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-requisites: DPT 752 and DPT 775. Prerequisite(s): HCE 709 and DPT 715.

DPT 719. EXERCISE FOUNDATIONS (1). Investigates principles of therapeutic exercise in relationship to clinical interventions. Integrates individual exercise prescription for optimal health across the lifespan. Focuses on basic principles for identification, intervention, modification and progression of therapeutic exercises. Co-requisite: DPT 707. Pre-requisites: DPT 708, DPT 730, DPT 732. Laboratory included.

DPT 730. PHYSICAL THERAPY EXAMINATION (3). Introduces physical therapy examination, evaluation, and diagnosis within a clinical decision making framework referencing the *Guide to Physical Therapist Practice*. Co-requisite: DPT 705. Prerequisite(s): DPT 701, DPT 703 and DPT 708. 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 by performing a thorough systems review to differentiate dysfunction within the scope of P.T. practice from those that indicate referral to other practitioners. Co-requisites: DPT 752 and DPT 775. Prerequisite(s): DPT 735, DPT 737 and DPT 738. NOTE: Laboratory included.

DPT 732. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP II (4). Studies physiology and pathophysiology of the cardiovascular and pulmonary systems across the lifespan. Incorporates physiologic principles in the physical therapy management of patients with cardiovascular and pulmonary

conditions. Co-requisite: DPT 710. Prerequisite(s): DPT 701 and DPT 708. NOTE: Laboratory included.

DPT 733. MUSCULOSKELETAL MANAGEMENT I (3). Initiates the examination, evaluation and intervention strategies for patients/ clients with musculoskeletal problems of the lower extremities. Discusses interventions such as orthotics and bracing, therapeutic exercise, manual therapy, physical agents and electrotherapeutic modalities selected for a wide variety of conditions of the spine and peripheral joints. Co-requisites: DPT 707 and DPT 771. Prerequisite(s): DPT 703, DPT 710, DPT 730 and DPT 732. 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 patients with musculoskeletal dysfunction of the thoracic, lumbar, and pelvic, and regions across the lifespan. Co-requisites: DPT 712, DPT 750 and DPT 772. Prerequisite(s): DPT 733. Fee required. NOTE: Laboratory included.

DPT 735. MUSCULOSKELETAL MANAGEMENT III (3). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to musculoskeletal dysfunction of the upper extremity, cervical, and TMJ across the lifespan. Co-requisite: DPT 773. Prerequisite(s): DPT 734 and DPT 750. NOTE: Laboratory included.

DPT 736. NEUROLOGICAL MANAGEMENT I (3). Studies the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Co-requisites: DPT 712, DPT 750 and DPT 772. Prerequisite(s): DPT 704, DPT 706, DPT 707, DPT 710, DPT 730 and DPT 732. NOTE: Laboratory included.

DPT 737. NEUROLOGICAL MANAGEMENT II (5). Continues the study of interventions for individuals across a lifespan with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes evidence-based clinical decision making for examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Co-requisite: DPT 773. Prerequisite(s): DPT 736 and DPT 750. NOTE: Laboratory included.

DPT 738. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP III (5). Studies physiology and pathophysiology of the gastrointestinal, renal, endocrine, immune and integumentary systems across the lifespan. Incorporates identification of signs and symptoms associated with disease. Discusses management of patients with conditions, affecting these systems or a combination of systems. Co-requisite: DPT 773. Prerequisite(s): DPT 707, DPT 712, DPT 732 and DPT 750. NOTE: Laboratory included.

DPT 739. EXERCISE APPLICATIONS (2). Integrates individual exercise interventions for optimal health across the lifespan. Focuses on the identification, intervention, and progression of therapeutic exercises for patients in various phases of rehabilitation. Laboratory included. Co-Requisites: DPT 731, DPT 751 and DPT 774. Prerequisite(s): DPT 735, DPT 737 and DPT 738. NOTE: Laboratory included.

DPT 740. PT MANAGEMENT ACROSS THE LIFESPAN (2). Studies advanced principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes for special populations, and select interventions such as ergonomics, prosthetics and orthotics. Co-requisites: DPT 716, DPT 799.

DPT 750. CLINICAL EDUCATION I (2). Focuses on examination, evaluation, and intervention techniques in a clinical setting. Utilizes written and oral interpersonal communication skills with patients/ clients, family, and other staff. Emphasizes professional socialization, self-assessment, and critical thinking. Co-requisites: DPT 712, DPT 734, DPT 736 and DPT 772. Prerequisite(s): DPT 732. Pass/No Pass grading 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. Requires refinement of interpersonal communication skills, role delineation, and professional behaviors. Co-requisites: DPT 715, DPT 731, DPT 739 and DPT 774. Prerequisite(s): DPT 735, DPT 737, DPT 738 and DPT 750. Pass/No Pass grading only.

DPT 752. CLINICAL EDUCATION III (5). Focuses on the integration and application of all previous course and clinical work in relationship to the development, enhancement, and restoration of movement function, the prevention of movement dysfunction, and non-patient care opportunities. Co-requisites: DPT 716, DPT 775, and DPT 792. Prerequisite(s): DPT 751. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Length and timing of clinical placements at any one facility may vary.

DPT 753. CLINICAL EDUCATION IV (6). Continues the focus of DPT 752. In addition to the refinement of critical thinking and clinical decision making, emphasizes the autonomous practice and professional socialization in the clinical setting. Non-patient care opportunities will also be included. Co-requisites: DPT 793 and DPT 796. Prerequisite(s): DPT 752. 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 760E-W. INDEPENDENT STUDY IN PHYSICAL THERAPY (1-6). Advanced study in specific topic of interest in the areas of practice, research, or education developed by contract and conducted under the supervision of a faculty member. This is an optional course that is offered with the permission of the faculty. Prerequisite(s): Graduate standing and permission of instructor required.

DPT 770. PROFESSIONAL ISSUES/CASE MANAGEMENT I (1). Begins a six course sequence. Introduces mission and philosophy, curriculum model, and service learning. Explores student values, principles of teaching, learning and aspects of professionalism. Co-requisites: DPT 701, DPT 703, DPT 708 and DPT 776. NOTE: Laboratory and service learning included.

DPT 771. PROFESSIONAL ISSUES/CASE MANAGEMENT II (2). Introduces health care delivery systems, regulation of and legal requirements for clinical practice and documentation and the role of the physical therapist and physical therapist assistant. Uses evidences from the literature and other available sources to discuss clinical situations in small group tutorials with faculty facilitation. These tutorials use problem-based learning concepts.

Expands application of communication and teaching/learning theory. Co-requisites: DPT 707, DPT 714, DPT 733 and DPT 790. Prerequisite(s): DPT 704, DPT 710, DPT 730, DPT 732 and DPT 770. NOTE: Laboratory and service learning included.

DPT 772. PROFESSIONAL ISSUES/CASE AND PRACTICE MANAGEMENT III (1). Expands concepts of problem-based learning using patient scenarios. Discusses diversity, scope of practice, and professionalism in clinical settings, as well as difference in management and leadership roles, payment processes and financial implications for providing services. . Co-requisite: DPT 750. Prerequisite(s): DPT 771. NOTE: Laboratory and service learning included.

DPT 773. PROFESSIONAL ISSUES/CASE MANAGEMENT IV (1). Continues problem-based learning using patient scenarios to expand the application of communication and teaching/learning theory and the role of a doctoring profession. Jesuit mission, evaluating strategies for competency-based education, conflict resolution and clinical negotiation skills are integrated into the tutorials. Co-requisites: DPT 735, DPT 737, DPT 738 and DPT 791. Prerequisite(s): DPT 772. NOTE: Laboratory and service learning included.

DPT 774. PROFESSIONAL ISSUES/CASE MANAGEMENT V (1). Addresses patient issues related to musculoskeletal, neuromuscular, and complex case management. Resume and interview skills are discussed. Reflection, during case presentations, on the opportunity to be change-agents in the PT profession for the DPT and the use of EBP will be performed. Co-requisites: DPT 715, DPT 731, DPT 739 and DPT 751. Prerequisite(s): DPT 773. NOTE: Laboratory and service learning included.

DPT 775. PROFESSIONAL ISSUES/CASE MANAGEMENT VI (1). Continues problem-based learning using patient scenarios to further develop evidence-based clinical decision making skills. Methods to refine communication skills are explored. Co-requisites: DPT 716, DPT 752, DPT 780E-W, DPT 781E-W and DPT 792. Prerequisite(s): DPT 774. NOTE: Laboratory and service learning are required.

DPT 776. CRITICAL INQUIRY (3). Explores research methodologies used in health care research. Examines descriptive and inferential statistics, and evidence-based practice principles. Addresses literature searches and evidence based analysis of research reports with a focus on treatment effectiveness studies. Co-requisite: DPT 770.

DPT 780E-W. TOPICS IN PHYSICAL THERAPY I (1). Advances study in topics of interest related to physical therapy practice. Co-requisites: DPT 752 and DPT 775. Prerequisite(s): DPT 735, DPT 737, DPT 738 and DPT 751.

DPT 781E-W. TOPICS IN PHYSICAL THERAPY II (1). Advances study in topics of interest related to physical therapy practice. Co-requisites: DPT 752 and DPT 775. Prerequisite(s): DPT 735, DPT 737, DPT 738 and DPT 751.

DPT 790. EVIDENCE BASED PRACTICE I (2). Introduces clinical research and analysis of practice projects. Reviews ethical constraints and obligations of research. Introduces survey research methods and seeking research funding. Addresses critical analysis of research reports, with a focus on diagnostic literature. Co-requisite: DPT 771. Prerequisite(s): DPT 776.

DPT 791. EVIDENCE BASED PRACTICE II (1). Examines data and performs statistical analysis. Analysis of Practice groups present results in publishable format. Clinical Research groups collect data, submit Introduction/Methods in publication format, and outlines anticipated Results/Table/Figures. Critically analyze the prognostic literature. Co-requisite: DPT 773. Prerequisite(s): DPT 750 and DPT 790.

DPT 792. EVIDENCE BASED PRACTICE III (1). Analysis of Practice groups examines data to date, present results in a publishable format. Clinical Research groups write Results, Discussion, Conclusion sections in publication format. Submission of abstracts, perform critical analysis of systematic reviews/meta-analysis. Co-requisite(s): DPT 752 and DPT 775. Prerequisite(s): DPT 751 and DPT 791.

DPT 793. EVIDENCE BASED PRACTICE IV (1). Analysis of Practice groups continues to acquire data during clinical rotations, submit final written manuscripts, performs poster/platform presentation. Clinical research groups submit final manuscripts; performs final platform/poster presentations. Co-requisite: DPT 753. Prerequisite(s): DPT 753 and DPT 792.

DPT 796. CAPSTONE (1). Focuses on the culmination of the student's clinical and professional development based on the portfolio presentation. Clinical education reflections and curricular review are also included in the capstone. Co-requisites: DPT 753 and DPT 793. Prerequisite(s): HCE 709, DPT 716, DPT 735, DPT 737, DPT 738, DPT 739, DPT 775 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, other clinical education requirements and capstone course. Serves as the component of the capstone experience that measures success of curricular outcomes and prepares the student for the licensure examination. Pass/No Pass grading only.

HCE 709/IHCE709. HEALTH CARE ETHICS FOR PHYSICAL THERAPISTS **(**3). Examines ethical issues and moral reasoning processes in health care. Philosophical and faith-based foundations including Catholic moral tradition, sociocultural influences, professional codes, and organizational and personal ethical norms are explored. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students will analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies. NOTE: A required course in the Doctor of Physical Therapy program. Offered on campus. Co-requisite: DPT 772.

* * *

FELLOWSHIP PROGRAMS

DESCRIPTION

The Department of Post-Professional Studies currently has two fellowship programs: a Fellowship in Manual Therapy (APTA credentialed) and a Fellowship in Optimal Aging (not APTA credentialed). These programs are predominantly online, except

for intensive weekend sessions and structured mentoring time. Each Fellowship is designed for physical therapists who have doctoral degrees (e.g., DPT, PhD, DSc) or who are currently enrolled in the Regis Transition DPT program. Fellowship students can concurrently work toward completing Transition DPT academic requirements and preparing to sit for their APTA specialty examinations in orthopedic or geriatric physical therapy. Two management courses completed as part of the Regis Transition Doctor of Physical Therapy program requirements can also be used to fulfill six semester hours of the 18 semester hour fellowship certificate. Upon successful completion of the Fellowship option (six courses), graduates receive an Academic Certificate.

The curriculum is focused on integrating the current best evidence with clinical decision-making necessary for comprehensive patient management. During the course of the program admitted fellows will meet the APTA requirements for credentialed fellowship hours. See specifics for each fellowship on the School website. Emphasis is placed on advanced clinical decision-making, outcomes evaluation, and autonomous patient management.

ADMISSION

Admission to the Fellowship programs is granted on a competitive basis with selections made annually. All applicants apply separately to the Transition DPT program and Fellowship options. The following requirements apply:

- Evidence of current and valid physical therapy licensure in the United States.
- Evidence of current APTA membership.
- One and a half years experience in orthopedic (for Fellowship in Manual Therapy) or geriatric (for Fellowship in Optimal Aging) practice.
- Currently engaged in full-time clinical practice in specialty practice area (thus board eligible for APTA Orthopedic or Geriatric Clinical Specialist Certification).
- Evidence of commitment to advanced musculoskeletal/geriatric practice, clinical research, and mentoring of physical therapy students.

Computer Literacy
Due to the online format of the courses in the Fellowship options, students need to be proficient in several 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, attaching documents to e-mails, and participating in online discussion groups and other social media. Similarly, it is expected that students will have a home computer that has Internet access, preferable high-speed (broadband) Internet access. Potential students should consult with a department administrative assistant for more specific details. All students enrolled in a Fellowship option must have ready access to a computer system compliant with RHCHP systems requirements and configuration for the online learning management system.

ADVISING

An academic advisor is assigned to all entering students. Advisors counsel students on meeting requirements for the program and provide guidance and support for progression through the program. Conflicts with the assigned advisor must be presented in writing to the Director of the Department of Post-Professional Studies.

ACADEMIC INFORMATION

The Fellowship programs consist of online and weekend-based courses in an accelerated eight-week model.

Fellowship students are held to the same academic progression and standing requirements as the professional entry Doctor of Physical Therapy student.

For additional policies related to Academic Progression, Academic Withdrawal, and Academic Standing and Penalty, students should refer to the professional entry Doctor of Physical Therapy section of this *Catalog*.

COURSE OVERLOAD

Because students in the Fellowship program are expected to be practicing as a physical therapist while in the program, students will typically not take more than two courses per eight-week session.

FELLOWSHIP REQUIREMENTS

FELLOWSHIP IN OPTIMAL AGING	**18 SH**
DPT 751T--Management of Lumbopelvic Disorders	3 SH
DPT 754T--Management of Neurological Disorders in Aging Populations	3 SH
DPT 755T--Management of Lower Extremity Disorders Within Aging Populations	3 SH
DPT 757T--Current Concepts in Geriatrics	3 SH
DPT 758T--Health & Wellness in Aging Populations	3 SH
DPT 791T--Virtual Rounds and Clinical Practicum Aging Populations	3 SH

FELLOWSHIP IN MANUAL THERAPY	**18 SH**
DPT 741T--Management of Lumbosacral Disorders	3 SH
DPT 742T--Management of Cervical and Thoracic Disorders	3 SH
DPT 745T--Management of Lower Extremity Disorders	3 SH
DPT 746T--Management of Upper Extremity Disorders	3 SH
DPT 784T--Virtual Rounds I	1 SH
DPT 785T--Virtual Rounds II	1 SH
DPT 786T--Virtual Rounds III	1 SH
DPT 790T--Clinical Fellowship Practicum	3 SH

DOCTOR OF PHYSICAL THERAPY FELLOWSHIP COURSE DESCRIPTIONS (DPT)

DPT 741T. MANAGEMENT OF LUMBOSACRAL DISORDERS (3). Integrates manipulative intervention techniques in the management of individuals with lumbosacral disorders. Classification systems, diagnosis and outcomes assessment tools, within the framework of evidence-based practice are included. NOTE: Intensive laboratory included.

DPT 742T. MANAGEMENT OF CERVICAL AND THORACIC DISORDERS (3). Integrates manipulative intervention techniques in the management of individuals with cervical and thoracic disorders. Includes the application of diagnostic imaging as a component of the diagnostic process. Includes classification systems and outcomes assessment tools, within the framework of evidence-based practice. NOTE: Intensive laboratory included.

DPT 745T. MANAGEMENT OF LOWER EXTREMITY DISORDERS (3). Integrates manual therapy and exercise intervention techniques in the management of individuals with lower extremity disorders. NOTE: Intensive laboratory included.

DPT 746T. MANAGEMENT OF UPPER EXTREMITY DISORDERS (3). Integrates manual therapy and exercise intervention techniques in the management of individuals with upper extremity disorders. NOTE: Intensive laboratory included.

DPT 751T. MANAGEMENT OF SPINE DISORDERS WITHIN AGING POPULATIONS (3). Integrates manual interventions into management of aging populations with spinal disorders. Includes classification systems, diagnosis, and outcomes assessment tools, within the framework of evidence-based practice. NOTE: Intensive laboratory included.

DPT 754T. MANAGEMENT OF NEUROLOGICAL DISORDERS IN AGING POPULATIONS (3). An integration of evidence based practice, principles of examination, evaluation, diagnosis, prognosis and intervention selection in older adults with participation restrictions, activity limitations and impairments related to acute and chronic neurological disorders. NOTE: Intensive laboratory included.

DPT 755T. MANAGEMENT OF LOWER EXTREMITY DISODERS WITHIN AGING POPULATIONS (3). Integrates manual therapy and exercise intervention techniques in the management of lower extremity disorders in aging populations. NOTE: Intensive laboratory included.

DPT 757T. CURRENT CONCEPTS IN AGING (3). Integrates content relative to clinical practice with aging populations focusing on factors influencing optimal aging, including intrinsic (individual and psychosocial characteristics) and extrinsic (environmental and policy considerations) factors.

DPT 758T. HEALTH AND WELLNESS IN AGING POPULATIONS (3). Incorporates the study of health and wellness in aging populations for the purpose of identifying risk, prescribing exercise, improving fitness, and promoting general health strategies.

DPT 784T. VIRTUAL ROUNDS I (1). Advanced clinical practice experience in manual physical therapy focusing on advanced decision-making regarding clinical care in a collaborative virtual environment. NOTE: Fellowship in Manual Therapy students only.

DPT 785T. VIRTUAL ROUNDS II (1). Advanced clinical practice experience in manual physical therapy focusing on advanced decision-making regarding clinical care in a collaborative virtual environment. NOTE: Fellowship in Manual Therapy students only.

DPT 786T. VIRTUAL ROUNDS III (1). Advanced clinical practice experience in manual physical therapy focusing on advanced decision-making regarding clinical care in a collaborative virtual environment. NOTE: Fellowship in Manual Therapy students only.

DPT 790T. CLINICAL FELLOWSHIP PRACTICUM (3). Advanced clinical practice experience in manual therapy. Students are mentored in an intensive one-on-one clinical model for a minimum of 130 hours and supported by their designated mentor/s via ongoing online dialogue. Emphasis is placed on advanced clinical decision making, outcomes evaluation and autonomous patient management. NOTE: Fellowship in Manual Therapy students only. Fee required. Pass/No Pass grading only.

DPT 791T. VIRTUAL ROUNDS AND CLINICAL PRACTICUM AGING POPULATION (3). Advanced clinical practice experience in aging populations focusing on advanced decision-making regarding clinical care in a collaborative virtual environment. Note: Majors only.

COLLEGE FOR PROFESSIONAL STUDIES

COLLEGE FOR PROFESSIONAL STUDIES

CAMPUS SITES

Regis University CPS campus centers are located in the following areas/communities:

Colorado

Colorado Springs

Denver North (Lowell Campus)

Denver Tech Center

Interlocken at Broomfield

Loveland

Thornton

Students should consult an Enrollment Counselor for available learning formats and campus locations. Each degree is designed to address the educational needs of adult learners. The degrees vary in format, content, and delivery systems, but they share a common commitment to a high quality, value-centered educational experience for adults.

CPS DEGREE AND CERTIFICATE OFFERINGS

SCHOOL OF COMPUTER AND INFORMATION SCIENCES

Regis University
David M. Clarke, S.J. Hall
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-944-7667 (toll free)
303-964-5274 (fax)

BACHELOR OF SCIENCE

Business Technology Management

Computer Information Systems

Computer Networking

Computer Science

MASTER OF SCIENCE

Database Technologies

Information Assurance

Specializations

Cyber Security
Information Assurance Policy Management

Information Technology Management

Software Engineering

Software Engineering and Database Technologies

Systems Engineering

Graduate Academic Certificates

Agile Technologies

Cybersecurity

Data Science

Database Administration with Oracle™

Database Development

Enterprise Java Software Development

Enterprise Resource Planning

Executive Information Technology

Information Assurance Policy and Management

Mobile Software Development

Software Engineering

Storage Area Networks

Systems Engineering

SCHOOL OF EDUCATION

Regis University
David M. Clarke, S.J. Hall
Mail Code: K-10
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-944-7667 (toll free)
303-964-5274 (fax)

The following licensure options are available at the Undergraduate leve.

Elementary Education (Grades K-6)

The following endorsement options are available at the Graduate level:

Elementary Education (Grades K-6)

Secondary Education (Grades 7-12)

Educational Leadership (Principal Licensure)

Reading Specialist *

Reading Teacher (K-12, Elementary, Secondary)**

Special Education

- Generalist
- Early Childhood

* Colorado Only

** Colorado and Wyoming

BACHELOR OF ARTS
Elementary Education

MASTER OF EDUCATION (M.ED.)

Specializations

- Curriculum, Instruction and Assessment
- Instructional Technology
- Reading
- Space Studies
- Urban Education

MASTER OF EDUCATION (M.ED.)

Educational Leadership
Specializations

- Organizational Politics and Performance
- School Executive Leadership
- Teacher Leadership
- Leadership in Culturally and Linguistically Diverse Education Environments

MASTER OF SCIENCE
Adult Education and Training
Specializations

- Higher Education Instruction
- Nonprofit Leadership
- Human Resource Development
- General

Graduate Academic Certificates

Adult Education and Training

Autism Education

Culturally and Linguistically Diverse Education

Integrating Technology in the Classroom

Literacy

School Executive Leadership

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Regis University
David M. Clarke, S.J. Hall
Mail Code: L-22
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-944-7667 (toll free)
303-964-5274 (fax)

BACHELOR OF APPLIED SCIENCE
Specializations

- Community Interpreting
- Homeland Security
- Interdisciplinary Studies
- Management

BACHELOR OF ARTS

Communication

Specializations

- Conflict Management
- Leadership

Undergraduate Communication Academic Certificates

Conflict Management

Leadership

Liberal Arts

Specializations

- Catholic Studies
- Civil Society Studies
- English
- History
- Humanities
- Philosophy
- Public Administration
- Religious Studies

Social Science

BACHELOR OF SCIENCE

Applied Psychology

Specializations

- Health Psychology
- Positive Psychology

Criminology

Undergraduate Criminology Academic Certificates

Homeland Security
Social Violence

MASTER OF ARTS

Individually designed, multidisciplinary program.

Graduate Academic Certificates

Liberal Studies
Professional Studies

MASTER OF NONPROFIT MANAGEMENT

Graduate Academic Certificates

Nonprofit Organizational Capacity Building
Post-Master's Certificate in Nonprofit Executive Leadership

MASTER OF SCIENCE

Criminology

Graduate Academic Certificates

Criminology

SCHOOL OF MANAGEMENT

Regis University
David M. Clarke, S.J. Hall
Mail Code: L-16
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-967-3237 (toll free)
303-964-5274 (fax)

BACHELOR OF SCIENCE

Accounting

Business

Specializations

- Finance
- Human Resource Management
- Management
- Marketing
- Project Management
- Public Administration

Finance

Human Resource Management

Management

Marketing

Public Administration

Undergraduate Academic Certificates

Project Management
Public Administration

MASTER OF BUSINESS ADMINISTRATION

Specializations

- Emerging Markets (Dual Language-Spanish/English)
- Finance and Accounting
- General
- Health Industry Leadership
- Marketing
- Operations Management
- Organizational and Performance Management
- Strategic Management

MASTER OF SCIENCE

Accounting

Organization Leadership

Specializations

- Enterprise Resource Leadership and Planning
- Human Resource Management and Leadership
- Organizational Leadership and Management
- Project Leadership and Management

Graduate Academic Certificates

Executive Leadership
Executive Project Management
Strategic Business Management
Strategic Human Resource Integration

CPS GENERAL INFORMATION

Unless otherwise noted, the College for Professional Studies follows all policies and procedures as stated in the General Information section of this *Catalog*.

MISSION

The College for Professional Studies offers innovative, accelerated higher education for adult learners to meet their academic, professional and personal goals, and to make a positive impact in a changing society.
Inspired by the Regis University Mission which focuses on the common good, we motivate and challenge a diverse community of students, faculty and staff to acquire knowledge, abilities and commitments necessary for distinguished professional work and leadership in service to others.

PURPOSE

The College 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 College 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.

Master's Degrees

The Regis University College for Professional Studies is nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in CPS, dating from 1978, when the first graduate degree was offered at Regis. The 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.

PROGRAM DESCRIPTION

The Regis University College 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 College for Professional Studies are drawn from the 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 College for Professional Studies.

Changes in Self-Concept: 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: 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 un-programmed 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: 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: 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 learned 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 for 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 College for Professional Studies Service Learning program seeks to assist CPS faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning program in CPS houses information regarding service learning opportunities for faculty, students and staff including a database of

service opportunities and resources for curricular information. The CPS Office of Service Learning offers site referrals and consultation, faculty development, resource development, service learning newsletter, and evaluation.

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 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.

SERVICE MEMBERS OPPORTUNITY COLLEGE

Regis University has been designated as an institutional member of the Service members Opportunity College (SOC), a group of 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 transfer of relevant course credits, providing flexible academic residency requirements, and validating experiences as college-level training from appropriate military training.

ADMISSION

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

Undergraduate

Degree-seeking applicants for a College for Professional Studies undergraduate degree must possess:

- high school diploma or equivalent,
- transferable course credit from a regionally accredited college or university,
- evidence of work experience.

Prospective applicants who do not meet these minimum requirements must submit a written letter of appeal to the Assistant Dean of the School in which the learner seeks to enroll. The letter should contain information that helps the Assistant Dean know why the applicant will be successful at Regis University.

In addition, CPS programs of study may impose additional requirements for admission.

Documents

To be considered for admission to a College for Professional Studies undergraduate degree, an applicant must submit a completed application and application fee, provide official transcripts from high schools, regionally accredited colleges or universities previously attended (official transcripts are sent directly from the institution to Regis University), and complete and submit a writing sample (Writing Skills Placement Essay) with the application. The Writing Skills Placement Essay is submitted to Turnitin, academic integrity software. If plagiarism is noted, admission will be affected negatively.

Based on the scored results of the writing sample, students may be required or recommended to take an English course appropriate to their skill level. Applicants possessing less than 30 semester hours of college credit must enroll in and successfully complete (grade of C or better) ED 205--Adult Learning as their first class unless a writing class is required.

Deadline

Applicants have 30 days from the date of Application to submit official transcripts to Regis University, College for Professional Studies Admission Office. Further registration will be prohibited if official transcripts are not received within thirty days of the date of application.

Graduate

To be considered for admission, an applicant must submit a completed application, application fee, student copies of the degree granting transcripts (to be followed by official copies), and other required documents to the Admissions Office. After the application file is determined to be complete, it is sent to the applicant's academic program for review, a faculty interview (if required), and final decision on admission. Official copies of all required transcripts must be received by the Admission Office within 30 days of the original application.

Conditional Admission

The academic program may allow a student to be conditionally admitted while awaiting receipt of official transcripts by the Admissions Office. In such cases, the file must contain copies of the unofficial transcripts. The official transcripts must be received by the Admissions Office within 30 days of the application for the student to be able to continue enrolling in classes. Conditional admission allows students to register for one term while awaiting receipt of official documentation by the Admissions Office. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

Provisional Admission

Students who do not meet all academic admission criteria but demonstrate promise for the program may be admitted on a provisional basis. Under the provisional status, students must attain a grade of "B" or higher on the first nine hours of graduate course work or successfully complete designated requirements. A grade of "B-" or lower is not acceptable. Successful completion of the requirements removes the provisional status and may entitle students to good academic standing.

Graduate Writing Skills

Since graduate writing skills are critical to the successful completion of a master's degree in CPS, any student receiving an evaluation of 'Unsatisfactory' on either writing portion of the essays submitted with the application, will be required to complete MLS 500 and/or MLS 501, or EDFD 500, or its equivalent prior to entering any graduate level courses in the program.

International Students

The College 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.

All international students must complete the general admission requirements for the program of interest and 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) minimum essay (TWE) score of 5, or the approved web- Internet-based TOEFL total score of 82 with total minimum scores of: 24 Writing, 20 Speaking, 22 Reading, 16 Listening. If the 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 may be waived by the appropriate College for Professional Studies program dean.
- A course-by-course evaluation of all international academic credentials from a credential evaluation service approved by the College for Professional Studies.
- 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 Academic Records and Registration. 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 ensure success in completing course work.

For Graduate Program students, 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. Equivalency is determined by an approved credential evaluation service paid for by the applicant. In addition, applicants with an international background must demonstrate graduate level English writing skills.

International students applying to the Master of Business Administration or Master of Science in Accounting degree or certificate programs may submit official GMAT scores with a minimum writing skills score of 3.5 to the Admissions Office or submit the essays . International applicants who have graduated from a regionally accredited college or university in the United States may be permitted to substitute the admission essay(s) and/or the spreadsheet for the Master of Science in Accounting for the GMAT with the approval of the degree chair.

International applicants processing or seeking a student visa 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.

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. All documents submitted during the application process become the property of Regis University. Additional information on International Student Admission can be accessed at www.regis.edu.

Non-Degree Seeking/Special Students

Undergraduate

Students seeking admission as a non-degree seeking, special student must:

- Submit the application and the application fee.
- Possess a high school diploma or equivalent.
- Possess transferable college credit from a regionally accredited college or university.
- Provide evidence of work experience.

A maximum of 18 semester hours may be taken.

Non-degree seeking students do not need to submit transcripts or a writing sample.

Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that degree. Courses taken by non-degree-seeking students apply to degree requirements if the courses are appropriate for the selected degree.

Graduate

Students seeking admission as a non-degree seeking, special student must:

- Submit the special student application and the application fee.
- Provide official documentation of a baccalaureate degree from a regionally accredited college or university.
- Have appropriate work experience.
- Meet prerequisite requirements.
- Have degree chair approval.

A maximum of nine semester hours may be taken. Additional semester hours may be taken with approval of the appropriate degree chair.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that degree. Courses taken by non-degree seeking students apply to degree requirements if the courses are appropriate for the selected degree.

Certificate Admission

Undergraduate

Applicants seeking a Certificate of Completion, an Academic Certificate, or special student status must submit a completed application for admission and the required fee. Additional documentation is not required. However, if the student intends to matriculate as a degree-seeking student, he/she must meet the requirements of degree-seeking candidates outlined above.

Graduate

To be considered for admission, an applicant must submit a completed application, application fee, student copies of the degree granting transcripts (to be followed by official copies), and other required documents to the Admissions Office, (see the specific requirements for the certificate in each school.) After the application file is determined to be complete, it is sent to the applicant's academic program for review, a faculty interview (if required), and final decision on admission. Official copies of all required transcripts must be received by the CPS Admission Office within 30 days of the original application.

Returning Students

Undergraduate

Undergraduate 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. They may return at any time within the seven year degree completion time period.

Students near the end of their seven year program limit and within 24 semester hours of completing their degree may request from their advisor an approval of a program of study extension. The extension is for a maximum length of one year.

Graduate

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. They may return at any time within the six year degree completion time period.

Students near the end of their six year program limit and within 9 semester hours of completing their degree may contact their school and request an approval of a program of study extension. The extension is for a maximum length of one year.

Expired Applications

Applications remain current for one year after submission. Students who do not enroll in any Regis course within one year must reapply and complete the admissions process under the policies and degree requirements in effect at the time of reapplication. No additional admission fee is charged.

ACADEMIC INFORMATION

Student Responsibilities

Students are expected to have college-level writing skills when they enter a 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 master's 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.

Student Ethics Statement

An integral component of CPS 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. It shall be a violation of the ethical standards to use shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business/professional 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 they will disclose and must also accept the responsibility of respecting disclosure of other students and facilitators/instructors.

Student Standards of Conduct

In the spirit of the Jesuit mission of Regis University, CPS students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly in online and other courses. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the College for Professional Studies and the faculty expect

students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

"Disruptive Behavior" or "Disorderly Conduct" as applied in all academic settings and formats (i.e., classroom, online, independent study, etc.) means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, university events, or university sponsored activities.

Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or, in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session, inappropriate mediated communication; or behavior that has a negative impact in any learning environment.

Disruptive behavior also includes any other behavior covered by the Regis University Student Handbook: Code of Conduct which can be found at www.regis.edu.

Students who fail to adhere to acceptable behavioral standards may be subject to discipline which may include reprimand, dismissal from the class and/or expulsion from the College for Professional Studies. Students who wish to appeal a decision regarding the consequences of their behavior should follow the Appeal Process outlined in the Regis University Student Handbook.

Academic Integrity

Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education. As members of the CPS community, the collective academic integrity is a prerequisite for the pursuit of knowledge and excellence in professional practice. In particular, the Jesuit principles that underlie the Regis University mission and core philosophy, with their call to ethical inquiry and care of the whole person, demand that students commit to academic integrity in all aspects of their professional education and development. Likewise, faculty and all CPS employees must demonstrate and model the same high standards with respect to being responsible for one's own academic work, participating with good faith in academic discussions, and acknowledging the work of others.

At Regis University, academic integrity is viewed as an academic matter rather than an issue of student conduct.

In order to establish and foster a community in which academic dishonesty and misconduct are socially and professionally unacceptable, all students and faculty are expected to adhere to the CPS Academic Honor Code. This Academic Honor Code is intended to support the shared responsibility of faculty and students in maintaining an academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, research, scholarship and professional practice.

Academic Honor Code

Students and faculty of CPS are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the CPS community are to exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to this College for Professional Studies Academic Honor Code. In doing so, the student acknowledges that the work represented in all assignments and all examinations is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any assignment or examination to another student in any semester.

The CPS Academic Honor Code applies to any student in a CPS course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the Code. (In the cases of joint academic programs (e.g. National University of Ireland, Galway and Regis, ITESO and Regis, the academic integrity policies that comprise those joint program agreements apply and take precedence.)

Violations of academic integrity are taken very seriously in the College and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. All faculty have access to plagiarism detection software, which can be used with or without a student's knowledge in any CPS course.

Violations of academic integrity include, but are not limited to, the following:

Cheating: A form of dishonesty by which the person misrepresents his or her mastery of the course content or clinical experience. Cheating applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment.

***Plagiarism*:** A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists.

***Fabrication*:** A form of dishonesty by which the person invents or falsifies information or research findings.

Collusion: A form of dishonesty involving two or more persons acting in a manner so as to misrepresent individual effort, learning and/or contributions to course assignments. form of dishonesty by which the person invents or falsifies information or research findings.

Other Examples of Academic Misconduct:

- Posting another person's work on the Internet without that person's permission.
- Unauthorized or inappropriate access or use of another's computer account, access codes or electronic file.

- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to, among other things, avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Submitting the same work or extending previous work to fulfill the requirements of more than one course without the explicit permission of the instructors. This may be characterized as "self-plagiarism," or "recycled papers/assignments" and is a form of academic misconduct.
- Coercing any other person to engage in academic dishonesty or misconduct.
- Aiding any other person engaged in academic dishonesty or misconduct.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
- Denying access to scholarly resources or otherwise impeding the progress of another student or scholar. Violations include, but are not limited to giving other students false or misleading information; making library materials unavailable through stealing or defacement; deliberately misplacing or destroying reserve materials or altering and/or destroying someone else's computer files.

Procedure:

1. The faculty member identifies an infraction of the Academic Integrity policy and first discusses the matter with the student. If, at the end of the conversation, the faculty member is convinced of the violation, the member should submit a brief statement regarding the charge of violation of the Academic Honor Code with supporting evidence to the academic administrator, and the following steps are completed:
   a. The academic administrator (i.e., faculty chair, program coordinator) checks with Academic Integrity Board (AIB) repository for any prior violations by that student and prior actions taken. Repeat violations automatically increase the level of sanction.
   b. The faculty member and/or academic administrator notify the student about the charge. The faculty member and the student submit appropriate documentation and information regarding the charge. In the course of the investigation, the assistant dean of the School may consult with a member or members of the AIB regarding the investigation or determination of sanction by notifying the Chair of the AIB. Consultation requests will normally be responded to within one business day.
   c. The faculty member and the academic administrator determine the level of violation and the appropriate sanction, and report same to the assistant dean.
   d. The assistant dean informs the student, the faculty member and the academic administrator of the violation and sanction in writing .
   e. The assistant dean completes and submits the Notification of Academic Integrity Policy Violation to the AIB.
   f. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's academic file.
2. If the violation is otherwise egregious in nature
   a. The faculty member and/or academic administrator notify the student about the charge. The faculty member and the student submit appropriate documentation and information regarding the charge.
   b. The Chair of the AIB is notified and a consultation is initiated (Level 3 violations are automatically referred to AIB). Consultations are generally initiated within one business day.
   c. Collaboratively with the AIB, the faculty and academic administrator determine the nature of the violation and the appropriate sanction and report same to the assistant dean.
   d. The assistant dean informs the student, the faculty member and the academic administrator in writing, of the violation and sanction with a copy to the student's academic file.
   e. The assistant dean completes and submits the Notification of Academic Integrity Policy Violation to AIB.
   f. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's academic file.
   g. The case is referred to the VP of Academic Affairs if academic expulsion is recommended.
3. In the event of course failure, academic suspension or academic probation in which the transcript code for violation of academic integrity is requested, the Office of Academic Records and Registration is notified.

Appeals of Academic Integrity Sanctions:

The student may appeal or dispute the charge itself, the level of violation assigned, and/or the specific sanction applied to the AIB by submitting a written request to the Chair of the AIB. The written request for appeal must include the student's reasons and rationale for the appeal.

The student has the right to read all written reports that document the charge, the level of violation and/or the specific sanction applied.

The student has the right to confidentiality in the conduct of the discussion with the members of the Academic Integrity Board.

The decision of the AIB is final. NOTE: The AIB appeal process is limited to consideration of matters that deal exclusively with academic integrity. Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the normal processes outlined in the University Catalog and the relevant student handbook.

1. The student submits a written request for appeal to the Chair of the AIB within one week of receiving notification of a charge, a violation and/or a sanction.

2. All relevant documentation is submitted by the faculty and student to AIB for consideration.
3. The AIB reviews all documentation and conducts further investigation if warranted. The appeal panel renders a decision, generally within three working days.
4. The AIB notifies the student, faculty, assistant dean and dean of decision in writing.
   a. Student appeal is denied; the charge, the violation and/or the sanction is upheld
   b. Student appeal is successful; the charge, violation and/or sanction is modified or reversed
5. The School completes any further notification to the Office of Academic Records and Registration and/or fulfills School procedures related to imposition of the sanction, e.g., probation or dismissal.

Additional information regarding the CPS Academic Integrity Policy and Procedure (including sanctions, responsibilities, and detailed examples) can be found at www.regis.edu.

Learning Formats

A variety of learning formats and locations offer students flexibility and options in completing graduate and undergraduate 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. Three learning options are available for students to earn Regis University credit: accelerated classroom-based, guided independent study, and online.

Classroom-Based

Classroom-based courses are offered in five, eight, and 16-week academic periods, weekend intensive format or in summer 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 vary 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.

Directed Study

For directed study, student's share the responsibility for course design with a 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.

In addition to completing courses in the classroom or online, students may choose to complete a variety of undergraduate courses through an independent study format. In most cases, students will complete the same assignments – with a few revisions – as students in a classroom-based course. Each course will be taken in an eight-week format. Instructors will be chosen from the affiliate faculty within the College for Professional Studies.

Students spend approximately 45 clock hours per credit on each course, including planning time, meetings with their instructor, and doing the course work. For a three-semester hour course completed during an eight-week academic period, this would constitute a minimum of 17 to 20 hours each week. Selected courses are offered on the semester calendar.

Online

Online courses are generally offered in an accelerated eight-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.
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 however many of the courses may be approved to apply toward other majors. Educational technologies like synchronous and asynchronous web technologies, CD and e-mail offer learners convenience and flexibility. Online courses have highly structured requirements and deadlines which fall within eight week academic terms.

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 College for Professional Studies 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 CPS emphasizes the development of these skills.

Faculty

Facilitators, independent study course instructors, and presenters are frequently working professionals representing various corporations, businesses and organizations. All hold a master's 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 CPS is its emphasis on academic advising. 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.

Earning Academic Credit

Toward completion of degree, certificate, or licensure requirements, students may utilize a combination of the following methods for accumulating credit:

Regis University Credit

Students may complete Regis University academic course work through any combination of the following learning formats as availability of course format permits:

- classroom-based courses
- directed study
- online courses
- blended courses (classroom-based and online combination)

Course work acquired through any of these learning formats, as well as courses available through Regis College or the Rueckert-Hartman College for Health Professions, meet the definition of Regis University credit.

All undergraduate students seeking a bachelor's degree and/or teacher licensure are required to complete a minimum of 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 undergraduate college credit. The College 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, religious studies, and photography). Regis University uses learningcounts.org to assess prior learning by portfolio.

Students may petition for a maximum of 45 semester hours of PLA credit. Credits earned through the PLA process do not apply toward the Regis University residency requirements (30 semester hours). Students may obtain additional information from portfolio@regis.edu.

Credit by Exam

Students' prior learning may also be accessed 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 though 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 an 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 Examination is available in most bookstores, including the Regis University Bookstore, library and Regis website at www.regis.edu. 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 months to retake the exam.

Defense Activity for Nontraditional Education Support (DANTES)

DANTES Subject Standardized Tests (DSST) was 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 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 or petition for credit for the course through prior learning assessment.

Information for each exam may be obtained directly from the Regis Learning Commons, room 241, David M. Clarke, S.J. Hall or at www.regis.edu.

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 College 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 undergraduate 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 considered for transfer 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 this *Catalog*.

Undergraduate

The College for Professional Studies accepts credit toward core, lower division major, 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. A maximum of 98 semester hours may transfer toward an undergraduate degree. Once the student has applied, all remaining upper division (advanced) course work must be completed at Regis. Specific questions concerning the evaluation of credits should be directed to an advisor.

In addition to credit transferred from regionally accredited institutions of higher learning, the CPS Undergraduate Program has established provisions for the acceptance of military, business and industry training, and technical credit.

Graduate

Of the total semester hours required for any one of the graduate degrees, no more than 20% of the total semester hours required may include transfer credit course work, or course work included in a previously earned degree from another regionally accredited college or university or from Regis University. Graduate degrees with the total semester hours required equal to either 30 or 36 semester hours may transfer a maximum of 6 semester hours. Graduate degrees for which 48 semester hours are required permit 9 semester hours of transfer credit. Acceptance of transfer course work is based on a course content review. Transfer course content must be equivalent to a degree course.

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 years is eligible for transfer consideration. Some graduate programs may have a more restrictive age limit for transfer credit than the University limit of ten years. Students may also be requested to submit official course descriptions or a course syllabus. Transfer credit is approved by a graduate faculty, assistant dean, or designee.

Course work is eligible for transfer at any point during the program of study 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 this *Catalog*.

Graduate Certificate Transfer Credit

Graduate transfer credit is not accepted into the Certificate Program. All semester hours required must be earned through Regis University.

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 National College Credit Recommendation Service (NCCRS).

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 institutions with certain national accreditations. A maximum of 24 semester hours of Technical Occupational Specialty (TOS) credit are allowed to transfer as undergraduate general elective credit.

REGISTRATION

The course schedules in the College for Professional Studies are originated by the respective Schools. Students may register online via WebAdvisor, in person, by phone, fax, e-mail, or mail. Students may register and pay at any Regis University site.

Add/Drop

College for Professional Studies students may drop a course through the end of the published add/drop period via online, 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 and tuition charges are credited to the account. 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 and students are notified by Enrollment Services regarding their status.

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 this Catalog. Students are also urged to go to the Regis website, www.regis.edu for more information.

Concurrent Enrollment in Other Regis Programs

Concurrent enrollment is defined as taking courses simultaneously in more than one Regis University school. Students may take courses in multiple programs within schools to fulfill degree requirements for graduation. Students wishing to cross-register within the University are not required to complete an application; however, updated information may be required at the time of registration.

Students in the College for Professional Studies may register for courses offered in Regis College or in the Rueckert-Hartman College for Health Professions that are open to non-majors. CPS students must obtain the approval of their CPS advisor, their School Dean, and the Academic Dean (or designee) of the College for Professional Studies and the Academic Dean (or designees) of the college within which the student wishes to enroll. Tuition and fees are charged at the rate of the program offering the course.

Some programs may have more restrictive requirements for cross-registration. Refer to the program information in the appropriate degree program section.

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.

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 who do not attend the first night of class, or for online courses do not login within the first three days of the class session, and do not notify the instructor in advance, risk being dropped from the course.

Attendance at Final Examinations/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) must 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 "Grading" heading in this section of the *Catalog*.

Course Load/Overload

Undergraduate students who wish to register for more than two courses in any five- or eight-week term, or more than 18 semester hours in one semester must receive approval from the CPS Undergraduate Advising department. Students must obtain and submit an Overload Request form 30 days prior to taking the overload credit to the CPS Undergraduate Advising Department. The advisor will:

- Verify that students have a 3.000 grade point average or higher.
- Ensure that students have no incomplete grades pending.
- 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.

Graduate students should refer to the CPS school section of this *Catalog* for specific requirements regarding course load/overloads for each degree program.

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 this *Catalog*.

Grade of Incomplete

If a grade of Incomplete is approved by the instructor for a CPS graduate course, the incomplete grade assigned is "I/F". The length of time for completion is determined by the instructor but may not exceed the end of the following term. If the work is not completed by the deadline, the Incomplete will revert to a grade of "F".

Grade of "In Progress"

"In Progress" grades are given to students in graduate capstone project courses, graduate thesis courses or practicum/internship courses where it may be appropriate for a student to take longer than the eight weeks or semester (if a semester-based course) provided for completion. If the course instructor agrees that the student should be given additional time, an "In Progress" grade can be granted for a period of up to one year (12 months) to complete the capstone project course or practicum/internship. The grade to be recorded in the student's record is IP/F or IP/NP depending on whether the approved grade in a letter grade or Pass/No Pass. If the student does not satisfactorily complete the course within the one year period, the grade reverts to the "F" or "NP" grade.

"In Progress" grades will only be given in the capstone/thesis courses or practicum/internship courses. "In Progress" is not appropriate for other courses where there is a definitive end date. In those cases if the student is unable to complete the course work for an approved reason and the instructor approves, the appropriate grade is Incomplete/F (I/F) and the student has no more than the eight weeks or equivalent term to complete the work.

Grade Reports

All grades are reported at the end of each academic period, at which time they become official and are entered on the students' permanent record. Grade reports are no longer mailed to students; however, grades may be accessed online through the WebAdvisor link at www.regis.edu.

Additionally, students may request an official grade report online through WebAdvisor. The official grade report is mailed to the student's permanent address. Grades cannot be given over the phone or e-mailed to the student.

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.
2. If the dispute is not resolved with the instructor, the student submits a written request for review of the grade to the degree chair. The written request must be initiated within 60 days after the last official day of the term in which the course in question was taken. 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.
3. The faculty lead reviews all documentation submitted. If needed, the degree chair contacts the student and the instructor to arrange a personal interview. The faculty lead approves or disapproves the appeal. If the faculty lead approves the appeal, a Change of Grade form is completed and submitted to the Office of Academic Records and Registration. The faculty lead informs the student and the instructor in writing of the decision regarding the appeal.
4. If the grade dispute is not satisfactorily resolved, the student may appeal the decision to the Assistant Dean of the appropriate school. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above.

The Assistant Dean will review the proceedings and any additional information provided by the student. The decision of the Assistant Dean is final.

Dean's List

For fall, spring and summer semesters, a Dean's List is created for College for Professional Studies undergraduate students. A degree-seeking student who carries a semester load of twelve or more graded semester hours and who earns a minimum semester grade point average of 3.800 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 nine or more graded hours with a 3.800 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 twelve letter-graded semester hours. Student who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

Academic Standing and Penalties

Good Standing

A College 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.

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

The College 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 may be academically suspended at the end of the probationary semester. The student must work closely with his/her 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. Students are formally notified of their academic probation in a letter from the School Dean. Academic probation is recorded on the student's permanent academic record (transcript).
Occasionally, a student's Regis University cumulative grade point average is so low that the student finds it 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 advisor of the College 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 College 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.

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 faculty lead and School Assistant Dean. Students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the faculty lead and School Assistant Dean. Students on probation are permitted to take only one course per term and are not permitted to have an Incomplete grade while on Probation. 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 School Dean.

Suspension

If a College for Professional Studies student has been placed on academic probation and does not achieve a 2.000 (undergraduate) or 3.000 (graduate) 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 are formally notified of their suspension from Regis University in a letter from the School Dean.
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 readmission by fulfilling the following written requirements:

- Submit a letter requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- Submit a written contract, signed by the student and the appropriate Assistant Dean, which states how the student will meet the required minimum grade point average or an agreed-upon provisional grade point average within a defined period.
- An official transcript showing at least 12 semester hours of acceptable academic course work completed at a regionally accredited college or university (undergraduate students only).

Dismissal

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis University for any program of study. For this action to be taken, a student must have been suspended, applied for and been readmitted to Regis University on academic probation, and failed to achieve either the required minimum grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the appropriate school assistant dean. 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 or send an email to the School Dean, College for Professional Studies explaining:

1. Why the student should not be suspended from the program or dismissed from the University.
2. What prevented the student from successful progress toward completion of academic goals.
3. That the student is committed to and ready to proceed with serious academic study.
4. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control.
5. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student (undergraduate students only).
6. Contact the advisor, faculty member, doctors, etc. to discuss the case. Any supporting statements from them must be received by the same deadline.

The School 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 his/her academic goals.

Decisions on Suspension/Dismissal appeals by the School Dean are final; no further appeals are accepted.

GOVERNING CATALOG

UNDERGRADUATE

Student program of study is determined by the University *Catalog* degree completion requirements in effect at the date of acceptance. CPS undergraduate students have seven years (84 months) from the date of acceptance to complete degree requirements. During the 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 the date of acceptance into the program. If the seven years expire before the student has completed all degree requirements, the student must apply for readmission and the

program of study is determined by the University *Catalog* degree completion requirements in effect at the date of reapplication.

GRADUATE

Student program of study is determined by the University *Catalog* degree completion requirements in effect at the date of acceptance. CPS Master students must complete all degree requirements within six years (72 months) from the date of the student's acceptance into the program. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirements changes) that were implemented since the student's program acceptance. If the six years expire before the student has completed all degree requirements, the student must apply for readmission and the program of study is determined by the University *Catalog* degree completion requirements in effect at the date of reapplication.

CHANGES IN REQUIREMENTS

The reevaluation of requirements listed in this section is the responsibility of University councils and the Board of Trustees, and is subject to revision. The Regis University *Catalog* provisions in effect at the time of acceptance will prevail. All students wishing to transfer from one major and/or minor to another must meet all degree requirements at the time the transfer is made.

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 College 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 semester hours of the total 128 hours must be at the upper division level.
- A minimum of 30 semester hours completed at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or credit by exam). Of these 30 semester hours, 18 semester hours must be at the upper division course level (400 level).
- The completion of a major, consisting of a minimum of 42 semester hours of courses in one subject area. Of the 42 semester hours, a minimum of 18 semester hours must be at the upper division course level (400 level).
- The completion of a minor area is optional. The minor consists of 12 upper division (400 level) 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 the student has applied, all remaining upper division (400 level) courses must be completed at Regis University.
- Some courses 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:
  - In the event the upper division requirements for a major exceed 18 semester hours, those excess hours may also be applied to another major or minor.
  - In the event that the upper division requirements for a minor exceed 12 upper division semester hours, those excess hours may also be applied to another major or minor.
  - 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.

Major Requirements 42 SH

Students must complete a minimum of 42 semester hours in their chosen field of study. At least 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 levels (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 levels (400 level).

Specific requirements for each major offered through the CPS Undergraduate Program are listed in this section of this Catalog under the Program of Study heading.

Minor Requirements (Optional) 12 SH

A minor field of study consists of 12 upper division (advanced) semester hours from an area of study outside the major discipline. At least six of these semester hours must be completed through Regis University courses. A split minor, 12 semester hours of 400-level credit from two areas with six semester hours in each area, may also be earned in consultation with an academic advisor.

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.

UNDERGRADUATE MINOR AREAS

Minors are available for every approved CPS major listed in the CPS Undergraduate Degree Offering section of this Catalog. In addition, CPS undergraduate students may complete a minor in Project Management through the School of Management or in Health Care Administration (HCA) through the Rueckert-Hartman College for Health Professions.

Health Care Administration Minor Requirements 12 SH

Cross-enrollment for courses offered by the Rueckert-Hartman College for Health Professions may be completed following appropriate consultation with an academic advisor. The Health Care Administration minor is offered online. While this minor is especially complementary to the Business major and the Public Administration major, the minor is an option for any student.

HCA 408--Health Care Policy	3 SH
HCA 410--Health Care Delivery Systems	3 SH
HCA 423--Legal Aspects of Health Services	3 SH
HCA 465--Health Care Finance	3 SH

Project Management Minor Requirements 12 SH

BA 411--Conflict Management	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 458--Project Management	3 SH
BA 459--Business Systems: Analysis and Innovations	3 SH

MASTER'S DEGREE REQUIREMENTS

Specific degree requirements for each graduate degree offered through CPS are listed in the school section of this *Catalog* under the Program of Study heading. For information regarding graduate degree requirements, students should refer to the General Information section of this *Catalog*.

GRADUATE ACADEMIC CERTIFICATE REQUIREMENTS

An Academic Certificate requires that students meet the following requirements in addition to a minimum of 12 specified graduate semester 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). Some certificate programs may have more specific or more restrictive grade policies than these stated policies. Specific policies on acceptable grades for certificates may be stated in the appropriate graduate degree/certificate section of this *Catalog*.
- The Certificate Program must be successfully completed within four years (48 months) from the date of the student's acceptance into the Certificate Program.
- Any course required to complete one certificate may not be used toward fulfillment of requirements for another certificate.
- All semester hours required must be earned through Regis University. Graduate transfer credit is not accepted into the Graduate Certificate Program.

GRADUATION

For information on application, application processing, degree/certificate award, financial clearance, graduation honors, attendance at commencement exercises, and diplomas, students should refer to "Graduation" information in the Regis University General Information section of this *Catalog*.

The Application for Graduation form must be submitted before eligibility for graduation can be evaluated. The Application for Graduation is required at the beginning of the semester in which the student expects to complete graduation requirements. Specific application deadlines and the graduation application are available online at www.regis.edu. Failure to make application by the proper date may delay graduation.

CPS UNDERGRADUATE CORE STUDIES REQUIREMENTS

Total Core Studies Requirements 45 SH

Oral Communication Skills 3 SH

(principles of speech, public speaking, or rhetoric)

Regis course: COM 210, COM 211

English Composition 3 SH

(college-level composition or freshman writing)

Regis course: EN 203

Advanced Oral or Written Communication 3 SH

(advanced composition, advanced public speaking, advanced rhetoric or applied professional writing)

Regis courses: COM 406, COM 437, COM 472, EN 325, EN 475, EN/PL 482

Literature/Humanities 3 SH

HU 366--Leading Lives that Matter (required course)	3 SH
Literature/Humanities Elective	3 SH

(art, art history and theory, film studies, humanities, literature, music, music history and theory, theatre, communication, English or foreign language)

Regis courses: any 300-400 EN, all HU courses, all COM courses (excluding COM 210, COM 211, COM 406, and COM 437).

Global Issues **6 SH**

(cultural anthropology, cultural geography, non-U.S. history, foreign language, global area studies, comparative economic systems, comparative political systems, global political economy, intercultural / international communication, international economics, international management, or international marketing)

Regis courses: COM 400, COM 412, CR 466, EC 335, EC 400, CIV 410, CIV 420, HS 240E-W, HU 435E-W, HU 421E-W, SO 204, , , SO 472, RC 450, RC 458, RC 459

Social Sciences **6 SH**

(anthropology, communication, current issues, macro or micro economics, education, ethnic studies, history, political science, psychology, geography, criminology, criminal justice, or sociology)

Regis courses: CIV 410, CIV 420, CIV 430, CIV 440, COM courses (excluding COM 210, COM 211, COM 406, and COM 437), all EC, all ED, all HS, all PY, all SO courses, all CR courses

Mathematics **3 SH**

(college-level algebra or higher)

Regis courses: MT 201, MT 204, MT 270, all 300-400 level MT courses

Natural Sciences **3 SH**

(astronomy, atmospheric science, biology, biochemistry, chemistry, computer science, ecology, environmental science, geology, oceanography, physical geography, or physics) (Business Technology Management, Computer Information Systems, Computer Networking and Computer Science majors cannot use CS/CIS/CN courses to meet this requirement)

Regis courses: SCI 205E, SCI 206E, SCI 410E, SCI 411E, all CN, CIS or CS courses

Philosophy **6 SH**

(philosophy or ethics)

Regis courses: all PL courses

Religious Studies **6 SH**

(religious studies, religion and culture)
Regis courses: all RC, all RS courses

PROGRAMS OF STUDY

SCHOOL OF COMPUTER AND INFORMATION SCIENCES

UNDERGRADUATE DEGREES

The Undergraduate Computer and Information Sciences degrees prepare students for careers in information technology emphasizing the theory, abstraction and design of computer systems as well as the use of information systems to address real world problems. Course and laboratory work offers students the means to achieve recognized mastery of computer information technology concepts and their application to real-world problems. The School of Computer and Information Sciences in the College for Professional Studies received special accreditation for three undergraduate degree programs by the Computing Accreditation Council of the Commission of the Accreditation Board of Engineering and Technology (ABET): the three degree programs are the BS in Computer Information Systems; the BS in Computer Networking; and the BS in Computer Science. Students have the opportunity to focus their studies in one of the following degree areas:

- Business Technology Management
- Computer Information Systems
- Computer Networking
- Computer Science
- Combined BS and MS degrees in the School of Computer and Information Sciences

COMBINED BS AND MS PROGRAM ADMISSION CRITERIA FOR THE 2014 – 2015 ACADEMIC YEAR

Undergraduate students who have obtained junior status, carry a 3.0 GPA, completed 15 credit hours at Regis University, and completed 6 credit hours in their degree program are eligible to apply for a combine BS to MS degree program.

UNDERGRADUATE PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$460
Application Fee (non-refundable)	$50
Graduation Fee	$50

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 fulfill its role and mission.

BACHELOR OF SCIENCE IN BUSINESS TECHNOLOGY MANAGEMENT

The Bachelor of Science in Business Technology Management (BTM) is a hybrid degree that combines business, Information Technology (IT), and management. BTM students will graduate with a blend of business and IT skills that prepare them for business management careers. Business course work includes accounting, managerial concepts, applied business concepts, management, business finance, marketing, process improvement, and organization behavior. Technology course work includes computer networking, database concepts, systems analysis and design, IT ethics, IT project management, management information systems, and decision support and executive systems. Students in the Bachelor of Science in Business Technology

degree program will graduate with a blended skill set sought after by business leaders of today.

Program Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program. The B.S. in BTM program has documented measureable student outcomes that are based on the needs of the program's constituencies. By the time of graduation, students will be able to:

- Demonstrate the ability to apply knowledge of computing and mathematics appropriate to the discipline.
- Demonstrate an understanding of processes that support the delivery and management of information systems within the business environment.
- Demonstrate the ability to apply Information Technology knowledge using tools and processes as applied to organizational systems.
- Evaluate a computer-based system, process, component, or program to meet desired needs.
- Demonstrate the ability to communicate with technical and management professionals using effective communication, project management, and decision-making skills.
- Analyze the local and global impact of computing on individuals, organizations, and society.
- Apply effective organization skills to manage both business and information technology professionals.
- Demonstrate leadership guided by ethical considerations and sound business practices.
- Demonstrate the ability to maintain technological competence in the face of rapid changes in the field of information technology.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*30 SH*
AC 325--Accounting Principles and Management Concepts	3 SH
BA 300--Business Systems in a Sustainable Society	3 SH
BA 366--Management Essentials	3 SH
CIS 300--Foundations of Information Technology	3 SH
CIS 313--Introduction to Database Concepts	3 SH
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 325--Systems Analysis and Design	3 SH
CN 311--System Architecture	3 SH
MKT 325--Marketing Principles	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*27 SH*
FIN 400--Business Finance	3 SH
BA 454--Organizational Behavior	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 465--Strategic Management	3 SH
CIS 448--Information Technology Project Management	3 SH
CIS 455--Management Information Systems	3 SH
CIS 461--Business Intelligence	3 SH
CIS 464--Enterprise Systems	3 SH
CIS 493--Senior Capstone	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*14 or 26 SH*

Twenty-six elective semester hours of general academic courses are required if a minor is not chosen. Fourteen elective semester hours of courses are required if a minor is chosen. Technical credits may be used to meet this requirement.

Combined Bachelor of Science in Business Technology Management and Master of Science in Information Technology Management in the School of Computer and Information Sciences

The combined Bachelor of Science in Business Technology Management (BTM) and Master of Science in Information Technology Management Sciences (ITM) admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both BSBTM and MS degrees in the School of Computer and Information Sciences. The combined degree can be completed with a total of 155 semester hours and allows three graduate courses to be taken as part of the Bachelor of Science degree, early planning of the Master of Science portion of the program and more flexible and efficient course scheduling.

Total Degree Requirements	*155 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*30 SH*
AC 325--Accounting Principles and Management Concepts	3 SH
BA 300--Business Systems in a Sustainable Society	3 SH
BA 366--Management Essentials	3 SH
CIS 300--Foundation of information Technology	3 SH
CIS 313--Introduction to Database Concepts	3 SH
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 325--Systems Analysis and Design	3 SH

CN 311--System Architecture	3 SH
MKT 325--Marketing Principles	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*30 SH*
BA 454--Organizational Behavior	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 465--Strategic Management	3 SH
FIN 400--Business Finance	3 SH
Nine semester hours selected from the following:	
CIS 448--Information Technology Project Management	3 SH
CIS 455--Management Information Systems	3 SH
CIS 461--Business Intelligence	3 SH
CIS 464--Enterprise Systems	3 SH
Graduate Requirements:	
MSCC 610--Information Technology Concepts	3 SH
MSCC 697--Information Technology Research Methods	3 SH
MSCI 600--Strategic Information Technology	3 SH
General Electives	*11 - 23 SH*
If a minor is completed:	11 SH
If a minor is not completed:	23 SH
MS Degree Requirements	***27 SH***
MSCC 630--Enterprise Architecture	3 SH
MSCI 610--Ethics in Information Technology	3 SH
Nine semester hours selected from the following:	9 SH
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 630--Knowledge Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 660--Global E-Business	3 SH
MSCI 680--Information Technology Project Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH
MSCI 685--Emerging Technologies	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH
General Electives	
Nine semester hours of any SCIS 600-level courses	9 SH
Thesis/Capstone	*3 SH*
MSCC 693--Graduate Capstone or MSCC 698--Graduate Thesis	3 SH

Combined Bachelor of Science in Business Technology Management and Master of Business Administration

The combined Bachelor of Science (B.S.) in Business Technology Management (BTM) and Master of Business Administration (MBA) admits students to the MBA program during the junior year of their B.S. program to work towards both B.S. in BTM and MBA degrees. The combined degree can be completed with a total of 161 semester hours and allows two graduate courses to be taken as part of the B.S. degree, early planning of the MBA portion of the program, and more flexible and efficient course scheduling.

Total Degree Requirements	*161 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*30 SH*
AC 325-- Accounting Principles and Management Concepts	3 SH
BA 300-- Business Systems in a Sustainable Society	3 SH
BA 366--Management Essentials	3 SH
CIS 300--Foundtions of Information Technology	3 SH
CIS 313--Introduction to Database Concepts	3 SH
CIS 318--Ethics for the Information Technology Professional or MBAC 601--Ethical and Legal Environment of Business*	3 SH
CIS 325--Systems Analysis and Design	3 SH
CN 311--System Architecture	3 SH
MKT 325--Marketing Principles	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*27 SH*
FIN 400--Business Finance	3 SH
BA 454--Organizational Behavior or MBAC 602--Developing Effective Organizations*	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 465--Strategic Management	3 SH
CIS 448--IT Project Management	3 SH
CIS 455--Management Information Systems	3 SH
CIS 461--Business Intelligence	3 SH
CIS 464--Enterprise Systems	3 SH
CIS 493--Senior Capstone	3 SH
General Electives	*14 - 26 SH*

If a minor is completed: 14 SH

If a minor is not completed: 26 SH

*If general electives are open in the student's BTM degree plan, any two of the following Core courses may be used **instead of the substitutions indicated above**:

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604--Financial Governance, Planning and Control 3 SH

Master in Business Administration Degree Requirements:

Remaining core requirements from the list below, not taken as undergraduate substitutions (above)

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 603--Marketing and Operations Decision Points 3 SH

MBAC 604--Financial Governance, Planning and Control 3 SH

Specialization Requirements

Combination of requirements and electives, as defined by each specialization 18 SH

Capstone

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

Combined Bachelor of Science in Business Technology Management and Master of Science in Organization Leadership

The combined Bachelor of Science (B.S.) in Business Technology Management (BTM) and Master of Science in Organization Leadership admit students to the MS-OL program during the junior year of their B.S. program to work towards both B.S. in BTM and MS-OL degrees. The combined degree can be completed with a total of 155 semester hours and allows two graduate courses to be taken as part of the B.S. degree, early planning of the MS-OL portion of the program, and more flexible and efficient course scheduling.

Total Degree Requirements *155 SH*

Core Studies Requirements *45 SH*

Foundational Courses *30 SH*

AC 325--Accounting Principles and Management Concepts 3 SH

BA 300--Business Systems in a Sustainable Society 3 SH

BA 366--Management Essentials 3 SH

CIS 300--Foundations of Information Technology 3 SH

CIS 313--Introduction to Database Concepts 3 SH

CIS 318--Ethics for the Information Technology Professional 3 SH

CIS 325--Systems Analysis and Design 3 SH

MKT 325--Marketing Principles 3 SH

MT 270--Introduction to Statistics 3 SH

Upper Division Requirements *27 SH*

FIN 400--Business Finance 3 SH

BA 454--Organizational Behavior
or
MSM 602--The Leadership Management Challenge* 3 SH

BA 457--Process Mapping and Improvement
or
MSM 657--Leading Projects in Contemporary Organizations* 3 SH

BA 465--Strategic Management 3 SH

CIS 448--Information Technology Project Management 3 SH

CIS 455--Management Information Systems 3 SH

CIS 461--Business Intelligence 3 SH

CIS 464--Enterprise Sytems 3 SH

CIS 493--Senior Capstone 3 SH

General Electives *14 - 26 SH*

If a minor is completed: 14 SH

If a minor is not completed: 26 SH

*If general electives are open in the student's BTM degree plan, any two of the following Core courses may be used **instead of the substitutions indicated above**:

MSM 602--The Leadership Management Challenge 3 SH

MSM 612--Making Decisions in Organizations 3 SH

MSM 621--Leading Change and Innovation 3 SH

MSM 631--Strategic Management and Financial Reports Analysis 3 SH

MSM 661--Leading in Changing Economies 3 SH

Master of Science in Organization Leadership Degree Requirements:

Remaining core requirements from the list below, not taken as undergraduate substitutions (above)

MSM 602--The Leadership Management Challenge 3 SH

MSM 612--Making Decisions in Organizations 3 SH

MSM 621--Leading Change and Innovation 3 SH

MSM 631--Strategic Management and Financial Reports Analysis 3 SH

MSM 661--Leading in Changing Economies 3 SH

Specialization Requirements *12 SH*

(Note: MSM 657 Leading Projects in Contemporary Organizations (3 SH) is included in three of the four specializations. This course may be substituted for BA457 as noted above.)

Capstone

MSM 682--Leading Responsible Organizations 3 SH

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

The Bachelor of Science in Computer Information System (CIS) combines knowledge of leading edge technologies and systems methodologies, with an understanding of the ever changing, dynamic business environment. This degree is ideal for students who are interested in working with technology to find solutions to technical and business problems. Students learn to analyze, optimize, and improve existing business processes and information systems. Graduates of this program are prepared for careers in: Business Process Design, Database Management, Project Management, Systems Analysis and Design, and Software Engineering.

Program Student Outcomes

The B.S. in Computer Information Systems program (within the School of Computer & Information Sciences) enables students to achieve the following program outcomes by the time of graduation:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline;
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
- An ability to function effectively on teams to accomplish a common goal;
- An understanding of professional, ethical, legal, security, and social issues and responsibilities;
- An ability to communicate effectively with a range of audiences;
- An ability to analyze the local and global impact of computing on individuals, organizations and society;
- Recognition of the need for, and an ability to engage in, continuing professional development;
- An ability to use current techniques, skills, and tools necessary for computing practices.
- An understanding of processes that support the delivery and management of information systems within a specific application environment.

Total Degree Requirements *128 SH*

Core Studies Requirements *45 SH*

Foundational Courses *33 SH*

AC 325--Accounting Principles and Management Concepts 3 SH

BA 300--Business Systems in a Sustainable Society 3 SH

CIS 300--Foundations of Information Technology 3 SH

CIS 318--Ethics for the Information Technology Professional 3 SH

CIS 325--Systems Analysis and Design 3 SH

CIS 445--Database Management* 3 SH

CN 311--Systems Architecture 3 SH

CS 361--Control Structures 3 SH

CS 362--Data Structures 3 SH

MT 270--Introduction to Statistics 3 SH

MT 320--Introduction to Discrete Mathematics 3 SH

* Lower division course work acceptable in transfer.

Upper Division Requirements *30 SH*

CIS 448--Information Technology Project Management 3 SH

CIS 455--Management Information Systems 3 SH

CIS 458--Business Process Management 3 SH

CIS 461--Business Intelligence 3 SH

CIS 463--E-Commerce Technology Management 3 SH

CIS 464--Enterprise Sustems 3 SH

CIS 465--Strategy, Management and Acquisition 3 SH

CIS 493--Senior Capstone 3 SH

CS 432--Modern Software Engineering 3 SH

CS 434--Object-Oriented Programming Using Java 3 SH

Minor (Optional) *0 or 12 SH*

General Electives *8 or 20 SH*

Twenty elective semester hours of general academic courses are required if a minor is not chosen. Fourteen elective semester hours of courses are required if a minor is chosen. Technical credits may be used to meet this requirement.

Combined Bachelor of Science in Computer Information Systems and Master of Science in the School of Computer and Information Sciences

The combined Bachelor of Science in Computer Information Systems and Master of Science in the School of Computer and Information Sciences admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both BSCIS and MS degrees in the School of Computer & Information Sciences. The combined degree can be completed with a total of 152 semester hours and allows four graduate courses to be taken as part of the Bachelor of Science degree, early planning of the Master of Science portion of the program and more flexible and efficient course scheduling.

Total Degree Requirements	*152 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*33 SH*
AC 325--Accounting Principles and Management Concepts	3 SH
BA 300--Business Systems in a Sustainable Society	3 SH
CIS 300--Foundations of Information Technology	3 SH
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 325--Systems Analysis and Design	3 SH
CIS 445--Database Management*	3 SH
CN 311--Systems Architecture	3 SH
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
MT 270--Introduction to Statistics	3 SH
MT 320--Introduction to Discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Upper Division Requirements	*33 SH*
CIS 448--Information Technology Project Management	3 SH
CIS 455--Management Information Systems	3 SH
CIS 458--Business Process Management	3 SH
CIS 461--Business Intelligence	3 SH
CIS 464--Enterprise Systems	3 SH
CS 432--Modern Software Engineering	3 SH
CS 434--Object-Oriented Programming Using Java	3 SH
MSCC 610--Information Technology Concepts	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Graduate Level Requirement (600-level)	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*5 or 17 SH*

Seventeen elective semester hours of general academic courses are required if a minor is not chosen. Five elective semester hours of courses are required if a minor is chosen. Technical credits may be used to meet this requirement.

MS Degree Requirements	***24 SH***

Nine semester hours selected from one of the following

SCIS graduate programs: 9 SH

- Database Technologies
- Information Assurance
- Information Technology Management
- Software Engineering
- Systems Engineering

Graduate Requirement

MSCC 630--Enterprise Architecture 3 SH

General Electives

Nine semester hours of any SCIS 600-level courses 9 SH

Degree Completion Requirement *3 SH*

Three semester hours selected from the following:

MSCD/MSCT/MSIA/MSSE 696--Practicum II 3 SH

MSCC 693--Graduate Capstone 3 SH

MSCC 698--Graduate Thesis 3 SH

BACHELOR OF SCIENCE IN COMPUTER NETWORKING

The Computer Networking degree prepares students for careers in information technology emphasizing computer networks, network analysis, and network design. Course and laboratory work offers students the means to achieve recognized mastery of computer information technology concepts and their application to real-world problems.

Program Student Outcomes

The B.S. in Computer Networking program (within the School of Computer & Information Sciences) enables students to achieve the following program outcomes by the time of graduation:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline;
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;

- An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
- An ability to function effectively on teams to accomplish a common goal;
- An understanding of professional, ethical, legal, security, and social issues and responsibilities;
- An ability to communicate effectively with a range of audiences;
- An ability to analyze the local and global impact of computing on individuals, organizations and society;
- Recognition of the need for, and an ability to engage in, continuing professional development;
- An ability to use current techniques, skills, and tools necessary for computing practices.
- An ability to use and apply current technical concepts and practices in the core information technologies
- An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems
- An ability to effectively integrate IT-based solutions into the user environment
- An understanding of best practices and standards and their application
- An ability to assist in the creation of an effective project plan

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*30 SH*
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 325--System Analysis and Design	3 SH
CN 311--Systems Architecture	3 SH
CN 316--Networking Infrastructure	3 SH
CN 321--Broadband and Wireless Fundamentals	3 SH
CS 208--Computer Science Fundamentals	3 SH
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 372--Advanced Programming and Algorithms	3 SH
MT 320--Introduction to Discrete Mathematics (MT 201 Algebra required in Core)	3 SH
Upper Division Requirements	*30 SH*
CN 400--Enterprise Networking	3 SH
CN 410--Voice and Video Networks	3 SH
CN 460--Fundamentals of E-Security I	3 SH
CN 461--Fundamentals of E-Security II	3 SH
CN 478--Management of Enterprise Networks	3 SH
CN 493--Senior Capstone	3 SH
CS 430--Operating Systems	3 SH
Nine upper division semester hours of Computer Networking electives selected from the following:	
CIS 448--Information Technology Project Management	3 SH
CN 412--SIP and VoIP Laboratory	3 SH
CN 444--Wireless Networks	3 SH
CN 462--Ethical Hacking and Defense	3 SH
CN 463--Cyber Crime and IT Compliance	3 SH
CS 434--Object-Oriented Programming Using Java	3 SH
CS 465--UNIX Operating Systems	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*11 or 23 SH*

Twenty-three elective semester hours of general academic courses are required if a minor is not chosen. Eleven elective semester hours of courses are required if a minor is chosen. Technical credits may be used to meet this requirement.

Combined Bachelor of Science in Computer Networking and Master of Science in the School of Computer and Information Sciences

The combined Bachelor of Science in Computer Networking and Master of Science in the School of Computer and Information Sciences admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both BSCN and MS degrees in the School of Computer and Information Sciences. The combined degree can be completed with a total of 152 semester hours and allows three graduate courses to be taken as part of the Bachelor of Science degree, early planning of the Master of Science portion of the program and more flexible and efficient course scheduling.

Total Degree Requirements	*152 SH*
Core Studies Requirements	*45 SH*
Required: MT 201 Algebra	
Foundational Courses	*30 SH*
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 325--Systems Analysis and Design	3 SH
CN 311--Systems Architecture	3 SH
CN 316--Networking Infrastructure	3 SH

CN 321--Broadband and Wireless Fundamentals	3 SH
CS 208--Computer Science Fundamentals	3 SH
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 372--Advanced Programming and Algorithms	3 SH
MT 320--Introduction to Discrete Mathematics	3 SH
Upper Division Requirements	*36 SH*
CN 400--Enterprise Networking	3 SH
CN 410--Voice and Video Networks	3 SH
CN 460--Fundamentals of E-Security I	3 SH
CN 461--Fundamentals of E-Security II	3 SH
CN 478--Management of Enterprise Networks	3 SH
CS 430--Operating Systems	3 SH
MSCC 610--Information Technology Concepts	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
Six upper division semester hours of Computer Networking electives selected from the following:	
CIS 448--Information Technology Project Management	3 SH
CN 412--SIP and VoIP Laboratory	3 SH
CN 444--Wireless Networks	3 SH
CN 462--Ethical Hacking and Defense	3 SH
CN 463--Cyber Crime and IT Compliance	3 SH
CS 434--Object-Oriented Programming Using Java	3 SH
CS 465--UNIX Operating Systems	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives:	*5 or 17 SH*

Seventeen elective semester hours of general academic courses are required if a minor is not chosen. Five elective semester hours of courses are required if a minor is chosen. Technical credits may be used to meet this requirement.

MS Degree Requirements	***24 SH***
Nine semester hours selected from one of the following	
SCIS graduate programs:	9 SH
Database Technologies	
Information Assurance	
Information Technology Management	
Software Engineering	
Systems Engineering	
Graduate Requirement	
MSCC 630--Enterprise Architecture	3 SH
General Electives	
Nine semester hours of any SCIS 600-level courses	9 SH
Degree Completion Requirement	*3 SH*
Three semester hours selected from the following:	
MSCD/MSCT/MSIA/MSSE 696--Practicum II	3 SH
MSCC 693--Graduate Capstone	3 SH
MSCC 698--Graduate Thesis	3 SH

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The Computer Science degree prepares students for the theory, abstraction and design of computer systems. Course and laboratory work offers students the means to achieve recognized mastery of computer information technology concepts and their application to real-world problems.

Program Student Outcomes

Student outcomes include:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs.
- An ability to function on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- Recognition of the need for, and an ability to engage in continuing professional development.
- An ability to use current techniques, skills and tools necessary for computing practices.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

- An ability to apply design and development principles in the construction of software systems of varying complexity.

Total Degree Requirements	*128 or 133 SH*
Core Studies Requirements	*45 SH*
Required: MT 201--College Algebra	
Foundational Courses	*38 SH*
CIS 318--Ethics for the Information Technology Professional	3 SH
CS 208--Computer Science Fundamentals	3 SH
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 370--Assembly Language	3 SH
CS 372--Advanced Programming and Algorithms	3 SH
CS 375--Computation Theory	3 SH
CS 390--Principles of Programming Languages	3 SH
MT 270--Introduction to Statistics	3 SH
MT 320--Introduction to Discrete Mathematics	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH
Upper Division Requirements	*27 SH*
CS 430--Operating Systems	3 SH
CS 432--Modern Software Engineering	3 SH
CS 434--Object-Oriented Programming Using Java	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 450--Data Networks	3 SH
CS 493--Senior Capstone	3 SH
MT 415--Linear Algebra	3 SH
Six upper division semester hours of Computer Science electives selected from the following:	
CS 433--Computer Systems Security	3 SH
CS 437--Advanced Data Structures	3 SH
CS 442--Database Programming	3 SH
CS 445--Database Management	3 SH
CS 465--UNIX Operating Systems	3 SH
CS 468--Advanced UNIX	3 SH
CS 473--Artificial Intelligence	3 SH
CS 474--Enterprise Software Development	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	*11 or 18 SH*

Eight semester hours of natural science electives are required which must include two semesters of natural science laboratory course work. Eighteen semester hours of general academic courses are required if the Mathematics minor or another minor is not chosen. Seven semester hours of technical credit may be used to fulfill the remaining general elective requirement.

Combined Bachelor of Science in Computer Science and Master of Science in the School of Computer and Information Sciences

The combined Bachelor of Science in Computer Science and Master of Science in the School of Computer and Information Sciences admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both BSCS and MS degrees in the School of Computer and Information Sciences. The combined degree can be completed with a total of 152 semester hours and allows three graduate courses to be taken as part of the Bachelor of Science degree, early planning of the Master of Science portion of the program and more flexible and efficient course scheduling.

Total Degree Requirements	*152 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*38 SH*
CIS 318--Ethics for the Information Technology Professional	3 SH
CS 208--Computer Science Fundamentals	3 SH
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 370--Assembly Language	3 SH
CS 372--Advanced Programming and Algorithms	3 SH
CS 375--Computation Theory	3 SH
CS 390--Principles of Programming Language	3 SH
MT 270--Introduction to Statistics	3 SH
MT 320--Introduction to Discrete Mathematics	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH

Upper Division Requirements	*30 SH*
CS 430--Operating Systems	3 SH
CS 432--Modern Software Engineering	3 SH
CS 434--Object-Oriented Programming Using Java	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 450--Data Networks	3 SH
MT 415--Linear Algebra	3 SH
MSCC 610--Information Technology Concepts	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	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	*11-15 SH*

Fifteen elective semester hours of general academic courses are required if the Mathematics minor or another minor is not chosen. Eight semester hours of Natural Science electives are required, including two laboratory semester hours. Technical credits may be used to meet this requirement.

MS Degree Requirements	***24 SH***
Nine semester hours selected from one of the following	
SCIS graduate programs:	9 SH
Database Technologies	
Information Assurance	
Information Technology Management	
Software Engineering	
Systems Engineering	
Graduate Requirement	
MSCC 630--Enterprise Architecture	3 SH
General Electives	
Nine semester hours of any SCIS 600-level courses	9 SH
Degree Completion Requirement	*3 SH*
Three semester hours selected from the following:	
MSCD/MSCT/MSIA/MSSE 696--Practicum II	3 SH
MSCC 693--Graduate Capstone	3 SH
MSCC 698--Graduate Thesis	3 SH

MASTER OF SCIENCE DEGREES

The School of Computer and Information Sciences focuses on the integration of management and the technological challenges of information resources. The Master of Science program is designed for the working computer information professional or the professional in any industry who needs to gain computer and information knowledge in order to achieve business goals. Students have the opportunity to focus their study in one of the following degree areas:

- Database Technologies
- Information Assurance
- Information Technology Management
- Software Engineering
- Software Engineering and Database Technologies
- Systems Engineering

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. School of Computer & Information Sciences faculty work full-time in the industry, contributing a wealth of experience and knowledge to the classroom. Additionally, faculty has considerable teaching experience with adult learners.

ADMISSION

Admission is open to anyone who has earned a baccalaureate degree in any field of study from a regionally accredited college or university. The Master of Science 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 College for Professional Studies 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.

- 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.

GRADUATE PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$700
Application Fee (non-refundable)	$75
Graduation Fee	$50

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 fulfill its role and mission.

COURSE OVERLOAD

The Master of Science degree consists of 12 courses. Students may take three courses (nine 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 Assistant Dean. Students may not take more than two 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 from the School of Computer and Information Sciences. The upper portion of the form is to be completed by students and submitted to the School of Computer and Information Sciences at least 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.

DEGREE COMPLETION REQUIREMENTS

The degree completion process is designed to have students apply their course work to a meaningful, broad reaching effort. Students can choose from up to three different options; including a Graduate Capstone, a two course Practicum, or an applied research Thesis. A range of flexibility is provided regarding what the study can involve. Each evaluation option provides students with a comprehensive mechanism for applying the knowledge from their program of study to define and solve a real world problem.

Graduate Capstone:

The Graduate Capstone is a team project effort. Students are assigned to teams, and the project (a scenario based on a real company or organization) is determined by the instructor. Working together the team defines a problem and designs a solution. This team effort requires both team collaboration and individual contributions, which are presented in written and real time presentation formats. Teams present solutions to a faculty panel. Individuals are graded on their team and individual contributions. The Capstone requires synchronous participation by all students.

Practicum:

Each graduate program provides a practicum to satisfy the degree requirements. The practicum for each degree consists of two courses in which students use their program knowledge to develop systems and/or provide operational support. Students prepare a final report and present to a faculty panel Practicum details vary based on the program. Note that the practicum does not require an extra class for the degree. The first practicum course counts as one of the degree elective courses.

Thesis:

The thesis is designed to have students apply their course work to a meaningful, broad reaching investigation. The study should be of interest to the student from both a professional and academic viewpoint. A range of flexibility is provided regarding what the study 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.

The paper that is produced by the student is an academically rigorous analysis of the student's study and should be on average between 40-100 pages of text that include illustrations, diagrams, etc. The paper is published electronically in the Regis University Library, therefore, information in the paper must be publishable.

The presentation of the paper and study takes the student approximately 30-45 minutes followed by a 15-20 minute question and answer period from a faculty panel.

CROSS REGISTRATION

School of Computer and Information Sciences policy provides students with the opportunity to transfer up to six credit hours of graduate course work into the student degree plan. Generally, this policy is used to accept course work completed prior to admission into the program. However, under special circumstances, students have the opportunity to complete work in other Regis graduate programs while enrolled in the School of Computer and Information Sciences and receive credit for the courses toward degree requirements. To register for non-School of Computer and Information Sciences courses, a student must meet all requirements of the program whose course work is taken. Suitability of course work from other Regis graduate programs for School of Computer and Information Sciences credit depends on several factors: relevance of the course to the students' needs and goals; compatibility of the course with the School of Computer and Information Sciences mission and goals;

fit of the course into the requirements of a student's field of emphasis; and suitability of the course for credit in the area of Computer and Information Sciences. Approval for transfers under this policy must be obtained from the student's academic advisor prior to registration.

Students enrolled in other Regis University graduate programs and in good standing may register for School of Computer and Information Sciences courses, either classroom-based or online. To do so the student must:

1. Have approval from his/her academic advisor in the program in which the student is currently enrolled; and
2. Obtain written approval from the appropriate School of Computer and Information Sciences program chair.

Courses eligible for cross registration include all School of Computer and Information Sciences courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite courses exist, the student must satisfy all prerequisite requirements before he/she will be permitted to enroll. Permission to enroll in courses does not guarantee that the course can be transferred to the student's primary degree program.

DEGREE REQUIREMENTS

The School of Computer and Information Sciences degree requires the successful completion of a total of 36 semester hours of graduate courses (600-level). Students can complete the program in two years while working full-time.

Prerequisite Requirements

Prior knowledge in programming, systems analysis and database applications or successful completion of specified courses are necessary before enrolling in School of Computer and Information Sciences graduate level courses.

NOTE: Prerequisite courses are not calculated into degree requirements and vary by degree program.

Core Requirements

Core Requirements must be completed before enrolling in elective or specialized courses.

MASTER OF SCIENCE - DATABASE TECHNOLOGIES

Program Outcomes

The DBT Program outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions with respect to information Technologies in their organizations. Outcomes span leadership, ethical decision making, critical thinking, and the maintenance of technological competency. The outcomes were designed to fully support the Regis Nine objectives.

- Administer databases using SQL and current database management tools
- Develop database software applications using SQL and current software development tools
- Demonstrate an ability to explain, analyze, and evaluate knowledge sources for Database Technologies
- Analyze business requirements and design database architectures for enterprise systems
- Implement and evaluate database solutions for enterprise systems
- Optimize operational database configurations using performance-tuning for database effectiveness and sustainability while supporting the needs of an organization
- Demonstrate the ability to provide leadership across multiple disciplines with respect to aligning Technologies to organizational objectives
- Demonstrate the ability to maintain technological competence in the face of rapid changes in database technologies and the field of information Technologies

Prerequisite Requirements	
CIS 325--Systems Analysis and Design	3 SH
CN 311--Systems Architecture	3 SH
Core Requirements	*9 SH*
MSCC 610--Information Technology Concepts	3 SH
MSCC 630--Enterprise Architecture	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Degree Requirements	*6 SH*
MSCD 600--Database Architecture	3 SH
MSCD 610--Database Concepts	3 SH
Degree Electives	*9 SH*
Nine semester hours selected from the following:	
MSCD 640--Oracle® 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 670--Middleware Architecture and Database Applications	3 SH
MSCD 675--Database Technologies and Service Oriented Architecture	3 SH
MSCD 681--Data Warehouse Design	3 SH
MSCD 692--Database Practicum I	3 SH
General Electives	*9 SH*

Nine semester hours of any SCIS 600-level courses.

Degree Completion Requirement *3 SH*

Three semester hours selected from the following:

MSCC 693--Graduate Capstone 3 SH

MSCC 698--Graduate Thesis 3 SH

MSCD 696--Database Practicum II 3 SH

MASTER OF SCIENCE - INFORMATION ASSURANCE

Program Outcomes

The IA Program outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions either in the management of strategic or tactical cybersecurity operations or information assurance policy. Outcomes span leadership, ethical decision-making, critical thinking, and the maintenance of technological competency. The outcomes were designed to fully support the Regis Nine objectives.

- Demonstrate an ability to explain, analyze and evaluate the Information Assurance domain knowledge contained in the National Initiative for CyberSecurity Education.
- Critically apply the use of current tools that support policy management and cybersecurity applications for Enterprise Information Assurance.
- Analyze and design information assurance architectures and security frameworks for compliance with regulatory organizational requirements.
- Implement and evaluate Information Assurance technology solutions for enterprise systems.
- Evaluate the impact of operational security technologies for their effectiveness, maintenance and sustainability to support the requirements of an organization.
- Demonstrate the ability to maintain technological competence in the face of rapid changes in Information Assurance and the domain of information technology systems.

Prerequisite Requirements

CIS 325 – Systems Analysis and Design 3 SH

CN 311 – Systems Architecture 3 SH

Core Requirements *9 SH*

MSCC 610--Information Technology Concepts 3 SH

MSCC 630--Enterprise Architecture 3 SH

MSCC 697--Information Technology Research Methods 3 SH

Choose one of the following three options:

No Specialization **15 SH**

Required Courses

MSIA 670--Enterprise Information Assurance 3 SH
or
MSIA 672--Managing a Secure Enterprise 3 SH
and
MSIA 674--Planning and Implementing Architecture Security 3 SH

Elective Courses

MSIA 676--Securing and Protecting: Systems, Applications, Data 3 SH

MSIA 686--XBRL and Interactive Data 3 SH

MSIA 680--Computer Forensics 3 SH

MSIA 682--Network Forensics 3 SH

MSIA 684--IT Auditing 3 SH

MSIA 692--Information Assurance Practicum I 3 SH

MSIA 696--Information Assurance PracticumII 3 SH

Cyber Security Specialization **12 SH**

MSIA 670--Enterprise Information Assurance
or
MSIA 672--Managing a Secure Enterprise 3 SH

MSIA 676--Securing and Protecting: Systems, Applications, Data 3 SH

MSIA 680--Computer Forensics 3 SH

MSIA 682--Network Forensics 3 SH

Information Assurance Policy Management Specialization **12 SH**

Twelve semester hours selected from the following:

MSIA 670--Enterprise Information Assurance
or
MSIA 672--Managing a Secure Enterprise 3 SH

MSIA 674--Planning and Implementing Architecture Security 3 SH

MSIA 678--Risk Management 3 SH

MSIA 684--IT Auditing 3 SH

General Electives *9 SH*

Nine or twelve semester hours of any SCIS 600-level courses.

Degree Completion Requirement *3 SH*

Three semester hours selected from the following:

MSCC 693--Graduate Capstone 3 SH

MSCC 698--Graduate Thesis 3 SH

MSIA 696--Information Assurance Practicum II 3 SH

MASTER OF SCIENCE - INFORMATION TECHNOLOGY MANAGEMENT

Program Outcomes

The ITM Program outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions with respect to information technology in their organizations. Outcomes span leadership, ethical decision making, critical thinking, and the maintenance of technological competency. The outcomes, listed below, were designed to fully support the Regis Nine objectives.

- Articulate the impact of information technology on organizational effectiveness.
- Demonstrate the ability to explain, analyze, and evaluate the organizational impact of information technology.
- Leverage information technology to address organizational strategy.
- Demonstrate the ability to create business value through information technology.
- Demonstrate the ability to provide leadership across multiple disciplines with respect to aligning technology to organizational objectives.
- Articulate the value to interact effectively with executive management as a strategic partner.
- Identify ethical dilemmas related to information technology and develop action plans to address dilemmas.
- Demonstrate the ability to maintain technological leadership in the face of rapid changes in the field of information technology.

Prerequisite Requirements

CIS 325--Systems Analysis and Design 3 SH

CN 311--Systems Architecture 3 SH

Core Requirements *9 SH*

MSCC 610--Information Technology Concepts 3 SH

MSCC 630--Enterprise Architecture 3 SH

MSCC 697--Information Technology Research Methods 3 SH

Degree Requirements *12 SH*

MSCI 600--Strategic Information Technology 3 SH

MSCI 610--Ethics in Information Technology 3 SH

MSCI 680--Information Technology Project Management 3 SH

MSCI 685--Emerging Technologies 3 SH

Degree Electives *3SH*

Three semester hours selected from the following:

MSCI 615--Business Process Engineering 3 SH

MSCI 625--Supply Chain Management 3 SH

MSCI 630--Knowledge Management 3 SH

MSCI 640--Enterprise Technology Management 3 SH

MSCI 660--Global E-Business 3 SH

MSCI 681--Enterprise Project Systems 3 SH

MSCI 682--Agile Systems Development 3 SH

MSCI 692--Information Technology Management Practicum I 3 SH

MSIA 672--Managing a Secure Enterprise 3 SH

Focus

Nine semester hours selected from one of the following options:

Agile Methods

MSCI 680--Information Technology Project Management 3 SH

MSCI 682--Agile Systems Development 3 SH

MSSE 610--Software Requirements and Processes
or
MSSE 640--Software Quality and Test 3 SH

Cybersecurity

MSIA 672--Managing a Secure Enterprise 3 SH

MSIA 676-- Securing and Protecting: Systems, Applications, and Data 3 SH

MSIA 680--Computer Forensics
or
MSIA 682--Network Forensics 3 SH

Database Administration

MSCD 600--Database Architecture 3 SH

MSCD 610--Database Concepts 3 SH

MSCD 640--Oracle Database Administration 3 SH

Database Design

MSCD 600--Strategic Information Technology 3 SH

MSCD 610--Database Concepts 3 SH

MSCD 650--PL/SQL Programming 3 SH

Data Science

MSDS 600--Introduction to Data Science 3 SH

MSDS 610--Data Engineering 3 SH

MSDS 650--Data Analytics	3 SH
MSDS 692--Data Science Practicum I	3 SH
Enterprise Resources Planning	
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH
Healthcare Informatics	
HSA 649—Health Care Informatics and Information Systems	3 SH
HCI 615--Human Computer Interaction and Device Strategies	3 SH
HCI 620--Data Mining and Decision Support in Health Care Setting	3 SH
HCI 625--Workflow and Change Management in Adoption of Health Information Technology	3 SH
Information Assurance Policy Management	
MSIA 672--Managing a Secure Enterprise	3 SH
MSIA 674--Planning, Implementing Architecture Security	3 SH
MSIA 676--Securing and Protecting: Systems, Applications, and Data or MSIA 678--Risk Management	3 SH
Software Engineering	
MSSE 600--Object-Oriented Software Engineering	3 SH
MSSE 610--Software Requirements and Processes	3 SH
MSSE 640--Software Quality and Test	3 SH
Systems Engineering	
MSCT 600--Network Essentials	3 SH
MSCT 650--High Availability and Disaster Recovery Systems	3 SH
MSCT 680-- Enterprise Storage	3 SH
Degree Completion Requirement	*3 SH*
Three semester hours selected from the following:	
MSCC 693--Graduate Capstone	3 SH
MSCC 698--Graduate Thesis	3 SH
MSCI 696--Information Technology Management Practicum II	3 SH

MASTER OF SCIENCE – SOFTWARE ENGINEERING

Program Outcomes

The Software Engineering program outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions with respect to information technology in their organizations. Outcomes span leadership, ethical decision making, critical thinking, and the maintenance of technological competency. The outcomes were designed to fully support the Regis Nine objectives.

- Demonstrate an ability to explain, analyze, and evaluate the knowledge areas in the Software Engineering Body of Knowledge.
- Show the ability to use current software engineering tools that support enterprise software development.
- Analyze and design software application architectures for software solutions.
- Implement and evaluate software solutions for enterprise software systems.
- Compare and evaluate software technologies for their effectiveness and sustainability in supporting the needs of an organization.
- Demonstrate the ability to maintain technological competence in the face of rapid changes in software development technologies and the field of information technology.

Prerequisite Requirements	
CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 432--Modern Software Engineering	3 SH
Core Requirements	*9 SH*
MSCC 610--Information Technology Concepts	3 SH
MSCC 630--Enterprise Architecture	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Degree Requirement	*3 SH*
MSSE 600--Object-Oriented Software Engineering	3 SH
Degree Electives	*12 SH*
Twelve semester hours selected from the following:	
MSSE 610--Software Requirements and Processes	3 SH
MSSE 630--Software Design	3 SH
MSSE 640--Software Quality and Test	3 SH
MSSE 642--Software Assurance	3 SH
MSSE 650--iOS Software Development	3 SH

MSSE 652--Enterprise iOS Software Development	3 SH
MSSE 655--Android Software Development	3 SH
MSSE 657--Enterprise Android Software Development	3 SH
MSSE 670--Java Software Development	3 SH
MSSE 672--Advanced Java Software Development	3 SH
MSSE 674--Enterprise Java Software Development	3 SH
MSSE 676--Advanced Enterprise Java Software Development	3 SH
MSSE 680--C# Software Development	3 SH
MSSE 682--Enterprise C# Software Development	3 SH
MSSE 692--Software Engineering Practicum I	3 SH
MCT 620--Distributed Systems	3 SH
MCT 621--Artificial Intelligence	3 SH
MCT 622--Real-Time Systems	3 SH
MCT 623--Graphics Programming	3 SH
General Electives	*9 SH*
Nine semester hours of any SCIS 600-level courses.	
Degree Completion Requirement	*3 SH*
Three semester hours selected from the following:	
MSCC 693--Graduate Capstone	3 SH
MSCC 698--Graduate Thesis	3 SH
MSSE 696--Software Engineering Practicum II	3 SH

MASTER OF SCIENCE – SOFTWARE ENGINEERING AND DATABASE TECHNOLOGIES (ONLINE ONLY)

Joint program with Regis University and National University of Ireland, Galway

Program Outcomes

The MScSED program student outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions with respect to information technologies in their organizations. Outcomes span leadership, ethical decision making, critical thinking, and maintenance of technological competency. The outcomes were designed to fully support the Regis Nine objectives.

- Administer databases using current database management tools.
- Design, implement and evaluate database solutions.
- Design, develop and evaluate applications using current software development tools.
- Architect software systems using modern software engineering methodologies.
- Demonstrate the ability to take on leadership roles to make a positive impact on society in the face of rapidly changing technology.
- Demonstrate an ability to explain, analyze, and evaluate knowledge sources for database technologies and software engineering.
- Conduct and disseminate research in the topics of software engineering, database technologies, and/or applied computing.
- Demonstrate the ability to maintain technological competence in the face of rapid changes in the field of information technology.
- Demonstrate an awareness of international culture in the fields of software engineering and database technologies.

Prerequisite Requirements

CS 361--Control Structures	3 SH
CS 362--Data Structures	3 SH
CS 432--Modern Software Engineering	3 SH
Required	*18 SH*
MCT 609--Fundamentals of Programming	3 SH
MCT 610--Software Engineering	3 SH
MCT 611--Computer Architecture and Operating Systems	3 SH
MCT 613--Database Architecture	3 SH
MCT 614--Database Concepts	3 SH
MCT 615--Oracle Database Administration	3 SH
Six semester selected from the following:	
MCT 616--Middleware Architectures and Database Applications	3 SH
MCT 627/MSCD 675--Database Technologies and Service Oriented Architecture	3 SH
MCT 629--Database Backup and Recovery	3 SH
MCT 630--Database Performance Tuning	3 SH
MCT 631--PL/SQL Programming	3 SH
MCT 618--Object-Oriented Design	3 SH
MCT 619--Object-Oriented Programming	3 SH
MCT 620--Distributed Systems	3 SH
MCT 621--Artificial Intelligence	3 SH
MCT 622--Real-Time Systems	3 SH
MCT 623--Graphics Programming	3 SH
MCT 628--Software Quality and Test	3 SH

Degree Completion Requirements	*6 SH*
MCT 624 --Thesis Fundamentals	3 SH
and	
MCT 626--Thesis	3 SH
or	
MSCD 692--Database Practicum I	3 SH
and	
MSCD 696--Database Practicum II	3 SH

MASTER OF SCIENCE – SYSTEMS ENGINEERING

Program Outcomes

The MS in Systems Engineering Program outcomes are designed to help students build a body of knowledge that will enable them to take on senior technical lead and architecture roles with respect to information technology in their organizations. Outcomes span technology skills, systems theory and thinking, management skills, and the ongoing maintenance of technological competency. The MS in Systems Engineering Program will develop graduates who will:

- Apply an interdisciplinary, systems thinking approach to bring structure to a broad range of technical and management challenges, breaking down complex IT systems into simpler logical components.
- Demonstrate the ability to apply systems engineering lifecycle knowledge using systems engineering tools and processes as applied to organizational information systems.
- Apply systems engineering processes, methodologies and tools to the design of system architectures and solutions for organizational information systems.
- Implement and assess IT system solutions for organizational information systems.
- Demonstrate the ability to interface with technical and management professionals using effective communication, project management, and decision-making skills.
- Develop the analytical skills necessary to think strategically as well as lead and influence organizational outcomes.
- Demonstrate the ability to maintain technological competence in the face of rapid changes in IT systems and the field of information technology.

Prerequisite Requirements

CN 311–System Architecture	*3 SH*
CS 361–Control Structures	*3 SH*
CS 362–Data Structures	*3 SH*
Core Requirements	*9 SH*
MSCC 610--Information Technology Concepts	3 SH
MSCC 630--Enterprise Architecture	3 SH
MSCC 697--Information Technology Research Methods	3 SH
Degree Requirements	*6 SH*
MSCT 620--Access Networks	3 SH
MSIA 674--Planning and Implementing Architecture Security	3 SH
Degree Electives	*9 SH*

Nine semester hours selected from the following:

MSCT 600--Network Essentials	3 SH
MSCT 650--High Availability and Disaster Recovery Systems	3 SH
MSCT 662--Storage Area Networks	3 SH
MSCT 664--Routing and Switching	3 SH
MSCT 680--Enterprise Storage	3 SH
MSCT 692--Systems Engineering Practicum I	3 SH

Focus

Nine semester hours selected from one of the following options:

Agile Methods

MSCI 680--Information Technology Project Management	3 SH
MSCI 682--Agile Systems Development	3 SH
MSSE 610--Software Requirements and Processes	
or	
MSSE 640--Software Quality and Test	3 SH

Cyber Forensics

MSIA 676—Securing and Protecting: Systems, Applications and Data	3 SH
MSIA 680—Computer Forensics	3 SH
MSIA 682—Network Forensics	3 SH

Data Science

MSDS 600--Introduction to Data Science	3 SH
MSDS 610--Data Engineering	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 692--Data Science Practicum I	3 SH

Database Administration

MSCD 600--Database Architecture	3 SH
MSCD 610--Database Concepts	3 SH
MSCD 640--Oracle Database Administration	3 SH

Database Design

MSCD 600--Strategic Information Technology	3 SH
MSCD 610--Database Concepts	3 SH

MSCD 650--PL/SQL Programming	3 SH
Information Technology Management	
MSCI 600--Strategic Information Technology	3 SH
MSCI 610--Ethics in Information Technology	3 SH
MSCI 680--IT Project Management or MSCI 685--Emerging Technologies	3 SH
Enterprise Resources Planning	
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH
Healthcare Informatics	
HSA 649--Healthcare Informatics and Information Systems	3 SH
HCI 615--Human Computer Interaction and Device Strategies	3 SH
HCI 620--Data Mining and Decision Support in Health Care Settings	3 SH
HCI 625--Workflow and Change Management in Adoption of Health IT	3 SH
Information Assurance Policy Management	
MSIA 670--Enterprise Information Assurance	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH
MSIA 676--Securing and Protecting: Systems, Applications, and Data	3 SH
Software Engineering	
MSSE 600--Object-Oriented Software Engineering	3 SH
MSSE 610--Software Requirements and Processes	3 SH
MSSE 640--Software Quality and Test	3 SH
Degree Completion Requirement	*3 SH*
Three semester hours selected from the following:	
MSCC 693--Graduate Capstone	3 SH
MSCC 698--Graduate Thesis	3 SH
MSCT 696--System Engineering Practicum II	3 SH

CERTIFICATE FROM THE SCHOOL OF COMPUTER AND INFORMATION SCIENCES

A candidate for one of the Academic Certificate programs must possess the prerequisite skills for entry into the School of Computer and Information Sciences degree programs and the specific prerequisite skills/knowledge identified in each Certificate Program.

Regis Graduate Academic 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 Academic Certificate represents a selection of courses from the Master of Science programs. These courses could eventually be included in a Regis College for Professional Studies graduate students' program of study or stand alone as courses beyond the degree requirements.

Specific parameters for School of Computer and Information Sciences Graduate Certificates include:

- A minimum of 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 College for Professional Studies Admissions Office must receive the following documentation from each applicant before an admission recommendation 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.
- 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.

CERTIFICATE AREAS OF STUDY

Agile Technologies	**12 SH**
MSCI 682--Agile Systems Development	3 SH
MSCI 680--IT Project Management	3 SH
MSSE 610--Software Requirements and Processes	3 SH
MSSE 640--Software Quality and Test	3 SH

Cybersecurity	**12 SH**
MSIA 670--Enterprise Information Assurance or MSIA 672--Managing a Secure Enterprise	3 SH
MSIA 676--Securing and Protecting; Systems, Applications and Data	3 SH
MSIA 680--Computer Forensics	3 SH
MSIA 682--Network Forensics	3 SH

Data Science	**12 SH**
MSDS 600--Introduction to Data Science	3 SH
MSDS 610--Data Engineering	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 692--Data Science Practicum I	3 SH

Database Administration with Oracle	**12 SH**
MSCD 600/MCT 613--Database Architecture	3 SH
MSCD 610/MCT 614--Database Concepts	3 SH
Six semester hours selected from the following:	
MSCD 640/MCT 615--Oracle Database Administration	3 SH
MSCD 642--Database Backup and Recovery	3 SH
MSCD 644--Database Performance Tuning	3 SH

Database Development	**12 SH**
MSCD 600/MCT 613--Database Architecture	3 SH
MSCD 610/MCT 614--Database Concepts	3 SH
Six semester hours selected from the following:	
MSCD 650--PL/SQL Programming	3 SH
MSCD 670/MCT 616--Middleware Architecture and Database Applications	3 SH
MSCD 675/MCT 627--Database Technologies and Service Oriented Architecture	3 SH
MSCD 681--Database Warehouse Design	3 SH

Enterprise Java Software Development	**12 SH**
MSSE 670--Java Software Development	3 SH
MSSE 672--Advanced Java Software Development	3 SH
MSSE 674--Enterprise Java Software Development	3 SH
MSSE 676--Advanced Enterprise Java Software Development	3 SH

Enterprise Resource Planning	**12 SH**
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH

Executive Information Technology	**12 SH**
MSCI 600--Strategic Information Technology	3 SH
MSCI 610--Ethics in Information Technology	3 SH
Six semester hours selected from the following:	
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 630--Knowledge Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 660-- Global E-Business	3 SH
MSCI 680--Information Technology Project Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH
MSCI 685--Emerging Technologies	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH

Information Assurance Policy and Management	**12 SH**
MSIA 670--Enterprise Information Assurance or MSIA 672--Managing a Secure Enterproise	3 SH
MSIA 674--Planning and Implementing Architecture Security	3 SH
MSIA 676--Securing and Protecting: Systems, Application and Data	3 SH
MSIA 678--Risk Management	3 SH

Mobile Software Development	**12 SH**
MSSE 650--iOS Software Development	3 SH
MSSE 652--Enterprise iOS Software Development	3 SH
MSSE 655--Android Software Development	3 SH
MSSE 657--Enterprise Android Software Development	3 SH

Software Engineering	**12 SH**
MSSE 600--Object-Oriented Software Engineering	3 SH
Nine semester hours selected from the following:	
MSSE 610--Software Requirements and Processes	3 SH

MSSE 630--Software Design	3 SH
MSSE 640--Software Quality and Test	3 SH
MSSE 642—Software Assurance	3 SH
MSSE 650—iOS Software Development	3 SH
MSSE 652—Enterprise iOS Software Development	3 SH
MSSE 655—Android Software Development	3 SH
MSSE 657—Enterprise Android Software Development	3 SH
MSSE 670--Java Software Development	3 SH
MSSE 672--Advanced Java Software Development	3 SH
MSSE 674--Enterprise Java Software Development	3 SH
MSSE 676--Advanced Enterprise Java Software Development	3 SH
MSSE 680--C# Software Development	3 SH
MSSE 682--Enterprise C# Software Development	3 SH
MCT 620--Distributed Systems	3 SH
MCT 621--Artificial Intelligence	3 SH
MCT 622--Real-Time Systems	3 SH
MCT 623--Graphics Programming	3 SH
Storage Area Networks	**12 SH**
MSCT 620--Access Networks	3 SH
MSCT 650--High Availability and Disaster Recovery Systems	3 SH
MSCT 662--Storage Area Networks	3 SH
MSCT 680--Enterprise Storage	3 SH
Systems Engineering	**12 SH**
MSCT 620--Access Networks	3 SH
Nine semester hours selected from the following:	
MSCT 600--Network Essentials	3 SH
MSCT 650--High Availability and Disaster Recovery Systems	3 SH
MSCT 662--Storage Area Networks	3 SH
MSCT 664--Routing and Switching	3 SH
MSCT 680--Enterprise Storage	3 SH

SCHOOL OF EDUCATION

EDUCATION

The School of Education offers the following options through the Education Program:

- Undergraduate Degree
- Graduate Degree
- Colorado Principal Licensure
- Colorado Teacher Licensure
- Wyoming Principal Licensure
- Wyoming Teacher Licensure
- Additional Endorsements
- Re-licensure course work
- Academic Certificates

Students who do not currently have a baccalaureate degree may complete the courses required for licensure as part of their degree program. Students who have completed a baccalaureate degree may take additional courses required for licensure. It is also possible for students who currently have a baccalaureate degree to combine the specific education courses with a Master's degree in Education (M.Ed.).

Those who are currently certified or licensed may take additional course work for re-licensure or to add additional endorsements. Individuals who are certified in another state may also complete course work required for licensure in Colorado and/or Wyoming. The State Department of Education should be contacted prior to enrolling in courses for re-licensure or licensure for those transferring from another state.

Initial Licensure and Added Endorsements

The following licensure options are available:

- Elementary Education (Grades K-6)
- Secondary Education (Grades 7-12)
  - Business
  - English
  - Foreign Language (French, German, or Spanish)
  - Mathematics
  - Science
  - Social Science
- Fine Arts – Arts K-12
- Special Education Generalist (Colorado)
- Exceptional Child Generalist (Wyoming)
- Education Leadership (Principal Licensure)
- Instructional Technology K-12
- Reading Specialist (Colorado Only)

- Reading Teacher (Colorado and Wyoming)(K-12)
- Early Childhood Special Education

MASTER OF EDUCATION (M.ED.) NON-LICENSURE

Specializations

Curriculum, Instruction and Assessment

Instructional Technology

Reading

Space Studies

Urban Education

MASTER OF EDUCATION

Educational Leadership

Specializations

Organizational Politics and Performance

School Executive Leadership

Teacher Leadership

Leadership in Culturally and Liguistiaclly Diverse Education Environments

MASTER OF SCIENCE IN ADULT EDUCATION AND TRAINING

Specializations

Higher Education Instruction

Nonprofit Leadership

Human Resource Development

General

Academic Certificates

Adult Education and Training

Culturally and Linquistically Diverse Education

Executive Leadership

Integrating Technology in the Classroom

Literacy

Double Specialization

Students are permitted and encouraged to complete the Master of Education with a double specialization. Students must complete the requirements for each specialization, including all elective credits for each specialization. Courses taken which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 18 additional credits unique to the second specialization, and some specialization combinations may require as many as 30 additional credits. Certain specialization combinations may not be available. Final requirements for the double specialization will be determined by the student's faculty advisor. When all requirements for both specializations have been completed, the degree and both specializations are posted to the student's official transcript and diploma.

Second Specialization

A Regis University Master of Education graduate who wishes to return for a second specialization must complete an application for readmission and the requirements for the second specialization. Courses taken during the first specialization which are required in both specializations will be considered, but the plan for the second specialization must include a minimum of 18 additional credits unique to the second specialization, and some specialization combinations may require as many as 30 additional credits. Certain specialization combinations may not be available, and some courses which were taken more than 6 years ago may not be accepted. Final requirements for the second specialization will be determined by the student's faculty advisor. Upon completion of all requirements, the second specialization is posted to the student's official transcript and a certificate for the second specialization is awarded to the student.

A second degree option is not available in the Master of Education program.

SCHOOL OF EDUCATION PROGRAM CHARGES FOR THE 2014– 2015 ACADEMIC YEAR

Undergraduate

Tuition, Classroom-based (per semester hour)	$395
Application Fee (non-refundable)	$50
Graduation Fee	$50

Graduate

Tuition(per semester hour)	$475
Application Fee (non-refundable)	$75
Graduation Fee	$50

ADMISSION

Undergraduate

For undergraduate admission requirements, students should refer to the Undergraduate Admission information in the College for Professional Studies section of this Catalog. All admissions materials must be received before undergraduate faculty can review the application for admission into the undergraduate degree/licensure program. Students may be accepted for Colorado and Wyoming teacher licensure. Additionally, Teacher

Education applicants must meet the following admission requirements:

- Completed Teacher Education Application for Admission.
- Completed Undergraduate Teacher Licensure Essay.
- Completed Undergraduate Teacher Licensure Interview .
- Non-refundable $50 application fee (waived if previously paid to Regis).
- Minimum GPA of 2.500 from all previously attended colleges/universities.
- Official transcripts from all previously attended accredited colleges/universities.
- Three years full-time work experience after high school preferred.
- Oath and Consent form.
- Two Recommendation forms or One Recommendation form and One Teacher Observation form.
- Review and clearance from any felony/misdemeanor offense.
- Background Check - students will be required to submit a background check report along with their application materials.

Colorado and Wyoming licensure candidates are required to pass a state designated Content Area Exam prior to student teaching as defined within the chosen program.

Some regulations concerning licensing are mandated by the Colorado 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 Science or Master of Education (M.Ed.) degree programs. Applicants are asked to pay strict attention to the application deadline for the academic term in which they wish to start. Applicants applying for the M.Ed. degree program may apply for Colorado teacher licensure or Wyoming teacher certification, or they may apply for the M.Ed. Program without licensure. The following admission requirements must be met before the applicant's file will be reviewed by faculty:

M.S. Adult Education and Training

- Bachelor's degree from a regionally accredited college/university.
- Non-refundable $75.00 application fee (waived if previously paid to Regis).
- Official degree-bearing transcript from a U.S. regionally accredited institution with a print date of within one year of your application date.
- Minimum overall GPA of 2.75 on degree bearing transcript with option of supplying additional coursework transcripts.
- Critical analysis essay.
- Current resume.
- Written recommendation from a colleague or supervisor (preferred) who knows your work in a professional setting.

M.Ed. with Licensure

- Bachelor's degree from a U.S. regionally accredited college/university.
- Non-refundable $75.00 application fee (waived if previously paid to Regis).
- Official transcripts from each U.S. regionally accredited institution attended with a print date of within one year of your application date. Added Endorsement and Principal Licensure applicants need only the degree-bearing transcript.
- Minimum overall GPA of 2.75 from previously attended colleges/universities. (Added endorsement and Principal Licensure applicants: Minimum overall GPA of 2.75 on degree bearing transcript with option of supplying additional coursework transcripts.)
- Essay.
- Interview with Program Coordinator.
- Oath and consent information.
- Current resume.
- One Online Observation form from a person that has observed the applicant with children of the appropriate age.
- For Principal Licensure applicants: One Online Recommendation form from a principal, colleague, or supervisor who knows your work in a professional setting. (Observation form not needed.)
- Background Check - students will be submit a background check report along with their application materials.
- Years of experience requirements for Principal Licensure applicants: 3 years of teaching experience required prior to starting the program.
- Years of experience requirements for Reading Teacher applicants: 2 years of teaching experience required by completion of the program.

M.Ed. without Licensure

- Bachelor's degree from a regionally accredited college/university.
- Non-refundable $75.00 application fee (waived if previously paid to Regis).
- Official degree-bearing transcript from a U.S. regionally accredited institution with a print date of within one year of your application date.
- Minimum overall GPA of 2.75 on degree bearing transcript with option of supplying additional coursework transcripts.
- Critical analysis essay.
- Current resume (optional).
- One recommendation from your Principal, colleague or supervisor who knows your work in a professional setting.

- Copy of teaching license or fingerprint card and cashier's check or money order for $39.50 made payable to the Colorado Bureau of Investigation and mailed to Regis University. (Copy of valid Colorado or Wyoming substitute or emergency license or a fingerprint verification form will be accepted in lieu of the fingerprint card). (Fingerprint card or copy of license is not required for applicants to the Adult Learning, Training and Development specialization.)

NOTE: The State of Colorado requires that all candidates for teacher licensure pass a state designated Content Area Exam prior to student teaching.

Non-Degree Seeking/Special Students

A student seeking admission as a non-degree seeking, special student must:

- Submit the special student application and fee
- Three years work experience (preferred)
- Submit unofficial transcripts from regionally accredited colleges or universities
- Complete the Criminal Background check from CertifiedBackground.com
- Meet all prerequisite requirements for registered courses

A maximum of 9 semester hours may be taken.

Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that degree. Courses taken by non-degree seeking students apply to degree requirements if the courses are appropriate for the selected degree.

TYPES OF CREDIT ACCEPTED

Prior Learning Assessment (PLA)

Undergraduate 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 uses learningcounts.com to assess prior learning by portfolio. Inquiries can be directed to portfolio@regis.edu. 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.

ELIGIBILITY/RECOMMENDATION FOR LICENSURE

After admission to the Teacher Education Program, students must successfully proceed through the program and meet all requirements for state licensure:

1. Completion of 200 or more verified 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 University, this takes place throughout the Teacher Education Foundational and Professional Sequence.
2. A minimum grade of "B-" for all Professional Sequence Teacher Education courses.
3. Successful completion of student teaching and other field work requirements to total at least 800 hours.
4. Continued evidence of effective communication skills, teacher competencies, characteristics, and professional dispositions.
5. Successful completion of undergraduate prerequisite requirements for licensure in subject or grade requirements.
6. A minimum cumulative grade point average of 2.500.
7. Successful completion of all standardized assessments as required by Colorado or Wyoming Departments of Education.
8. Successful completion of all required courses in the Teacher Education sequence, liberal arts and academic endorsement areas.
9. Successful completion of Education Gate System Portfolio to include a Colorado/Wyoming work sample.

When students successfully complete these requirements, the faculty recommends students for state licensure. The faculty reserves the right to withhold recommendation on the basis of deficiencies in any of the characteristics or professional dispositions needed to become a successful teacher. Licensure is granted by the applicable state.

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 or the Wyoming Professional Teacher Standards Board. Completion of the requirements for licensure is noted on the Regis University Academic Transcript.

Students recommended for licensure must apply to the appropriate state agency within six months of receiving the recommendation. Students who fail to apply during this time frame may find themselves ineligible for a later recommendation from Regis University. State accrediting institutions may not issue licenses to students who completed the program prior to the University's current accreditation.

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

Total Degree Requirements	*128 SH*
CPS Undergraduate Core Studies Requirements	*45 SH*
Foundational Courses	*24 SH*
Fine Arts	3 SH
Mathematics	3 SH
Science	3 SH
Social Science	3 SH
Lifespan Development	3 SH
Literature/Humanities	3 SH
EDFD 431--Educational Psychology	3 SH
EDEL 441--Child and Adolescent Literature	3 SH
Upper Division Requirements	*24 SH*
EDES 403--Cultural Competence in Education*	3 SH
EDFD 404--Foundations of Teaching*	3 SH
EDFD 405--Perspectives in Education*	3 SH
EDFD 445--Mathematics for Educators	3 SH
EDFD 448--Designing Instruction for All Learners*	3 SH
EDFD 470--The Effective Classroom*	3 SH
EDRG 444--Teaching Reading and Writing*	3 SH
EDTC 401--Technology for Educators	3 SH
Elementary Education Professional Sequence	*24 SH*
EDEL 450--Assessment of Learning: Elementary*	3 SH
EDEL 460--Elementary Methods 1*	3 SH
EDEL 461--Elementary Methods II*	3 SH
EDEL 490--Student Teaching: Elementary*	10 SH
EDFD 420--Exceptional Child in the Regular Classroom	3 SH
EDFD 497--Professionalism in Education I*	2 SH
General Electives	*11 SH*

*Course must be completed through Regis University.

Licensure Only

Professional Teaching Sequence	*51-54 SH*

Specific courses must meet state requirements in the content area. The semester hours required vary depending on the type of licensure. Student teaching consists of ten of these credits.

Elementary	*54 SH*

Elementary licensure only requires at least 30 liberal arts credits in specified areas.

EDEL 441--Child and Adolescent Literature	3 SH
EDEL 450--Assessment of Learning: Elementary*	3 SH
EDEL 460--Elementary Methods I*	3 SH
EDEL 461--Elementary Methods II*	3 SH
EDEL 490--Student Teaching: Elementary*	10 SH
EDES 403--Cultural Competence in Education*	3 SH
EDFD 404--Foundations of Teaching*	3 SH
EDFD 405--Perspectives in Education*	3 SH
EDFD 420--Exceptional Child in the Regular Classroom	3 SH
EDFD 431--Educational Psychology	3 SH
EDFD 445--Mathematics for Educators	3 SH
EDFD 448--Designing Instruction for All Learners*	3 SH
EDFD 470--The Effective Classroom*	3 SH
EDFD 497--Professionalism in Education I *	2 SH
EDRG 444--Teaching Reading and Writing*	3 SH
EDTC 401--Technology for Educators	3 SH

GRADUATE DEGREE REQUIREMENTS

MASTER OF EDUCATION-INTIAL LICENSURE

EARLY CHILDHOOD SPECIAL EDUCATION INTIAL LICENSURE 49 SH

EDES 603--Equity, Ethics and Social Justice in Education	3 SH
EDFD 601--Educational Foundations	3 SH
EDFD 630--Educational Psychology	3 SH
EDFD 697--Professionalism in Education I	2 SH
EDSP 620--Universal Design for Learning: A Framework for Teaching and Learning	3 SH
EDRS 600--Educational Research and Critical Reflection I	3 SH

EDRS 680--Educational Research and Critical Reflection II	1 SH
EDEL 670--Effective Learning Environments	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDSP 600--Introduction to the Young Special Needs Child for Special Education	3 SH
EDSP 630--Language Development and Young Children With Special Needs	3 SH
EDSP 631--Psychosocial Development of Young Special Needs Child	3 SH
EDSP 650--Educational Assessment of the Young Special Needs Child	3 SH
EDSP 665--Consultation and Collaboration Skills	3 SH
EDSP 659--Methods For Teaching Young Children With Special Needs	3 SH
EDSP 690--Practicum in Special Education: Early Childhood	4 SH

ELEMENTARY EDUCATION **44-49 SH**

EDES 603--Equity, Ethics and Social Justice in Education	3 SH
EDES 640--Culturally and Linguistically Diverse Learners	3 SH
EDFD 601--Educational Foundations	3 SH
EDFD 630--Educational Psychology	3 SH
EDSP 620--Universal Design for Learning: A Framework for Teaching and Learning	3 SH
EDRS 600--Educational Research and Critical Reflection I	3 SH
EDRS 680--Educational Research and Critical Reflection II	1 SH
EDEL 650--Assessment of Learning	3 SH
EDEL 660--Nature and Practice of Literacy, Social Studies and Expressive Arts	3 SH
EDEL 662--Nature and Practice of Science, Health and Physical Education	3 SH
EDEL 663--Nature and Practice of Mathematics	3 SH
EDEL 670--Effective Learning Environments	3 SH
EDEL 690--Student Teaching: Elementary	5-10 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDFD 697--Professionalism in Education I	2 SH

SECONDARY EDUCATION **45 SH**

EDES 603--Equity, Ethics and Social Justice in Education	3 SH
EDFD 600--Philosophical Foundations of Education	3 SH
EDFD 601--Educational Foundations	3 SH
EDFD 630--Educational Psychology	3 SH
EDFD 670--The Effective Classroom	3 SH
EDFD 697--Professionalism in Education	2 SH
EDSP 620--Universal Design for Learning: A Framework for Teaching and Learning	3 SH
EDRS 600--Educational Research and Critical Reflection I	3 SH
EDSC 650--Assessment of Learning	3 SH
EDSC 652--Reading and Writing in the Content Area	3 SH
EDSC 661-669--Secondary Methods (Content Area)	3 SH
EDSC 690--Student Teaching: Secondary	10 SH
EDRG 644--Teaching Reading and Writing	3 SH

SPECIAL EDUCATION GENERALIST-INTIAL LICENSURE **45 SH**

EDES 603--Equity, Ethics and Social Justice in Education	3 SH
EDFD 601--Educational Foundations	3 SH
EDFD 630--Educational Psychology	3 SH
EDEL 670--Effective Learning Environments	3 SH
EDFD 697--Professionalism in Education	2 SH
EDSP 620--Universal Design for Learning: A Framework for Teaching and Learning	3 SH
EDRS 600--Educational Research and Critical Reflection I	3 SH
EDRS 680--Educational Research and Critical Reflection II	1 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 605--Special Education Law	3 SH
EDSP 610--Transition and Secondary Services	3 SH
EDSP 644--Mathematic Intervention for Children with Special Needs	3 SH
EDSP 663--Assessment and Planning for Exceptional Students	3 SH
EDSP 664--Behavioral Analysis and Intervention	3 SH
EDSP 665--Consultation and Collaboration Skills	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH
EDSP 692--Practicum in Special Education Generalist	4 SH

Elective

Three semester hours selected from the following:

EDES 640--Culturally and Linguistically Diverse Learners 3 SH

EDGT 600--Introduction to the Gifted Learner 3 SH

EDRG 603--Emergent Literacy 3 SH

EDSP 671--Characteristics of Pupils who Have Autism 3 SH

NOTE: Some course work may be waived for those who already hold a Colorado or Wyoming license or certificate.

MASTER OF EDUCATION - ADDED ENDORSEMENT

EARLY CHILDHOOD SPECIAL EDUCATION 38 SH

EDES 603--Equity, Ethics and Social Justice in Education 3 SH

EDRS 600--Educational Research and Critical Reflection I 3 SH

EDRS 680--Educational Research and Critical Reflection II 1 SH

EDRG 603--Emergent Literacy 3 SH

EDRG 644--Teaching Reading and Writing 3 SH

EDSP 600--Introduction to the Young Special Needs Child for Special Education 3 SH

EDSP 620-- Universal Design for Learning: A Framework for Teaching and Learning 3 SH

EDSP 630--Language Development and Young Children With Special Needs 3 SH

EDSP 631--Psychosocial Development of Young Special Needs Child 3 SH

EDSP 650--Educational Assessment of the Young Special Needs Child 3 SH

EDSP 659--Methods For Teaching Young Children With Special Needs 3 SH

EDSP 665--Consultation and Collaboration Skills 3 SH

EDSP 690--Practicum in Special Education: Early Childhood 4 SH

EDUCATIONAL LEADERSHIP 33 SH

EDLS 660--Fiscal Leadership 3 SH

EDLS 661--Human Resources for Educational Leaders 3 SH

EDLS 662--Instructional Leadership 3 SH

EDLS 690--School Strategy and Sustainabilty 3 SH

EDLS 692--Community and communications Leadership 3 SH

EDLS 694--Education Policy and Organization Leadership 3 SH

EDLS 696--Ethical and Reflective Leadership 3 SH

EDLS 697--Data Literacy and Assessment 3 SH

Specialization *9 SH*

Student selects a specialization area from the following:

Organizational Politics and Performance

EDLS 693--Principals, Power and Politics 3 SH

MBOP 604--Coaching for Change 3 SH

MBOP 606--Effective Decision Making in Performance 3 SH

School Executive Leadership

Nine semester hours selected from the following:

EDLS 681--Personnel Selection and Supervision 3 SH

EDLS 685--Peer Mentoring and Support 3 SH

EDLS 688--School Finance 3 SH

EDLS 689--School Law 3 SH

MSM 602--The Leadership Management Challenge 3 SH

MSM 621--Leading Change and Innovation 3 SH

Teacher Leadership

MAE 640I--Leading Professional Learning 3 SH

MAE 640J--Leading Collaborative Cultures 3 SH

MAE 640K--Leadership for Inclusion and Equity 3 SH

Leadership in Culturally and Linquistically Diverse Education Environment

Nine semester hours selected from the following:

EDES 665H--Foundations of Education fo Culturally and Linquistically Diverse Educators 3 SH

EDES 665G--Linquistics I: Language Acquisition 3 SH

EDES 665E--Teaching Strategies for Culturally and Linquistically Diverse Education 3 SH

EDES 665I--Assessment for Culturally and Linquistically Diverse Education 3 SH

READING 30 SH

Teacher K-12 Added Endorsement – Colorado or Wyoming

EDRG 602--Reading and Writing Connections 3 SH

EDRG 603--Emergent Literacy 3 SH

EDRG 604--Literacy for the Diverse Learner 3 SH

EDRG 606--Reading Assessment and Intervention 3 SH

EDRG 608--Evidence-Based Reading Techniques	3 SH
EDRG 635--Reading Strategies for Secondary Students	3 SH
EDRG 640--Organization and Management of School Literacy Programs	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDRG 694--Practicum: Reading Teacher	3 SH

READING **30 SH**

Specialist K-12 Added Endorsement – Colorado

EDRG 602--Reading and Writing Connections	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 606--Reading Assessment and Intervention	3 SH
EDRG 608--Evidence-Based Reading Techniques	3 SH
EDRG 635--Reading Strategies for Secondary Students	3 SH
EDRG 640--Organization and Management of School Literacy Programs	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDRG 695--Practicum: Reading Specialist	3 SH

SPECIAL EDUCATION GENERALIST **43 SH**

EDES 603--Equity, Ethics and Social Justice in Education	3 SH
EDES 640--Culturally and Linguistically Diverse Learners	3 SH
EDRS 600--Educational Research and Critical Reflection I	3 SH
EDRS 680--Educational Research and Critical Reflection II	1 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 605--Special Education Law	3 SH
EDSP 610--Transition and Secondary Services	3 SH
EDSP 620-- Universal Design for Learning: A Framework for Teaching and Learning	3 SH
EDSP 644--Mathematic Intervention for Children with Special Needs	3 SH
EDSP 663--Assessment and Planning for Exceptional Students	3 SH
EDSP 664--Behavioral Analysis and Intervention	3 SH
EDSP 665--Consultation and Collaboration Skills	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH

Three semester hours selected from the following:

EDGT 600--Introduction to the Gifted Learner	3 SH
EDRG 603--Emergent Literacy	3 SH
EDSP 600--Introduction to the Young Special Needs Child for Special Education Teacher	3 SH
EDSP 671--Characteristics of Pupils who Have Autism	3 SH

MASTER OF EDUCATION NON- LICENSURE

CURRICULUM, INSTRUCTION, AND ASSESSMENT **30 SH**

EDCI 600--Curriculum Foundation	3 SH
EDCI 601--Leadership and Coaching for Curriculum, Instruction, and Assessment	3 SH
EDCI 602--Culturally Responsive Pedagogy	3 SH
EDCI 604--Curriculum Implementation and Evaluation	3 SH
EDCI 605--Transformative Data and Assessment	3 SH
EDRS 641--Introduction to Educational Research	3 SH
Electives	*6 SH*

Six semester hours of elective courses selected in consultation with the faculty advisor.

Capstone Courses

EDCI 609--Curriculum Design in Context	3 SH
EDCI 610--Capstone: Action Research in Curriculum	3 SH

INSTRUCTIONAL TECHNOLOGY **30 SH**

EDTC 600--Pedagogical Practice in Instructional Technology	3 SH
EDTC 601--Virtual Collaboration and Communication	3 SH
EDTC 602--Instructional Design	3 SH
EDTC 603--Web Development for Educational Use	3 SH
EDTC 605--Multimedia	3 SH
EDTC 610--Instructional Technology Capstone Project	3 SH
EDTC 614--Integrating Technology into the Curriculum	3 SH
600-level Education Elective courses	6 SH

Three semester hours from the following :

EDTC 604--Advanced Web Development	3 SH
EDTC 606--Multimedia II	3 SH

READING	**30 SH**
EDRG 602--Reading and Writing Connections	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 606--Reading Assessment and Intervention	3 SH
EDRG 608--Evidence-Based Reading Techniques	3 SH
EDRG 635--Reading Strategies for Secondary Students	3 SH
EDRG 640--Organization and Management of School Literacy Programs	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDRG 697--Capstone Project in Literacy	3 SH

SPACE STUDIES	**36 SH**
Foundational Courses	6 SH
EDLS 670--Introduction to Educational Leadership	3 SH
EDLS 671--Instructional Strategies	3 SH
Required Courses	9 SH
EDLS 684--Curriculum Design and Implementation	3 SH
EDLS 685--Peer Mentoring and Support	3 SH
EDLS 687--Managing Assessment Data	3 SH
Space Studies electives selected from the following:	*15 SH*
EDLS 649E-W--Early Childhood Space Exploration	3 SH
EDLS 650/651E-W--Astronomy Principles for the Classroom	3 SH
EDLS 652/653E-W--Earth Systems Science	3 SH
EDLS 654/655E-W--Space Rocketry, Biology, History and Law	3 SH
EDLS 656/657E-W--Space Technology in the Classroom	3 SH
EDLS 658/659E-W--Biological and Physical Research	3 SH
EDLS 661/66- E-W--Lunar Mars Exploration and Base Construction	3 SH
Research Requirement	*6 SH*
EDRS 642--Research Proposal Development	3 SH
EDRS 643--Research Project	3 SH

MASTER OF SCIENCE IN ADULT EDUCATION AND TRAINING

ADET 602--Survey of Adult Education and Training	3 SH
ADET 604--Theory of Adult Education and Training	3 SH
ADET 606--Research Methods and Inquiry I	3 SH
ADET 612--Training and Development for a Global Workforce	3 SH
ADET 614--Program Planning for Sustainable Learning	3 SH
ADET 616--Facilitating Learning in the 21st Century	3 SH
ADET 622--The Educator as Change Agent	3 SH
ADET 624--Adult Education Leadership	3 SH
ADET 697--Research Methods and Inquiry II	3 SH
ADET 693--Applied Research Project or ADET 698--Thesis	3 SH
Specialization or Electives	9 SH
Select one of the following:	
Higher Education Instruction	
ADET 632--Facilitating Learning in Higher Education	3 SH
ADET 634--Contemporary Curriculum Design	3 SH
ADET 636--Leadership in Higher Education	3 SH
Nonprofit Leadership	
MNM 601--History, Theory and the future of the Nonprofit Sector	3 SH
MNM 607--Social Justice and the Nonprofit Sector	3 SH
MNM 633--Human Resource Leadership in NPO's	3 SH
Human Resource Development	
MSM 602--The Leadership Management Challenge	3 SH
MSM 612--Making Decisions in Organizations	3 SH
MSM 638--Attracting and Retaining Workforce Talent	3 SH
Electives	
Take nine semester of 600-level course work chosen in consultation with an academic advisor,	

LICENSURE ONLY

The following added endorsement areas can be pursued without pursuing a master's degree:

Early Childhood Special Education	**24 SH**
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing (may be waived if previously completed similar course)	3 SH
EDSP 600--Introduction to the Young Special Needs Child for Special Education Teachers	3 SH
EDSP 630--Language Development andYoung Children With Special Needs	3 SH
EDSP 631--Psychosocial Development of Young Special Needs Children	3 SH
EDSP 650--Educational Assessment of the Young Special Needs Child	3 SH
EDSP 659--MethodFor Teaching Young Children With Special Needs	3 SH
EDSP 665--Consultation and Collaborative Skills	3 SH

Special Education Generalist	**43-46SH**
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 605--Special Education Law	3 SH
EDSP 610--Transition and Secondary Services	3 SH
EDSP 644--Mathematic Intervention for Children with Special Needs	3 SH
EDSP 663--Assessment and Planning for Exceptional Students	3 SH
EDSP 664--Behavioral Analysis and Intervention	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH

ACADEMIC CERTIFICATES

ADMISSION

The Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- Bachelor's degree from a regionally accredited college/university.
- Non-refundable $75.00 application fee (waived if previously paid to Regis).
- Official degree-bearing transcript from a U.S. regionally accredited institution with a print date of within one year of your application date.
- Minimum overall GPA of 2.75 on degree-bearing transcript with option of supplying additional coursework transcripts.
- Current resume (optional).
- Copy of Teaching License or fingerprint card and cashier's check or money order for $39.50 made payable to the Colorado Bureau of Investigation and mailed to Regis University. (Copy of valid Colorado or Wyoming substitute or emergency license or a fingerprint verification form will be accepted in lieu of the fingerprint card). (Fingerprint card or copy of license is not required for applicants to the Adult Learning, Training and Development specialization.)

CERTIFICATE REQUIREMENTS

NOTE: Some certificates have prerequisite requirements.

Adult Education and Training	**12 SH**
ADET 602--Survey of Adult Education and Training	3 SH
ADET 604--Theory of Adult Education and Training	3 SH
ADET 606--Research Methods and Inquiry I	3 SH
Three semester hours selected from the following:	
ADET 612--Training And Development for a Global Workforce	3 SH
ADET 614--Program Planning for Sustainable Learning	3 SH
ADET 616--Facilitating Learning in the 21st Century	3 SH
ADET 622--The Adult Educator as Change Agent	3 SH
ADET 624--Adult Education Leadership	3 SH

Autism Education	**12 SH**
EDSP 665--Consultation and Collaboration Skills	3 SH
EDSP 671--Characteristics of Pupils Who Have Autism	3 SH
EDSP 675--Speech and Language Development	3 SH
EDSP 678--Methods and Strategies for Teaching Pupils Who Have Autism	3 SH

Culturally and Linguistically Diverse Educators	**12 SH**
EDES 665H--Foundations of Education for Culturally and Linguistically Diverse Educators	3 SH
EDES 665G--Linguistics I: Language Acquisition	3 SH

EDES 665E--Teaching Strategies for Culturally and Linquistically Diverse Educators	3 SH
EDES 665I--Assessment for Culturally and Linquistically Diverse Education	3 SH
Integrating Technology in the Classroom	**12 SH**
EDTC 600--Pedagogical Practices in Instructional Technology	3 SH
EDTC 614--Integrating Technology into the Curriculum	3 SH
EDTC 601--Virtual Collaboration and Communication	3 SH
EDTC 603--Web Development for Educational Use	3 SH
or	
EDTC 605--Multimedia	3 SH
Literacy*	**12 SH**
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 606—Reading Assessment and Intervention	3 SH
Three semester hours selected from the following:	
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH

*Requires that student is or has been a teacher.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE

The Undergraduate Degrees offer students the theoretical foundations to integrate knowledge and build skills in order to achieve educational and personal goals. Degrees are available in the areas of Applied Science, Applied Psychology, Communication, Criminology, Liberal Arts, and Social Science.

UNDERGRADUATE PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$460
Application Fee (non-refundable)	$50
Graduation Fee	$50

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.

BACHELOR OF APPLIED SCIENCE

The Bachelor of Applied Science degree is designed to serve community college students who have earned an associate of applied science degree and wish to pursue a baccalaureate degree. The degree provides the management, leadership, critical thinking, writing, and communication skills necessary to broaden career horizons. It provides broad cognitive skills and perspectives associated with baccalaureate education that are relevant in any work environment.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*18-36 SH*

Credits from the major area of study earned toward a completed Associate of Applied Science degree from a regionally accredited community college will be counted in the Regis University Bachelor of Applied Science foundational area. Examples of Associate of Applied Science degrees that qualify for transfer into the Bachelor of Applied Science degree include:

- Addiction Studies
- Criminal Justice
- Emergency Management Planning
- Fire Science
- Hotel, Restaurant and Casino Management
- Interpreter Preparation Program (Deaf Studies)
- Law Enforcement
- Mental Health/Developmental Disabilities
- Paralegal Studies
- Public Security Management

NOTE: Earned Associate of Applied Science degrees with majors in applied occupational technical areas do not qualify for transfer into the Bachelor of Applied Science degree at Regis University.

BACHELOR OF APPLIED SCIENCE

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*18-36 SH*

Credits from the major area of study earned toward a completed Associate of Applied Science degree from a regionally accredited community college will be counted in the Regis University Bachelor of Applied Science foundational area. See examples of Associate of Applied Science degrees above.

Upper Division Requirements 30 SH

Twelve semester hours selected from the following areas:

Leadership Skills

Three semester hours selected from the following:

COM 407/BA 407--Leadership Principles 3 SH

COM 410/BA 410--Strategis Leadership 3 SH

COM 442--Leading Change and Innovation 3 SH

CIV 440--Leadership in Civil Society 3 SH

Ethics/Cultural Awareness

Three semester hours selected from the following:

BA 495E--Ethical Decision Making in Business 3 SH

BA 495F--Ethics in Government 3 SH

PY 440--Professional Ethics in Psychology 3 SH

COM 400--Intercultural Communication 3 SH

Decision Making

BA 473/COM 470--Decision Making and Problem Solving 3 SH

Emotional Intelligence

Three semester hours selected from the following:

BA 411/COM 408--Conflict Management 3 SH

PY 414--Positive Psychology 3 SH

COM 400--Intercultural Communication 3 SH

Specialization *15 SH*

Selected one of the following four areas of specialization

Community Interpreting

COM 427--Communication Ethics 3 SH

Twelve semester hours selected from the following:

BA 473/COM 470--Decision Making and Problem Solving 3 SH

COM 418--Organizational Communication 3 SH

COM 442--Leading Change and Innovation 3 SH

PY 444/SO 481--The Family 3 SH

PY 454--Cognitive Psychology 3 SH

Homeland Security

CR 445--Homeland Security 3 SH

CR 446--Perspectives on Terrorism 3 SH

CR 448--Homeland Security: Legal and Ethical Issues 3 SH

CR 449--Vulnerability and Security 3 SH

COM 418--Organizational Communication 3 SH

Management

BA 452--Management of Human Resources 3 SH

BA 454--Organizational Behavior 3 SH

BA 473/COM 470--Decision Making and Problem Solving 3 SH

BA 493A--Business Research 3 SH

BA 495E--Ethical Decision Making in Business 3 SH

Interdisciplinary Studies

Fifteen semester hours selected in consultation with an academic advisor. 15 SH

Capstone *3 SH*

Three semester hours selected from the following:

BAS 494--Senior Capstone 3 SH

BA 493B--Senior Capstone 3 SH

COM494--Senior Capstone* 3 SH

CR 494--Senior Capstone* 3 SH

General Electives *5 or 17 or 35 SH*

Thirty-five 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 ARTS IN COMMUNICATION

The communication degree prepares students for life. This degree gives students the skills and understanding to excel in personal, social and business positions both now and in the future. The communication degree is a springboard for students who desire advanced degrees such as an MBA, law school, or management.

Total Degree Requirements *128 SH*

Core Studies Requirements *45 SH*

Foundational Course *12 SH*

COM 310--Interpersonal Communication 3 SH

COM 382--Understanding Communication 3 SH

COM 427--Communication Ethics 3 SH

COM 483--Research Methods 3 SH

Upper Division Requirements *33 SH*

COM 494--Senior Capstone 3 SH

Thirty upper division semester hours of Communication electives selected from the following:

COM 400--Intercultural Communication	3 SH
COM 406--Communication in a Technological Environment	3 SH
COM 407--Leadership Principles	3 SH
COM 408--Conflict Management	3 SH
COM 410--Strategic Leadership	3 SH
COM 412--Cultural Intelligence	3 SH
COM 416--Public Relations	3 SH
COM 418--Organizational Communication	3 SH
COM 420--Mediation	3 SH
COM 437--Persuasion, Influence and Motivation	3 SH
COM 442--Leading Change and Innovation	3 SH
COM 450--Service Leadership	3 SH
COM 466--Negotiation	3 SH
COM 467--Communicating through Social Media	3 SH
COM 470--Decision Making and Problem Solving	3 SH
COM 474--Advertising and Promotion	3 SH
Specialization (Optional)	*12 SH*

Conflict Management

COM 408--Conflict Management	3 SH
COM 420--Mediation	3 SH
COM 466--Negotiation	3 SH
COM 470--Decision-Making and Problem Solving	3 SH

Leadership

COM 407--Leadership Principles	3 SH

Nine semester hours selected from the following:

COM 410--Strategic Leadership	3 SH
COM 437--Persuasion, Influence and Motivation	3 SH
COM 442--Leading Change and Innovation	3 SH
COM 450--Service Leadership	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*14 or 26 or 38 SH*

Thirty-eight elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

COMMUNICATION UNDERGRADUATE CERTIFICATES

Conflict Management	**15 SH**
COM 310--Interpersonal Communication or COM 472—Professional Communication	3 SH
COM 408--Conflict Management	3 SH
COM 420--Mediation	3 SH
COM 466--Negotiation	3 SH
COM 470--Decision Making and Problem Solving	3 SH

Leadership	**15 SH**
COM 407--Leadership Principles	3 SH
COM 410--Strategic Leadership	3 SH
COM 437--Persuasion, Influence and Motivation	3 SH
COM 442--Leading Change and Innovation	3 SH
COM 450--Service Leadership	3 SH

Combined Bachelor of Arts in Communication and Master of Arts in the School of Humanities and Social Sciences

The combined Bachelor of Arts in Communication and Master of Arts with a communication specialization chosen in consultation with an academic advisor admits students to the Master of Arts program during the junior or senior year of their Bachelor of Arts program. The program allows students to begin work on their Master's Degree while still completing their Bachelor's Degree. The combined degree can be completed with a total of 158 semester hours and allows two Master of Arts courses to be taken as part of the Bachelor of Arts degree.

Total Degree Requirements	158 SH
Core Studies Requirements	45 SH
Foundational Courses	12 SH
COM 310--Interpersonal Communication	3 SH
COM 382--Understanding Communication	3 SH
COM 427--Communication Ethics	3 SH
COM 483--Research Methods	3 SH
Upper Division Requirements	33 SH
Upper Division Communication Electives	24 SH
600-level M.A. Communication courses	6 SH
COM 494--Senior Capstone	3 SH
Minor (optional)	12 SH

General Electives	14 or 26 or 38 SH
Total MA Degree Requirements	30 SH
Core Requirements	
MAPC 601--Graduate Research	3 SH
MAPC 602--Ethics and Multiculturalism	3 SH
MAPC 603--Graduate Interdisciplinary Studies	3 SH
Specialization Courses	15 SH
Capstone Requirement	6 SH
Six semester hours selected from one of the following three options:	
MAPC 688--MA Capstone Planning	3 SH
MAPC 696--MA Capstone	3 SH
MAPC 697A--MA Thesis	3 SH
MAPC 697B--MA Thesis B	3 SH
MAPC 694--MA Capstone Comprehensives	3 SH
one additional course in specialization	3 SH

BACHELOR OF ARTS IN LIBERAL ARTS

The Bachelor of Arts in Liberal Arts offers a strong, basic educational experience which integrates knowledge of classic Liberal Arts emphasizing and strengthening leadership in everyday living. Specializations are available in Teacher Education, English, Philosophy, Irish Studies, Religious Studies or Catholic Studies.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*18 SH*
EN 325--Research Writing	3 SH
HS 240E-W--Western Civilization	6 SH
PL 250--Introduction to Philosophy	3 SH
Natural Science/Mathematics	3 SH
Choose one course from the following:	
BA 495E--Ethical Decision-Making in Business	3 SH
COM 427--Communication Ethics	3 SH
PA 495F--Ethics in Government	3 SH
PL 360--Ethics	3 SH
Upper Division Requirements	*24 SH*
Upper division course work for any subject in the Core Studies area	18 SH
HU 483--Capstone Research: Principles and Methods	3 SH
HU 493--Senior Capstone	3 SH
Specialization (Optional)	*12 SH*

Twelve upper division semester hours selected from the following areas and in consultation with an academic advisor.

- Catholic Studies
- Civil Society Studies
- English
- History
- Humanities
- Philosophy
- Public Administration
- Religious Studies

Minor (Optional)	*0 or 12 SH*
General Electives	*17 or 29 or 41 SH*

Forty-one 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 SOCIAL SCIENCE

The Bachelor of Arts in Social Science degree offers a strong basic knowledge of the Social Sciences, promoting community involvement and leadership. For information on individual courses, contact the chair of the department where the course resides.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*15 SH*
SO 200--Introduction to Sociology	3 SH
SO/COM/PY483--Research Methods	3 SH
Nine semester hours selected from the following:	
PY 250--General Psychology	3 SH
SO 201--World Economic Issues	3 SH
SO 204--Introduction to Cultural Anthropology	3 SH
SO 340--World Regional Geography	3 SH
SO 341--Comparative Foreign Policy	3 SH
Upper Division Requirements	*27 SH*
COM 427--Communication Ethics or PY 440--Professional Ethics in Psychology	3 SH
SO 494--Senior Capstone	3 SH

Twenty-one upper division semester hours selected from the following subject areas:

Communication
Psychology
Sociology
Civil Society Studies
Economics
History

Minor (Optional)	*0 or 12 SH*
General Electives	*29 or 41 SH*

Forty-One 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

The major in Applied Psychology is designed for students aspiring to work in the human services area and for those already working in the field who wish to gain greater knowledge and skill. Courses contribute to career preparation in: wellness counseling, health education, adolescent or substance abuse counseling, and social and human services. Courses offer theoretical foundations through readings and lectures as well as practical application in different occupational settings through case studies, visits by guest lecturers, and community projects.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*

MT 270-Introduction to Satistics required to fulfill the Mathematics Core Requirement

Foundational Courses	*15 SH*
PY 250--General Psychology	3 SH
PY 469--Lifespan Development*	3 SH
PY 470--Psychology of Personality*	3 SH
PY 471--Abnormal Psychology*	3 SH
PY 483--Research Methods	3 SH

* Lower division course work acceptable in transfer.

Upper Division Requirements	*27 SH*
PY 440--Professional Ethics in Psychology	3 SH
PY 481--Biological Foundations of Human Behavior	3 SH
PY 494--Senior Capstone	3 SH

Eighteen upper division semester hours of Psychology selected from the following:

PY 414--Positive Psychology	3 SH
PY 415--Health Psychology	3 SH
PY 416--Understanding Trauma and PTSD	3 SH
PY 441--Social Psychology	3 SH
PY 444--The Family	3 SH
PY 448--Adolescent Conflict	3 SH
PY 449--Child Abuse and Neglect	3 SH
PY 454--Cognitive Psychology	3 SH
PY 456--Organizational Behavior	3 SH
PY 462--Behavioral and Stress Management	3 SH
PY 463--Psychology of Intimate Relationships	3 SH
PY 468--Psychology of Change	3 SH
PY 496H--Special Topics in Psychology: Addictive Behavior	3 SH
PY 496J--Special Topics in Psychology: Psychology of Gender	3 SH
Specialization (optional)	*12 - 15 SH*
Health Psychology	**12 SH**
PY 415--Health Psychology	3 SH
PY 416--Understanding Trauma and PTSD	3 SH
PY 462--Behavioral and Stress Management	3 SH
PY 496H--Special Topics in Psychology: Addictive Behavior	3 SH
Positive Psychology	**15 SH**
PY 414--Positive Psychology	3 SH
PY 441--Social Psychology	3 SH
PY 454--Cognitive Psychology	3 SH
PY 468--Psychology of Change	3 SH
PY 496J--Special Topics in Psychology: Psychology of Gender	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*29 or 41 SH*

Forty-one 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 SCIENCE IN CRIMINOLOGY

This degree offers a practical, theory-based interdisciplinary education that stresses human behavior, social and cultural dynamics, communication, and leadership. The criminology curriculum addresses the increasingly complex environment in which professionals, associated with crime analysis, law

enforcement, public safety and security, the criminal justice system, regulatory agencies, and social support work toward the improvement and transformation of society.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Major Requirements	*15 SH*
CR 350--Introduction to Criminology	3 SH
CR 360--Introduction to Forensic Science	3 SH
CR 370--Criminal Deviance	3 SH
CR 413--Crime Analysis	3 SH
CR 473--Decision-Making and Problem Solving in Criminology	3 SH
Upper Division Major Requirements	*27 SH*
CR 425--Professional Ethics in Criminology	3 SH
CR 426--Psychology of Crime	3 SH
CR 427--Criminal Profiling	3 SH
CR 429--Family Violence	3 SH
CR 430--Sexual Homicide	3 SH
CR 445--Homeland Security	3 SH
CR 446--Perspectives on Terrorism	3 SH
CR 483--Research Methods	3 SH
CR 494--Senior Capstone	3 SH
Three semester hours selected from the following:	
CR 428--Youth Violence and Delinquency	3 SH
CR 433--Violence in the Workplace	3 SH
CR 448--Homeland Security: Legal and Ethical Issues	3 SH
CR 449--Vulnerability and Security	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*26 or 38 SH*

Thirty-eight elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

CRIMINOLOGY UNDERGRADUATE CERTIFICATES

Homeland Security	**15 SH**
CR 350--Introduction to Criminology	3 SH
CR 445--Homeland Security	3 SH
CR 446--Perspectives on Terrorism	3 SH
CR 448--Homeland Security: Legal and Ethical Issues	3 SH
CR 449--Vulnerability and Security	3 SH
Social Violence	**15 SH**
CR 350--Introduction to Criminology	3 SH
CR 370--Criminal Deviance	3 SH
Nine semester hours selected from the following:	
CR 427--Criminal Profiling	3 SH
CR 428--Youth Violence and Delinquency	3 SH
CR 429--Family Violence	3 SH
CR 430--Sexual Homicide	3 SH
CR 433--Violence in the Workplace	3 SH

GRADUATE PROGRAMS

MASTER OF ARTS

The Master of Arts degree provides students with an individually designed, multidisciplinary and academically rigorous program. The Master of Arts is a student-centered program that enhances students' educational choices for intellectual, professional, and personal growth. The degree is learner-designed and focuses on the achievement of the specific learning objectives and outcomes of each student. It provides a framework for students to plan a course of study unique to their own graduate learning needs. Students, with faculty approval, designate an academic specialization that reflects the individualized course of study included in their degree plan.

A strong collaborative working relationship with the faculty provides students with support and advice necessary to plan their individualized course of study. Students who prefer more structure may choose from an array of suggested academic specializations to support their career needs or to support their personal learning goals. Students whose learning goals go beyond the traditional graduate degree will find this degree to be relevant.

In addition to the Master of Arts core faculty, the program draws professors from many departments throughout Regis University and from experts working within the community. Courses from other Regis CPS graduate programs are available for integration into students' specialized degree programs. At Regis University, the spiritual, ethical, and social development of the Master of Arts graduate student is of utmost importance. Opportunities for self-reflection, critical and creative thinking, community outreach, and service learning are foundational dimensions of this degree.

ADMISSION

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 Master of Arts degree program.

The Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes and non-refundable application fee
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university
- 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 recommendation. In some cases a student may be encouraged or required to complete preparatory work prior to enrollment in the program, and/or attend a telephone or campus interview. Following acceptance to the program, students will meet with a faculty advisor to plan their graduate study.

MASTER OF ARTS PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$460
Application Fee (non-refundable)	$75
Graduation Fee	$50

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.

DEGREE REQUIREMENTS

The Master of Arts degree requires the successful completion of 36 semester hours of graduate course work (600-level) in an individualized Degree Plan. Core courses, research methods, and a master's research project are required.

Students 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 in all 600-level courses. A maximum of two courses with a grade of "C" can be applied toward the degree requirements. A grade of "C-" or lower is unacceptable.

COURSE OVERLOAD

Students are considered to be enrolled full time if they are registered for six semester hours in one semester. Students who want to register for more than six semester hours in any semester may do so with the approval of the faculty advisor.

CROSS REGISTRATION

MA Policy provides students with the opportunity to transfer graduate course work into the Master of Arts degree plan. Master of Arts students may enroll in graduate courses in other Regis graduate programs while enrolled in the Master of Arts program and count the courses toward completion of the requirements of the Master of Arts degree under the following conditions:

- To register for non-Master of Arts courses, a student must meet all requirements of the program whose course work is taken.
- Master of Arts students must include all such course(s) in the degree plan and the course(s) must be approved by the faculty advisor before the student registers for the course.
- Suitability of course work from other Regis graduate programs for the Master of Arts degree depends on several factors: relevance of the course to the student's needs and goals; compatibility of the course with Master of Arts mission and goals; fit of the course into the requirements of a student's field of emphasis.

Students enrolled in other Regis University graduate programs and in Good Standing may register for Master of Arts courses, either classroom-based or directed study. To do so the student must:

1. Have approval from his/her academic advisor in the program in which the student is currently enrolled, and
2. obtain written approval from the Master of Arts degree chair

Courses eligible for cross registration include all Master of Arts courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite courses exist, the student must satisfy all prerequisite requirements before he/she will be permitted to enroll.

Total Degree Requirements	*36 SH*
Core Requirements	
MAPC 601--Graduate Research	3 SH
MAPC 602--Ethics and Multiculturalism	3 SH
MAPC 603--Graduate Interdisciplinary Studies	3 SH
Specialization Courses	*21 SH*

Students select existing Regis University graduate courses for which they have met prerequisites or design individualized study courses aligned with their degree plan. All courses must be associated with the students approved specialization.

Capstone Requirement

Six semester hours selected from one of the following three options:

• MAPC 688--MA Capstone Planning	3 SH
MAPC 696--MA Capstone	3 SH
• MAPC 697A--MA Thesis A	3 SH
MAPC 697B--MA Thesis B	3 SH

- MAPC 694--Capstone Comprehensive 3 SH
  One additional course in specialization 3 SH

DOUBLE SPECIALIZATION

Students may elect to complete the Master of Arts degree with two specializations. Each specialization must include a minimum of 15 semester hours of courses for each specialization. Courses for one specialization may not be applied to fulfill requirements for the second specialization.

SECOND SPECIALIZATION

A Regis University Master of Arts graduate who wishes to return for a second specialization must meet all the current core requirements and 15 semester hours for the new specialization.

GRADUATE CERTIFICATES

Students may elect to complete a Graduate Professional Studies Certificate or a Graduate Liberal Studies Certificate. An individualized Certificate Plan will be completed based on the student's specific goals. A specialization for the certificate will be proposed by the student and approved by the faculty prior to enrollment. The specialization will appear on the student's academic transcript. A minimum of 12 semester hours and a maximum of 15 semester hours are required.

ADMISSION

The Admissions Office must receive the following documentation from each applicant before an admission recommendation 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
- Completed admission essays
- Current resume

MASTER OF NONPROFIT MANAGEMENT

In the Global Nonprofit Leadership Department

The Master of Nonprofit Management degree at Regis University is specifically designed to assist nonprofit professionals become leaders within the ever changing and dynamic nonprofit sector.

The Master of Nonprofit Management degree offers an academically rigorous, conceptually-based, and applications oriented course of study for individuals interested in enhancing their leadership and management capabilities within the nonprofit sector. The Master of Nonprofit Management degree prepares its graduates to be effective leaders who exhibit professional competency in integrating theory, experiences, and social justice in an effort to promote the advancement of the sector.

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.

An essential part of the Regis University mission is to work toward the service of humanity and the Master of Nonprofit Management degree strives to achieve this through the 36 semester hours that are required to earn the degree. The Program culminates in one of two capstone courses: MNM 697--Professional Research Project or MNM 677--Service Oriented Field Experience (SOFE). MNM 697 involves the creation, development, and evaluation of a product or program and is presented in a thesis-like format. MNM 677 is a field experience which involves an intense learning experience at an off-campus domestic or international location and provides service to the nonprofit community in the venue.

The Master of Nonprofit Management degree program is designed to be completed in 24 months, taking one course at a time. All courses are three semester hour courses. The entire degree is available online and in the classroom.

ADMISSION

Admission is open to all individuals who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Recent engagement in a nonprofit organization (paid or volunteer) and/or access to a nonprofit leadership team is important to the success of incoming students and will be evaluated by the admissions committee. In addition, applicants must demonstrate an ability to achieve graduate-level writing and critical analysis ability before admission to the Master of Nonprofit Management degree program.

The 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 transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Completed admission essay based on provided topics.
- A current resume.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

MASTER OF NONPROFIT MANAGEMENT PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$495
Application Fee (non refundable)	$75
Graduation Fee	$50

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.

COURSE SEQUENCING

The following courses must be completed prior to taking any other MNM 600 level courses:

MNM 601--History, Theory and Future of the Nonprofit Sector

MNM 607--Social Justice and the Nonprofit Sector

MNM 651--Inquiry and Analysis must be completed prior to taking either of the following capstone sources:

MNM 677E-W--Service Oriented Field Experience requires successful completion of 30 semester hours in the Master of Nonprofit Management program or the permission of the advisor.

MNM 697--Professional Project requires a successful completion of 30 semester hours in the Master of Nonprofit Management 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 with other electives that are offered in the program. The student is authorized to substitute classes will still be required to complete 36 semester hours of graduate courses. The following is the criteria for students that request a substitution of classes:

Professional or volunteer experience on the job or life-long learning in a particular area of expertise such as program evaluation or finances.

In order to make a formal request for substitution, students submit a one- to two-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. The rationale with appropriate documentation is then e-mailed directly to the degree chair who will give the final authorization or denial of substitution.

COURSE OVERLOAD

Students that have completed all prerequisites (601 and 607) may take up to three courses per semester. Students may not take more than three courses per academic semester unless they are approved for an overload by their advisor. Students with a cumulative grade point average of 3.5 and no grades of incomplete are eligible for an overload.

NOTE: There are two eight week academic periods per semester.

CROSS REGISTRATION

Master of Nonprofit Management students are able to cross register into other graduate program courses if they meet the requirements of that program. If the student plans to request that the course be treated as transfer credit, the student must obtain approval from the academic advisor prior to registration.

Students enrolled in other Regis University graduate programs and in Good Standing may register for MNM courses, either classroom-based or online. Permission to enroll in MNM courses does not guarantee that the courses can be transferred to the student's primary degree program.

DEGREE REQUIREMENTS

The Master of Nonprofit Management degree requires the successful completion of a total of 36 semester hours of graduate courses (600 level). The degree is designed to be completed in 24 months, taking one course each eight-week academic period.

Total Degree Requirements	*36 SH*
Required Courses	*30 SH*

Thirty semester hours of MNM courses, which must include the following:

MNM 601--History, Theory and the Future of the Nonprofit Sector	3 SH
MNM 607--Social Justice and the Nonprofit Sector	3 SH
MNM 633--Human Resource Leadership in NPO's	3 SH
MNM 644--Financial Management of Nonprofit Organizations	3 SH
MNM 647--Program Development and Accountability	3 SH
MNM 648--Governance and Organizational Leadership	3 SH
MNM 651--Research, Inquiry and Analysis in NPO/NGOs	3 SH
MNM 655--Leading From Within or MNM 684--Leadership and Organizational Development	3 SH
MNM 670--Financial Resource Development	3 SH
MNM 677E-W--Service Oriented Field Experience or MNM 697--Professional Project	3 SH
Electives	*6 SH*

Six semester hours of MNM courses, other College for Professional Studies graduate level courses, or graduate level courses from the Rueckert-Hartman College for Health Professions selected in consultation with an academic advisor.

CERTIFICATES 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.

ADMISSION

The 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 transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Completed admission essay based on provided topics.
- A current resume.
- Current or very recent significant engagement in a nonprofit organization (paid or volunteer) and/or access to a nonprofit's leadership is required to provide the contextual praxis framework/filter for your learning process. The student should carefully describe and assess his/her engagement in the third sector in the essay portion of the application. The MNM degree program is designed to facilitate the practical application of learned knowledge within the context of leadership practice in a nonprofit organization.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

CERTIFICATE REQUIREMENTS

Nonprofit Organizational Capacity Building 12 SH

Twelve semester hours selected from the following courses:

MNM 610--Legal Issues for Nonprofits	3 SH
MNM 633--Human Resource Leadership in NPO's	3 SH
MNM 644--Financial Management of Nonprofit Organizations	3 SH
MNM 647--Program Development and Accountability	3 SH
MNM 648--Governance and Organizational Leadership	3 SH
MNM 670--Financial Resource Development	3 SH

Post-Master's Certificate in Nonprofit Executive Leadership 12 SH

The graduate level certificate in Nonprofit Executive Leadership is designed for individuals already in professional careers in business and/or government and are seeking to move into the nonprofit/third sector. This certificate builds upon the already-earned MBA/MPA degree and the knowledge and skills already gained and provides critically important foundational knowledge and skills for the successful transition from the business/governmental sectors to positions of executive leadership in the nonprofit/third sector.

MNM 601--History, Theory and Future of the Nonprofit Sector	3 SH

Nine semester hours selected from the following:

MNM 648--Governance and Organizational Leadership	3 SH
MNM 670--Financial Resource Development	3 SH
MNM 612--Advocacy and the Third Sector	3 SH
MNM 647--Program Development and Accountability	3 SH

MASTER OF SCIENCE IN CRIMINOLOGY

Students interested in the Masters of Science Degree in Criminology are individuals seeking advancement in leadership positions within their agencies. Students will strengthen their knowledge of criminology; enhance their abilities in analysis techniques, crime prediction, and crime prevention and policy development. The graduate degree in criminology provides a strong practical application across the entire curriculum.

ADMISSION

Admission is open to all individuals 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 ability before admission to the Master of Science in Criminology degree The 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.
- A completed admission essays.
- Two letters of recommendation.
- A current resume.
- Faculty interview.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

MASTER OF SCIENCE IN CRIMINOLOGY PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$550
Application Fee (non-refundable)	$75
Graduation Fee	$50

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.

CROSS REGISTRATION

Master of Science in Criminology students are able to cross register into other graduate program courses if they meet the requirements of that program. If the student plans to request that the course be treated as transfer credit, the student must obtain approval from the academic advisor prior to registration.

Students enrolled in other Regis University graduate programs and in Good Standing may register for MS in Criminology courses. Permission to enroll in MS in Criminology courses does not guarantee that the courses can be transferred to the student's primary degree program.

DEGREE REQUIREMENTS

The Master of Science in Criminology degree requires the successful completion of a total of 36 semester hours of graduate courses (600 level). The degree is designed to be completed in 24 months, taking one course each eight-week academic period.

Total Degree Requirements	*36 SH*
MSCR 604--Contemporary Issues in Criminology	3 SH
MSCR 605--Criminal Psychopathology	3 SH
MSCR 620--Leadership Principles in Criminology	3 SH
MSCR 625--Ethical Conduct and Positions of Power	3 SH
MSCR 640--Transnational Crime	3 SH
MSCR 650--Contemporary Crime Policy: Current and Future Needs	3 SH
MSCR 652--Strategic Planning, Implementation and Evaluation	3 SH
MSCR 654--Crime Prediction and Prevention	3 SH
MSCR 660--Cyber Criminology	3 SH
MSCR 680--Rapid Decision Making	3 SH
MSCR 694--Research Analysis and Application	3 SH
MSCR 696--Capstone Project	3 SH

Graduate Certificate in Criminology	**18 SH**
MSCR 604--Contemporary Issues in Criminology	3 SH
MSCR 605--Criminal Psychopathology	3 SH
MSCR 620--Leadership Principles in Criminology	3 SH
MSCR 625--Ethical Conduct and Positions of Power	3 SH
MSCR 640--Transnational Crime	3 SH
MSCR 694--Research Analysis and Application	3 SH

The identified 18 hours enables the certificate-seeking student to pursue research within these six courses which is current and relevant. Certificate students will be taking courses with degree seeking students and have the same academic requirements. They will be positioned to continue, if desired, and complete the Masters degree.

SCHOOL OF MANAGEMENT

UNDERGRADUATE

The various bachelor degrees offer the knowledge and skills enabling students to apply the analytical tools for critical thinking and effective decision-making in their chosen business area of interest.

UNDERGRADUATE PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$460
Application Fee (non-refundable)	$50
Graduation Fee	$50

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.

BACHELOR OF SCIENCE IN ACCOUNTING

Accounting is central to effective management of business. The Accounting degree program is designed for students wishing to pursue careers in professional accounting.

This degree prepares students to work for companies ranging in size from sole practitioners to international firms. Opportunities for employment exist in both the private and public sectors.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*

Foundational Courses	*33 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 381--Legal Environment of Business	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
MKT 325--Marketing Principles	3 SH

* Lower division course work acceptable in transfer.

Upper Division Requirements	*24 SH*
AC 450A--Income Tax Accounting I	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 491--Accounting Ethics	3 SH
AC 493--Senior Capstone	3 SH
BA 481A--Business Law I	3 SH
FIN 400--Business Finance	3 SH

Six semester hours 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
Minor (Optional)	*0 or 12 SH*
General Electives	*14 or 26 SH*

Twenty-six 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 BUSINESS

The Bachelor of Science in Business program is designed for those who need training to enter the world of global or e-business, small business owners or for those already in the business field who want to accelerate their careers. The degree provides a very strong base in the fundamentals of business while stressing the application of current management and technical solutions to business problems, and the analytical tools needed for critical thinking and effective decision-making. Students interested in this business degree can choose between specializations in Human Resources, Public Administration, Finance, Management, Marketing and a flexible specialization.

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
BA 300--Business Systems in a Sustainable Society	3 SH
MKT 325--Marketing Principles	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
BA 381--Legal Environment of Business	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*33 SH*
FIN 400--Business Finance	3 SH
BA 454--Organizational Behavior	3 SH
BA 458--Project Management	3 SH
BA 465--Strategic Management	3 SH
BA 479/CIS 480--Managing Technology for Business Strategies	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH

A minimum of nine upper division semester hours in an area of specialization are required for the Business major. At least one specialization, selected from the following list, must be completed.

Finance

FIN 420--Advanced Corporate Finance	3 SH
FIN 433--Money and Banking	3 SH
FIN 435--Fundamentals of Investments	3 SH
FIN 440--Financial Analysis, Forecasting and Planning	3 SH
FIN 450--Sources of Capital/Capital Markets	3 SH

Human Resource Management

BA 426--Managing Cultural Diversity	3 SH
BA 440--Labor Relations and Economics	3 SH

BA 452--Management of Human Resources	3 SH
BA 467--Compensation Policy and Employment Law	3 SH

Management

BA 410/COM 410--Strategic Leadership	3 SH
BA 459--Business Systems: Analysis and Innovation	3 SH
BA 480E-W--Issues in Management	3 SH

Marketing

MKT 401— Influencing Customer Buying Behavior	3 SH
MKT 402--Marketing Communication	3 SH
MKT 403--Digital Marketing, Media Tactics, and Tools	3 SH
MKT 425--Consumer Behavior	3 SH

Project Management

BA 411--Conflict Management	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 459--Business Systems: Analysis and Innovations	3 SH

Public Administration

PA 400--Public Policy	3 SH
PA 410--Public Finance	3 SH
PA 430--Community Influences on Governments	3 SH
PA 450E--Entrepreneurship in Government	3 SH

Flexible

There are no specific course requirements in the flexible specialization area. The student selects nine upper division semester hours of Business courses in consultation with an advisor. The flexible specialization is not posted on the transcript or diploma.

Double

Students are permitted to earn a double specialization by completing the upper division Business major courses and a minimum of nine upper division semester hours in two of the five Business specializations (a minimum of 18 semester hours) Finance, Human Resource Management, Management, Marketing, or Public Administration.

Minor (Optional)	0 or 12 SH
General Electives	8 or 20 SH

Twenty 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 FINANCE

A degree in finance prepares students for positions with banks, investment companies, government agencies, consulting firms, insurance firms, and large and small corporations. First careers may range from credit analysis and security analysis to product profitability. A degree in finance also prepares students to work with diverse management groups, marketing professionals, accountants, and others. Graduates of this program develop a comprehensive understanding of financial management and are qualified for a wide range of finance-related careers in small and large organizations.

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
BA 300--Business Systems in a Sustainable Society	3 SH
MKT 325--Marketing Principles	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
BA 381--Legal Environment of Business	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*30 SH*
FIN 400--Business Finance	3 SH
FIN 420--Advanced Corporate Finance	3 SH
FIN 433--Money and Banking	3 SH
FIN 435--Fundamentals of Investments	3 SH
FIN 440--Financial Analysis, Forecasting and Planning	3 SH
FIN 450--Sources of Capital/Capital Markets	3 SH
BA 479/CIS 480--Managing Technologies for Business Strategies	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*11 or 23 SH*

Twenty-three elective 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 HUMAN RESOURCE MANAGEMENT

The Human Resource Management degree prepares students for positions in the area of employment and recruiting, training and development, compensation, benefits, employee services, employee and community relations, personnel records, health and safety, and strategic planning. Human Resource Managers interact with managers from all other departments to plan and budget for personnel needs. The human resources professional plays a significant role in the strategic success of organizations through identification and selection of the best personnel for specific roles, training and development of those personnel, and reward and retention programs to retain the best people for organizational effectiveness.

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
BA 300--Business Systems in a Sustainable Society	3 SH
MKT 325--Marketing Principles	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
BA 381--Legal Environment of Business	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*27 SH*
BA 454--Organizational Behavior	3 SH
BA 479/CIS 480--Managing Technology for Business Strategies	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH
FIN 400--Business Finance	3 SH
Twelve hours selected from the following:	
BA 426--Managing Cultural Diversity	3 SH
BA 440--Labor Relations and Economics	3 SH
BA 452--Management of Human Resources	3 SH
BA 467--Compensation Policy and Employment Law	3 SH
BA 497E--Internship in Human Resources	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*14 or 26 SH*

Twenty-six 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 MANAGEMENT

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*33 SH*
AC 325--Accounting Principles and Management Concepts	3 SH
BA 300--Business Systems in a Sustainable Society	3 SH
BA 301--Owning Your Career, Options and Choices	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
BA 381--Legal Environment of Business	3 SH
BA 454--Organizational Behavior	3 SH
EC 330--Principles of Microeconomics	3 SH
FIN 300--Finance for Non-Financial Managers	3 SH
MT 204--Contemporary Mathematics or MT 270--Introduction to Statistics	3 SH
MKT 325--Marketing Principles	3 SH
Upper Division Requirements	*24 SH*
BA 458--Project Management	3 SH
BA 479/CIS 480--Managing Technology for Business Strategies	3 SH
BA 480E-W--Issues in Management	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH
Six semester hours selected from the following:	
BA/COM 407--Leadership Principles	3 SH
BA/COM 437--Persuasion, Influence and Motivation	3 SH
BA/COM 441--Team Leadership	3 SH
BA 452--Management of Human Resources	3 SH
BA 457--Process Mapping and Process Improvement	3 SH
BA 481A--Business Law I	3 SH

MKT 403--Digital Marketing Media	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*11 or 23 SH*

Twenty-three 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 SCIENCE IN MARKETING

Marketing is more important than ever in our increasingly competitive world. The discipline involves determining customer needs, translating those needs into products and services and selling them in a highly competitive global marketplace. The Bachelor of Science in Marketing emphasizes a strategic managerial approach to integrated marketing and it examines major dimensions of the marketing environment including economic, social, cultural, political, legal and regulatory information.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*28 SH*
AC 325--Accounting Principles and Management Concepts	4 SH
BA 300--Business Systems in a Sustainable Society	3 SH
MKT 325--Marketing Principles	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
BA 381--Legal Environment of Business	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
Upper Division Requirements	*30 SH*
BA 465--Strategic Management	3 SH
BA 479/CIS 480--Managing Technology for Business Strategies	3 SH
BA 480E-W--Issues in Management	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
BA 495E--Ethical Decision Making in Business	3 SH
FIN 400--Business Finance	3 SH
Nine semester hours selected from the following:	
MKT 401-- Influencing Customer Buying Behavior	3 SH
MKT 402--Marketing Communication	3 SH
MKT 403--Digital Marketing, Media Tactics, and Tools	3 SH
MKT 425--Consumer Behavior	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*13 or 25 SH*

Twenty-five elective 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 PUBLIC ADMINISTRATION

The public administration program is designed to provide graduates with the essential knowledge and skills for evaluating, planning, and implementing public sector programs. Graduates will be qualified to work in local, county, state, federal government, nonprofit organizations as well as private sector businesses. You will learn to think critically and analytically about the development and implementation of public policy issues, enabling you to better understand the political dynamics in your own community and to be a more effective public official by understanding how to achieve goals through collaboration and consensus-building.

Total Degree Requirements	*128 SH*
Core Studies Requirements	*45 SH*
Foundational Courses	*24 SH*
BA 300--Business Systems in a Sustainable Society	3 SH
BA/EC 335--Global Business Issues	3 SH
BA 366--Management Essentials	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH
PA 300--Government Role in Society	3 SH
PA 400--Public Policy	3 SH
Upper Division Requirements	*30 SH*
BA 452--Management of Human Resources	3 SH
BA 454--Organizational Behavior	3 SH
BA 458--Project Management	3 SH
BA 479--Managing Technology for Business Strategies	3 SH
BA 493A--Business Research	3 SH
BA 493B--Senior Capstone	3 SH
PA 410--Public Finance	3 SH

PA 430--Community Influences on Governments	3 SH
PA 450E-W--Topics in Public Management	3 SH
PA 495F--Ethics in Government	3 SH
Minor (Optional)	*0 or 12 SH*
General Electives	*17 or 29 SH*

Twenty-nine elective hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

UNDERGRADUATE CERTIFICATES

Project Management Certificate Requirements	**12 SH**
BA 411--Conflict Management	3 SH
BA 457--Process Mapping and Improvement	3 SH
BA 458--Project Management	3 SH
BA 459--Business Systems: Analysis and Innovations	3 SH

Public Administration Certificate Requirements	**21 SH**
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
PA 300--Government Role in Society	3 SH
PA 400--Public Policy	3 SH
PA 410--Public Finance	3 SH
PA 430--Community Influences in Government	3 SH
PA 450E--Entrepreneurship in Government	3 SH

GRADUATE

PROFESSIONAL ACCOUNTING TRACK

The Professional Accounting/MBA or MSA Track (PAT) constitutes a collaborative effort among the faculty of the Division of Business at Regis College and the College for Professional Studies School of Management. This program allows students to meet the minimum educational requirements set by the State Boards of Accountancy 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 degree with an emphasis in Finance and Accounting or a Master of Science degree in Accounting.

Students who are accounting majors must apply for admission to the Professional Accounting Track when they achieve junior standing in Regis College. An advisor from the Regis University Master of Business Administration or Master of Science in Accounting program serves as the student's evaluator and makes the final decision regarding admission to the Professional Accounting Track.

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/MSA 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 the Regis College section under the Undergraduate Program Expenses heading of this *Catalog*. MBA/MSA Program charges are listed in this section under the MBA or MS in Accounting Program Charges heading.

PROFESSIONAL ACCOUNTING MBA/MSA DEGREE REQUIREMENTS 158 – 164 SH

In addition to the requirements for the undergraduate accounting major listed in the Regis College section of this *Catalog*, students in the Professional Accounting MBA/MSA Track also complete the requirements for the MBA: Finance and Accounting Specialization or the Master of Science in Accounting degree found in this section of the *Catalog*.

COMBINED BACHELOR OF SCIENCE AND MASTER DEGREES IN THE SCHOOL OF MANAGEMENT

The combined Bachelor of Science (BS) and Master of Science in Accounting, Master of Science in Organizational Leadership or Master of Business Administration (MS/MBA) degree in the School of Management admits CPS undergraduate School of Management students to the designated Master's program during the junior year of their Bachelor of Science program to work towards both the BS and their MS or MBA degrees. The combined degree allows two graduate courses to be taken as part of the BS degree, early planning of the MS/MBA portion of the program, and more

flexible and efficient course scheduling. Students must work with their undergraduate and graduate advisor to determine the appropriate course work for the combined degree program.

Requirements for a combined Bachelor of Science in Business Technology Management and Master of Science in Organization Leadership or Master of Business Administration are listed in the School of Computer and Information Sciences section of this *Catalog*.

MASTER OF BUSINESS ADMINISTRATION

The Regis University Master of Business Administration program mission is to educate students for leadership in their organizations. The Master of Business Administration program seeks to provide graduates who are able to inform management, influence management decisions, and contribute to their companies and their professions using tools for interpretation, analysis, and evaluation of business information while integrating values orientation into the decision-making process.
The Regis University Master of Business Administration program supports academic rigor through defined course outcomes in classes facilitated by appropriately qualified practitioners in their fields. The Master of Business Administration program provides a values centered education while seeking to inculcate students in lifelong learning in the Jesuit and Catholic educational traditions.

The Master of Business Administration program was first offered at Regis in 1978 as a response to suggestions from business leaders in Colorado. Today students can tailor the Regis University Master of Business Administration 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 Master of Business Administration program offers specializations in the following:

- Emerging Markets (Dual Language-Spanish/English)
- Finance and Accounting
- General (no specialization)
- Health Industry Leadership
- Marketing
- Operations Management
- Organization Performance Management
- Strategic Management

ADMISSION

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 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.
- An official score report for the Graduate Management Admission Test (GMAT) received within three months of application to the Master of Business Administration program which includes a minimum 3.5 official score on the written portion of the exam, or one essays of approximately 1800 words addressing questions selected by the Master of Business Administration program for purposes of evaluation and advising.
- A current resume.
- Two letters of recommendation.
- Faculty interview.

Once all documentation has been received, an Admissions Committee reviews the application, a faculty member conducts an interview and the committee makes an admission recommendation.

Students who are otherwise accepted into the MBA program, but who earned a GPA of less than 2.5 from the institution granting their bachelor's degree will be accepted provisionally and must complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500-- Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes. This requirement can be waived at the time of the student's interview only if the student has demonstrated professional experience that has clearly provided ample opportunity for the student to improve in her or his written communication skills.

Students who earned a GPA of 2.5 or greater from the institution granting their bachelor's degree, but whose essay demonstrates less than graduate level writing, may also be accepted provisionally and be required to complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500--Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes.

All students are required to complete the Academic Integrity Tutorial during their first class in the MBA program. Students will be unable to register for further classes until the tutorial is completed.

MASTER OF BUSINESS ADMINISTRATION PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$810
Online Tuition (per semester hour)	$810
MBA Online Simulation Fee	$110
Application Fee (non-refundable)	$75
Graduation Fee	$50

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.

COURSE SEQUENCING

Students are expected to satisfy all program prerequisites requirements prior to taking 600-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS COURSES

Master of Business Administration students have the option of taking select courses from the Rueckert-Hartman College for Health Professions and completing a specialization in Health Industry Leadership.

CROSS REGISTRATION

Master of Business Administration policy provides students with the opportunity to transfer up to six credit hours of graduate course work into the Master of Business Administration degree plan. Generally this policy is used to accept course work completed prior to admission into the Master of Business Administration Program. However, under special circumstances, students have the opportunity to complete work in other Regis graduate programs while enrolled in the Master of Business Administration Program and receive credit for the courses toward Master of Business Administration degree requirements. To register for non-MBA courses, a student must meet all requirements of the program whose course work is taken. Suitability of course work from other Regis graduate programs for Master of Business Administration credit depends on several factors: relevance of the course to the students needs and goals; compatibility of the course with Master of Business Administration mission and goals; fit of the course into the requirements of a student's field of emphasis; and suitability of the course for credit in the area of Business Administration. Approval for transfers under this policy must be obtained from the student's academic advisor prior to registration.

Students enrolled in other Regis University graduate programs and in Good Standing may register for MBA courses, either classroom-based or online. To do so the students must:

1. Have the approval from his/her academic advisor in the program in which the student is currently enrolled. and
2. Obtain written approval from the appropriate Master of Business Administration program chair.

Courses eligible for cross registration include all MBA courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite course exists, the student must satisfy all prerequisite requirements before he/she will be permitted to enroll. Permission to enroll in MBA courses does not guarantee that the courses can be transferred to the student's primary degree program.

COURSE OVERLOAD

Students are considered to be enrolled full time if they are registered for six semester hours in one semester. Students who want to register for more than six semester hours in any semester may do so with the approval of the Assistant Dean.

INDEPENDENT AND SPECIAL STUDIES

Independent and Special Studies courses are available through consultation with Master of Business Administration faculty and with the approval of the Master of Business Administration degree chair. Independent and Special Studies courses are described in the General Information section of this *Catalog* under the "Independent, Special and Extended Studies" heading.

DEGREE REQUIREMENTS

Master of Business Administration candidates must complete a minimum of 36 semester hours of graduate courses (600 level), 30 of which must be taken with the Regis University Master of Business Administration degree program.

Program Foundation Courses

Foundation courses prepare students to acquire the informational background necessary to pursue advanced (600 level) courses. These courses or their equivalent are required for students admitted to the program. Students may be provisionally admitted until these requirements have been fulfilled.

Financial Accounting (AC 320A)	3 SH
Managerial Accounting (AC 320B)	3 SH
Business Finance (FIN 400)	3 SH

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 foundation courses must submit documentation showing successful mastery of the course content.

CREDIT BY EXAM

Information regarding procedures for earning credit by examination for graduate fundamentals courses is available from the CPS Testing Center.

DUAL SPECIALIZATION

Candidates are permitted and encouraged to complete the Master of Business Administration with dual specializations. Candidates must complete the MBA Core courses and all the specialization requirements for each specialization. Specialization elective courses must include a minimum of nine elective hours unique to each specialization.

SECOND SPECIALIZATION

A Regis University Master of Business Administration graduate who wishes to return for a second Master of Business Administration specialization must complete another application and the required courses for the new specialization including a minimum of nine semester hours of electives unique to the new specialization. A second degree option is not available in the Master of Business Administration program. A certificate for the

specialization earned is awarded upon completion of the requirements.

MBA – Emerging Markets 36 SH

This is a specialization in Emerging Markets with a particular focus on Latin America. It is offered jointly with ITESO University and a degree for students completing this specialization is awarded jointly by ITESO and Regis University. Students must be proficient in both Spanish and English to enroll in this program. The admission policy is the same as for other MBA specializations with the addition of a Spanish or English language test.

MBAE 600--Emergent Modern Business Firms	3 SH
MBAE 601--Emerging Markets	3 SH
MBAE 602--Strategy in Emergent Economies	3 SH
MBAE 610--Financial Strategy	3 SH
MBAE 611--Marketing in Emergent Economies	3 SH
MBAE 612--Emergent Economy Operations	3 SH
MBAE 620--Strategic Human Resources	3 SH
MBAE 622--Firm Growth Strategies	3 SH
MBAE 630--Entrepreneurship and Innovation	3 SH
MBAE 631--Leadership and Change Management	3 SH
MBAE 632--Corporate Social Responsibility	3 SH
MBAE 695--New Business Environments	3 SH

MBA – Finance and Accounting 36 SH

Core Requirements	*15 SH*
MBAX 600--Sustainability and the Context of Business in the 21st Century	3 SH
MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 602--Developing Effective Organizations	3 SH
MBAC 604-- Financial Governance, Planning And Control	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 semester hours selected from the following:	
MBAA 603--Financial Reporting Policy and Practice	3 SH
MBAA 605--Advanced Auditing	3 SH
MBAA 607--Accounting for Non-Profit and Government Organizations	3 SH
MBAA 608--International Accounting	3 SH
MBAA 609--Case Studies in Management Accounting	3 SH
MBAA 610--Controllership	3 SH
MBAA 611--Tax Influence on Business Decision Making	3 SH
MBAA 612E-W--Seminar in Finance and Accounting	3 SH
MBAA 614--IT Auditing	3 SH
MBAA 612P--XBRL and Interactive Data	3 SH
MBAA 617--Accounting Information Systems	3 SH
MBAA 619--Forensic Accounting	3 SH
MBAA 621--Financial Applications of XBRL and Interactive Data	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
Electives	*3 SH*
Three semester hours of any 600-level courses selected from the MBA program.	
Capstone Requirement	*3 SH*
MBAX 695--Business Platforms: A Model for the 21st Century	3 SH

MBA – General (No Specialization) 36 SH

Core Requirements	*15 SH*
MBAX 600--Sustainability and the Context of Business in the 21st Century	3 SH
MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 602--Developing Effective Organizations	3 SH
MBAC 604-- Financial Governance, Planning And Control	3 SH
Required Courses	*6 SH*
MBAI 602--Issues in International Business	3 SH
MBAM 604--Leadership: Explored and Applied	3 SH

Electives *12 SH*

Twelve semester hours of any 600-level courses selected from the MBA program.

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

MBA – Health Industry Leadership 36 SH

Core Requirements *15 SH*

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604-- Financial Governance, Planning And Control 3 SH

Specialization Requirements *18 SH*

HSA 602--Strategic Planning and Development in Health Services* 3 SH

HSA 610--Health Care Delivery Systems* 3 SH

HSA 623--Legal Aspects of Health Services* 3 SH

HSA 630--Medical Practice Management* 3 SH

HSA 649--Health Care Information Systems* 3 SH

HSA 663--Advanced Concepts of Health Care Finance* 3 SH

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

*Courses taught in the Rueckert-Hartman College for Health Professions

MBA - Marketing 36 SH

Core Requirements *15 SH*

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604--Financial Governance, Planning And Control 3 SH

Specialization Requirements *6 SH*

MBAK 620--Discovering Marketing Opportunities 3 SH

MBAK 603--Marketing Strategy 3 SH

Specialization Electives *9 SH*

Nine semester hours selected from the following:

MBAK 604--International Marketing 3 SH

MBAK 606E-W--Seminar in Marketing 3 SH

MBAK 617--Product Management 3 SH

MBAK 619--Digital Marketing and Promotion 3 SH

MBAK 621--Integrating the Marketing Mix 3 SH

MBAK 622-- Branding & Promotion: Strategy to Implementation 3 SH

MBAK 623-- Customer Relationships: Development and Management 3 SH

MBAK 624-- Entrepreneurial Innovation 3 SH

Electives *3 SH*

Three semester hours of any 600-level courses selected from the MBA program.

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

MBA – Operations Management 36 SH

Core Requirements *15 SH*

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604-- Financial Governance, Planning And Control 3 SH

Specialization Requirements *6 SH*

MBAO 602--Operations Management 3 SH

MBAO 611--Innovations in Business 3 SH

Specialization Electives *9 SH*

Nine semester hours selected from the following:

MBAO 603--Leading Projects in Contemporary Organizations 3 SH

MBAO 615--Management of Project Performance 3 SH

MBAO 617--Product Management 3 SH

MBAO 619--Emerging Technologies 3 SH

MBAO 622-- Sustainable Operations 3 SH

MBAO 623--Supply Chain Management 3 SH

Electives *3 SH*

Three semester hours of any 600-level courses selected from the MBA program.

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

MBA – Organization Performance Management 36 SH

Core Requirements *15 SH*

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604-- Financial Governance, Planning And Control 3 SH

Specialization Requirements *15 SH*

MBAE 620--Strategic Human Resources 3 SH

MBAM 602--The Leadership Management Challenge 3 SH

MBOP 604--Coaching for Change 3 SH

MBOP 606--Effective Decision Making in Performance 3 SH

MBOP 608--Organizational Performance Measurement Systems 3 SH

Elective *3 SH*

Three semester hours of any 600-level courses selected from the MBA program 3 SH

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

MBA – Strategic Management 36 SH

Core Requirements *15 SH*

MBAX 600--Sustainability and the Context of Business in the 21st Century 3 SH

MBAC 600--The Economics of Management 3 SH

MBAC 601--Ethical and Legal Environment of Business 3 SH

MBAC 602--Developing Effective Organizations 3 SH

MBAC 604-- Financial Governance, Planning And Control 3 SH

Specialization Requirements *9 SH*

MBAM 611--Strategy Formulation 3 SH

MBAM 615--Managing Change 3 SH

MBAM 612--Strategy Implementation and Management 3 SH

Specialization Electives *9 SH*

Nine semester hours selected from the following:

MBAM 604--Leadership: Explored and Applied 3 SH

MBAM 609--Professional Communications 3 SH

MBAM 616--History and Theory of Management 3 SH

MBAM 617--Power and Politics 3 SH

MBAM 618--Finance for Strategic Managers 3 SH

MBAM 695E-W--Seminar in Strategic Management 3 SH

Capstone Requirement *3 SH*

MBAX 695--Business Platforms: A Model for the 21st Century 3 SH

MASTER OF SCIENCE IN ACCOUNTING

The Regis University Master of Science in Accounting was developed to allow those interested in accounting to broaden and deepen their Accounting skills. Master of Science in Accounting students are seasoned professionals who want to both broaden and deepen their knowledge and skills in accounting. In addition, the classes may help the student meet the "150 Hour Requirement" for the CPA Exam and/or the requirements for the CMA designation.

The mission of the Master of Science in Accounting program is to educate students for leadership roles in their profession and their organization. The goal of the Master of Science in Accounting program is for graduates to ethically prepare, evaluate, interpret and present information in a way that helps their organization, the public regulatory bodies and other stakeholders make appropriate decisions.

The Regis University Master of Science in Accounting program supports academic rigor through defined course outcomes in classes facilitated by appropriately qualified practitioners in their fields. The program provides a values centered education while seeking to inculcate students in lifelong learning in the Jesuit and Catholic traditions.

The Master of Science in Accounting program includes 30 semester hours of 600-level graduate courses and is offered in both the classroom and online formats using accelerated eight week terms. In addition, the student must show proficiency in the major foundations of business and accounting.

ADMISSION

Admission is open to all individuals who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two years of significant full-time work experience prior to admission to the Master of Science in Accounting degree program.

The Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered.

All Master of Science in Accounting candidates are required to submit the following:

- A completed application.
- A $75.00 application fee.
- An unofficial copy of their degree bearing transcripts. Official copies must be sent within one month of your application date, sent directly to Regis University Admissions Office.
- A current resume.
- Two letters of recommendation.
- Documentation showing two years of significant full-time business experience.
- Official GMAT score or one 750 word essay and one spreadsheet exercise.
- Faculty interview.

Once all documentation has been received, an Admissions Committee reviews the application, a faculty member conducts an interview and the committee makes an admission recommendation.

Students who are otherwise accepted into the MSA program, but who earned a GPA of less than 2.5 from the institution granting their bachelor's degree will be accepted provisionally and must complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500-- Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes. This requirement can be waived at the time of the student's interview only if the student has demonstrated professional experience that has clearly provided ample opportunity for the student to improve in her or his written communication skills.

Students who earned a GPA of 2.5 or greater from the institution granting their bachelor's degree, but whose essay demonstrates less than graduate level writing, may also be accepted provisionally and be required to complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500--Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes.

MASTER OF SCIENCE IN ACCOUNTING PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Classroom Course Tuition (per semester hour)	$780
Application Fee (non-refundable)	$75
Graduation Fee	$50

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 financial commitments and to fulfill its role and mission.

COURSE SEQUENCING

Students are expected to satisfy all program prerequisite requirements prior to taking 600-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

CROSS REGISTRATION

Master of Science in Accounting policy provides students with the opportunity to transfer up to six credit hours of graduate course work into to the Master of Science in Accounting degree plan. Generally, this policy is used to accept course work completed prior to admission into the Master of Science in Accounting program. However, under special circumstances, students have the opportunity to complete work in other Regis graduate programs while enrolled in the Accounting program and receive credit for the courses toward Master of Science in Accounting degree requirements. To register for non-Master of Science in Accounting courses, a student must meet all requirements of the program whose course work is taken. Suitability of course work from other Regis graduate programs for Master of Science in Accounting credit depends on several factors: relevance of the course to the students needs and goals; compatibility of the course with Master of Science in Accounting mission and goals; fit of the course into the requirements of a student's field of emphasis; and suitability of the course for credit in the area of Business Administration. Approval for transfers under this policy must be obtained from the student's academic advisor prior to registration. Student enrolled in other Regis University graduate programs and in Good Standing may register for Master of Science in Accounting courses either classroom-based or online. To do so the student must:

- Have the approval from his/her academic advisor in the program in which the student is currently enrolled.
- Obtain written approval from the appropriate Master of Science in Accounting program chair.

Courses eligible for cross registration include all MSA courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite course exists, the student must satisfy all prerequisite requirements before he/she will be permitted to enroll. Permission to enroll in MSA course does not guarantee that the courses can be transferred to the student's primary faculty lead.

COURSE LOAD

Students are considered to be enrolled full time if they are registered for six semester hours in one semester

INDEPENDENT AND SPECIAL STUDIES

Independent and Special Studies courses are available through consultation with the Master of Science in Accounting advisor and with the approval of the Master of Science in Accounting degree chair. Independent and Special Studies courses are described in the General Information section of this *Catalog* under the "Independent, Special and Extended Studies" heading.

PROGRAM FOUNDATION COURSES

Ten to fifteen semester hours of program foundation courses permit non-business managers the opportunity to acquire the informational background necessary to pursue advanced (600-level) courses. These courses are required for students admitted to the degree seeking or certificate program who have previously completed course work in the specific areas. Program foundation courses may be taken on a Pass/No Pass basis. Master of Science in Accounting students are required to earn a passing grade in all program foundation courses.

- Business or Corporate Finance (FIN 400)
- Auditing Principles and Procedures (AC 480)
- Financial and Managerial Accounting (AC 320A and AC 320B)
- Intermediate Accounting I (AC 410A)
- Intermediate Accounting II (AC 410B)
- Marketing (MKT 325)

Some or all of the foundation courses may be waived for students with sufficient educational background in the respective business areas covered. Student who petition to waive prerequisite courses must submit documentation showing successful mastery of the course content through CLEP or Dantes exams.

DEGREE REQUIREMENTS

Master of Science in Accounting candidates must complete a minimum of 30 semester hours of graduate courses (600-level), 24 of which must be taken at Regis University.

Total Degree Requirements	*30 SH*
MSAC 601--Ethical and Legal Environment of Business	3 SH
MSAA 602--Interpreting Accounting Information	3 SH
Electives	*21 SH*
Twenty-one semester hours selected from the following:	
MSAA 603--Financial Reporting Policy and Practice	3 SH
MSAA 605--Advanced Auditing	3 SH
MSAA 607--Accounting for Non-Profit and Government Organizations	3 SH
MSAA 608--International Accounting	3 SH
MSAA 609--Case Studies in Management Accounting	3 SH
MSAA 610--Controllership	3 SH
MSAA 611--Tax Influence on Business Decision Making	3 SH
MSAA 612E-W--Seminar in Finance and Accounting	3 SH
MSAA 616--XBRL and Interactive Data	3 SH
MSAA 614--IT Auditing	3 SH
MSAA 619--Forensic Accounting	3 SH
MSAA 621--Financial Applications XBRL and Interactive Data	3 SH
Capstone	*3 SH*
MSAC 695--Business Planning and Strategy	3 SH

MASTER OF SCIENCE IN ORGANIZATION LEADERSHIP

The Master of Science in Organization Leadership is an intensive, accelerated, integrated learning experience that provides preparation for effective leadership in a rapidly changing, global marketplace. The Master of Science in Organization Leadership program is designed for individuals who wish to cultivate their leadership skills and make a profound difference or 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:

- effective communication
- managing teams
- research skills
- project management
- applied leadership
- human relations
- conflict resolution
- problem solving
- critical thinking
- a specific discipline
- systems thinking
- management
- decision making
- organizational innovation and change
- strategic planning
- financial analysis

PROGRAM OUTCOMES

The Master of Science in Organization Leadership Program challenges students to take responsibility for their personal learning experiences. Upon successful completion of the program learners will have the knowledge and ability to:

- Confidently lead in the contemporary workplace.
- Strategically manage systemic change.
- Maximize human potential to achieve individual, team and organizational goals.

- Communicate succinctly and effectively across all levels.
- Practice socially responsible leadership in a changing global environment.
- Appreciate the value of lifelong learning and critical thinking.

ADMISSION

Admission is open to all individuals who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two years of significant work experience before admission to the Master of Science in Organization Leadership degree.

The 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 transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university
- One completed admission essay
- One letter of recommendation
- Current resume
- Faculty interview

Once all documentation has been received, an admissions committee reviews the application and makes an admission recommendation.

Students who are otherwise accepted into the MSOL program, but who earned a GPA of less than 2.5 from the institution granting their bachelor's degree will be accepted provisionally and must complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500-- Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes. This requirement can be waived at the time of the student's interview only if the student has demonstrated professional experience that has clearly provided ample opportunity for the student to improve in her or his written communication skills.

Students who earned a GPA of 2.5 or greater from the institution granting their bachelor's degree, but whose essay demonstrates less than graduate level writing, may also be accepted provisionally and be required to complete either MLS 501--Critical Thinking and Graduate Writing or EDFD 500--Essentials for Graduate Level Writing with a "B" or better prior to taking any 600 level classes.

MASTER OF SCIENCE IN ORGANIZATION LEADERSHIP PROGRAM CHARGES FOR THE 2014 – 2015 ACADEMIC YEAR

Tuition (per semester hour)	$705
Application Fee (non-refundable)	$75
Graduation Fee	$50

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.

COURSE SEQUENCING

- The first two courses (MSM 602 and MSM 612) must be taken one at a time, in any order, and prior to taking any other courses in the program.
- The five core courses (MSM 602, MSM 612, MSM 621, MSM 631 and MSM 661) and the capstone (MSM 682) are taken by all students.
- When students have successfully completed 27 semester hours of the required course work in the Master of Science in Organization Leadership program, they are permitted to register for MSM 682--Leading Responsible Organizations, the capstone course.

COURSE OVERLOAD

Students may take three courses in any semester (there are two academic periods per semester) as long as all prerequisites are met. Taking four or more courses during any semester (considered an overload) requires prior approval of the degree chair. Students may not take more than two 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.

CROSS REGISTRATION

Master of Science in Organization Leadership policy provides students with the opportunity to transfer up to six credit hours of graduate course work into the Master of Science in Organization Leadership degree plan. Generally this policy is used to accept course work completed prior to admission into the Master of Science in Organization Leadership Program. However, under special circumstances, students have the opportunity to complete work in other Regis graduate programs while enrolled in the Master of Science in Organization Leadership Program and receive credit for the courses toward Master of Science in Organization Leadership degree requirements. To register for non-Master of Science in Organization Leadership courses, a student must meet all requirements of the program whose course work is taken. Suitability of course work from other Regis graduate programs for Master of Science in Organization Leadership credit depends on several factors: relevance of the course to the students needs and goals; compatibility of the course with Master of Science in Organization Leadership mission and goals; fit of the course into the requirements of a student's field of emphasis; and suitability of the course for credit in the area of management. Approval for transfers under this policy must be obtained from the student's academic advisor prior to registration.

Students enrolled in other Regis University graduate programs and in Good Standing may register for Master of Science in Organization Leadership courses, either classroom-based or online. To do so the students must:

- Have the approval from his/her academic advisor in the program in which the student is currently enrolled; and
- obtain written approval from the appropriate Master of Science in Organization Leadership program chair.

Courses eligible for cross registration include all MBA courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite course exists, the student must satisfy all prerequisite requirements before he/she will be permitted to enroll. Permission to enroll in Master of Science in Organization Leadership courses does not guarantee that the courses can be transferred to the student's primary degree program.

DEGREE REQUIREMENTS

The Master of Science in Organization Leadership degree requires successful completion of a total of 30 semester hours of graduate course work (600-level). The degree can be completed in 20 months, taking one course each academic period.

Students must meet the following degree requirements:

- Successful completion of required MSM 600-level courses.
- The first two courses MSM 602 and MSM 612 must be taken prior to MSM 621.
- MSM 682--Leading Responsible Organizations, the capstone course is the last course taken, a grade of "B" or better is required for MSM 682.
- A cumulative grade point average of 3.000 or better in graduate-level Master of Science in Organization Leadership courses at Regis University;
- The ability to show practical application of leadership and change concepts through the successful completion of the capstone course.

Total Degree Requirements	*30-33 SH*
Core Requirements	*15 SH*
MSM 602--The Leadership Management Challenge	3 SH
MSM 612--Making Decisions in Organizations	3 SH
MSM 621--Leading Change and Innovation	3 SH
MSM 631--Strategic Management and Financial Reports Analysis	3 SH
MSM 661--Leading in Changing Economies	3 SH
Capstone	*3 SH*
MSM 682--Leading Responsible Organizations	3 SH
Specialization Requirements	*12 SH*

Students select one of the following four specializations:

Enterprise Resource Leadership and Planning	**12 SH**
MSCI 615--Business Process Engineering	3 SH
MSCI 625--Supply Chain Management	3 SH
MSCI 640--Enterprise Technology Management	3 SH
MSCI 681--Enterprise Project Systems	3 SH
Human Resource Management and Leadership	**12-15 SH**
MSM 635--Strategic Human Resource Management*	3 SH
MSM 636--Employment Law and Compliance	3 SH
MSM 637--Strategies in Compensation and Benefits	3 SH
MSM 638--Attracting and Retaining Workforce Talent	3 SH
MSM 639--Employee Relations and Performance Management	3 SH

* Required only if student lacks sufficient Human Resource experience. This requirement will make this a 33 semester hour program.

Organization Leadership and Management	**12 SH**
MSM 635--Strategic Human Resource Management	3 SH
MSM 651--Delivering Organization Excellence	3 SH
MSM 657/MBAO 603--Leading Projects in Contemporary Organizations	3 SH
MSM 671--Strategic Leadership	3 SH
Project Leadership and Management	**12 SH**
MSM 651--Delivering Organization Excellence	3 SH
MSM 657/MBAO 603--Leading Projects in Contemporary Organizations	3 SH
MSM 658/MBAO 615--Management of Project Performance	3 SH
MSM 659--Project Monitoring and Delivery	3 SH

DOUBLE SPECIALIZATION

Students may acquire a double specialization by completing additional courses as specified by the Master of Science in Organization Leadership Degree Plan.

GRADUATE ACADEMIC CERTIFICATES

A candidate for one of the academic certificate programs must apply and be accepted into the Master of Science in Organization Leadership degree program.

Regis Graduate Academic 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 Academic Certificate represents a

selection of college courses from the Master of Science in Organization Leadership program that are offered for academic credit. These courses could eventually be included in a Regis CPS 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., Project 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 the Master of Science in Organization Leadership Graduate Academic Certificates include:

- A minimum of 15 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.

ADMISSION

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

5. A completed application form, which includes a non-refundable application fee.
6. Official transcript(s) reflecting a bachelor's degree awarded from a regionally accredited college or university.
7. Two years of significant work experience.
8. Two completed admission essays.
9. Two letters of recommendation.
10. A current resume.

Executive Leadership 15 SH

The Executive Leadership 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 602--The Leadership Management Challenge 3 SH

MSM 612--Making Decisions in Organizations 3 SH

MSM 621--Leading Change and Innovation 3 SH

MSM 635--Strategic Human Resource Management 3 SH

MSM 671--Strategic Leadership 3 SH

Executive Project Management 15 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 602--The Leadership Management Challenge 3 SH

MSM 651--Delivering Organization Excellence 3 SH

MSM 657/MBAO 603--Leading Projects in Contemporary Organizations 3 SH

MSM 658/MBAO 615--Management of Project Performance 3 SH

MSM 659--Project Monitoring and Delivery 3 SH

Strategic Business Management 15 SH

The Strategic Business Management 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 602--The Leadership Management Challenge 3 SH

MSM 621--Leading Change and Innovation 3 SH

MSM 631--Strategic Management and Financial Reports Analysis 3 SH

MSM 651--Delivering Organization Excellence 3 SH

MSM 657--Leading Projects in Contemporary Organizations 3 SH

Strategic Human Resource Integration 18 SH

The Strategic Human Resource Integration 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 602--The Leadership Management Challenge 3 SH

MSM 635--Strategic Human Resource Management 3 SH

MSM 636--Employment Law and Compliance 3 SH

MSM 637--Strategies in Compensation and Benefits 3 SH

MSM 638--Attracting and Retaining Workforce Talent 3 SH

MSM 639--Employee Relations and Performance Management 3 SH

COLLEGE FOR PROFESSIONAL STUDIES COURSE DESCRIPTIONS
UNDERGRADUATE

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 325. ACCOUNTING PRINCIPLES AND MANAGEMENT CONCEPTS (3). Introduces accounting principles, procedures and reports used in business decision-making. Focuses on tools to determine cost, profitability, and equity; manage cash; assess business performance; plan for future operations; and examine key ethics issues. NOTE: Non-majors only. This course may not be substituted for AC 320A and AC 320B, although students may elect to take AC 320A and AC 320B in place of AC 325.

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, equity methods for investment, consolidations, and international accounting. 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 320B.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): AC 410A and AC 410B.

AC 491. ACCOUNTING ETHICS (3). Examines the ethical responsibilities of accountants in the business environment, both individually and within an organization. Focuses on various frameworks for ethical decision making, accounting codes of conduct, accountants' responsibilities for ethical behavior, and the current state of the accounting profession based on past and current ethical dilemmas faced by the profession. Prerequisite(s): AC 410C, AC 440 and AC*480;

AC 493. SENIOR CAPSTONE (3). 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): AC 480 and AC 410C NOTE: Majors only and Senior standing. Successful completion of eighteen (18) upper division Accounting semester hours required.

BUSINESS ADMINISTRATION (BA)

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: CIS 206.

BA 300. BUSINESS SYSTEMS IN A SUSTAINABLE SOCIETY (3). Applies individual skills in a systems approach to business, probes individual and organizational functional dependencies, and responsibility to internal and external stakeholders in the context of social responsibility, sustainable growth, and the Jesuit world view questioning "How ought we to live?"

BA 315. DEVELOPING SUPERVISION 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 335. GLOBAL BUSINESS ISSUES (3). Assesses global impacts from historical, cultural, social, economic, government, and business perspectives. Analyzes how changes affect decision-making, ethical and justice concerns. Cross listing: EC 335.

BA 366. MANAGEMENT ESSENTIALS (3). Examines managerial principles, theory, practices, and problems applicable to a variety of modern organizations through a study of the fundamental functions of management. Specific trends, techniques, principles, and skills for life-long learning, critical thinking, ethics and awareness of organizational and social issues are explored.

BA 381. LEGAL ENVIRONMENT OF BUSINESS (3). Explores contemporary legal environments of business focusing on forms of business, regulatory agencies and issues, antitrust law, sales, negotiable instruments, agency, environmental law, and selected employment law and international business topics. Includes fundamentals of tort law, with specific emphasis on negligence and product liability.

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 towards 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 contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization. Cross listing: COM 418.

BA 426. MANAGING CULTURAL DIVERSITY (3). Provides an in-depth exploration of diversity influences in organization. Includes stereotypes and other blocks to equal treatment, and the impact of increasing diversity on organizational objectives and career expectations.

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). Explores labor and management relations in the workplace: process of unionization, collective bargaining, contract administration and labor costing. Examines economics of labor markets: supply and demand, wage determination, impact of unemployment and public policy decisions. Prerequisite(s): EC 320 and 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 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 and interpersonal and group dynamics. Cross listing: PY 456.

BA 457. PROCESS MAPPING AND IMPROVEMENT (3). Identifies methods and tools used in the identification, examination and improvement of process within an organization. Focuses on the involvement of various elements of an organization to identify customer requirements, evaluate current processes against those requirements, and lead the effort to make changes to processes. Prerequisite(s): BA 458 or CIS 448.

BA 458. PROJECT MANAGEMENT (3). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing, and budgeting.

BA 459. BUSINESS SYSTEMS: ANALYSIS AND INNOVATION (3). Examines the systems and processes of business for effective, efficient and sustainable business evolution. Knowledge of systems planning, analysis, and improvement processes supports innovation in changing business climates. Prerequisite(s): BA 458.

BA 465. STRATEGIC MANAGEMENT (3). Explores the understanding of strategy formulation and implementation within the competitive environment. Emphasizes the integration of knowledge acquired in previous functional area courses. Prerequisite(s): BA 366, FIN 400, and MKT 325. NOTE: Should be taken at the end of student's degree program.

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. COMPENSATION POLICY AND EMPLOYMENT LAW (3). A comprehensive study of compensation systems. Topics include employment legislation affecting pay systems, job analysis/job design and evaluation, internal/external equity issues, pay grades, statutory and voluntary employee benefits and relevant motivation theories. Prerequisite(s): BA 452.

BA 468. INTERNATIONAL BUSINESS (3). Examines scopes and challenges of doing business and marketing goods and services to foreign markets. Addresses cultural, legal, political, geographic, management, organizational, and marketing practices. Reviews establishing markets, research, distribution channels, and export processes.

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 473. DECISION-MAKING AND PROBLEM SOLVING (3). Examines involvement of stakeholders in decision processes, models for decision-making, decision trees, risk analysis, and issues associated with implementation of decisions. Cross listing: COM 470.

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: CIS 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). Introduces the American legal system and provides essential background information on civil dispute resolution and the constitutional basis of law. Focus is on the fundamentals of contract law and the general provisions of the Uniform Commercial Code, Article 2.

BA 490E-W. INDEPENDENT STUDY IN BUSINESS (3). Enables students to pursue special topics of interest not covered in regularly offered courses. Developed under the direction of a faculty member.

BA 493A. BUSINESS RESEARCH (3). Applies business theory and research methodology to develop the proposal for Senior Capstone--BA 493B. Focuses on problem definition, research design, data acquisition, and analysis. Prerequisite(s): BA 300, MT 270 and senior standing.

BA 493B. SENIOR CAPSTONE (3-6). Provides culminating experience of the major, focusing on integrating theory with application and implementation of research to a complex business problem, need, or opportunity. Prerequisite(s): BA 493A and senior standing.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems in the business environment including whistle-blowing, employee rights, privacy, hiring, compensation, as well as corporate social responsibility and governance. Covers the fundamental philosophical theories that can be used to address these dilemmas. Individually, students investigate specific dilemmas inherent in their chosen profession and analyze how those problems could be resolved by value-driven ethical standards.

BA 495F. ETHICS IN GOVERNMENT (3). Focuses on ethical problems that arise and role of the individual decision-maker in the entry-level position as opposed to the managerial level. Studies the various philosophical and social/psychological decision making systems which can be used to resolve ethical problems. Includes case studies and role-playing in the government setting. Cross listing: PA 495F.

BA 497E. INTERNSHIP IN HUMAN RESOURCES (3). Develops skills and experience in the field of human resources management by developing and/or implementing an HR program/product under the supervision of an HR professional. NOTE: Portfolio credit not available. Prerequisite(s): Majors or minors only. Senior standing.

BACHELOR OF APPLIED SCIENCE (BAS)

BAS 494. SENIORCAPSTONE (3).. Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Cross listing: COM 494, PY 494, and SO 494. NOTE: Majors only and senior standing required. Successful completion of 18 upper division semester hours of course work in major required.

BUSINESS (BUS)

BUS 301. OWNING YOUR CAREER OPTIONS AND CHOICES (3). Evaluates the current business and employment environments, assesses personal and professional skills and abilities and creates a path for actualizing career aspirations. Tools and techniques for the professional journey develops strategies for taking advantage of opportunities and for navigating potential stumbling blocks. NOTE: Should be one of the first courses taken in the School of Management curriculum.

BUS 472. PROFESSIONAL COMMUNICATION (3). Explores face-to-face and technological methods for successful interpersonal and organizational communication in professional environments. Explores: small group dynamics, professional influence, business presentations, meeting management, interviewing, and virtual teams. NOTE: Junior standing required. Cross listing: COM 472.

BUS 493. CAPSTONE APPLIED PROJECT (3). Culminating experience for the major, requiring students to utilize integrated program concepts and theories to investigate and address a complex business problem, need or opportunity. NOTE: Majors only. Senior class standing required.
BUS 498E-W. INTERNSHIP (3). Provides faculty-directed field experience. NOTE: Approval of Academic Advisor and Program Chair required. Repeatable once.

CATHOLIC STUDIES (CAS)

CAS 409. JUSTICE AND PEACE (3). Studies issues of poverty, human rights, economic justice, war, and the environment from the perspective of religious values. Cross listing: RC 409.

CAS 412. CATHOLIC LIFE AND THOUGHT (3). An exploration of post-Vatican Council II Catholic Christian belief and practice with emphasis on the foundations, historical forms and resources of the tradition and its development. Special attention will be given to topics of interest to adults. Cross listing: RS 412.

CAS 416. IGNATIAN SPIRITUALITY (3). Examines The Spiritual Exercises of Ignatius Loyola as a method to explore a student's personal experience in order to discover God's action in the world. Emphasizes inner balance as a tool for personal and social transformation. Cross listing: RC 416.

CIVIL SOCIETY STUDIES (CIV)

CIV 410. US AND GLOBAL CIVIL SOCIETY (3). Examines U.S./global civil society including its history, theory and role in local, regional and global social, economic and political contexts. Examines the cultural context of civil society development, human and civil rights, and contemporary trends.

CIV 420. CIVIL SOCIETY SYSTEMS (3). Examines U.S/global systems of nonprofit/ nongovernmental organizations, including organizational theory, structure, governance, stewardship, voluntarism, and civic engagement. Economic and policy relationships between civil society organizations, government, and market sectors reviewed related global or community need.

CIV 430. CIVIL SOCIETY PHILANTHROPY (3). Examines theory and practice of U.S. and global philanthropy and funding. Discusses ethical fund raising, grant writing, social enterprise and organizational entrepreneurship. Offers a lens for planning funding endeavors and attaining program impact. NOTE: Recommend completion of CIV 410 and CIV 420 prior to completion of CIV 430.

CIV 440. LEADERSHIP IN CIVIL SOCIETY (3). Identifies elements of leading and managing in nonprofit and non-governmental organizations, including. U.S. and global legal designations. Examines roles and responsibilities of boards, executives, staff, and volunteers in strategic planning/programming, volunteer management, and evaluation. NOTE: Recommend completion of CIV 410 and CIV 420 prior to completion of CIV 440.

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 211. TECHNOLOGY-BASED PUBLIC SPEAKING (3). Provides knowledge and skills to lead others more effectively through presentational communication utilizing online technology and delivery frameworks. Includes developing more meaningful voice based on ethical communication, audience engagement and thoughtful responses to contemporary issues. NOTE: Requires a web camera and a live audience.

COM 215. INTERNET COMMUNICATION(3). Identifies the various levels and functions of communication as they apply to design and presentation of ideas in an environment mediated by digital technology. Students will demonstrate appropriate and effective messages based on audience analysis, desired outcomes and goals.

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 382. UNDERSTANDING COMMUNICATION (3).. Applies foundational ideas about communication to personal, social, and professional relations. Explores communication concepts that explain and predict everyday behaviors in relationships, groups, organizations and across generations, cultures and genders.

COM 400. INTERCULTURAL COMMUNICATION (3). Using readings, film, field experience and/or dialogue, the course investigates cultural identity, meaning, patterns, relationships and conflicts that arise as contact increases between people of different cultures in our global society.

COM 406. COMMUNICATION IN A TECHNOLOGICAL ENVIRONMENT (3). Explores the impact of the computer culture on human communication. Identifies how the computer culture has changed communication, norms, expectations and language. Practices key competencies associated with communication interaction, including interpersonal, organizational and conflict communication. Prerequisite(s): COM 210 or equivalent.

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, or manage common types of conflicts 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 412. CULTURAL INTELLIGENCE (3). Develops culture competence skills required in today's global economy. Foundation to the theory and practice of cultural intelligence, which predicts adjustment and success in multicultural settings. Examines deep layers of culture, including core worldview assumptions.

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 417. MARKETING COMMUNICATION (3). Covers integrated marketing communication (IMC) concepts and practices for internal and external audiences. Students develop a media plan (digital, direct and mass); address message developmemt, promotions and advertising and PR. Examines media (including global media) effects on persuasion and legal,

regulatory and ethical issues. Prerequisite(s): MKT 325. Cross listing: MKT 402.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization. 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 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.

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 that will enhance both personal and professional success. Cross listing: BA 437.

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.

COM 442. LEADING CHANGE AND INNOVATION (3). Explores effective communication strategies used by exemplary leaders to introduce and implement change and create an organizational environment that alleviates resistance to change and energizes and inspires others to innovate rather than react.

COM 450. SERVICE LEADERSHIP (3). Examines how leadership emerges through the collaborative efforts of concerned and committed citizens. Provides a look at leadership through community service.

COM 452. FOLLOWER-CENTERED LEADERSHIP (3). Follower-centered leaders focus on enhancing their followers' well-being. Provides an in-depth examination of key attributes associated with follower-centered leaders including empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

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 467. COMMUNICATING THROUGH SOCIAL MEDIA (3). Explores different forms of social media and its influence on interpersonal and professional relationships. Examines the impact of social media on personal and group identity as well as relationship formation, maintenance, and intimacy.

COM 470. DECISION MAKING AND PROBLEM SOLVING (3). Examines involvement of stakeholders in decision processes, models for decision-making, decision tress, risk analysis, and issues associated with implementation of decisions. Cross listing: BA 473.

COM 472, PROFESSIONAL COMMUNICATION (3). Explores face-to-face and technological methods for successful interpersonal and organizational communication in professional environments. Explores: small group dynamics, professional influence, business presentations, meeting management, interviewing, and virtual teams. NOTE: Junior standing required. Cross listing: BUS 472.

COM 483. RESEARCH METHODS (3) Introduces scientific 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. Cross-listing(s): PY 483 and SO 483.

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 494. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work of Regis University. Prerequisite(s): COM 483, PY 483, or SO 483.Cross listing: BAS 494, PY 494 and SO 494. NOTE: Majors only and senior standing required. Successful completion of 18 upper division semester hours of course work in major required

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 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. NOTE: Not for CIS majors.

CIS 300. FOUNDATIONS OF INFORMATION TECHNOLOGY (3). Introduction to contemporary information technology and information systems concepts. Focuses on people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create business competitive advantage.

CIS 313. INTRODUCTION TO DATABASE CONCEPTS (3). Introduces database concepts and technology. Enables the student to become a knowledgeable end-user of database management systems and to appreciate the roles of database designers, managers, and administrators. Provides an understanding of the usage of databases in the information system of an organization. Topics include entity-relationship models, logical and physical database designs, queries, SQL, transaction processing,

concurrency control, recovery techniques, and emerging trends in database systems.

CIS 318. ETHICS FOR THE INFORMATION TECHNOLOGY PROFESSIONAL (3). Focuses on ethical problems that arise in the Information Technology world. Explores the areas of IT crime, privacy, intellectual property, software development, and employer/employee issues. Introduces the codes of ethics for various IT professional associations and organizations.

CIS325. 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.

CIS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL/PL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use subqueries, data security and integrity. Prerequisite(s): CIS 445 or CS 445. Cross listing: CS 442.

CIS 445. DATABASE MANAGEMENT (3). Introduces core concepts in data management. Students identify organizational information requirements, convert conceptual data models into relational data models, apply normalization techniques, and utilize an Oracle relational database management system in a virtual lab environment. Prerequisite(s): CS 362. Cross listing: CS 445.

CIS 448. INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3). Introduces management of Information Technology projects, including management of personnel resources and materials resources. Techniques for establishing goals and realistic timelines for delivery of an Information Technology project are also implemented.

CIS 455. MANAGEMENT INFORMATION SYSTEMS (3). Explores organizational and technical theories of management information systems. Provides a framework for management theory and organization theory. Examines management information system technology and its physical and logical components. Introduces decision support and expert systems.

CIS 457. BUSINESS PROCESS REENGINEERING (3). Introduces the main concepts underlying Business Process Reengineering (BPR). Covers the capabilities of inter-organizational information systems aimed at streamlining and integrating supply chains, explains the enabling role of information technology (IT), and demonstrates the application of IT capabilities over the redesign of inter-organizational business processes. Prerequisite(s): CIS 325.

CIS 458. BUSINESS PROCESS MANAGEMENT (3). Introduces key concepts and approaches to business process management and improvement. Examines how to identify, document, model, assess, and improve core business processes. Hands-on experience with SAP ERP software. Prerequisite(s): CIS 325

CIS 460. DECISION SUPPORT SYSTEMS (3). Studies decision support systems representing recent advances in computer-based information systems. Studies how the decision support system 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.

CIS 461 BUSINESS INTELLIGENCE (3). Introduces business intelligence techniques for transforming structured/unstructured data into meaningful information in order to gain competitive advantage. Explores the managerial, strategic and technical issues associated with developing/deploying business intelligence and analytics solutions. Prerequisite(s): CIS/CS 445 or CIS 313.

CIS 463. E-COMMERCE TECHNOLOGY MANAGEMENT (3). Introduces concepts of electronic commerce and technologies employed. Covers catalysts for e-commerce (B2B and B2C), the convergence of technological challenges, legal and regulatory frameworks, behavior and educational challenges, organization and business barriers, and strategies for e-commerce. Prerequisite(s): CIS 455.

CIS 464. ENTERPRISE SYSTEMS (3). Provides an understanding of the managerial/technical issues in planning, designing, and implementing enterprise systems. Demonstrates the integration of information and business processes across functional areas into a unified system. Hands-on experience with SAP ERP software. Prerequisite(s): CIS 455.

CIS 465. IS STRATEGY, MANAGEMENT AND ACQUISITION (3). Explores the acquisition, development and implementation plans and policies to achieve efficient and effective information systems. Defines the high-level IS infrastructure and systems that support the operational, administrative and strategic needs of the organization. Prerequisite(s): CIS 464.

CIS 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. Covers 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. NOTE: Not for CIS majors.

CIS 493. SENIOR CAPSTONE (3). 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): Senior standing and successful completion of eighteen (18) upper division CIS semester hours. Cross listing: CS 493 and CN 493.

COMPUTER NETWORKING (CN)

CN 301. NETWORKING TECHNOLOGIES AND FUNDAMENTALS (3). Introduction to Internet systems and protocols supporting networked applications and their relationship with end-users. Presents design, management and administration of simple network topologies. Introduces OSI model, TCP/IP, and their constraints. NOTE: For non-majors only.

CN 311. SYSTEMS ARCHITECTURE (3). Presents design, management and administration of simple to complex network topologies. Intro to Internet connectivity and protocols

supporting networked applications over a distributed network and their relationship with end-users. Introduces the concepts of user content, applications, services, and infrastructure.

CN 316. NETWORK INFRASTRUCTURE (3). Investigates the foundations of network infrastructures and emerging network technologies. Covers OSI model in depth, including TCP/IP. Investigates the standards, design, architecture, and operation of LAN, WAN and telecommunications services. Introduces basic switching & routing concepts. Prerequisite(s): CN 311 and MT 320.

CN 321. BROADBAND AND WIRELESS FUNDAMENTALS (3).. Presents Wide Area Network (WAN) interconnection technologies, including Internet Service Provider (ISP) and wireless carrier services. Covers telecomminications link engineering considerations and methodologies. Investigates wireless communications technology and infrastructure in wireless LAN and cellular architectures.Prerequisite(s): CN 316.

CN 400. ENTERPRISE NETWORKING (3). Builds on CN 321 with an examination of the design and implementation of large enterprise and data center networks. Covers IPv6, OSPF, BGP, DNS, VRRP, SSL/TLS, load balancing, session persistence and fault tolerant network designs. Prerequisite(s): CN 321 and CS 362.

CN 410. VOICE AND VIDEO NETWORKS (3), Introduction to streaming media protocols and their implementation. Coverage, includes VoIP, SIP, RTP QoS, Security, Unified Communication and the regulation of media content (voice, music, TV, videos) currently and historically. Prerequisite(s): CN 400.

CN 412, SIP AND VOIP LABORATORY (3). Lab course. Covers how to set up and run and Asterisk VoIP call processing server and enable a unified voice and data communications system within and organization. Prerequisite(s): CN 412.

CN 444. WIRELESS NETWORKS (3). Examines wireless technologies used in infrared, spread spectrum, microwave, and cellular systems. Discusses integration of WLANs, satellite communications and cellular systems in an organization. Includes protocols, security practices and applications used on wireless technologies. Prerequisite(s): CN 400.

CN 460. FUNDAMENTALS OF E-SECURITY I (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 foundation for future e-security courses. Prerequisite(s): CN 316 or CS 450.

CN 461. FUNDAMENTALS OF E-SECURITY II (3). Uses an integrated study of network security, cryptography, operational security, disaster recovery, business continuity planning, and information security legal issues to round out the essential e-security foundation. Prerequisite(s): CN 460.

CN 462. ETHICAL HACKING AND DEFENSE (3). Explores security threats and vulnerabilities that face computer network engineers by using penetration testing techniques. Examines requirements for a formal hacking lab and discusses ethical boundaries between white and black hat hacking. Prerequisite(s): CN 460.

CN 463. CYBER CRIME AND IT COMPLIANCE (3). Examines societal, ethical, and legal issues involved in information assurance as implemented through ethics and laws. Analysis of compliance themes that affect IT environment for financial, publicly traded, and healthcare organizations as well as industry regulations. Prerequisite(s): CN 461.

CN 468. ROUTING, SWITCHING, AND TELECOMMUNICATIONS (3). Introduces telecommunication methods that evolved into today's high speed enterprise routing and switching concepts. Students work with modern communication protocols that support wireless, VOIP and cable data transmission. Prerequisite(s): CN 316 or equivalent.

CN 470. TIERED INFRASTRUCTURE (3). Analyzes and troubleshoots tiered information infrastructures. Demonstrates methods to build resilient, reliable and redundant networks while emphasizing support of strategic business goals. Prerequisite(s): CN 316 or equivalent.

CN 472. ADVANCED ROUTING AND SWITCHING (3). Investigates Telecommunication techniques and protocols that integrate voice communications with data networks. Topics include advanced routing and switching protocols over high speed data and voice networks. Prerequisite(s): CN 316 or equivalent.

CN 474. PROTOCOL ANALYSIS (3). Investigates protocols that reside within enterprise environments and in use on wide area networks. Examines how to correctly identify and utilize each protocol within a network using analyzers. Prerequisite(s): CN 316 or equivalent.

CN 476. CONVERGENT TECHNOLOGIES (3). Provides students the opportunity to examine the integration of business goals and a unified communication plan. Focuses on VOIP and wireless communication integration. Prerequisite(s): CN 316 or equivalent.

CN 478. MANAGEMENT OF ENTERPRISE NETWORKS (3). Explores datacenter support and management requiring the integration of servers, applications and data storage with business operations and goals. Examines the impact of recent ethical, governance and legal concerns on business operations. Prerequisite(s): CN 410 and CN 461 or equivalent.

CN 493. SENIOR CAPSTONE (3). 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): Senior standing and successful completion of eighteen (18) upper division CN semester hours. Cross listing: CIS 493 and CS 493.

COMPUTER SCIENCE (CS)

CS 208. COMPUTER SCIENCE FUNDAMENTALS (3). Provides an introduction to Computer Science/Computer Information Systems. Includes numbering systems, mathematical and logical binary operations, basic concepts of computer organization, and operating systems. Introduces systems analysis and design, management information systems, databases, networking, assembly and high-level language program development environments.

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 362.

CS 361. CONTROL STRUCTURES (3). Develops a precise and logical methodology for problem solving and reducing solutions to algorithmic format. Introduces the concepts and methodologies of structured programming and design. Demonstrates the uses, abuses, and best practices of sequential, selection, iterative, recursive, and subprogram control structures.

CS 362. DATA STRUCTURES (3). Combines concepts discussed in CS 361, computer programming and design, with structural programming and design. Examines data structures including arrays, structures, linked lists, queues, stacks, file organization along with file processing and algorithms used in problem solving. Emphasizes sound programming practices. Prerequisite(s): CS 361

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 208 and CS 362.

CS 372. ADVANCED PROGRAMMING AND ALGORITHMS (3). Demonstrates methods for analyzing the efficiency of computer algorithms. Analyzes searching and sorting algorithms, including hashing, shell sort, quicksort, and mergesort. Develops advanced programming skills through enhanced program analysis and design, team programming, and design and implementation of large projects. Prerequisite(s): CS 208 and CS 362.

CS 375. COMPUTATION THEORY (3). Studies the various computational forms including Automata, Lambda Calculus, Tuning Machines, Recursive Functions and emgerging theories. Explores the association of formal language and computation. Introduces NP and NP Complete problems and limits on computation. Prerequisite(s): MT 320.

CS 390. PRINCIPLES OF PROGRAMMING LANGUAGES (3). Introduces the constructs upon which contemporary programming languages are based. Students investigate programs written in declarative and imperative programming languages including functional, logic, structured, and object-based approaches. Prerequisite(s): CS 362 and CS 375.

CS 412. WEB and DATABASE PROGRAMMING (3). Introduces Web-based multi-tiered distributed application development. Topics include using markup and scripting languages in the Presentation tier, services in the (web and business) Logic tier, and a relational database in the Data tier. Prerequisite(s): CS 362.

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 362.

CS 432. MODERN SOFTWARE ENGINEERING (3). Introduces modern software engineering using the object-oriented paradigm. Develops an object model for use in object-oriented analysis, design, and programming. Topics include object modeling, UML, object-oriented analysis and design. Prerequisite(s): CS 208 and CS 362.

CS 433. COMPUTER SYSTEMS SECURITY (3). Introduces the concept of security in computing. Topics include cryptography, program security, operating systems protection, database security, and network security. Explores current security models, internal and external security threats, risk analysis, privacy issues and security laws and regulations. Prerequisite(s): CS 430and CS 450.

CS 434. OBJECT-ORIENTED PROGRAMMING USING JAVA (3).. Introduces the Java programming language and application of object-oriented programming principles to the solution of contemporary software engineering problems, including Graphical User interfaces, Design Patterns, and Platform-Based Development (tablets, smart phones, and servers). Prerequisite(s): CS 208 and CS 362.

CS 436. OBJECT-ORIENTED PROGRAMMING USING C++ (3). Focuses on translation of object-oriented analysis and design documents into efficient C++ code. Uses C++ programming to implement object-oriented programming techniques. Emphasizes methods, classes and objects, inheritance, polymorphism, message passing, instantiation, and data hiding. Prerequisite(s): CS 372 and CS 432.

CS 437. ADVANCED DATA STRUCTURES (3). Presents advanced data structures used to represent complex data. Enhances programming skills via implementation of these data structures, along with algorithms that apply to each. Includes advanced uses of arrays and linked lists, as well as coverage of trees, priority queues, heaps, and graphs. Prerequisite(s): CS 372 and CS 436 or 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 disk drive performance analysis, virtual storage, cache memory, pipelining, micro-code and bit-slicing. Examines several systolic architectures and their corresponding parallel processing environments. Prerequisite(s): CS 370.

CS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL/PL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use subqueries, data security and integrity. Prerequisite(s): CS 445 or CIS 445. Cross listing: CIS 442.

CS 445. DATABASE MANAGEMENT (3). Introduces the theory of database design. Discusses techniques of database systems implementation, physical file organization, data integrity, security techniques, and management of the database environment. Explores data structures used in databases, database management, and data communications. Prerequisite(s): CS 362. Cross listing: CIS 445.

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 and CS 362.

CS 452. WEB AND DATA BASE PROGRAMMING (3). Introduces web based mulit-tiered distributed application development. Topics include markup and scripting languages in the Presentation-Tier services in the (web and business), Logic-Tier, and a relational database in the Date-Tier.

CS 461. ARTIFICIAL INTELLIGENCE SYMBOLIC REASONING (3). Artificial Intelligence studies computer based agents that perceive and act rationally within an environment. Introduction to the technologies used to construct agents that represent knowledge, search spaces, perform inference and learn.

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 372 and CS 430.

CS 468. ADVANCED UNIX (3). Expands upon knowledge of UNIX systems. Introduces systems administration tasks, including software installation, system configuration, and managing user accounts. Studies risks faced by computer systems and UNIX security mechanisms. Explores UNIX system programming including signal and interprocess communication. Prerequisite(s): CS 372 and CS 465.

CS 474. ENTERPRISE SOFTWARE DEVELOPMENT (3). Examines the architecture of modern, distributed, enterprise software systems. Topics include Enterprise Architecture, Business-Process Management, and Service-Oriented Architectures and enabling technologies like Web Services. Requires students to write software in a SOA environment. Prerequisite(s): CS 434.

CS 493. SENIOR CAPSTONE (3). Provides the culminating experience of the Computer Science major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Senior standing and successful completion of eighteen (18) upper division CS semester hours. Cross listing: CIS 493 and CN 493.

CRIMINOLOGY (CR)

CR 350. INTRODUCTION TO 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.

CR 360. INTRODUCTION TO FORENSIC SCIENCE (3). Uses scientific method and thought process to think critically about the evidence of crime.

CR 370. CRIMINAL DEVIANCE (3). Study of criminal behavior from a psychosocial approach. Examines various criminological perspectives of criminal behavior as well as specific psychological, biological, and learning factors of those individuals disposed to commit crime.

CR 413. CRIME ANALYSIS (3). Provides an introduction to crime analysis including its components and history. Covers theory, data collection, crime mapping, crime disorder, problems in law enforcement, and career opportunities.

CR 425. PROFESSIONAL ETHICS IN CRIMINOLOGY (3). Investigates ethical issues concerning personal professional ethics, privileged communications, decision-making, use of statistical data, conflicting loyalties, competing social demands and other tensions specific to the criminal justice system.

CR 426. PSYCHOLOGY OF CRIME (3). Evaluating psychological explanations of crime; combining classic theory with new developments in eyewitness testimony, offender profiling and forensic psychology; topics: theoretical history of criminal psychology, interpersonal violence, sexual violence and deviancy, including major sociological theories.

CR 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.

CR 428. YOUTH VIOLENCE AND DELINQUENCY (3). Examines youth violence, causal variables explaining these aberrant behaviors, the juvenile justice system that contends with this form of violence, and criminological and sociological theories that explain violent juvenile crimes.

CR 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.

CR 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.

CR 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.

CR 445. HOMELAND SECURITY (3). Introduces and defines Homeland Security and the terminology and concepts used by professionals in the field. Identifies First Responders (i.e., FEMA, Secret Service, police departments, etc.) and the challenges and problems associated with each.

CR 446. PERSPECTIVES ON TERRORISM (3). Explores current and historical sociological, political, and religious climates, which contribute to acts of terrorism. Examines motivation, direction, funding, responses, impacts and consequences.

CR 448. HOMELAND SECURITY: LEGAL AND ETHICAL ISSUES (3). Identifies emerging legal and ethical implementation issues associated with actions taken by response organizations and individuals within those organizations. Discusses new and emerging legislation.

CR 449. VULNERABILITY AND SECURITY (3). Explores theories and practices behind security and vulnerability

assessments. Examines existing security practices and assessment models used in organizations. Identifies emerging security concerns and solutions, including monetary resources, to counter potential threats.

CR 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.

CR 473. DECISION-MAKING AND PROBLEM SOLVING IN CRIMINOLOGY (3). Examines decision-making models and their impact in criminal justice agencies, outcomes, and stakeholder satisfaction. Explores personal discretion, the role of organizational policies, political and social influences, and the implications of overly influential cohorts, and other professional organizations and citizens.

CR 483. RESEARCH METHODS (3). Introduces scientific 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.

CR 494. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application of theory. Prerequisite(s): Majors only and 21 SH of upper division CR courses. NOTE: Must be completed as graded course work at Regis University.

ECONOMICS (EC)

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). Analyzes economic models of consumer and producer decision-making, demand, supply, equilibrium in markets. Examines the causes of different market structures and their influence on market conduct and performance. Explores microeconomic issues related to market outcomes, such as market power, market failure, efficiency, equity, and international economic interdependence.

EC 335. GLOBAL BUSINESS ISSUES (3). Assesses global impacts from historical, cultural, social, economic, government, and business perspectives. Analyzes how changes affect decision-making, ethical and justice concerns. Cross listing: BA 335.

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. Cross listing: FIN 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.

EDUCATION (ED)

ED 205. ADULT LEARNING (3). Integrates key principles of adult learning theory, the Jesuit philosophy of academic excellence, and accelerated learning. Focuses on research skills and effective writing and oral communication. Introduces tools fostering critical thinking, development of community, diversity, leadership, and service.

EDUCATION: EARLY CHILDHOOD (EDEC)

EDEC 449. INFLUENCES IN EARLY CHILDHOOD (3). Explores strategies and resources for studying ECE including family systems, community networks, support services, cultural diversity, and cultural norms. Examines interactions of individuals of the community and teachers. Addresses historical and current issues facing young children and families.

EDEC 451. EARLY CHILDHOOD METHODS: PRIMARY (3). Applies theories of the tracking/learning process as it relates to literacy, social studies, fine arts, math, science, health and physical education while observing, assisting, preparing, and teaching lessons and assessing learning. Works with students individually, in small groups and with the whole classroom. Field experience required. NOTE: Completion of all courses in the professional sequence except for Student Teaching and Professionalism. May be taken concurrently with EDEC 450 and EDEC 452.

EDEC 452. EARLY CHILDHOOD METHODS: INFANT, TODDLER, PRESCHOOL (3). Applies theories of the tracking/learning process as it relates to literacy, social studies, fine arts, math, science, health and physical education while observing, assisting, preparing, and teaching lessons and assessing learning. Works with students individually, in small groups and with the whole classroom. Field experience required. NOTE: Completion of all courses in the professional sequence except for Student Teaching and Professionalism. May be taken concurrently with EDEC 450 and EDEC 451.

EDUCATION: ELEMENTARY (EDEL)

EDEL 441. CHILD AND ADOLESCENT LITERATURE (3). Studies genres of early childhood and adolescent literature. Emphasizes the history of this literature, analysis and evaluation of literary elements and discussion of the value issues raised in literary pieces. Includes the integration of literature in instruction.

EDEL 439, EXPRESSIVE ARTS FOR ELEMENTARY EDUCATORS (3). Analyzes the impact of the expressive arts in child development. Focus will be on expression of creativity through activities involving music, art, theater, movement and dramatic play. NOTE: Dual Language students only.

EDEL 460. ELEMENTARY METHODS I (3-6). Students apply teaching/learning theories related to reading/writing literacy, social studies, and expressive arts integrating technology and service learning. Students prepare, teach, and assess lessons/units for individuals, small groups, and whole classrooms at the primary level.

EDEL 461. ELEMENTARY METHODS II (3-6). Students apply teaching/learning theories related to math, science, health, and physical education integrating technology and service learning. Students prepare, teach, and assess lessons/units for individuals, small groups, and whole classrooms at the intermediate level.

EDUCATION: CULTURALLY LINGUISTICALLY DIVERSE (EDES)

EDES 403. CULTURAL COMPETENCE IN EDUCATION (3). Addresses culturally and linguistically diverse education. Emphasizes major theories, concepts, strategies, assessments, and research related to culture, diversity, and equity. Teacher leadership and community collaboration are integral elements.

EDUCATION: FOUNDATIONAL

EDFD 404. FOUNDATIONS OF TEACHING (3). Introduces the art and science of teaching. Focuses on lesson planning, content knowledge, assessment, and instructional strategies. Introduction of Jesuit themes and the Regis mission as related to social justice.

EDFD 405. PERSPECTIVES IN EDUCATION (3). Enhances understanding of current educational research as related to learning environments, standards, Universal Design, and ethical practice. Studies schools as organizations within historical, cultural, political, and social context.

EDFD 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.

EDFD 411E-W. TOPICS IN EDUCATION (1-6). Pursues specific topics in education focusing on student research, writing, and product development offered in Directed Study format.

EDFD 420. EXCEPTIONAL CHILD IN THE REGULAR CLASSROOM (3). Applies evidence based instructional strategies and assessments to meet the needs of every student. Examines current legislation and develops Universal Design planning. Develops ongoing connections with community, family, and school resources.

EDFD 430. LIFESPAN DEVELOPMENT (3). Addresses human developmental stages from the perspectives of major theories of development-cognitive, learning, humanistic, and psychoanalytic. Cross listing: PY 469.

EDFD 431. EDUCATIONAL PSYCHOLOGY (3). Addresses developmental psychology and learning theory in education. Examines current theories of educational psychological research. Emphasizes motivation, behaviorism, cognitive views of learning, personal development, brain-compatible learning, individual variation in learning, productive learning environments, classroom management, and assessments.

EDFD 445. MATHEMATICS FOR EDUCATORS (3). Emphasizes developing mathematically powerful teachers who understand a broad array of mathematical concepts and who are able to develop and deliver effective, challenging, and engaging mathematical curriculum across the content area.

EDFD 448. DESIGNING INSTRUCTION FOR ALL LEARNERS (3). Focuses on today's diverse learner. Addresses all aspects of the teaching and learning cycle including collaboration, planning, instruction, content, environment, assessment, and reflection.

EDFD 470. THE EFFECTIVE CLASSROOM (3). Explores the creation of a classroom that supports individual and collaborative learning. Considers current legislation related to management of techniques to ensure inclusive learning environments. Prerequisite(s): EDFD 402.

EDFD 497. PROFESSIONALISM IN EDUCATION I (2). Seminar that accompanies Student Teaching. Focuses on topics that are critical for the effective teacher with a global perspective: planning for instruction, ethical practices, creating a supportive classroom, leadership, and collaboration. NOTE: This course must be taken in the classroom format.

EDUCATION: PROFESSIONAL SEQUENCE

EDEC/EDEL/EDFA/EDSC 450. ASSESSMENT OF LEARNING (3). The intent of this course is to provide information and means for future classroom teachers to assess student learning. Appropriate, practical and relevant assessment techniques and evaluation guidelines will be introduced and provided.

EDEC/EDEL/EDFA/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.

EDUCATION: READING (EDRG)

EDRG 444. TEACHING READING AND WRITING (3). Provides students with an understanding of methods for teaching reading and writing. Emphasizes current methodologies, research-based instructional practices, and ongoing assessment. Understanding and application of the five essential components of comprehensive reading instruction is a primary expectation.

EDUCATION: 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 drama.

EDSC 465. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Includes methods and strategies for teaching a foreign language.

EDSC 466. SECONDARY METHODS IN MATHEMATICS (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: SPECIAL EDUCATION (EDSP)

EDSP 437. STUDENT TEACHING: AUTISM, SPECIAL EDUCATION (10). Students will be in a school observing, assisting, planning, evaluating, conferring, and teaching under the supervision of a licensed teacher of autism and Regis University supervisor. Students will spend a minimum of 400 hours in the school fulfilling duties as a teacher in the area of endorsement sought by the teacher. NOTE: Pass/No Pass grading only.

EDSP 443. MATHEMATICS FOR SPECIAL EDUCATORS (3). Explores mathematical concepts for teaching exceptional students. Includes design of mathematical lessons and selection of mathematical curricula to meet individual needs of students with moderate and severe needs. Field experience required.

EDSP 453. LANGUAGE AND LITERACY INSTRUCTION SPECIAL EDUCATION (3). Language and literacy development using a variety of methods/curricula for teaching reading and language arts. Studies effective assessment, instruction and materials for special needs students. Prerequisite(s): EDSP 460 and all foundational course work. NOTE: 25 hour Practicum required.

EDSP 460. METHODS FOR THE TYPICAL CLASSROOM (3). Provides an overview of curriculum, teaching methods, and classroom management in the regular classroom. NOTE: Contains a practicum component.

EDSP 461. EDUCATIONAL ASSESSMENT FOR SPECIAL EDUCATION (3). Provides knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Prerequisite(s): EDSP 453 and EDSP 464 and EDSP 467 and completion of all foundational courses. NOTE: Contains a practicum component.

EDSP 462. METHODS IN SPECIAL EDUCATION (3). Examines teaching strategies, methods, curricula, and classroom management for special needs students. Emphasizes specialization, modification and/or adaptation of materials and curriculum as well as developing and teaching individualized instruction programs. NOTE: Requires theory knowledge and practicum experience.

EDSP 464. BEHAVIORAL ANALYSIS AND INTERVENTION (3). Analyzes student behavior and intervention strategies for disruptive actions. Addresses normal and problem classroom behaviors. Emphasizes learning strategies for working with special needs students. Prerequisite(s): Completion of all foundational and professional sequence courses. NOTE: Practicum component required.

EDSP 465. CONSULTATION AND COLLABORATION SKILLS (3). Emphasizes development of competencies in consultation and collaboration. Encourages the development of understanding and skills that enhance the teacher's ability to work with and communicate effectively with school personnel, paraprofessionals, and parents.

EDSP 467. ADAPTIVE TECHNOLOGY (3). Overview of adaptive technology and research for special needs students and challenges they face. Field experience with devices such as: screen text enlargers and reading systems, typing enhancers, alternative keyboards, voice recognition systems, wheelchairs, etc. required. Prerequisite(s): Completion of all foundational courses.

EDSP 468. ASSESSMENT INTERVENTION AND PROGRAM PLANNING (3). Assessment and program development for students with special needs. Emphasizes instruction and intervention providing students with the best learning environments in the least restrictive settings. Prerequisite(s): EDSP 453 and EDSP 461 and EDSP 464 and EDSP 467 plus completion of all foundational courses required. NOTE: Field experience includes elementary and secondary levels.

EDSP 471. CHARACTERISTICS OF PUPILS WHO HAVE AUTISM (3). Focuses on symptoms of autism in children, the tools used to diagnose autism, and strategies for supporting those around autistic children.

EDSP 475. SPEECH AND LANGUAGE DEVELOPMENT (3). Examines the process of language acquisition as well as addressing specific information about certain language disabilities.

EDSP 478. METHODS AND STRATEGIES FOR TEACHING PUPILS WHO HAVE AUTISM (3). Centers on diagnostic techniques, which provide the basis for instruction. Provides a variety of instructional techniques, information, and ideas for teaching K-12 autistic children.

EDSP 492. STUDENT TEACHING: SPECIAL EDUCATION GENERALIST (10). Student teaching practicum (600 hours) assessing, teaching, and program planning for children with special needs. Students choose one level (elementary or secondary) and

must have practicum experience with school children with a variety of needs. Prerequisite(s): Majors only. Permission of Advisor required. Pass/No Pass Grading only.

EDUCATION: INSTRUCTIONAL TECHNOLOGY (EDTC)

EDTC 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 from both student and teacher perspectives.

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. NOTE: Does not fulfill the English Composition requirement.

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words.

EN 325. RESEARCH WRITING (3). Explores all avenues of scholarly research available to liberal arts students including library, Internet, and primary resources. Focuses on research writing, correct style and citation requirements. Prerequisite(s): EN 203.

EN 410. VOICES OF PEACE & NONVIOLENCE (3). Explores the lives of various peacemakers in history through biography and film. Subjects include Jesus, Gandhi, and Martin Luther King Jr. A final Service Learning project contributes to peace-making efforts in the world. Cross listing: HU 405

EN 434. VOICES OF WEALTH AND POVERTY (3). Explores literature that focuses on issues of Social Justice in the United States and International cultures. Cross listing: HU 435.

EN 475. 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: BA 471.

EN 482. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: PL 482.

EN 485. CRAFT OF CREATIVE WRITING (3). Provides a workshop in creative writing (poetry/fiction/drama/nonfiction). Includes analysis of elements of creative writing and techniques of creative writers. Prerequisite(s): EN 203.

FINANCE (FIN)

FIN 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.

FIN 300. FINANCE FOR NON-FINANCIAL MANAGERS (3). Examines uses of financial information for planning, budgeting, managing, and evaluating financial performance from a non-financial manager's perspective. Includes ratio analysis, working capital and cash flow management, break-even analysis, and basic capital budgeting concepts. Prerequisite(s): AC 325.

FIN 400. 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 or AC 325.

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: FIN 400.

FIN 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.

FIN 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): FIN 400.

FIN 440. FINANCIAL ANALYSIS, FORECASTING AND PLANNING (3). Examines the financial decision-making process with an emphasis on analysis, forecasting and budgeting techniques for both short-term and long-term resources. Prerequisite(s): FIN 420.

FIN 450. SOURCES OF CAPITAL/CAPITAL MARKETS (3). Reviews cost of capital with an emphasis on risk analysis and management. Examines sources of capital, including money markets and capital markets, lease financing, venture capital, and foreign markets. Prerequisite(s): FIN 420.

HISTORY (HS)

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 240E-W. WESTERN CIVILIZATION (3). Examines specified historical eras to gain a better understanding of political, geographical, and social history of life in the 21st century.

HS 245E-W. UNITED STATES HISTORY (3). Examines themes in United States History to gain a better understanding of political, geographical, and social history of life in the 21st century, becoming better citizens in the process.

HS 402. THE IRISH IN AMERICA (3). Examines the long history of Irish immigration to North America, focusing closely on the 147Scots-Irish148 experience, the Great Hunger, assimilation, and the rise of the Irish-Catholic.HS 450. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and contemporary issues). Cross listing: RC 450

HS 456. JUDAISM: FAITH, HISTORY AND CULTURE (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 communities. Cross listing: RC 458.

HS 459. ISLAM: FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates an introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and contemporary democratic movements. Cross listing: RC 459

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 366. LEADING LIVES THAT MATTER (3). Provides an opportunity to explore the question, "How ought we to live?" in light of educational and professional goals within the context of the Jesuit tradition.

HU 405. VOICES OF PEACE AND NONVIOLENCE (3). Explores the lives of various peacemakers in history through biography and film. Subjects include Jesus, Gandhi, and Martin Luther King Jr. A final Service Learning project contributes to peace-making efforts in the world. Cross listing: EN 410.

HU 407. SOCIAL JUSTICE THROUGH FILMS (3). Involves viewing and discussing several films that speak directly to the issue of Social Justice, culminating in a Service Learning exercise where the students create their own short film about Social Justice.

HU 421E-W. HUMANITIES IN CONTEMPORARY CULTURE (3). Examines modern culture topics in the Humanities including art, literature, architecture, film, music, painting sculpture, philosophy, and religion.

HU 435E-W. VOICES OF HUMANITY (3). Explores opinions, beliefs, and exhortations of human beings in various cultures through examination of art, literature, architecture, film, music, painting, sculpture, philosophy, and religion.

HU 483. CAPSTONE RESEARCH: PRINCIPLES AND METHODS (3). Introduces research design, data acquisition and analysis. Emphasizes the development of skills necessary for original research for the senior capstone. NOTE: This course must be taken prior to HU 493-Senior Capstone. Majors only. Senior standing. Cross listing: RS 483.

HU 493. SENIOR CAPSTONE (3-6). Culminating experience of the major, focusing on integration and application of theory through research. Prerequisite(s): HU 483 and 18 semester hours of upper division liberal arts courses required. Majors only. Senior standing. Cross listing: RS 493.

MARKETING (MKT)

MKT 325. MARKETING PRINCIPLES (3).. Focuses on ethically applying Marketing Mix tactics for a well-defined target market, using sound situational analysis and clear definition of objectives, goals and strategies for goods and services in domestic and global markets.

MKT 401. INFLUENCING CUSTOMER BUYING BEHAVIOR(3). Explores how consumers and organizations make purchasing decisions. Covers ways to influence those decisions by identifying opportunities for positive interaction in the buying process through customer analysis and segmentation. Examines social responsibility topics associated with buying and selling. Prerequisite(s): MKT 325.

MKT 402. MARKETING COMMUNICATION (3). Covers integrated marketing communication (IMC) concepts and practices for internal and external audiences. Students develop a media plan (digital, direct and mass); address message development, promotions and advertising and PR. Examines media (including global media) effects on persuasion and legal, regulatory and ethical issues. Prerequisite(s): MKT 325. Cross listing: COM 417.

MKT 403. DIGITAL MARKETING, MEDIA TACTICS, AND TOOLS (3). Covers the knowledge, skills and competency needed to make wise marketing decisions and execute best practices in the face of the ever-changing digital market and social media environments. Prerequisite(s): MKT 325.

MATHEMATICS (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.

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 skill usable by a productive citizen. Prerequisite(s): Placement by Department.

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.

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.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B.

MT 417. DISCRETE MATHEMATICAL STRUCTURES (3). Presents tools used by mathematicians and computer scientists. Emphasizes developing problem-solving ability. Topics covered include logic, set theory, counting techniques, mathematical induction, and properties of graphs, digraphs and trees. Prerequisite(s): MT 320.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings, and fields. Prerequisite(s): MT 360C. NOTE: At least one upper division mathematics course required.

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 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute, and projective geometries. Geometries are studied using analytic methods and the relation to real-world situations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

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 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.

NATURAL SCIENCE (SCI)

SCI 205E-W. NATURAL SCIENCE (3). Focuses on the basic elements of the natural sciences to provide students with a broad understanding of various themes including Geology, Astronomy and basic Physics.

SCI 206E-W. NATURAL SCIENCES LABORATORIES (1). Involves laboratory exercises accompanying and reinforcing lecture topics.

SCI 410E-W. ADVANCED SCIENCE (3). Explores various scientific disciplines and practices, as well as the application of science in everyday life.

SCI 411E-W. ADVANCED SCIENCE LABORATORIES (1). Involves laboratory exercises accompanying and reinforcing lecture topics.

PHILOSOPHY (PL)

PL 225. LOGIC AND REASONING (3). A basic logic course aimed at developing the capacity to think clearly and critically and detect and deal with fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of human communication.

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 437. PERSPECTIVES ON THE MEANING OF LIFE (3). Examines issues of meaning, destiny, and human responsibility. Cross listing: RC 437.

PL 482. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: EN 482.

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. Cross listing: RC 412E-W.

PSYCHOLOGY (PY)

PY 250. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 414. POSITIVE PSYCHOLOGY (3). Examines theories and research used to understand and improve psychological well-being. Analyzes topics such as happiness, gratitude, character strengths and the broaden and build model of positive emotion. Prerequisite(s): PY 250.

PY 415. HEALTH PSYCHOLOGY (3). Focuses on the relationship between psychological processes and physical health. Emphasizes the biopsychosocial model, health promoting and risk-taking behaviors, and the development of and adherence to health behavior intervention programs. Prerequisite(s): PY 250.

PY 416. UNDERSTANDING TRAUMA AND PTSD (3). Investigates the development of posttraumatic stress disorder (PTSD) and other trauma-related syndromes. Analyzes research on the psychophysiological effects of exposure to traumatic life events, the impact of trauma on the family, and the differences in PTSD and trauma-related syndromes across a variety of demographic and social contexts. Prerequisite(s): PY 250.

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 444. 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.

PY 448. ADOLESCENT CONFLICT (3). Examines psychological risk factors and consequences of adolescent conflict. Analyzes theory and research on topics such as traditional bullying, cyber-bullying, the formation and dissolution of adolescent friendships, and status and popularity in adolescent social networks. Prerequisite(s): PY 250.

PY 449. CHILD ABUSE AND NEGLECT (3). Utilizes a social services perspective to research risk factors, warning signs, and classifications of child abuse. Familiarizes students with abuse reporting regulations and the processes that are implemented once an abuse incident is reported. Compares and contrasts various types of placements, advocacy and support programs. 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 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 468. PSYCHOLOGY OF CHANGE (3). Examines personal transformation focusing on cognitive, emotional, behavioral, and spiritual factors within the context of wellness. Incorporates instruction from various perspectives such as cognitive, existential, health, brain science, and forgiveness psychology. Critical thinking and self-guided strategies for overcoming life challenges are included.

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 483. RESEARCH METHODS (3). Introduces scientific 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. Cross-listing(s): COM 483 and SO 483.

PY 494. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work of Regis University. Prerequisite(s): COM 483, PY 483, or SO 483 Cross listing: BAS 494, COM 494 and SO 494. NOTE: Majors only and senior standing required. Successful completion of 18 upper division semester hours of course work in major required.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250.

PY 498E-W. INTERNSHIP IN PSYCHOLOGY (3). Involves placement in a clinical or research agency for advanced psychology students. NOTE: Portfolio credit not available.

PUBLIC ADMINISTRATION (PA)

PA 300. GOVERNMENT ROLE IN SOCIETY (3). Examines the role and social responsibility of various government levels in our society. Explores how the levels of government (local, state, federal) are structured and provide services to their citizens.

PA 400. PUBLIC POLICY (3). Investigates and analyzes how governments determine priorities and implement policies utilizing the influences from the private sector and citizen groups.

PA 410. PUBLIC FINANCE (3). Evaluates how governments spend the taxpayers' money and how they collect the revenue to carry out programs and services. Analyzes the various types of budgets utilized by governments. Explores how cost-benefit analysis is used for making allocation decisions in government. Practice how to set goals, develop performance criteria and evaluate performance of government programs.

PA 430. COMMUNITY INFLUENCES ON GOVERNMENTS (3). Examines the dynamics involved when governments interact successfully with the communities they serve by analyzing factors that influence public and private arrangements. Develops an appreciation for the political processes needed in a free and open market system. Prerequisites: PA 300 and PA 400.

PA 450E-W. TOPICS IN PUBLIC MANAGEMENT (3). Explores concepts of innovation and change, the use of conflict resolution for communicating while developing a model of strategic management in order to identify and evaluate opportunities. Develops an understanding and an appreciation for ethical decision-making in government using the above concepts.

PA 495F. ETHICS IN GOVERNMENT (3). Focuses on ethical problems that arise and role of the individual decision-maker in the entry-level position as opposed to the managerial level. Studies the various philosophical and social/psychological decision making systems which can be used to resolve ethical problems. Includes case studies and role-playing in the government setting. Cross listing: BA 495F.

RELIGION AND CULTURE (RC)

RC 210. DISCERNMENT AND HUMAN DEVELOPMENT (3). Introduces the principles of self-reflection and discernment as taught in world cultures and religions, with special emphasis on Christian traditions.

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 effect on individual outlooks and cultural interaction.

RC 400A. RELIGION AND CULTURE: KEY APPROACHES (3). Provides a historical introduction and explores key approaches to the study of religions.

RC 400B. RELIGION AND CULTURE: KEY TOPICS (3). Examines key topics in the study of religions (e.g. gender, new religious movements, mysticism and spirituality and myth and ritual) and religions in the modern world (e.g. politics, economics, environment, science, and media).

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 409. JUSTICE AND PEACE (3). Studies issues of poverty, human rights, economic justice, war, and the environment from the perspective of religious values. Cross listing: CAS 409.

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 Unites 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 485E-W.

RC 416. IGNATIAN SPIRITUALITY (3). Examines The Spiritual Exercises of Ignatius Loyola as a method to explore a student's personal experience in order to discover God's action in the world. Emphasizes inner balance as a tool for personal and social transformation. Cross listing: CAS 416.

RC 421. MYTH, SYMBOLS AND CULTURE (3). Explores myths throughout the ages and reveals the universal nature of their cultural symbols. Learn how myths help us understand our ties to the past, the world today, and ourselves. Cross listing: HU 421.

RC 437. PERSPECTIVES ON THE MEANING OF LIFE (3). Examines issues of meaning, destiny, and human responsibility. Cross listing: PL 437.

RC 450. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and contemporary issues). Cross listing: HS 450.

RC 458. JUDAISM: FAITH, HISTORY AND CULTURE (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. Cross listing: HS 456.

RC 459. ISLAM:FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates an introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and contemporary democratic movements. Cross listing: HS 459.

RC 470E-W. ADULT SPIRITUALITY (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes.

RC 471. SPIRITUAL LIFE AND GROWTH (3). Drawing upon sacred literature and practices and the wisdom of spiritual experiences, students examine their relationship with the Sacred and their commitment to the human enterprise.

RELIGIOUS STUDIES (RS)

RS 412. CATHOLIC LIFE AND THOUGHT (3). An exploration of post-Vatican Council II Catholic Christian belief and practice with emphasis on the foundations, historical forms and resources of the tradition and its development. Special attention will be given to topics of interest to adults. Cross listing: CAS 412.

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 483. CAPSTONE RESEARCH: PRINCIPLES AND METHODS (3). Introduces research design, data acquisition, and analysis. Emphasizes the development of skills necessary for original research for the senior capstone. Prerequisite(s): Majors only. Senior standing. Cross listing: HU 483. NOTE: This course must be taken prior to RS 493-Senior Capstone.

SOCIOLOGY (SO)

SO 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.

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 432. URBAN STUDIES (3). Focuses on urbanization, why cities exist, how they develop and how they affect individuals and social relationships.

SO 435. POVERTY, RACE, GENDER AND SOCIAL CONFLICT (3). Studies issues dealing with residential mobility and housing, the working poor, welfare, discrimination, and other social structures which may underpin the perpetuation of social conflict.

SO 462. ISSUES IN SUSTAINABILITY (3). Introduction to the fundamental sustainability of critical social ecosystems, how they function, how humans shape them, and how they shape humans. Covers how societies endure the challenges of immense global changes, ecosystem degradation in the form of unrestrained population growth, limited energy, agricultural and water resources, and the effects of international economies, social policies, ethical dictates, and cultural histories.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change.

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 483. RESEARCH METHODS (3). Introduces scientific 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. Cross listing: PY 483 and COM 483.

SO 494. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work of Regis University. Prerequisite(s): COM 483, PY 483, or SO 483. Cross listing: BAS 494, COM 494 and PY 494. NOTE: Majors only and senior standing required. Successful completion of 18 upper division semester hours of course work in major 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 an intensive work experience appropriate to the sociology discipline. Prerequisite(s): Approval of Department Chair. NOTE: Portfolio credit not available.

GRADUATE

ADULT EDUCATION AND TRAINING

ADET 602. SURVEY OF ADULT EDUCATION AND TRAINING (3). Provides an overview of adult education and training and an orientation to graduate work and research, life in an e-learning community, and Regis University's core values and learning outcomes.

ADET 604. THEORY OF ADULT EDUCATION AND TRAINING (3). Explores adult learning theory that informs the field of adult education and training today. Considers the global nature of adult education and studies the historical, philosophical, and sociological foundations. Prerequisite(s): ADET 602 or permission of instructor.

ADET 606. RESEARCH METHODS AND INQUIRY I (3). Explores the role of scholarly and action research focusing on finding, interpreting and evaluating research for practical application. Knowlege gained in the course will prepare students

for program assignments and professional writing. Prerequisite(s): ADET 604 or permission of instructor.

ADET 612. TRAINING AND DEVELOPMENT FOR A GLOBAL WORKFORCE (3). Examines ways in which economic, social, multigenerational and political issues transform adult education and training and how these issues influence learning theory applied to creating education and training programs for a global workforce. Prerequisite(s): ADET 606 or permission of instructor.

ADET 614, PROGRAM PLANNING FOR SUSTAINABLE LEARNING (3). Uses a collaborative approach to analyze planning models, adult learner characteristics, and learning contexts to develop programs designed with considerations for sustainability. Prerequisite(s): ADET 606 or permission of instructor.

ADET 616. FACILITATING LEARNING IN THE TWENTY-FIRST CENTURY (3). Provides an in-depth understanding of facilitation techniques for workplace, community, and educational classrooms that occur face-to-face, virtually, or electronically. Learners design and facilitate instructional plans appropriate for their chosen career path. Prerequisite(s): ADET 606 or permission of instructor.

ADET 622, THE ADULT EDUCATOR AS CHANGE AGENT (3). Presents concepts of collaboration, shared decision making, and group processes to address the needs of a rapidly changing multi-generational workplace. Includes creation of educative practices. Prerequisite(s): ADET 606 or permission of instructor.

ADET 624, ADULT EDUCATION LEADERSHIP (3). Integrates leadership models, experiences, and theories into leadership practice. Learners articulate their own leadership philosophy, discuss practical strategies, and develop a professional development plan for their future growth as adult learning leaders. Prerequisite(s): ADET 606 or permission of instructor.

ADET 632. FACILITATING LEARNING IN HIGHER EDUCATION (3). Prepares instructors and those who support the educational process to create innovative learning experiences for today's adult learner. Learners review and apply the best evidence-based instructional practices to higher education learning environments. Prerequisite(s): ADET 612, ADET 614, and ADET 616 or permission of instructor.

ADET 634. CONTEMPORARY CURRICULUM DESIGN (3). Emerging curriculum design models based on andragogical principles and grounded in evidence-based practice are applied to various disciplines and learner populations. Learners develop a curriculum project for their career appropriate adult-education setting. Prerequisite(s): ADET 612, ADET 614, and ADET 616 or permission of instructor.

ADET 636. LEADERSHIP IN HIGHER EDUCATION (3). Examines the instructor role and how instructor leadership impacts today's college classroom. Learners examine leadership in a complex, global environment and assess their own leadership effectiveness as a role model in the classroom. Prerequisite(s): ADET 612, ADET 614, and ADET 616 or permission of instructor.

ADET 693, APPLIED RESEARCH PROJECT (3). Learners continue to develop and finalize their applied research project using their work from ADET 697. Final evidence includes a final written report, a journal of their experience, and an online poster presentation. Prerequisite(s): ADET 697 or permission of instructor.

ADET 697. RESEARCH METHODS AND INQUIRY II (3). Learners examine research methods and synthesize this knowledge to develop the first three chapters of their applied research project or thesis. Evidence will include a written report, a journal, and an online poster presentation. Prerequisite(s): ADET 612, ADET 614, ADET 616, ADET 622 and ADET 624 or permission of instructor.

ADET 698. THESIS (3). Learners continue to develop and finalize their applied research project using their work from ADET 697. Final evidence includes the written thesis, oral defense of the thesis, a journal of their experience, and an online poster presentation. Prerequisite(s): ADET 697 or permission of instructor.

MASTER OF ARTS: CORE (MAPC)

MAPC 601. GRADUATE RESEARCH (3). Explores strategies, methods and skills for locating and evaluating graduate research literature. Familiarizes students with specialized academic journals and literature within specializations. Explores graduate research methods, including qualitative and quantitative research paradigms.

MAPC 602. ETHICS AND MULTICULTURALISM (3). Focuses on multicultural ethics. Introduces ethical theories for analyzing ethical situations and for making ethical decisions within and across cultures. Explores role of ethics in various academic disciplines and professional fields. NOTE: MA Program students only.

MAPC 603. GRADUATE INTERDISCIPLINARY STUDIES (3). Includes attendance and participation in graduate seminars, preparation and presentation of graduate portfolio, degree planning, assessment of learning outcomes and documenting progress toward learning goals. NOTE: MA Program students only.

MAPC 688. MA CAPSTONE PLANNING (3). Explores a variety of research methodologies, capstone proposal design, and facilitation of strategies for assessment, analysis and synthesis. A proposal for a capstone project to thesis is to be submitted for faculty approval. Prerequisite(s): Permission of advisor required. NOTE: MA Program students only.

MAPC 694. MA COMPREHENSIVES (3). Students design discipline specific deep questions and write graduate level responses, integrating course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis mission.

MAPC 696. MA CAPSTONE (3). Demonstrates mastery of the student's declared and approved specialization. Projects may include applied research projects, services learning projects, internship projects or other capstone projects as approved by the

faculty. Prerequisite(s): MAPC 688. Approval of Capstone Proposal required.

MAPC 697A. MA THESIS A (3). Thesis project part 1: focuses on the introduction, literature review, and explanation of the methods used in the student's thesis..NOTE: Approval of Thesis Proposal required.

MAPC 697B. MA THESIS B (3). Thesis project part 2: focuses on results, analysis, discussion and conclusions of the student's thesis..

MASTER OF ARTS: FINE ARTS (MAFA)

MAFA 605. EXPRESSIVE ARTS PRAXIS (3). Examines theory and practice of the expressive arts in educational and studio settings, and analyzes these in relation to each student's fine arts specialization. Focuses on the etiology and development of art expression from individual and cultural perspectives.

MAFA 606. ART HISTORY (3). Integrates reports in discussions about the power and place of art through history. Includes research processes, art critique and analysis, integration of art, culture and history, common art themes and the ways they are expressed. Art History research required.

MAFA 607. PHILOSOPHY OF ART (3). Examines the nature and value of art and artistic activity. Aesthetics and major theories of art, artistic expression and artistic creation as a human universal are explored, through the media of visual arts, literature and music.

MAFA 608. ADVANCED STUDIO I (3). The course is a continuation of a guided investigation and studio experience to an advanced level (I, II, or III) and focusing on Exploring and demonstrating advanced artistic skills and techniques.

MAFA 609. ADVANCED STUDIO II (3). The course is a continuation of a guided investigation and studio experience to an advanced level and focusing on the continued and further investigation, use, and defense of artistic choices in subject, form and content.

MAFA 610. STUDIO AND CRITIQUE (3). Focuses on delineation of an art problem or question to be explored visually during class in a selected medium. Explores the role of critique as a tool to enhance understanding and deepening of visual expression.

MAFA 611. ADVANCED STUDIO III (3). The course is a continuation of a guided investigation and studio experience to an advanced level and focusing on the continued and further development of a personal style and unique expressive "voice."

MAFA 612. THE BUSINESS OF ART (3). Explores elements of marketing and selling visual art within the art industry. Examines ways to network with other professionals, access galleries, artistic coops and museums. Includes instruction on presentation and discussion of the student's work as a professional artist.

MASTER OF ARTS: HISTORY (MAHS)

MAHS 610. HISTORIOGRAPHY (3). This course analyzes the methodologies used for analyzing and investigating historical events, questions, and issues and provides guidance for preparing graduate papers based on research.

MAHS 611. HISTORICAL GEOGRAPHY (3). Analyzes the influences geography has had in shaping historical events of the United States and Europe.

MASTER OF ARTS: LANGUAGE AND COMMUNICATION (MALC)

MALC 605. 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.

MALC 608. POETRY WRITING (3). Provides an opportunity for self-expression through poetry. Introduces the ingredients that go into making a great poem. Students apply their poetic presence via reflection. Applies self-knowledge to develop the poet inside.

MALC 609. CREATIVE STORYTELLING (3). Introduces students to essential elements of creative storytelling. Examines examples of multiple media short stories. Develops an understanding of what make a good story and how to write a story using a mixed-media format.

MALC 611. WRITING THE NOVEL (3). Focuses on the incubation processes for starting to write a novel and carrying through with it. Students read local and national seminal novels and works on writing a novel, workshop their own fiction, as well as start and shape a novel.

MALC 612. PLAYWRITING AND SCREENWRITING (3). Explores and analyzes elements of playwriting and screenwriting using classic playwrights and screenwriters. Students conduct self-analysis to stimulate writing skills, construct storyboards, write a one-act play, and a screenplay for a short film.

MALC 613. FAMILY COMMUNICATION (3). Examines communication and relationship patterns. Readings and discussion are combined with experiential activities focusing on the family system and its roles, power, stress and coping, conflict, marriage and family styles, and improving communication.

MALC 615. WRITING THE NOVEL II (3). Students continue the process of working on novels begun in MALC 611--Writing the Novel or continue working on novels of their own. Prerequisite(s): Substantial work on a novel already.

MALC 616. WRITING THE SHORT STORY (3). Focuses on understanding and writing short stories. Students will study seminal stories (and works on short-story writing) and, with the

facilitator and classmates, complete exercises in the genre and workshop their own stories.

MALC 618. PERSONAL ESSAY - ART OF THE "I" (3). Examines the self as a source of literary exploration. with readings, exercises and discussion, students will learn how to transform personal events and memories into universal experiences. Along the way, students will discover why this dynamic form has inspired everyone from E.B White to David Sedaris.

MALC 619. THE LITERARY MEMOIR (3). Explores how the material of remembered life can engage, enlighten and entertain. Includes an overview of approaches as well as critical reading, writing exercises and manuscript workshop.

MALC 620. NEUROSCIENCE OF COMMUNICATION AND CONFLICT (3). Explores the link between cognitive processes, communication and conflict behavior. Develops communication strategies for managing positional thinking, control needs, resistance to cooperation, heightened emotions, inflexibility, unrealistic goals, and how to promote cooperation. Cross listing: MAPY 608.

MALC 621. ORGANIZATIONAL CONSULTING AND COACHING (3). This course is designed to teach coaching and consulting methods. Skills include helping people find their strengths and expound on them, acting as a guide to bring out the best in people and teams. The course will discuss theories, application and ethical considerations.

MALC 622. EMOTIONS IN COMMUNICATION & CONFLICT (3). Draws on brain research to understand how emotions contribute to the development and escalation of conflict, as well as how professionals manage the communication of strong emotions during conflict. Cross listing: MAPY 611.

MALC 623. PERSUASIVE COMMUNICATION (3). Explore the practice of persuasion and rhetoric in interpersonal relationships, professional settings, sales and marketing, and the mass media. Emphasizes both theoretical explanations and practical application.

MALC 624. SEMINAR IN NONVERBAL COMMUNICATION (3). Examines communicative functions of nonverbal message behavior. Considers a variety of behavioral domains and interaction contexts from both theoretical and practical perspectives; includes discussion of visual rhetoric as used by the mass media.

MALC 625. SEMINAR IN LEADERSHIP COMMUNICATION (3). Through case studies and a review of current research, this course looks at the impact of communication, culture, gender, status, power, ethics, change, and technology on leadership and formulates strategies for effective and innovative leadership.

MALC 626. BRIDGING GENDER COMMUNICATION GAP (3). Explores the unique differences between male and female communication styles, and offers specific ways to integrate the best of both for mutual understanding and more effective and harmonious relationships.

MALC 627. SEMINAR IN INTERCULTURAL COMMUNICATION (3). This seminar examines the significance and applications of communication between cultures. Topics covered include cultural assumptions, conflict between cultures, race and gender issues, ethics, organizational training, and models for improving communication.

MALC 628. ORGANIZATIONAL TRAINING AND DEVELOPMENT (3). Examines the creation and development of training programs. Explores program assessment, curriculum planning and evaluation, design and administration of evaluation tools, and strategies for classroom delivery.

MALC 629. SEMINAR IN INTERPERSONAL COMMUNICATION (3). An interdisciplinary and cultural approach to the study of interpersonal communication. Examines communication across cultures, communication competencies, gender differences, power and language, and the impact of language on relationships.

MALC 630. 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.

MALC 631. COMMUNICATION AND TECHNOLOGY (3). Introduces theories of technological communication. Communication will be explored in terms of online communities, social networking sites and knowledge management. Issues such as privacy, identity and collaboration will be discussed.

MALC 633. QUALITATIVE RESEARCH METHODS IN SOCIAL SCIENCES (3). An introductory course in qualitative research methods in communication. Covers ethnography, case study analysis, narrative analysis, and auto ethnography. Research tools include observation, interviewing, and analysis of material culture. Students will conduct a qualitative study.

MALC 634. 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.

MALC 635. POLITICAL CAMPAIGN COMMUNICATION (3). Examines the rhetoric and strategy in presidential campaigns, beginning with presidential primaries and continuing through campaign rallies, convention, debates, and inauguration.

MALC 637. 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.

MALC 638. SEMINAR IN ORGANIZATIONAL COMMUNICATION (3). Introduces issues that organization face when communicating internally and externally. Theories and practices of organization culture will be discussed with emerging concepts such as workplace bullying and emotional labor.

MALC 639. GENERATIONAL COMMUNICATION (3). Focuses on style, priorities, and need differences between the four generations currently involved in the workforce. Generates strategies for improving communication, motivating, and managing conflict between the generations.

MALC 641. MEDIATION THEORY AND PRACTICE (3). Examines the practice of mediation and skills employed to reach consensus among parties with divergent interests. Uses interactive simulations to explore methods to resolve disputes, with focus on ethics and impact of mediation on society.

MALC 642. PRINCIPLES OF NEGOTIATION (3). Focuses on the theory and processes of negotiation in a variety of settings. Examines interested-based negotiation, and offer counter-offer models. Introduces multi-party negotiation. Includes exercises and role plays.

MALC 643. FACILITATION THEORY AND PRACTICE (3). Introduces the basic skills and knowledge to facilitate culturally diverse group interactions. Explores basic group facilitation skills, group dynamics, and the impact of prejudice and stereotyping on groups.

MALC 644. ADVANCED MEDIATION (3). Provides students with an opportunity to enhance their mediation skills and increase their knowledge about advanced mediation techniques. Through role plays and simulations, introduces more complex issues in mediation and builds mediation skills. Prerequisite(s): MALC 641.

MALC 645. RESTORATIVE JUSTICE (3). Compares and contrasts retributive and restorative paradigms. Surveys the roles of offender, victim, church, state, and community. Evaluates programs and crime prevention/intervention strategies. Examines family conferencing, sentencing circles, and victim-offender mediation.

MALC 647. FAMILY MEDIATION (3). Explores family mediation from the perspective of the psychology of marriage and family, systems theory, parenting, family dynamics, divorce and its effects on children and blended families - all set in our culturally diverse environment.

MALC 649. MANAGING WORKPLACE CONFLICT(3). Provides theoretical understanding about the sources and escalation of conflict in organizations. Emphasizes strategies for leaders for addressing the problems and for mediators in how the problems might be resolved.

MALC 650. MANAGING GROUP BEHAVIOR(3). Explores the sources and methods of managing conflict exhibited in group settings. Students will discuss factors such as group behavior, leadership, psychological climate, communication, conflict tactics, and problem solving strategies that promote conflict resolution.

MALC 651. PSYCHOLOGY OF CONFLICT (3). Students explore physiological, psychological, and sociological explanation about the emergence and escalation of conflict, sources of resistance, the need for retribution, expressions of power, face saving, judgmental bias, socio-emotional competence, and unresolved anger. Cross-listing(s): MAPY 623.

MALC 652. LEADERSHIP DEVELOPMENT (3). Provides students with leadership skills in adult training and development. Emphasizes interpersonal communication and focuses on the learning environment. Includes communication styles, motivation of individuals, work force diversity, and evolutions of group cultures. Introduces leadership theories and applications. The focus is on leadership development for communication consultants, adult educators, and trainers.

MALC 653. CREATIVE WRITING (3). The Creative Writing course is designed to introduce graduate students to fiction and nonfiction writing. This course helps students develop their skills, to discover their distinctive voices, and to give their creative work their undivided attention.

MALC 654. DEVELOPING THE CHARACTER IN THE NOVEL (3). Studies the various techniques used in creating and developing characters in a novel. Examines published novels, which have characters readers can identify as authentic. Students create a portfolio of work.

MALC 655. CREATIVE NONFICTION (3). Focuses on reading masters of Creative Nonfiction and on producing student work in the personal essay, magazine-style essay, and memoir. Explores recent controversies concerning differences between fiction and nonfiction. NOTE: Graduate students only.

MALC 656. TOPICS IN CREATIVE NONFICTION (3). An in-depth survey/practicum of the forms, approaches and styles of fact-based literature, including narrative journalism, column writing, personal essay, memoir, flash nonfiction, lyric essay and collage.

MALC 657. REVIEWING THE ARTS (3). Through readings in classical and contemporary art, film, book, and theater reviews, and practice with the facilitator, students will become proficient in the art of reviewing and critiquing the arts.

MALC 658. THE TRAVEL WRITER (3). Uses a balance of lecture, exercise, work shopping from fellow students, and feedback from the instructor, this course will give students a good grounding in the basics of travel writing (as first-person memoir primarily for articles). The group will travel outside the classroom, possibly on an overnight trip, and will include a visit by a travel editor. Prerequisite(s): Creative Writing or Creative Non-fiction are recommended courses or experience in writing.

MALC 659. INNOVATION AND ENTREPRENEURSHIP (3). Examines the demographics and viability of creative and innovative endeavors. Identifies channels of communication available to reach targeted audiences. Students research and develop a comprehensive plan utilizing this information.

MALC 660. THE GRAPHIC NOVELS (3). Focuses on how to plot and format a graphic novel script and how to translate various elements of storytelling into ideas that can be conveyed visually.

MALC 661. POETRY WORKSHOP (3). Develops students' poetry writing skills and helps them learn to use a greater creative, critical and aesthetic understanding of their discipline in a workshop setting.

MALC 662. PHENOMENOLOGY OF THE SELF (3). Explores the phenomenological self, that is, the self as we experience it. Involves the examination of varieties of phenomenology developed by thinkers such as Husserl, Heidegger and Levinas.

MALC 663. BRAIN AND SOCIAL DEVELOPMENT (3). Drawing on research from psychology, explores the relationship between neural structures and process and the forming and maintenance of human relationships. Cross-listing(s): MAPY 663

MALC 664. EDITING NONFICTION (3). Applied editing skills for any type of writing in both professional and personal settings. Includes areas in editing and writing careers, such as book and article publishing, scholarly publications, and journalistic and magazine settings.

MALC 665, FORGIVENESS AND RECONCILIATION (3). Examines the nature and process of forgiveness, why it is hard to forgive, the role of an apology, self-forgiveness, and facilitating forgiveness in others in both personal and work settings. Cross-listing(s): MAPY 628

MALC 668. COMMUNICATION THROUGH SOCIAL MEDIA (3). Explores different forms of social media and its influence on interpersonal and professional relationships. Examines the impact of social media on personal and group identity as well as relationship formation, maintenance and intimacy.

MALC 669. COMMUNICATION AND CONFLICT IN RELATIONSHIPS (3). Identifies the factors that produce good and bad relationships and explores strategies that can manage tensions and conflict in relationships. Considers work, family, and marriage relationships. Cross-listing(s): MAPY 669.

MASTER OF ARTS: LIBERAL STUDIES (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 AND GRADUATE WRITING (3). Develops writing and critical thinking proficiencies for producing credible written documents at the graduate level. Students master the elements of academic writing including presentation, expression, economy, precision and documentation. This knowledge is culminated into a written graduate level document. Additionally the course focuses on applying critical thinking to problem solving and decision making.

MASTER OF ARTS: PROGRAM (MAP)

MAP 690E-W. MA INDIVIDUALIZED STUDY (3). Provides an opportunity for faculty-directed individualized study in a field or topic as designated in the Degree Plan. The goals, content, and outcomes and assessments are to be proposed by the student and approved by the faculty prior to enrollment. Prerequisite(s): Permission of advisor required. NOTE: MA Program students only.

MASTER OF ARTS: PHILOSOPHY(MAPL)

MAPL 637. PERSPECTIVES ON THE MEANING OF LIFE (3). Examines issues of meaning, destiny, and human responsibility.

MASTER OF ARTS: PSYCHOLOGY (MAPY)

MAPY 605. 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.

MAPY 606. SEMINAR IN THEORIES OF PERSONALITY (3). Examines personality development from many theoretical orientations, including: psychodynamic, humanistic, existential, dispositional, and learning theory. Evaluates the impact of social variables, such as culture and gender and their contribution to personality development.

MAPY 607. SEMINAR IN SOCIAL PSYCHOLOGY (3). Covers major themes in the discipline of social psychology from an interdisciplinary perspective with an emphasis on practical professional application. Topics include social cognition; stereotyping and racism; aggression; attraction; persuasion; body image.

MAPY 608. NEUROSCIENCE OF COMMUNICATION AND CONFLICT (3). Explores the link between cognitive processes, communication and conflict behavior. Students develop communication strategies for managing positional thinking, control needs, resistance to cooperation, heightened emotions, inflexibility, unrealistic goals, and how to promote cooperation. Cross listing: MALC 620.

MAPY 609. COMMUNICATION TECHNIQUES FOR HELPING PROFESSIONALS (3). Provides essential graduate-level communication techniques with theoretical material and supporting research for professionals in or preparing to enter graduate-level, non-clinical helping professionals.

MAPY 611. EMOTIONS IN COMMUNICATION & CONFLICT (3). Draws on brain research to understand how emotions contribute to the development and escalation of conflict, as well as how professionals manage the communication of strong emotions during conflict. Cross-listing: MALC 622.

MAPY 616. UNDERSTANDING TRAUMA AND PTSD (3). Investigates the development of posttraumatic stress disorder (PTSD) and other trauma related syndromes. Analyzes research on the psychophysiological effects of exposure to traumatic life events, the impact on the family and the differences in PTSD and trauma related syndromes across a variety of demographic and social contexts.

MAPY 620. THE PSYCHOLOGY OF LEADERSHIP AND INNOVATION (3). Analyzes the psychology of leadership and change in an innovation society. Conceptual tools and practical skills are utilized to examine psych/social models of leadership and

to investigate how leaders can promote personal, organizational, and social change.

MAPY 621. ADOLESCENT PSYCHOLOGY (3). Systematic study of the major theories of adolescent growth and development. Focuses on current research regarding adolescents and the implications of the research.

MAPY 622. CAREER COACHING (3). Explores coaching roles and related coaching practices and competencies needed to assist clients in exploring career alternatives consistent with their passion, values, skills and practical needs. Course addresses the changing nature of careers/jobs in a global environment.

MAPY 623. PSYCHOLOGY OF CONFLICT (3). Explores physiological, psychological and sociological explanations about the emergence and escalation of conflict, sources of resistance, the need for retribution, expressions of power, face saving, judgmental bias, socio-emotional competence, and unresolved anger. Cross-listing(s): MALC 651.

MAPY 624. SPORT AND HUMAN PERFORMANCE PSYCHOLOGY (3). A comprehensive view of research, practice and consultation procedures. Explores how psychology and sport interact in the real world.

MAPY 625 STRESS AND COPING (3). Focuses on the psychological process of stress, the physical connection between stress and health, and research on different coping interventions. Topics, including social support, chronic illness, and aging, are examined through a cross-cultural lens.

MAPY 626. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3). Industrial and organizational psychology concepts and practices, such as personality-based job analysis, performance measures and leadership theories, will be examined. Includes critical evaluation of contemporary issues in the workplace.

MAPY 627. STATISTICAL LITERACY FOR THE SOCIAL SCIENCES (3). Focuses on interpreting the statistical results of published research as well as statistical program output. Discusses the importance and value of statistical literacy in the context of an increasingly patient-centered health care system.

MAPY 628. FORGIVENESS AND RECONCILIATION (3). Examines the nature and process of forgiveness, why it is hard to forgive, the role of an apology, self-forgiveness, and facilitating forgiveness in others in both personal and work settings. Cross-listing(s): MALC 665.

MAPY 652. PSYCHOLOGY OF RELIGIOUS EXPERIENCE (3). Examines and analyzes psychological perspectives on the religious experience, including human development, mystical experience, conversion, new movements and the personal spiritual experience. Explores major research trends regarding religious behavior, personality, and the spiritual experience.

MAPY 653. JUNGIAN DREAMWORK (3). Follows the individuation process through messages delivered from the unconscious and particularly through dreams. Examines Jung's psychology as applied to dream work.

MAPY 654. 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.

MAPY 655. PSYCHOLOGY OF CREATIVITY (3). Examines creativity from a cross-cultural perspective. Explores creative expression as an essential element in the history of humankind, as well as an important developmental factor in the individual. Includes a survey of current psychological theories of creativity.

MAPY 657. ENVIRONMENTAL PSYCHOLOGY (3). Explores the relationships between humans and the physical environment. Focuses on theory, research, and application related to the field. Issues include environmental perception, effects of the environment on behavior, and the effects of behavior on the environment.

MAPY 658. ADVANCED TOPICS IN PSYCHOLOGY (3). Interdisciplinary seminar exploring contemporary issues in psychology through guided investigations and individual research. Explores a topic or research question, articulates a greater understanding of that work through research, discourse, and presentation.

MAPY 659. COMPLEXITY INNOVATION AND FUTURE (3). Examines complexity theories and their application towards innovating for the future. Provides the experiential and analytical study wherein the student learns to exercise innovative thinking and action by examining the basis of complexity.

MAPY 660 APPLIED HEALTH PSYCHOLOGY (3). Focuses on how social psychological theories and concepts can be applied to develop interventions, trainings, public service announcements, and/or classes that influence individual's health-related attitudes and behaviors.

MAPY 663. BRAIN AND SOCIAL DEVELOPMENT (3). Drawing on research from psychology, explores the relationship between neural structures and process and the forming and maintenance of human relationships. Cross-listing(s): MALC 663.

MAPY 669. COMMUNICATION AND CONFLICT IN RELATIONSHIPS (3). Identifies the factors that produce good and bad relationships and explores strategies that can manage tensions and conflict in relationships. Considers work, family, and marriage relationships. Cross-listing(s): MALC 669.

MAPY 671. ABNORMAL PSYCHOLOGY (3). Explores the biophysical model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criteria necessary for making a diagnoses.

MASTER OF ARTS: RELIGIOUS STUDIES (MARS)

MARS 600A. RELIGION AND CULTURE: KEY APPROACHES (3). Provides a historical introduction and explores nine key approaches to the study of religions.

MARS 600B. . RELIGION AND CULTURE: KEY TOPICS (3). Examines key topics in the study of religions (e.g. gender, new religious movements, mysticism and spirituality and myth and

ritual) and religions in the modern world (e.g. politics, economics, environment, science and media). Prerequisite(s): MARS 600A.

MARS 610. HEBREW BIBLE/TORAH (3). Examines the literature of the Hebrew Bible (Torah). Students will read and discuss the Hebrew Bible (in English) using Jewish methodology of interpreting biblical writings while increasing the students awareness of the Jewish religious foundation.

MARS 611. HISTORY OF CHRISTIAN THOUGHT (3). Examines the history of Christian thought, surveying key Christian thinkers and significant developments from the church's inception to the present. Addresses major creeds, councils, and conversations of the Christian Church throughout history.

MARS 622. 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.

MARS 625. INTRODUCTION TO KABBALAH (3). Kabbalah (received tradition), a metaphorical tapestry of Jewish texts, practices, and ideas invites deep spiritual reflection. Students enter this tapestry, following the shape of its development and meaning.

MARS 630. INTRODUCTION TO THE CATHOLIC TRADITION (3). Introduction to basic Roman Catholic teaching for lay ministers and administrators. Topics include the Church's self-understanding, sources of Catholic belief, social justice, Canon Law, morality, liturgy and sacraments.

MARS 631. APPLIED ROMAN CATHOLIC TEACHING AND TRADITION (3). Focuses on Catholic teaching and tradition in contemporary parishes. Includes Canon Law, Sacramental Theology, Liturgy, Moral and Social Teaching and Tradition, Prayer and Spirituality, Ecumenism and Interfaith relationships, Church and State. Assists parishes in applying theological, ecclesial and nonprofit management skills. Prerequisite(s): MARS 630.

MARS 650. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and comtemporary issues).

MARS 658. 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.

MARS 659. ISLAM, FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates and introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and comtemporary democratic movements.

MARS 661. INTERFAITH DIALOGUE (3). Examines the influence of a faith tradition/practice on public and workplace discourse on a variety of topics. Explores the skills and techniques used by leaders of faith-based organizations to facilitate inter, intra, and secular-faith dialogue. Cross listing: MNM 661.

MARS 695E-W. IGNATIAN SCHOLARS COLLOQUIUM (3). The Ignatian Scholars Colloquium enable learners to articulate Jesuit principles, pedagogy and mission and apply external mission learning (strategies and tools) into courses and disciplines within the College for Professional Studies.

MASTER OF ARTS: SOCIAL SCIENCE (MASO)

MASO 610. ISSUES IN SUSTAINABILITY (3). Explores the main aspects of sustainability including environment, ethics, economics, and education. Utilizes systems thinking, scenario planning, and other innovative techniques in the application of sustainability to different disciplines, organizations and situations. Prerequisite(s): Graduate standing.

MBA: ACCOUNTING (MBAA)

MBAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Examines adjustment of financial statements used for analysis after assessing accounting policies used and other limitations of accounting model. Analysis of firm's financial ratios, free cash flow, earnings quality, sustainable earnings, creditworthiness, and fundamental (intrinsic) equity value. Prerequisite(s): AC 320A, AC 320B, AC 410A, and AC 410B, .Cross listing: MSAA 602.

MBAA 603. FINANCIAL REPORTING POLICY AND PRACTICE (3). Examines objectives, recognition and measurement concepts, and definitions of financial statement elements in the FASB's Conceptual Framework; preparation of financial statements; and ethical, economic, and political context of accounting standard-setting and financial reporting policy choices. Prerequisite(s): AC 320A, AC 320B and MBAA 602.. Cross listing: MSAA 603.

MBAA 605. ADVANCED AUDITING (3). Examines cases of failed audits to assess audit risk; identify relevant assertions, inherent risks, and control risks; formulate audit objectives; and evaluate appropriateness of audit evidence. Examines earnings management incentives and devices; and threats to auditor's independence. Prerequisite(s): MBAA 602 or MSAA 602 or equivalent with faculty advisor approval. Cross listing: MSAA 605.

MBAA 607. ACCOUNTING FOR NOT-FOR-PROFIT AND GOVERNMENT ORGANIZATIONS (3). Examines accounting for not-for-profit organizations and governments. Emphasizes the use of accounting information to help identify and solve problems encountered in the management of these organizations. Prerequisite(s): MBAA 602 or MSAA 602 or permission of instructor. Cross listing: MSAA 607.

MBAA 608. INTERNATIONAL ACCOUNTING (3). Examines International Financial Reporting Standards (IFRS) and convergence issues between US GAAP and IFRS. Reviews Accounting Standards Codification for US GAAP foreign exchange and US International tax issue. Prerequisite(s): MBAA 602 or MSAA 602. Cross listing MSAA 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 or equivalent with faculty advisor approval. Cross listing: MSAA 609.

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. Prerequisite(s): MBAA 602 or MSAA 602.Cross listing: MSAA 610.

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. Prerequisite(s): MBAA 602. Cross listing MSAA 611.

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 614. IT AUDITING (3). Combines accounting, regulation and IT security practices to educate students to protect organizational assets through establishment of auditing best practices, current governmental reporting standards, Sarbanes-Oxley requirements and secure management techniques. Prerequisite(s): MBAA 602 or MSAA 602 or permission of instructor. Cross listing: MSIA 684 and MSAA 614.

MBAA 617. ACCOUNTING INFORMATION 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 or MSAA 602. Cross listing: MSAA 617.

MBAA 619. FORENSIC ACCOUNTING (3). Provides an opportunity to study contemporary financial statement fraud cases using a five-part fraud taxonomy: fraud perpetration, fraud detection, fraud investigation, fraud prosecution and fraud prevention and the accountant's role. Prerequisite(s): MBAA 602, MSAA 602 or equivalent with faculty advisor approval. Cross listing: MSAA 619.

MBAA 621. FINANCIAL APPLICATIONS OF XBRL AND INTERACTIVE DATA (3). Studies XBRL (Extensible Business Reporting Language) financial applications for Securities and Exchange Commission filings and other business intelligence and analytics applications. Development of XBRL applications for external and internal financial reporting will be covered. Prerequisite(s): MSAA 602, MBAA 602 or AC 410A, AC 410B, and AC 410C. Co-Requisite: (MSAA 602, MBAA 602, or AC410A, AC 410B, and AC 410C. Cross listing: MSAA 621.

MBA: CORE (MBAC, MBAX)

MBAC 600. THE ECONOMICS OF MANAGEMENT (3). Applies qualitative and quantitative microeconomics, macroeconomics, and international economics to business and the federal government operations from the perspective of the manager including the importance of regionalism and the global economy. NOTE: This Core course should be taken in the first 12 semester hours of the program. Fee required.

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. Cross listing: MSAC 601. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 602. DEVELOPING EFFECTIVE ORGANIZATIONS (3). Effective organizations converge adaptable leadership, engaged workforces and aligned processes. Explores concepts from organizational behavior(OB), organizational development(OD) and human resource development(HRD) and from case studies of current organizations.

MBAC 603. MARKETING AND OPERATIONS DECISION POINTS (3). Marketing and Operations are two key elements of any business organization. Focuses on the intersect of these business elements and key concepts in this intersect, both from a marketing and operations perspective.

MBAC 604. FINANCIAL GOVERNANCE, PLANNING AND CONTROL (3). Examines role of financial governance in achieving socially, environmentally, and economically sustainable business operations. Considers forms of financing, capital structures, cost management, and uses of financial statements, budgets, and financial ratios for planning and control.

MBAC 695. STRATEGIES IN A GLOBAL ENVIRONMENT (3). Examines the influence of strategies, international economics, politics, business and finance in the transnational firm. Students participate in a team simulation managing a transnational corporation demonstrating the business results across product lines, services and continents. Prerequisite(s): Successful completion of all MBA foundation courses. NOTE: Fee required.

MBAX 600. SUSTAINABILTY AND THE CONTEXT OF BUSINESS IN THE 21st CENTURY (3). Provides an opportunity to analyze socially responsible business practices. Topics include: social innovation, global competitiveness, intrapreneurism and sustainability. Includes development of personal and professional development plans that link practices to sustainability.

MBAX 695. BUSINESS PLATFORMS: A MODEL FOR THE 21st CENTURY (3). Provides an opportunity to integrate and apply theoretical knowledge to identify solutions for complex business issues. Includes development of a professional business plan and projects this plan to post-MBA career strategies. NOTE: A minimum of 30 prior semester hours of 600-level MBA course work is required.

MBA: EMERGING MARKETS IN A GLOBAL ECONOMY (MBAE)

MBAE 600. EMERGENT MODERN BUSINESS FIRMS (3). This course analyzes how business firms and organizations operate within specific environments and industries, particularly emerging economies. Studies the foundations of organizational theory and management as crucial factors for business performance.

MBAE 601. EMERGING MARKETS (3). Studies international business environments from the perspective of emerging economies. Analyzes the potential of Latin American companies to develop market spaces in specific industries and regions of the world.

MBAE 602. STRATEGY IN EMERGENT ECONOMIES (3). Studies the formulation and implementation of business strategies from two perspectives: multinationals targeting emerging markets, and firms from developing economies targeting markets in developed and emerging economies.

MBAE 610. FINANCIAL STRATEGY (3). Introduces financial management challenges confronting consolidated and emerging multinational firms. Financial analysis is particularly situated within the conditions of firms operating in emerging markets.

MBAE 611. MARKETING IN EMERGENT ECONOMIES (3). Examines the market conditions of emerging and developed economies in several industries as well as the formulation and implementation of sound marketing strategies targeting rapidly growing markets of the world.

MBAE 612. EMERGENT ECONOMY OPERATIONS (3). Introduces the constitution and operation of international supply chains in different industries to produce and deliver goods for the global economy.

MBAE 620. STRATEGIC HUMAN RESOURCES (3). Identifies the strategic role of human resources management in the development of organizations and business companies. Analyzes human resources practices in emerging economies and proposes innovations in organization human performance.

MBAE 622. FIRM GROWTH STRATEGIES (3). Analyzes corporate growth strategies available for emerging firms of developing economies in a global environment. Strategies include mergers, acquisitions, outsourcing, conglomerations, business groups, strategic alliances and more.

MBAE 630. ENTREPRENEURSHIP AND INNOVATION (3). Studies entrepreneurship as a driver of economic activity, particularly under the perspectives of emerging economies. Examines the process of creation of new businesses, invention and innovation, financing entrepreneurial development and organizational learning.

MBAE 631. LEADERSHIP AND CHANGE MANAGEMENT (3). Deals with the challenges of leadership in complex and divergent organizations. Develops applied strategic leadership skills of thinking, acting and influencing others in ways that promote organizational sustainability and competitive advantage.

MBAE 632. CORPORATE SOCIAL RESPONSIBILITY (3). Introduces the complexity of organizations' environmental and social interactions, and how business firms deal responsibly with all stakeholders to maintain equilibrium and control unwanted impacts on business operations.

MBAE 695. NEW BUSINESS ENVIRONMENTS (3). The capstone course examines strategies in action. It consolidates issues of international economics, politics, culture, business and finance in the development of firms operation in emerging markets.

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): MBAC 604.

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.

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.

MBAF 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite(s): FIN 400 and MKT 325. Cross listing: MBAK 617 and MBAF 617.

MBAF 620. DERIVATIVES (3). Examines the characteristics, risk management, and accounting for modern financial instruments. Prerequisite(s): Permission of instructor or faculty advisor required.

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 611. INNOVATIONS IN BUSINESS (3). Presents 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. Cross-listing: MBAO 611

MBAG 690E-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 698E-W. INTERNSHIP: MBA (3). Under the supervision of a qualified MBA faculty member, provides an intensive internship appropriate for the Master of Business Administration. Prerequisite(s): Completion of all foundational courses and permission of faculty advisor required.

MBA: HEALTH CARE (MBAH)

MBAH 602. HEALTH CARE POLICY (3). Explores delivery of health care in the US, focusing on national policies, their rationale and effects. Relevant stakeholders, costs, legislative methods and intent, and comparisons with non-US health care systems are studied.

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 IN HEALTH CARE (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.

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.

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 FIN 400 or equivalent.

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.

MBA: MARKETING (MBAK)

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.

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.

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.

MBAK 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite: FIN 400 and MKT 325. Cross listing: MBAF 617 and MBAO 617.

MBAK 619. DIGITAL MARKETING AND PROMOTION (3). This course addresses digital marketing strategies including: web, search, social and mobile marketing. Students examine unique strengths of digital marketing components, helping students generate innovative approaches to engage, motivate and inspire buyer brand participation.

MBAK 620. DISCOVERING MARKET OPPORTUNITIES (3). Covers how to analyze and develop new market opportunities in changing environments, how to define target markets based on customer needs, prepare environmental and SWOT analyses, conduct research, and estimate market share potential. Discusses methods of industry competitive analysis. Prerequisite(s): MBAC 603.

MBAK 621. INTEGRATING THE MARKETING MIX (3). Addresses how alignment of product, price and distribution decisions is critical to market success and how choices made in one marketing mix area define options and decisions in others. Covers how to set prices and define distribution strategies to optimize market response to new or existing products. Prerequisite(s): MBAC 603.

MBAK 622. BRANDING & PROMOTION: STRATEGY TO IMPLEMENTATION (3). Applies customer analysis to create a brand strategy that uniquely represents the value proposition of a company or product line. Develops an Integrated Marketing Communication Plan that incorporates mass, targeted, and digital media campaigns that are tracked and modified to yield sustainable return on marketing investments. Prerequisite(s): MBAC 603.

MBAK 623. CUSTOMER RELATIONSHIPS: DEVELOPMENT AND MANAGEMENT (3). Covers how to define target markets based on customer needs, prepare environmental SWOT analyses, conduct research and estimate market share potential. Addresses how to build and maintain loyal customers for lifetime value. Prerequisite(s): MBAC 603.

MBAK 624. ENTREPRENEURIAL INNOVATION (3). Covers how launching sustainable business ventures requires integrating strategic business decisions with market analysis, customer identification, product, price, distribution, and promotion activities. Discusses how to align and balance marketing mix decisions with financial resources by conducting a feasibility study and developing a comprehensive business/marketing plan for market entry. Prerequisite(s): MBAC 603.

MBA: MANAGEMENT (MBAM)

MBAM 602. THE LEADERSHIP MANAGEMENT CHALLENGE (3). Developed jointly with Aubrey Daniels International, this course will survey key leadership perspectives and prepare the student to utilize technical tools to bring out the best in people. Cross listing: MSM 602.

MBAM 604. LEADERSHIP: EXPLORED AND APPLIED (3). Explores important leadership theories by applying knowledge and skills that enhance individual and organizational performance.

MBAM 611. STRATEGY FORMULATION (3). Defines and describes strategy and its formulation within business contexts and situations. Examines combining theory with a practical viewpoint using Porters strategy model. Emphasizes ethics and social responsibility. Prerequisite(s): MBAM 615.

MBAM 612. STRATEGY IMPLEMENTATION AND MANAGEMENT (3). Identifies the process of strategic management from a systems viewpoint. Stratagems and tactics are defined and used to illustrate Mintzberg's pattern in a stream of decisions. Emphasizes ethics and social responsibility. Prerequisite(s): MBAM 611.

MBAM 615. 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. NOTE: Fee required.

MBAM 616. HISTORY AND THEORY OF MANAGEMENT (3). A practical approach to planning, organizing, leading and monitoring an organization's resources. Includes a historical review of management by examining several seminal authors of management throughout history and their contribution to the theory of management.

MBAM 617. POWER AND POLITICS (3). A practical approach to managing power and politics within a business organization. Examines issues of gender and ethnicity in the areas of general management, change management and strategic management. Prerequisite(s): FIN 400 and MKT 325.

MBAM 618. FINANCE FOR STRATEGIC MANAGERS (3). A practical approach to operational financial management. Explores common operational management issues including budgeting, inventory management, credit management, lease financing, make-buy-lease decisions, exchange rate management, performance reporting and other operational issues.

MBAM 695E-W. SEMINAR IN STRATEGIC MANAGEMENT (3). Seminar course exploring current issues in Strategic Management.

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. LEADING PROJECTS IN CONTEMPORARY ORGANIZATIONS (3). Explores project management from a strategic 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. Reviews management of business/computer information technology projects including development approaches, technical aspects of project estimation, and manual and automated project management tools. Cross listing: MSM 657.

MBAO 611. INNOVATIONS IN BUSINESS (3). Presents 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 615. MANAGEMENT OF PROJECT PERFORMANCE (3). Examines aspects of project risk, cost and schedule management. Identifies the management processes required to ensure the project is completed within budget and on schedule. Provides knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project; analyze risks and opportunities within projects, identify methods for reducing and mitigating risks, manage project performance, including quality, human resources, communications and procurement. Prerequisite(s): MBAO 603. Cross listing: MSM 658.

MBAO 617. PRODUCT MANAGEMENT (3). Focuses on management of new and existing products from a multifunctional point of view, i.e. marketing, operations and finance. Utilizes a large-scale, computer-based simulation package to underscore the importance of multifunctional teams in product management, as well as to provide a hands-on learning format. Prerequisite(s); FIN 400 and MKT 325. Cross listing: MBAF 617 and MBAK 617.

MBAO 619. EMERGING TECHNOLOGIES (3). Examines emerging technologies which are changing the business landscape in the areas of speed, information, and ethics. Emerging technologies include virtual reality, synthetic systems, wisdom systems, intelligent agents, simulation modeling, robotics, biotech, and nanotechnology.

MBAO 622. SUSTAINABLE OPERATIONS (3). Studies and analyzes the dynamic nature of supply chain management for products and services and addresses the impact of the global economy on the management process. Develops a solid grounding in the theory of supply chain design, which includes strategies for customer service, quality, logistics, inventory management, and integrated supply chain management.

MBAO 623. SUPPLY CHAIN MANAGEMENT (3). Studies and analyzes the dynamic nature of supply chain management for products and services and addresses the impact of the global economy on the management process. Develops a solid grounding in the theory of supply chain design, which includes strategies for customer service, quality, logistics, inventory management, and integrated supply chain management.

MBAO 651. DELIVERING ORGANIZATION EXCELLENCE (3). Prepares learners to lead change by using the Baldrige Award criteria to explore process improvement opportunities within an organization so that it can deliver added value to its customers. Cross listing: MSM 651.

MBAO 659. 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. Cross listing: MSM 659.

MBA: ORGANIZATIONAL AND PERFORMANCE MANAGEMENT (MBOP)

MBOP 604. COACHING FOR CHANGE (3). Studies human behavior analytically as well as how to address issues having to do with human performance in the workplace.

MBOP 606. EFFECTIVE DECISION MAKING IN PERFORMANCE (3). Provides a conceptual foundation for behavioral assessment. Covers how to manage personal behavior and to influence and guide others so as to ensure greater business and cultural success.

MBOP 608. DESIGNING AN ORGANIZATION-WIDE PERFORMANCE MEASUREMENT SYSTEM (3). Covers the ethical and practical issue of applying the science of human behavior and how to use measures in a comprehensive and systemic manner.

MED: ADULT LEARNING, TRAINING AND DEVELOPMENT (EDAL)

EDAL 601. FOUNDATIONS OF ADULT EDUCATION (3). Analyzes philosophical, political and sociological foundations of education. Examines history and methods of adult education and applies insights into contemporary issues in adult education.

EDAL 631. ADULT LEARNING AND DEVELOPMENT (3). Explores how adults develop cognitively, emotionally and culturally. Basic concepts and research on theories of adult learning, motivation and development are examined. Students compare various perspectives on adult learning.

EDAL 632. FACILITATING ADULT LEARNING (3). In-depth study of effective instructional strategies for enhancing adult motivation and learning. Applies adult learning theory, intrinsic motivation strategies, instructional design within the context of culturally diverse adult learners.

EDAL 633. PROGRAM PLANNING FOR ADULT EDUCATION (3). Explores how to conduct strategic planning, conduct assessments, detect and solve performance problems, and market and evaluate programs. Examines effective programs for adult learners in a variety of social and institutional settings.

MED: CURRICULUM INSTRUCTION (EDCI)

EDCI 600. CURRICULUM FOUNDATIONS (3). Provides foundational knowledge in the field of curriculum. Examines major philosophies on curriculum and explores the constructs of knowledge from which the philosophies derive.

EDCI 601. LEADERSHIP AND COACHING FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT (3). Provides students with tools to become multifaceted teacher leaders. Recognizing the constantly evolving nature of the teaching profession, students explore ways to support teachers in their continuous learning and improvement.

EDCI 602. CULTURALLY RESPONSIVE PEDAGOGY (3). Examines the intricacies of individualized teaching strategies that place students' culture at the heart of all teaching. Examines how such an emphasis can lead to valuable learning experiences for all learners.

EDCI 604. CURRICULUM IMPLEMENTATION AND EVALUATION (3). Focuses on the praxis of theory and practice in curriculum studies. Develops, implements and evaluates a curriculum in an authentic setting.

EDCI 605. TRANSFORMATIVE DATA AND ASSESSMENT (3). Examines how teachers might use various data sources to inform their practice. Explores formative and summative methods, and demonstrates how standardized test data can inform both planning and instruction.

EDCI 609. CURRICULUM DESIGN IN CONTEXT (3). A historical look at curriculum design, mindful of how the present rhetoric and norms in the US influence curriculum development. Addresses the theory and practice of curriculum design; balances personal philosophies with contemporary circumstances.

EDCI 610. CAPSTONE: ACTION RESEARCH IN CURRICULUM (3). Combines theory and practice to create and implement a research-based curriculum project in an educational setting. This reflective practicum experience is the culminating course and will combine and apply knowledge gained from previous coursework.

MED: ELEMENTARY (EDEL)

EDEL 650. ASSESSMENT OF LEARNING (3). Explores the role of assessment in teaching and learning including formative and summative assessment, classroom and large-scale assessment, the use of data to inform instruction, providing effective feedback, and student self-assessment. Field hours required.

EDEL 660. NATURE AND PRACTICE OF LITERACY, EXPRESSIVE ARTS AND SOCIAL STUDIES(3). Explores theories of teaching literacy, social studies and expressive arts. Develops skill in research-based instructional techniques, strategies, and activities. Develops skills in planning integrated instruction and assessing student outcomes for diverse learners. Field hours required.

EDEL 661. ELEMENTARY METHODS II (3). 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 662. NATURE AND PRACTICE OF SCIENCE, HEALTH AND PHYSICAL EDUCATION (3). Explores theories of learning, conceptual knowledge, and instructional strategies for teaching and learning science, health and physical education. Develops skills in planning, implementing, and assessing student outcomes for diverse learners. Field hours required.

EDEL 663. NATURE AND PRACTICE OF MATHEMATICS (3). Explores theories of learning, conceptual knowledge, and instructional strategies relevant to teaching and learning mathematics. Additional emphasis on planning, implementing, assessing and reflecting on emerging practice.

EDEL 670. EFFECTIVE LEARNING ENVIRONMENT (3). Examines research and practice for establishing and maintaining the classroom environment. Focuses on effective and efficient instruction and fostering a positive social culture. Examines impacts of students' social and cultural backgrounds on the classroom context.

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.

MED: CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (EDES)

EDES 603. EQUITY, ETHICS AND SOCIAL JUSTICE IN EDUCATION (3). Explores the moral, political, and ethical contexts of teaching, focusing on issues pertaining to equity, access, and social justice. Examines transformative perspectives and practices aimed at challenging oppression and inequality. Cross listing: EDSC603.

EDES 640. CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (3). Focuses on educational policy and practice impacting CLD learners. Examines inter-relationship of culture, language, and identity and how these influence learning. Emphasizes theories of language acquisition and effective CLD practices/strategies. Prerequisite(s); EDES 603, EDSP 620.

EDES 665E-W. LINGUISTICALLY DIVERSE STRAND (1-5). The courses for this strategy strand are designed to lead to Linguistically Diverse Education endorsement and Linguistically Diverse Education Specialist in Colorado. 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 Diverse Strategy Strand may qualify a student to be recommended for endorsement. Cross listing: MAE 665E-W

EDES 665E. TEACHING STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). Instructs participants in research-based methods and examines effective content-based instructional strategies for teaching English to CLD learners. Participants will adapt curriculum materials and learn differentiation techniques. Constructivist and sheltered teaching methodologies will be discussed and demonstrated. Cross listing: MAE 665E.

EDES 665G. LINGUISTICS I: LANGUAGE ACQUISITION (3). Provides the participant with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Process learning will be explored and modeled. Cross listing: MAE 665G

EDES 665H. FOUNDATIONS OF EDUCATION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). Provides an overview of the history and legislation related to CLD learners and a survey of bilingual and ESL programs. Models, philosophies and theoretical underpinnings of programs for the CLD will be discussed. Strategies for collaboration with, inclusion of, and advocacy for, diverse students and their families will be explored. Cross listing: MAE 665H.

EDES 665I. ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Develops skills for design, evaluation and critique of a variety of formative and summative assessments for CLD learners. Participants will apply this learning through a case study and design of a differentiated assessment based on language proficiency level. Cross listing: MAE 665I

MED: FINE ARTS (EDFA)

EDFA 650. 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.

MED: FOUNDATIONAL COURSES (EDFD)

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 FOUNDATIONS (3). Focuses on the foundations of education, teachers, and the law, and teaching as a profession. Also introduces Jesuit themes with an emphasis on service to others.

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 604. DIVERSITY ISSUES IN EDUCATION (3). Examines the broad range of cultural changes taking place in K-12 education and the workplace. Focuses on implications for instruction training, including topics such as ethnicity, socioeconomic level, and gender.

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 615. TRENDS AND ISSUES IN EDUCATION (3). Focuses on current issues, research, and implications for learning in K-12 education. NOTE: Non-licensure students only.

EDFD 620. TEACHING 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. EDUCATIONAL PSYCHOLOGY1(3). Focuses on human learning, motivation, and development. Investigates the relationship between individual differences related to learners cognitive, linguistic, social, emotional, and physical development and instruction. Emphasizes use of instructional technology..

EDFD 631. STUDENT DEVELOPMENT AND LEARNING (3). Study of student development and learning, emphasizing applications to curriculum and methods in the classroom.

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 670. THE EFFECTIVE CLASSROOM (3). Explores the classroom management and the development of an effective classroom. Emphasizes classroom setup, establishing rapport, setting routines and procedures, management techniques, and conditions of learning in the K-12 environment.

EDFD 697. PROFESSIONALISM IN EDUCATION I (2). Seminar that accompanies Student Teaching. Focuses on topics that are critical for the effective teacher with a global perspective: planning for instruction, ethical practices, creating a supportive classroom, leadership, and collaboration. NOTE: Initial licensure students only.

MED: GIFTED AND TALENTED (EDGT)

EDGT 600. INTRODUCTION TO THE GIFTED LEARNER (3). Overview and general knowledge about gifted education as well as history, theories, educators, and research. Addresses topics such as characteristics and needs of gifted children, brain-research, creativity and successful strategies.

EDGT 601. IDENTIFICATION AND CURRICULUM (3). Focuses on identification of gifted and talented students; development of curriculum and teaching practices centered on current research models in this field. Prerequisite(s): EDGT 600.

EDGT 602. AFFECTIVE AND SOCIAL NEEDS (3). Addresses affective and social needs of gifted learners such as learning styles, multiple intelligences, stress, perfectionism, gender issues, parent role, resources, choices and challenges of being gifted. Prerequisite(s): EDGT 600.

EDGT 603. SPECIAL POPULATIONS IN GIFTED AND TALENTED (3). Studies areas of exceptionalities with gifted students; includes identification, assessment, and interventions for twice-exceptional, profoundly gifted, under-achieving student, ethnically, linguistically and culturally diverse students as well as the socio-economically deprived student. Prerequisite(s): EDGT 600.

EDGT 604. CRITICAL ISSUES IN GIFTED AND TALENTED (3). Investigates program evaluation and impact on student achievement. Includes assessment, leadership and stakeholders in educating the gifted learner. Examines the impact of local, state, national legislation as well as parent organizations. Prerequisite(s): EDGT 600.

EDGT 605. CREATIVITY AND DIVERGENT THINKING (3). Explores the concept of creativity and divergent thinking. Includes the factors, measurements and applications to education. Prerequisite(s): EDGT 600.

EDGT 612. GIFTED PROGRAM DESIGN (3). Examines program models such as RTI, IB, advanced placement, community college partnership as well as public and private schools for gifted and talented students. Prerequisite(s): EDGT 600. NOTE: Field component required.

EDGT 614. SEMINAR IN GIFTED EDUCATION (3). Students will meet with experts to study and evaluate research in current topics related to the gifted learner. Focus may vary each year. Prerequisite(s): EDGT 600, EDGT 601, EDGT 602, EDGT 603, EDGT 604, EDGT 605, and EDGT 612.

EDGT 646. PROFESSIONAL PROJECT: GIFTED AND TALENTED (6). Students research and complete an individual project based upon an area of study from within the curriculum offerings. Projects will be presented. Prerequisite(s): EDGT 600, EDGT 601, EDGT 602, EDGT 603, EDGT 604, EDGT 605, and EDGT 612.

MED: EDUCATIONAL LEADERSHIP (EDLS)

EDLS 643. CAPSTONE: EDUCATIONAL LEADERSHIP FOR INNOVATION AND CHANGE (3). Students prepare an applied project to include goal setting, decision-making and analysis, and self-evaluation and reflection. The applied project will provide documentary evidence of standards-based learning in order to quantify learning. Prerequisite(s): EDLS 670, EDLS 671, and EDLS 672.

EDLS 660. FISCAL LEADERSHIP (3). Development and management of a school budget is predicated on fiscally sound practices. Explores basic accounting and budgeting principles and fiscal management tools need to lead in an education setting.

EDLS 661. HUMAN RESOURCES FOR EDUCATIONAL LEADERS (3). Examines the nature and challenge of personnel management, including recruiting, hiring and supervision of staff.

EDLS 662. INSTRUCTIONAL LEADERSHIP (3). School leaders are required to understand the implications of the common core state standards on teaching, learning, and evaluation, including federal and state guidelines. Examines instructional practices and implications on student achievement.

EDLS 670. INTRODUCTION TO EDUCATIONAL LEADERSHIP (3). Using current literature and case studies, candidates will study a variety of styles and strategies of leadership. A basis for study in this course involves the process of school improvement and staff development.

EDLS 671. INSTRUCTIONAL STRATEGIES (3). Emphasizes instructional strategies focusing on how to teach, coach, and improve such techniques. Strong emphasis placed on strategies that have proven highly effective in this research.

EDLS 672. PRINCIPLES OF ADULT LEARNING (3). Understanding how Educators and adults change, the instructional leader can plan direct assistance, professional development, and curriculum development at a level to stimulate and support teacher effectiveness in expanding student learning and success.

EDLS 681. PERSONNEL SELECTION AND SUPERVISION (3). Provides a framework for evaluating teachers and supervising personnel for the benefit of student achievement. Candidates will learn policies, the laws and ethics of supervision as they relate to hiring and disciplining personnel. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

EDLS 683. CASE STUDIES IN THE PRINCIPALSHIP (3). Focuses on a variety of tools and strategies essential to successfully navigating building administration, including dealing with routine matters and non-routine issues. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

EDLS 684. CURRICULUM DESIGN AND IMPLEMENTATION (3). Provides a framework for defining and establishing a rationale for a curriculum, understanding the purposes which direct curriculum designing and implementation, and processes used to design and implement curriculum. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

EDLS 685. PEER MENTORING AND SUPPORT (3). Provides strategies to support the building leader in promoting professional growth and group dynamics while enhancing the performance of licensed and classified staff in an educational setting. Prerequisite(s): EDLS 670, EDLS 671and EDLS 672.

EDLS 687. MANAGING ASSESSMENT DATA (3). Provides an in-depth study of assessment and evaluation to include assessment purposes and guiding principles, achievement targets, assessment methods, characteristics of effective assessment, evaluation, feedback, and legal issues. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

EDLS 688. SCHOOL FINANCE (3). Examines the concepts and theories of public school finance and how schools acquire, spend, and account for resources. Highlights practical fiscal and business aspects of planning and developing a school budget. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

EDLS 689. SCHOOL LAW (3). This course focuses on an understanding of legal rationale and principles. Offers the optimal balance of case law, statutes, regulations, and commentary, providing knowledge of the law and useful guidance in understanding the meaning and application of the law in schools.

EDLS 690. SCHOOL STRATEGY AND SUSTAINABILITY (3). Examines the forces shaping the education environment and the fundamental strategic choices leaders make that influence school performance including processes for the development and articulation of vision and mission.

EDLS 692. COMMUNITY AND COMMUNICATIONS LEADERSHIP (3). Examines ethical dilemas in education leadership and the decision making processes involved. Topics are analyzed to develop competence in moral reflection and ethical decision making considering professional and societal values.

EDLS 694. EDUCATION POLICY AND ORGANIZATION LEADERSHIP (3). Examines educational policy debates and reform efforts at both the federal and state levels and issues such as teacher policy and leadership, teachers unions, and recent efforts to reform schools in major American cities.

EDLS 695E-W. INTERNSHIP: SCHOOL PRINCIPAL (1-6). Provides on-site experience and direct practice in the everyday issues of the principalship. Prerequisite(s): EDLS 670, EDLS 671 and EDLS 672.

MED: READING (EDRG)

EDRG 602. READING AND WRITING CONNECTIONS (3). Studies the reading and writing connection, different models of literacy process development, and how to teach in an integrated approach. NOTE: Field experience component included.

EDRG 603. EMERGENT LITERACY (3). Studies the young learner as he or she learns to read and write. Emphasizes early learning strategies and developmental theory. NOTE: Field experience included.

EDRG 604. LITERACY FOR THE DIVERSE LEARNER (3). Examines current research and strategies for teaching diverse learners who are multi-lingual, multi-cultural, or come from a disadvantaged environment. Also includes information on strategies for students with special needs. NOTE: Field experience included. NOTE: Field experience included.

EDRG 606. READING ASSESSMENT AND INTERVENTION (3). Literacy assessment and diagnostic tools will be utilized and strategies for remediation implemented. Students will create clinic reports based on assessment experiences. Explores affective factors and current issues. Prerequisites: EDRG 603, EDRG 604 and EDRG 644 NOTE: Field experience included.

EDRG 608. EVIDENCE-BASED READING TECHNIQUES (3). Presents information on evidence-based, advanced techniques in reading instruction, assessment, and remediation. Topics such as state policies, specific disabilities, and program evaluation will also be addressed. Prerequisites: EDRG 603, EDRG 604, EDRG 606 and EDRG 644 or permission of instructor. NOTE: Field experience required.

EDRG 635. READING STRATEGIES FOR SECONDARY STUDENTS (3). Reviews basic literacy instructional practices to help all secondary learners in their content areas as well as age appropriate remediation strategies for struggling readers. Prerequisites: EDRG 602, EDRG 603 and EDRG 644. NOTE: Field experience included.

EDRG 640. ORGANIZATION AND MANAGEMENT OF SCHOOL LITERACY PROGRAMS (3). Prepares teachers, coaches, and reading specialists in the organization and management of school reading programs. Includes information on coaching roles and embedded staff development. Culminates in a capstone project. Prerequisite(s) EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635 and EDRG 644. NOTE: Field experience required.

EDRG 644. TEACHING READING AND WRITING (3) Provides graduate students with a variety of methods for teaching reading and writing. Uses current methodologies, research-based instructional practices, and ongoing assessment. Includes

instruction and application of the five essential components of reading instruction. NOTE: Field experience required.

EDRG 653. LITERACY FOR STUDENTS WITH SPECIAL NEEDS (3). Focuses on research-based methods and curricula for teaching reading and writing to students with special learning needs. Emphasizes instructional assessment strategies, examines materials and modifications that are effective with special populations. NOTE: Field experience required.

EDRG 694. PRACTICUM: READING TEACHER (3). Immerses students in literacy leadership scenarios. Experiential involvement, reflection, and application of skills and concepts gleaned from previous classes will be emphasized. Prerequisites: EDRG 602, EDRG 603, EDRG 604, DRG 606, EDRG 608, EDRG 635, EDRG 640, EDRG 644, EDRG 653. NOTE: Field Experience required.

EDRG 695. PRACTICUM: READING SPECIALIST (3). Provides a venue for experiential involvement in literacy instruction, issues, and programs. Reflection, evaluation, and application of skills and concepts gleaned from previous classes will be emphasized. Prerequisites: EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635, EDRG 640,EDRG 644, EDRG 653. NOTE: Field Experience required.

EDRG 697. CAPSTONE PROJECT IN LITERACY (3). Students will review current research in the field of literacy to help them develop an applied project that improves teaching, intervention practices, curriculum, or the professional community. Prerequisite(s): EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG, 608, EDRG 635, EDRG 640, EDRG 644, and EDRG 653.

MED: EDUCATIONAL RESEARCH (EDRS)

EDRS 600. EDUCATIONAL RESEARCH AND CRITICAL REFLECTION I (3). Introduces fundamental concepts related to quantitative and qualitative educational research emphasizing teacher generated action research. Covers evaluation and engagement in educational research. Critical reflection as action research will be explored as well.

EDRS 641. INTRODUCTION TO EDUCATIONAL RESEARCH (3). Provides students with an understanding of the fundamental concepts related to educational research. Discussions include quantitative and qualitative research, formats, data collection procedures, and strengths and weaknesses of both types of research. Additional topics include conducting literature reviews using online databases, evaluating the credibility of published sources, and synthesizing and writing reviews of literature.

EDRS 642. RESEARCH PROPOSAL DEVELOPMENT (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.

EDRS 643. RESEARCH PROJECT (3). Provides the opportunity to execute the research proposal prepared in EDRS 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.

EDRS 680. EDUCATIONAL RESEARCH AND CRITICAL REFLECTION II (1). Second in the series of graduate-level research courses required of graduate level teacher candidates. Candidates will engage in reflective practice around learner differences and will use the knowledge gained to understand the creation of inclusive learning environments that enable each learner to meet high standards. NOTE: Seniors only, majors only. All courses prior to student teaching or permission of instructor required.

EDRS 698. CAPSTONE IN REFLECTIVE TEACHING (3). Students explore research and best practices for classroom teachers using four strands. Identified data is collected during student teaching for analysis and presentation. Emphasis is on cultivating skills and dispositions necessary to becoming reflective practitioners. NOTE: Must complete student teaching requirement prior to taking this class.

MED: SECONDARY (EDSC)

EDSC 603. EQUITY, ETHICS AND SOCIAL JUSTICE IN EDUCATION (3). Explores the moral, political, and ethical contexts of teaching, focusing on issues pertaining to equity, access, and social justice. Examines transformative perspectives and practices aimed at challenging oppression and inequality. Cross listing: EDES 603.

EDSC 650. 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 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.

MED: 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 605. SPECIAL EDUCATION LAW (3). Designed to acquaint teachers with the ethical intricacies of law and policies as pertaining to special education. Case studies and up-to-date mandated from special education legislature will be examined.

EDSP 610. TRANSITION AND SECONDARY SERVICES (3). Prepares educators to work with students with disabilities to be successful in education, employment, and independent living after completion of high school.

EDSP 620. UNIVERSAL DESIGN FOR LEARNING: A FRAMEWORK FOR TEACHING AND LEARNING (3). Provides the foundational knowledge and skill to design, create, and provide lessons that ensure the engagement and participation of varied learners within a high standard based curriculum.

EDSP 630. LANGUAGE DEVELOPMENT AND YOUNG CHILDREN WITH SPECIAL NEEDS (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 644. MATHEMATIC INTERVENTIONS FOR CHILDERN WITH SPECIAL NEEDS (3). Focuses on remediation and additional mathematic instruction for struggling students. Examines why children struggle with math concepts and how classroom climate, student learning style, and teacher activities all impact the struggling learner.

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 knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Contains a practicum component.

EDSP 659. METHODS FOR TEACHING YOUNG CHILDREN WITH SPECIAL NEEDS (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 663. ASSESSMENT AND PLANNING FOR EXCEPTIONAL STUDENTS (3). Facilitates the diagnostic practices needed to identify educational and behavioral needs, write measureable goals, develop appropriate interventions, and monitor student

growth. Emphasizes IEP development from determining disability to documenting service delivery.

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 development of competencies in consultation and collaboration. Encourages the development of understanding and skills that enhance the teacher's ability to work with and communicate effectively with school personnel, paraprofessionals, and parents.

EDSP 667. ADAPTIVE TECHNOLOGY (3). Studies current research on adaptive technology as well as the challenges students with special needs face. Field component contains experience with some of the various devices such as: screen text enlargers, screen-reading systems, typing enhancers, alternative keyboard, voice recognition systems, and specialized wheelchairs.

EDSP 670. METHODS AND STRATEGIES IN SPECIAL EDUCATION (3). Focuses on the evaluation and use of evidence/research-based strategies in special education with an emphasis on data collection, interventions, and progress monitoring of a student within a practicum experience.

EDSP 671. CHARACTERISTICS OF PUPILS WHO HAVE AUTISM (3). Focuses on symptoms of autism in children, the tools used to diagnose autism, and strategies for supporting those around autistic children. In-depth extensions to previous learning are accomplished in this course.

EDSP 675. SPEECH AND LANGUAGE DEVELOPMENT (3). Examines the process of language acquisition as well as addressing specific information about certain language disabilities. Research-based strategies will be identified for working with K-12 students.

EDSP 678. METHODS AND STRATEGIES FOR TEACHING PUPILS WHO HAVE AUTISM (3). Centers on diagnostic techniques, which provide the basis for instruction. Provides a variety of instructional techniques, information, and ideas for teaching K-12 autistic children. Research-based strategies build on previous knowledge of special education techniques.

EDSP 690. PRACTICUM IN SPECIAL EDUCATION: EARLY CHILDHOOD (4-8). 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 692. PRACTICUM IN SPECIAL EDUCATION GENERALIST (3-8). Participation in a student teaching experience assessing, teaching, and program planning for students with special needs. NOTE: Students must have experience with students with a variety of needs.

MED: INSTRUCTIONAL TECHNOLOGY (EDTC)

EDTC 600. PEDAGOGICAL PRACTICE IN INSTRUCTIONAL TECHNOLOGY (3). Introduction to pedagogy and instructional technology. Focuses on universal design, media literacy, and begins the electronic portfolio that will be used to collect artifacts for the final capstone course.

EDTC 601. VIRTUAL COLLABORATION AND COMMUNICATION (3). Exploration of Web 2.0, social networking, and virtual reality. Examines copyright, assessment, and instructional methods regarding technology in schools and classrooms. Includes an introduction to online teaching and learning.

EDTC 602. INSTRUCTIONAL DESIGN (3). Studies the process of solving instructional problems by analyzing and applying instructional design models and principles to meet educational and training goals in both K12 education, higher education, and corporate education.

EDTC 603. WEB DEVELOPMENT FOR EDUCATIONAL USE (3). Examines principles and techniques for designing and developing Web-based learning environments. Topics include authoring software, usability issues, accessibility, creative commons, visual literacy, universal design, copyright, and online teaching and learning. Prerequisite(s): EDTC 600 and EDTC 614.

EDTC 604. ADVANCED WEB DEVELOPMENT (3). Exploration of advanced web tools. Focuses on self-directed projects based on personal growth needs. Prerequisite(s): EDTC 600, EDTC 603, and EDTC 614.

EDTC 605. MULTIMEDIA (3). Examines principles and techniques for developing and evaluating use of multimedia in learning environments. Topics include development, delivery, universal design, assistive technology, open source, audio, video and graphic creation and editing, creative commons, and accessibility. Prerequisite(s): EDTC 600 and EDTC 614.

EDTC 606. MULTIMEDIA II (3). Concentrates on designing, developing, and assessing leading multimedia instructional tools. Includes exploration of enhanced uses of multimedia including audio, video, and animation. Focuses on self-directed project based on personal growth needs. Prerequisite(s): EDTC 600, EDTC 605, and EDTC 614.

EDTC 608. MULTIMEDIA III (3). Students work to master advanced media area of choice: video production, digital audio, gaming, 3D modeling, animation, photography, flash, or advanced graphic manipulation; and learn best practice uses for their curricular area. Prerequisite(s): EDTC 600, EDTC 605, EDTC 606, and EDTC 614.

EDTC 610. INSTRUCTIONAL TECHNOLOGY CAPSTONE PROJECT (3). Synthesis of work and projects completed throughout the IT degree program. An electronic portfolio will be developed showcasing work completed to meet NETS-T standards and 21st Century Learning Skills.

EDTC 614. INTEGRATING TECHNOLOGY INTO THE CURRICULUM (3). Focuses on effective strategies and best practices for integrating technology into the curriculum. Explores

emerging technologies and their use in the classroom. Examines educational theory, technology, integration, and administrative considerations and skills related to technology. Prerequisite(s): EDTC 600.

EDTC 660. METHODS OF TEACHING INSTRUCTIONAL TECHNOLOGY I (3). Studies the curriculum, methods and strategies for teaching, organizing and assessing learning in instructional technology, elementary (K-6) settings. Provides opportunity to design lessons, both daily and unit, and have experience teaching lessons in the classroom.

EDTC 690. PRACTICUM IN INSTRUCTIONAL TECHNOLOGY (10). Entails working in an elementary and secondary school setting full-time (300-600 contact hours) with a licensed teacher in an accredited school.

MASTER OF NONPROFIT MANAGEMENT (MNM)

MNM 601. HISTORY, THEORY AND THE 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 603. CONFLICT RESOLUTION FOR LEADERS (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 607. SOCIAL JUSTICE AND THE NONPROFIT SECTOR (3). Focuses on developing a foundation for studying and developing critical thinking skills in the area of social justice. Examines the role of social justice in the third sector and its importance to current and future leaders. Investigates the role of globalization in and its impact on community development. Prerequisite(s): MNM 601.

MNM 610. LEGAL ISSUES FOR NONPROFITS (3). Introduces critical legal issues affecting nonprofit organizations. Explores nonprofit formation, statutory requirements, liability, contract and employment issues, applicable portions of the Federal Tax Code, laws that affect lobbying and public advocacy and laws regarding fund raising. Prerequisite(s): MNM 601, MNM 612, and MNM 648.

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 615. SOCIAL ENTERPRISE (3). Analyzes ways in which a nonprofit maintains an entrepreneurial atmosphere to raise funds and to serves constituents. Identifies the major ethical, legal and managerial issues that surround nonprofit enterprise.

MNM 620. STRATEGIC MARKETING FOR NONPROFITS (3). Introduces the theories, applications, and tools of social marketing for creating social change in global civil societies. Explores a step-wise process for designing, planning, and executing marketing strategies responsive to the needs of target audiences.

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 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 RESOURCE LEADERSHIP IN NPO'S (3). Examines the effective management of people working in nonprofit organizations. Includes hiring policies and practices, compensation, staff development, staff evaluation, collective bargaining, labor/management issues and equal employment opportunity. Considers the role of volunteers; how volunteers are recruited, organized and managed in nonprofits.

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 647. PROGRAM DEVELOPMENT AND ACCOUNTABILITY (3). Designs, evaluates and analyzes programs through the utilization of research methods and best practices to determine the effectiveness of programs while at the same time providing accountability to the organization's mission. Utilizes evidence-based and other data to evaluate and develop techniques and strategies that can produce effective program measurement.

MNM 648. GOVERNANCE AND ORGANIZATIONAL LEADERSHIP (3). Examines accountabilities of nonprofit governance. Analyzes governing board and executive director roles in leading change, decision processes, and modeling ethical behaviors. Explores strategies which position organization for Third Sector leadership. Prerequisite(s): MNM 601 and MNM 644.

MNM 651. INQUIRY AND ANALYSIS IN NPO/NGOs (3). Examines qualitative and quantitative research design and methods of inquiry and analysis as applied to nonprofit organizations, programs, and services and to civil society globally. Prerequisite(s): MNM 601 and MNM 607.

MNM 655. LEADING FROM WITHIN (3). Explores the role of mindfulness in leadership. Investigates various practices that connect your beliefs and behaviors as it relates to your leadership.

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 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 677E-W. 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. Students will travel in other countries and/or regions. Prerequisite(s): Completion of 24 semester hours or permission of the instructor.

MNM 678. LEADING INCLUSIVE ORGANIZATIONS (3). Examines theory and practice of leading inclusive nonprofit organizations. Emphasizes a leadership approach which examines self and organization as it relates to inclusiveness practices in the nonprofit sector.

MNM 684. LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT (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 688. FAITH-BASED NONPROFIT LEADERSHIP (3). Examines issues in the administration and leadership of faith-based nonprofit organizations.

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 697. PROFESSIONAL PROJECT (3). Forms the capstone experience representing the creation, development, improvement or evaluation of a product or program m or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world.

MASTER OF SCIENCE: ACCOUNTING (MSAA)

MSAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Examines adjustment of financial statements used for analysis after assessing accounting policies used and other limitations of accounting model. Analysis of firm's financial ratios, free cash flow, earnings quality, sustainable earnings, creditworthiness, and fundamental (intrinsic) equity value. Prerequisite(s): AC 320A, AC 320B, AC 410A, and AC 410B.. Cross listing MBAA 602.

MSAA 603. FINANCIAL REPORTING POLICY AND PRACTICE (3). Examines objectives, recognition and measurement concepts, and definitions of financial statement elements in the FASB's Conceptual Framework; preparation of financial statements; and ethical, economic, and political context of accounting standard-setting and financial reporting policy choices. Prerequisite(s): AC 320A, AC 320B and MSAA 602 or MBAA 602. Cross listing: MBAA 603.

MSAA 605. ADVANCED AUDITING (3). Examines cases of failed audits to assess audit risk; identify relevant assertions, inherent risks, and control risks; formulate audit objectives; and evaluate appropriateness of audit evidence. Examines earnings management incentives and devices; and threats to auditor's independence. Prerequisite(s): MSAA 602 or MBAA 602 or equivalent with faculty advisor approval. Cross listing: MBAA 605.

MSAA 607. ACCOUNTING FOR NONPROFIT & GOVERNMENT ORGANIZATIONS (3). Examines accounting for not-for-profit organizations and governments. Emphasizes the use of accounting information to help identify and solve problems encountered in the management of these organizations. Prerequisite(s): MSAA 602 or MBAA 602 or permission of instructor. Cross listing: MBAA 607.

MSAA 608. INTERNATIONAL ACCOUNTING (3). Examines International Financial Reporting Standards (IFRS) and convergence issues between US GAAP and IFRS. Reviews Accounting Standards Codification for US GAAP foreign exchange and US International tax issue. Prerequisite(s): MSAA 602 or MBAA 602. Cross listing: MBAA 608.

MSAA 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 or equivalent with faculty advisor approval. Cross listing: MBAA 609.

MSAA 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. Prerequisite(s): MBAA 602 or MSAA 602.Cross listing: MBAA 610.

MSAA 611. TAX INFLUENCE ON BUSINESS DECISION-MAKING (3). Studies the structure of the tax code, principles underlying it and impact on business transactions. Emphasizes tax planning. Prerequisite(s): MBAA 602 or MSAA 602 . Cross listing MBAA 611.

MSAA 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.

MSAA 614. IT AUDITING (3). Combines accounting, regulation and IT security practices to educate students to protect organizational assets through establishment of auditing best practices, current governmental reporting standards, Sarbanes-Oxley requirements and secure management techniques. Prerequisite(s): MBAA 602 or MSAA 602 or permission of instructor. Cross listing: MSIA 684 and MBAA 614.

MSAA 616. XBRL AND INTERACTIVE DATA (3). Examines XBRL, the language for the electronic communication of business and financial date for financial reporting, SEC and regulatory reporting, corporate and governmental applications of interactive data, taxonomy development, and data tagging software. Prerequisite(s): MBAA 602 or MSAA 602.

MSAA 617. ACCOUNTING INFORMATION 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): MSAA 602 or MBAA 602 or equivalent with faculty advisor approval. Cross listing: MBAA 617.

MSAA 619. FORENSIC ACCOUNTING (3). Provides an opportunity to study contemporary financial statement fraud cases using a five-part fraud taxonomy: fraud perpetration, fraud detection, fraud investigation, fraud prosecution and fraud prevention and the accountant's role. Prerequisite(s): MBAA 602 or MSAA 602. Cross listing: MBAA 619.

MSAA 621. FINANCIAL APPLICATIONS OF XBRL AND INTERACTIVE DATA (3). Studies XBRL (eXtensible Business Reporting Language) financial applications for Securities and Exchange Commission filings and other business intelligence and analytics applications. Development of XBRL applications for external and internal financial reporting will be covered. Prerequisite(s): MSAA 602, MBAA 602 or AC 410A, AC 410B, and AC 410C. Cross listing: MBAA 621.

MSAA 698E-W MSA INTERNSHIP (3). Under the supervision of a qualified MSA faculty member, provides an intensive internship appropriate for the Master of Science in Accounting program. Prerequisites: Completion of all foundation courses and permission of MSA lead faculty required.

MASTER OF SCIENCE: ACCOUNTING CORE (MSAC)

MSAC 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 stake-holder models of corporate responsibility. Cross listing: MBAC 601. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MSAC 695. BUSINESS PLANNING AND STRATEGY (3). Develops a strategic and operating plan and implements it using a complex realistic business simulation model. Prerequisite(s): Successful completion of 21 semester hours of 600-level MSA courses and all foundational courses. NOTE: Fee required.

MASTER OF SCIENCE: COMPUTER INFORMATION SCIENCES (MSC)

MSC 690E-W. INDEPENDENT STUDY (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): MSCC 610 and approval of Department Chair. Prerequisite(s): MSCC 610.

MSC 695E-W. SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Technology professionals based on topics relevant to current technological conditions. Prerequisite(s): MSCC 610.

MASTER OF SCIENCE: CORE (MSCC)

MSCC 610. INFORMATION TECHNOLOGY CONCEPTS (3). Introduces information systems concepts, architectures, and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from business viewpoint including processes, value proposition, and different types of information systems.

MSCC 630. ENTERPRISE ARCHITECTURE (3). Examines information needed to create adaptive strategies for successfully implementing enterprise architectures. Focuses on strategies that are based on experiences within organizations across multiple industry verticals. Prerequisite(s): MSCC 697 and completion of 12 semester hours in the degree requirements and degree electives area.

MSCC 693. GRADUATE CAPSTONE (3). Case-based scenario that emphasizes real-world application of Information Technology knowledge and skills. Simulates a real-world information technology organization where students enhance skills learned in previous courses. Provides a research experience as a basis for fulfilling the final project requirement. Prerequisite(s): MSCC 630.

MSCC 697. INFORMATION TECHNOLOGY RESEARCH METHODS (3). Concentrates on project management, proposal preparation, research and thesis writing. Deliverables include abstract proposal outline and research plan. Students research and develop project proposals that are then approved by the faculty. Prerequisite(s): MSCC 610 and completion of 12 semester hours in the degree requirements and degree electives area.

MSCC 698. GRADUATE THESIS (3). Students complete a master's thesis that is a substantial body of original scholarly work in the area of Information Technology. Prerequisite(s): MSCC 630. NOTE: Pass/No Pass grading only. Students must have successfully completed all other degree requirements for this program prior to completing this course.

MASTER OF SCIENCE: DATABASE TECHNOLOGY (MSCD)

MSCD 600. DATABASE ARCHITECTURE (3). Provides an introduction to the internal structures and architectures of database management systems. Focuses on the Oracle10g ORDBMS architecture and associated processes and physical files. Covers general concepts such as design, deployment, and operation. Prerequisite(s): MSCC 610. Cross listing: MCT 613.

MSCD 610. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL3 in-depth. Utilizes Oracle10g ORDBMS and Oracle command line interface, SQL*Plus for all lab work. Provides hands-on experience with an enterprise class, object-relational database management system. Prerequisite(s): MSCD 600 or MCT 613. Cross listing: MCT 614.

MSCD 640. ORACLE® 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 or MCT 614. Cross listing: MCT 615.

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. Cross listing: MCT 629.

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. Cross listing: MCT 630.

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. Cross listing: MCT 631.

MSCD 661. BUSINESS INTELLEGENCE (3). Architectures, theories, methodologies and technologies that transform structured, semi-structured and unstructured data into meaningful and useful information. Covers analysis of enterprise data requirements to develop queries, reports and building OLAP cubes that use business analytics to answer complex business questions.

MSCD 670. MIDDLEWARE ARCHITECTURES AND DATABASE APPLICATIONS (3). Examines middleware implementation of portals using Oracle's advanced 10gAS platform as an application study. Focuses on middleware design, development and administration of web- based enterprise portal technology. Explores B2B applications, case studies, and Internet access to the database. Prerequisite(s): MSCD 610 or MCT 614. Cross listing: MCT 616.

MSCD 675. DATABASE TECHNOLOGIES AND SERVICE ORIENTED ARCHITECTURE (3). Introduces SOA, middleware, with enterprise architecture, interoperability and loose coupling. Explores technical and organizational perspectives and alignment using design principles and industry-standard organizational models. Includes hands-on implementation of distributed Web Services-based interfaces to database system. Prerequisite(s): MSCD 670.

MSCD 681. DATA WAREHOUSE DESIGN (3). Data warehouse design includes in-depth exploration of organizational decision based on data repository, focusing on requirements, data warehouse design, data extraction and data stores. Includes business intelligence systems implications with hands-on approach to design. Prerequisite(s): MSCD 600 and MSCD 610.

MSCD 692. DATABASE PRACTICUM I (3). Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MSCC 630, MSCD 640 and permission of instructor.

MSCD 696. DATABASE PRACTICUM II (3). A continuation of Database Practicum I. Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MSCD 692 and permission of instructor.

MASTER OF SCIENCE: INFORMATION TECHNOLOGY MANAGEMENT (MSCI)

MSCI 600. STRATEGIC INFORMATION TECHNOLOGY (3). Presents the importance of information technology as a necessary component of a successful business. Focuses on the evolution of information technology from an enabling tool to a competitive business strategy. Illuminates roles of CIO. Prerequisite(s): MSCC 610.

MSCI 610. ETHICS IN INFORMATION TECHNOLOGY (3). Course illuminates ethical issues regarding information systems (access, data storage, and data utilization). Focuses on developing

a set of ethical standards for professionals in information technology. Prerequisite(s): MSCC 610.

MSCI 615. BUSINESS PROCESS ENGINEERING (3). Focuses on the strategic and organizational issues of process management and the use of Enterprise Resource Planning systems (ERPs). Topics include major strategic approaches used to understand, analyze and implement efficient business processes, workflow modeling techniques, process modeling techniques and procedure models. Employs SAP R/3 Enterprise Application Software to examine the issues encountered in a typical business organization. NOTE: Acceptance to Graduate Programs required.

MSCI 625. SUPPLY CHAIN MANAGEMENT (3). Focuses on supply chain management from order through delivery, encompassing the interactions of suppliers and customers in a systematic process while utilizing the SAP platform to illustrate concepts and facilitate hands-on learning for students.

MSCI 630. KNOWLEDGE MANAGEMENT (3). Presents detailed insights into knowledge management focusing on concepts, theories and technologies that provide the foundation for knowledge management and on information technology as an important catalyst. Prerequisite(s): MSCI 600 and MSCI 610.

MSCI 640. ENTERPRISE TECHNOLOGY MANAGEMENT (3). Introduction to Enterprise Resource Planning systems. Emphasizes impacts on organizations, development of practical skills associated with Enterprise Resource Planning systems, and the SAP platform. NOTE: Acceptance to Graduate Programs required.

MSCI 660. GLOBAL E-BUSINESS (3). Surveys challenges facing business and IT professionals in an increasingly global, technological environment placing emphasis on infrastructure, integration, technology, cultural, organizational, sociopolitical issues, and appreciation of how types of IS influences international business practices. Prerequisite(s): MSCI 600 and MSCI 610.

MSCI 680. INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3).. Investigates prevalent PM approaches (e.g. Traditional, Agile/Scrum) applicability and how blended best practices support project success. Analyzes project case failures to determine how to avoid failure and improve business outcomes. Covers PMO value-add. Prerequisite(s): MSCI 600 and MSCI 610.

MSCI 681. ENTERPRISE PROJECT SYSTEMS (3). Focuses on the total Program Management lifecycle. Introduces skills required to define, configure, plan and track different types of projects. Topics include overview of project management and fundamentals; SAP project system; project structures, planning and execution; logistics, accounting and human resources interfaces; budgeting; period end closing and reporting. Microsoft Project will be used to illustrate and execute Enterprise Project Management. NOTE: Acceptance to Graduate Programs required.

MSCI 682. AGILE SYSTEMS DEVELOPMENT (3). Explores systems development utilizing Lean, Agile methods to meet goals of timely delivery, meeting budgetary constraints, delivering products frequently, maintaining predictable and reliable outcomes/products. Compares/contrasts traditional methods for delivering and managing projects with evolutionary approaches.

MSCI 685. EMERGING TECHNOLOGIES (3). Applies innovative technology adoption processes to evaluate emerging technologies and their business value impact. Evaluates cases to discern best practices and develop best adoption processes. Prerequisite(s): MSCI 600 and MSCI 610.

MSCI 692. ITM PRACTICUM I (3). Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Prerequisite(s): MSCC*630 or permission of instructor. NOTE: Majors only.

MSCI 696. ITM PRACTICUM II (3). A continuation fo ITM Practicum I. Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Prerequisite(s): MSCI*692 or permission of instructor. NOTE: Majors only.

MSCI 698. INFORMATION TECHNOLOGY MANAGEMENT THESIS (3). Students complete a Master's Thesis that is a substantial body of original scholarly work in the area of Information Technology Management. Prerequisite(s): MSCI 600, MSCI 610and MSCC 697. Pass/No Pass grading only.

MASTER OF SCIENCE: CRIMINOLOGY (MSCR)

MSCR 604. CONTEMPORARY ISSUES IN CRIMINOLOGY (3). Examines the scope of criminology based on global research and practical applications. The scope includes public safety, terrorism and organized crime, urban crime, victimology, restorative justice, crime prevention and other existing and emerging issues.

MSCR 605. CRIMINAL PSYCHOPATHOLOGY (3). Examines the criminal mind. Explores criminal behavior patterns, factors that influence criminal behavior, and the pathology of criminal behavior. Considers changing environments, demographics, and events.

MSCR 620. LEADERSHIP PRINCIPLES IN CRIMINOLOGY (3). Examines contemporary leadership theories and models and explores multiple examples and case studies within Criminology. Specific areas of discipline, system collaboration, teamwork, stakeholder perceptions, and leadership ethics will be discussed. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 625. ETHICAL CONDUCT AND POSITIONS OF POWER (3). Examines contemporary ethical standards and conduct in multiple contexts. Case studies, readings and discussion examine conflicts of interest, authoritative power and abuse, political influence, trust relationships and violation of trust, and other dilemmas faced by individuals in positions of leadership. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 640. TRANSNATIONAL CRIME (3). Surveys and evaluates dominant trends in crime, i.e. organized crime, economic crime, cyber crime, terrorism, traffic in human beings, and drug dealing, from an economic and social-cultural context of globalization. Topics such as population migratory trends, transnational cooperation, and supranational policies will be discussed. Prerequisite(s): MSCR 604 and MSCR 605,.

MSCR 650. CONTEMPORARY CRIME POLICY: CURRENT AND FUTURE NEEDS (3). Analyzes existing policies and explores policy change and development incorporating emerging crime trends, cultural diversity, resources and other influential factors. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 652. STRATEGIC PLANNING, IMPLEMENTATION AND EVALUATION (3). Utilizes research methods to identify criteria for effective policy making and evaluation. Examines factors which impact successful policy development, implementation, and evaluation. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 654. CRIME PREDICTION AND PREVENTION (3). Analyzes crime prediction and prevention techniques. Addresses reducing the risk of crime in private and public sectors. Identifies safety for families, employees, and customers and the means by which business private and public property are protected. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 660. CYBER CRIMINOLOGY (3). Examines crimes committed using computer technology. Discusses strategies, tactics, and collaboration involved in combating cybercrime and cyber-criminals. Discusses future trends in digital crime and criminological theories. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 680. RAPID DECISION MAKING (3). Studies decision models which enable timely decision-making in time of crisis and limited knowledge. Case studies are used to refine organization of knowledge, critical thinking and communication of decisions. Prerequisite(s): MSCR 604 and MSCR 605.

MSCR 687E-W. SPECIAL TOPICS IN CRIMINOLOGY (3). Studies selected topics in criminology through research, dialogue and analysis. Prerequisite(s): MSCR 604.

MSCR 694. RESEARCH ANALYSIS AND APPLICATION (3). Provides an overview of social science research methods employed by criminologists, emphasizing diagnostic and analytical tools, research design and evaluation methods and innovative thinking. Prerequisite(s): Must successfully complete all MSCR courses, with the exception of MSCR 696 Capstone Project.

MSCR 696. CAPSTONE PROJECT (3). Directed research that provides experience of the student's major interests and academic work; focusing on an integration and application of appropriate theory and data that addresses a criminology topic of interest to the student. Prerequisite(s): Must successfully complete all MSCR courses prior to taking MSCR 696.NOTE: Pass/No Pass grading only.

MASTER OF SCIENCE: DATA SCIENCE (MSDS)

MSDS 600. INTRODUCTION TO DATA SCIENCE (3). Introduces foundational topics of data science including data manipulation, data analysis using statistics and machine learning, techniques for working with Big Data, communication of analysis using information visualization, and ethical use of data analyses. Prerequisite(s): MSCC 610.

MSDS 610. DATA ENGINEERING (3). Presents techniques for designing, building, and managing information with relational databases, NoSQL databases, and big data infrastructure. Provides a hands-on experience running the MapReduce algorithm on Hadoop ecosystem. Prerequisite(s): MSDS 600.

MSDS 650. DATA ANALYTICS (3). Examines techniques for the discovery and communication of meaningful patterns in data. Techniques include experimental design, statistical modeling, machine learning, computer programming, operations research, and data visualization. Introduces classification, clustering, and recommender systems. Prerequisite(s): MSDS 600.

MSDS 692. DATA SCIENCE PRACTICUM (3). Provides a hands-on Data Science lab experience that covers all phases of a typical data science project--data discovery, data preparation, model planning, model building, and communicating results. Concludes with a mock presentation to stakeholders--senior management or investors. Prerequisite(s): MSDS 650.

MASTER OF SCIENCE: INFORMATION ASSURANCE (MSIA)

MSIA 670. ENTERPRISE INFORMATION ASSURANCE (3). Introduces the basic Information Assurance (IA) model; security of the database, the application and the system. Examines current security standards, best practices and auditing practices.

MSIA 672. MANAGING A SECURE ENTERPRISE (3). Provides the knowledge of designing and managing a secure enterprise. Includes aspects of enterprise security, physical security, disaster-recovery planning, and business continuity planning.

MSIA 673. INFORMATION ASSURANCE LEGAL CONCEPT (3). Legal interpretation of security policy and resulting obligations providing a background to create a stable set of processes, frameworks, and models capable of handling multiplying domestic and international laws and regulations. Prerequisite(s): MSIA 670 and MSIA 672 or permission of instructor.

MSIA 674. PLANNING AND IMPLEMENTING ARCHITECTURE SECURITY (3). Explores security policy development, implementation and standards compliance and testing on corporate systems, application and data. Examines target architectures: telecommunications and wireless enterprise corporate data network.

MSIA 676. SECURING AND PROTECTING: SYSTEMS, APPLICATIONS, DATA (3). Provides the knowledge of building and protecting enterprise infrastructure and proprietary data. Topics include risk analysis, security policies, intrusion detection, damage control and assessment.

MSIA 678. RISK MANAGEMENT (3). Prepares students to evaluate an organizations exposure to information technology security threats using rigorous policy and standards based analysis of the existing policy directives and the derived threat matrix.

MSIA 680. COMPUTER FORENSICS (3). Explores computer forensics encompassing a variety of legal and technical challenges. Provides hands-on and theoretical experience with technology, techniques and legal policy during investigation of computer components. Prerequisite(s): MSCT 609 and MSCT 620.

MSIA 682. NETWORK FORENSICS (3). Examines forensic analysis of networks utilizing unique and sophisticated sets of

tools, techniques and legal policies. Covers established concepts, methodology and tools to enhance performance of network forensics. Prerequisite(s): MSCT 609 and MSCT 620.

MSIA 683. ADVANCED FORENSICS (3). Assessment and evaluation of forensic artifacts from systems, networks and hosts with respect to legal techniques and policy utilizing tools and appliances. Provides exposure to real-life scenarios through competition based learning. Prerequisite(s): MSIA 680 and MSIA 682 or permission of instructor.

MSIA 684. IT AUDITING (3). Combines accounting, regulation and IT security practices to educate students to protect organizational assets through establishment of auditing best practices, current governmental reporting standards, Sarbanes-Oxley requirements and secure management techniques. Prerequisite(s): MBAA 602 or MSAA 602 or permission of instructor. Cross listing: MBAA 614 and MSAA 614.

MSIA 686. XBRL AND INTERACTIVE DATA (3). Examines XBRL, the language for electronic communication of business and financial data used for financial reporting, SEC and regulatory reporting, corporate and governmental application of interactive data, taxonomy development, and data tagging software. Prerequisite(s): MSCC 610 and MSCC 697 or permission of instructor. Cross listing: MBAA 612P and MSAA 612P.

MSIA 692. INFORMATION ASSURANCE PRACTICUM I (3). Students gain additional information assurance experience through operational assignments in support of the Academic Research Network through investigation into research topics and practice with a variety of software and hardware platforms. Prerequisite(s): MSCC 630 and permission of instructor.

MSIA 696. INFORMATION ASSURANCE PRACTICUM II (3). Continuation of Information Assurance Practicum I. Students gain additional information assurance experience through operation assignments in support of the Academic Research Network through investigation into research topics and practice a variety of software and hardware platforms. Prerequisite(s): MSIA 692 and permission of instructor.

MASTER OF SCIENCE: ORGANIZATION LEADERSHIP (MSM)

MSM 602. THE LEADERSHIP MANAGEMENT CHALLENGE (3). Developed jointly with Aubrey Daniels International, this course will survey key leadership perspectives and prepare the student to utilize technical tools to bring out the best in people. Cross listing: MBAM 602.

MSM 612. MAKING DECISIONS IN ORGANIZATIONS (3). Researches relevant information, interprets that information in the context of the organization's strategy and problem to be solved, and uses consulting with others to make successful organizational decisions. Students will practice these skills while working with a client organization.

MSM 621. LEADING CHANGE AND INNOVATION (3). Enables learners to understand that the need for change is both predictable and unpredictable, and can include down-sizing and massive growth spurts that challenge organizational resources. Uses actual workplace situations to diagnose when innovation within organizations is catalyzing change, and when innovation provides a solution for change.

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 602 and MSM 612.

MSM 635. STRATEGIC HUMAN RESOURCE MANAGEMENT (3). Identifies the critical importance of human resources (HR). Examines how HR professional and organizational leaders can maximize human capital and potential to achieve individual team and strategic organizational goals. Delves into how professionals align HR efforts to the overall organization strategic plan to improve organizational performance. Examines the importance of creating a culture that increases employee engagement. Prerequisite(s): MSM 602 and MSM 612 and permission of faculty advisor required.

MSM 636. EMPLOYMENT LAW AND COMPLIANCE (3). Identifies the federal and state laws and regulations that affect the employment relationship. Focuses on developing programs that help the organization meet its workforce needs in support of business requirements, while preventing lawsuits from employees and federal agencies. Topics include Title VI and VII of the Civil Rights Act or 1965, Equal Employment Opportunity, Affirmative Action, Americans with Disabilities Act, and other federal laws and regulations. Prerequisite(s): MSM 602 and MSM 612 and permission of faculty advisor required for non HR specialization.

MSM 637. STRATEGIES IN COMPENSATION AND BENEFITS (3). Analyzes the theories, concepts and practices related to managing strategic compensation and benefits programs. Focuses on the role of human resources in managing competitive rewards and pay plans. Specific topics include compensation administration, job evaluation and pay structures, base and incentive pay, executive compensation, and employee benefits plans including required, voluntary, and retirement options. Prerequisite(s): MSM 602 and MSM 612.

MSM 638. ATTRACTING AND RETAINING WORKFORCE TALENT (3). Identifies a framework for acquiring and maintaining diverse and talented employees in alignment with business requirements of the organization. Focuses on the recruitment, selection, and development systems that are part of the human resources function. Topics include recruitment, selection, and orienting new employees; training and development; and workforce diversity. Prerequisite(s): MSM 602 and MSM 612.

MSM 639. EMPLOYEE RELATIONS AND PERFORMANCE MANAGEMENT (3). Identifies processes used to maintain effective relationships between employees and management, as well as to manage the performance of employees to meet the requirements of the organization. Focuses on role of human resources in the mediation and negotiation of labor relations and settlement of employee disputes and grievances, and evaluation and feedback to help employees achieve higher levels of performance. Topics include collective bargaining, negotiations,

alternative dispute resolution, and performance evaluation. Prerequisite(s): MSM 602 and MSM 612.

MSM 651. DELIVERING ORGANIZATION EXCELLENCE (3). Prepares learners to lead change by using the Baldrige Award criteria to explore process improvement opportunities within an organization so that it can deliver added value to its customers.Prerequisite(s): MSM 602 and MSM 612. Cross listing: MBAO 651.

MSM 657. 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. Reviews management of business/computer information technology projects including development approaches, technical aspects of project estimation, and manual and automated project management tools. Prerequisite(s): MSM 602 and MSM 612. Cross listing: MBAO 603.

MSM 658. MANAGEMENT OF PROJECT PERFORMANCE (3). Examines aspects of project risk, cost and schedule management. Identifies the management processes required to ensure the project is completed within budget and on schedule. Provides knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project; analyze risks and opportunities within projects, identify methods for reducing and mitigating risks, manage project performance, including quality, human resources, communications and procurement. Prerequisite(s): MSM 602, MSM 612, and MSM 657. Cross listing: MBAO 615.

MSM 659. 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 621, MSM 657, and MSM 658. Cross listing: MBAO 659.

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 602 and MSM 612.

MSM 671. STRATEGIC LEADERSHIP (3). This course is designed to equip strategic leaders with the skills and competencies needed to mobilize their followers and organizations for effective current-day action in preparation for future challenges, threats, and opportunities. Prerequisite(s): MSM 602, MSM 612, MSM 621, MSM 631, and MSM 661. NOTE: Leadership and Management specialization students only.

MSM 682. LEADING RESPONSIBLE ORGANIZATIONS (3). Integrates program concepts such as leadership, financial analysis, risk analysis, research, organizational change, and challenges students to examine these concepts from the perspective of corporate social responsibility. Prerequisite(s): Successful completion of all other 600-level course in the MS in Organization Leadership program.

MSM 689E-W. INTERNSHIP (3). Under the supervision of a qualified faculty member, provides an intensive internship appropriate for the Master of Science in Organizational Leadership program. Completion of all foundation courses and permission of faculty advisor required.

MASTER OF SCIENCE: SOFTWARE ENGINEERING (MSSE)

MSSE 600. OBJECT-ORIENTED SOFTWARE ENGINEERING (3). Introduces the Software Engineering Body of Knowledge and the Unified Modeling Language used to communicate the design of object-oriented software systems. Presents an Agile software development process that is enabled with the use of a layered software architecture.Prerequisite(s): MSCC 610.

MSSE 610. SOFTWARE REQUIREMENTS AND PROCESSES (3). Examines acquisition, analysis, specification, validation, and management of software requirements. Explores formal software processes, including the definition, implementation, measurement, management, change, and improvement of the software engineering process. Prerequisite(s): MSSE 600.

MSSE 620. SOFTWARE CONSTRUCTION, TOOLS, METHODS (3). Explores the construction of working, meaningful software through a combination of coding, validation, and testing by a programmer. Examines software development environments and software development methods. Prerequisite(s): MSSE 600.

MSSE 630. SOFTWARE DESIGN (3). Describes architecture, components, interfaces, and other characteristics of modern software systems. Topics include enterprise software architecture, design pattern concepts, software frameworks, and middleware technologies. Prerequisite(s): MSSE 600.

MSSE 640. SOFTWARE QUALITY AND TEST (3).. Introduces the software quality assurance process and the means to monitor, control, and evaluate software quality. Presents software testing techniques, tools, and processes. Covers both plan-driven and Agile techniques for software quality and test.Prerequisite(s): MSSE 600.

MSSE 642. SOFTWARE ASSURANCE (3). Provides a detailed explanation of software assurances practices, methods, and tools required throughout the software development life-cycle. Applies life-cycle knowledge in exploring common programming errors and evaluates common software testing tools. Prerequisite(s): MSSE 600 and MSSE 670.

MSSE 645. SOFTWARE CONFIGURATION MANAGEMENT, MAINTENANCE (3). Examines the identification of the configuration of systems for the purpose of controlling change. Addresses modification of software after delivery to correct faults, improve performance, or to adapt it to new environments. Prerequisite(s): MSSE 600.

MSSE 650. IOS SOFTWARE DEVELOPMENT (3). Introduces iOS software development, using the Objective-C programming

language and the Cocoa Touch framework for the iPhone and IPad mobile devices. Includes development of a project using XCode, in preparation for deployment.

MSSE 652. ENTERPRISE IOS SOFTWARE DEVELOPMENT (3). Introduces advanced features of iOS software development including techniques for integrating web services and the use of other API's for app development. Includes development of a distributed software project using XCode and other developmental tools.

MSSE 655. ANDROID SOFTWARE DEVELOPMENT (3). Introduces Android software development, using the Java programming language, Android Developer Tools (ADT) and the Android Studiofor Android mobile devices. Includes software development of a project in preparation for deployment to Android devices.

MSSE 657. ENTERPRISE ANDROID SOFTWARE DEVELOPMENT (3). Introduces advanced features of Android software development, including techniques for integrating web services and the use of other API's for app development. Includes development of a distrubuted software project.

MSSE 670. JAVA SOFTWARE DEVELOPMENT (3). Introduces use-case driven iterative software development techniques using a layered software architecture using the Java programming language. Topics include unit testing, the use of various software patterns, and refactoring code. Requires students to document and develop a project using layered software architecture. Prerequisite(s): MSSE 600 and undergraduate-level programming skills.

MSSE 672. ADVANCED JAVA SOFTWARE DEVELOPMENT (3). Introduces advanced features of the Java software development environment along with auxiliary software development tools. Topics include Eclipse, the Ant build tool, the use of Java exceptions and logging, collections and generics, JDBC and object-relational mapping with Hibernate, XML processing, client-server programming, and multithreaded applications. Prerequisite(s): MSSE 670.

MSSE 674. ENTERPRISE JAVA SOFTWARE DEVELOPMENT (3). Continues the advanced use of the Java 2 Platform. Topics include web applications and Java 2 Enterprise Edition. Emphasizes the use of Java Servlets and Java Server Pages (JSPs) to develop web application using a layered software architecture. Other topics include Custom Tag libraries, Apache Struts, request and response filters, and security. Prerequisite(s): MSSE 672.

MSSE 676. ADVANCED ENTERPRISE JAVA SOFTWARE DEVELOPMENT (3). Continues development of Java EE applications with Enterprise Web Service Technologies. Topics include: Java for XML Web Services, Java for RESTful Web Service, Context and Dependency Injection, Java Persistence API, Enterprise JavaBeans, and Application Security. Prerequisite(s): MSSE 674.

MSSE 680. C# SOFTWARE DEVELOPMENT (3). Introduces use-case driven iterative software development techniques with a layered software architecture using the C# programming language. Topics include unit testing, the use of various software patterns, and refactoring code. Requires students to document and develop a software project using layered software architecture. Prerequisite(s): MSSE 600.

MSSE 682. ENTERPRISE C# SOFTWARE DEVELOPMENT (3). Focuses on programming on the .Net Frameworks and C#. Topics include Windows Forms Development, project deployment, data access with ADO.NET and XML, Web programming using ASP.NET and Web Forms, Web Services, and SQL Server and other RDBMS. Prerequisite(s): MSSE 680.

MSSE 692. SOFTWARE ENGINEERING PRACTICUM I (3). Begins development of a distributed software system using the principles of Service Oriented Architectures. Encourages use of a cloud provider like Amazon Web Services, Windows Azure, or the Google App Engine. Prerequisite(s): MSCC 630.

MSSE 696. SOFTWARE ENGINEERING PRACTICUM II (3). Completes development of the software system begun in MSSE 692. Concludes with a presentation and paper to mock stakeholders, such as senior management or investors.Prerequisite(s): MSSE 692 and permission of instructor.

MASTER OF SCIENCE: SOFTWARE ENGINEERING AND DATABASE TECHNOLOGIES (MCT)

NOTE: Students must be accepted into the MSSED (MCT) program prior to enrolling in MCT courses.

MCT 609. FUNDAMENTALS OF PROGRAMMING (3). Foundational programming module suitable for students with no previous experience of programming and those with moderate previous knowledge. Provides a foundation in key concepts of functional programming, as well as an appreciation of object-oriented programming.

MCT 610. SOFTWARE ENGINEERING (3). Introduces comprehensive concepts of software engineering including structured software analysis, design and management techniques, systems development lifecycle (SDLC), structured systems analysis and design techniques, Computer Aided software Engineering (CASE) tools, and software project management. Prerequisite(s): MCT 619.

MCT 611. COMPUTER ARCHITECTURE AND OPERATING SYSTEMS (3). Explores the concepts of computer architecture and operating systems including system components, access methods, numbering systems, and digital logic. Examines operating system design including architectures, input/output, memory, process management, file management and security.

MCT 613. DATABASE ARCHITECTURE (3). Provides an introduction to the internal structures and architectures of database management systems. Focuses on the Oracle10g ORDBMS architecture and associated processes and physical files. Covers general concepts such as design, deployment, and operation. Cross listing: MSCD 600.

MCT 614. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL3 in-depth. Utilizes Oracle10g ORDBMS and Oracle command line interface, SQL*Plus for all lab work. Provides hands-on experience with an enterprise class, object-relational database management system. Prerequisite(s): MCT 613 or MSCD 600. Cross listing MSCD 610.

MCT 615. ORACLE 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 600 or MCT 613 and MSCD 610 or MCT 614. Cross listing: MSCD 640.

MCT 616. MIDDLEWARE ARCHITECTURES AND DATABASE APPLICATIONS (3). Examines middleware implementation of portals on Oracle's advanced 10gAS platform. Focuses on design, development and administration of web based enterprise portal technology. Explores B2B applications, case studies, and Internet based access to the portal development tool. Prerequisite(s): MCT 615 or MSCD 640. Cross listing: MSCD 670.

MCT 618. OBJECT-ORIENTED DESIGN (3). Introduces object oriented analysis and design techniques and industry standard notation UML (Unified Modeling Language). Students develop analysis and design models using CASE tools tracking systems from inception through analysis, solution design, and technical implementation. Prerequisite(s): MCT 610.

MCT 619. OBJECT-ORIENTED PROGRAMMING (3). Explores object modeling, class definition, inheritance, composition, encapsulation, polymorphism, abstract classes, and interfaces. Focuses on the Java programming language emphasizing applets, graphics, data storage, multi-threaded programming, and exception handling. .

MCT 620. DISTRIBUTED SYSTEMS (3). Investigates design and implementation of internet based distributed applications including APIs, frameworks, standard internet protocol stack, client/server architectures, network programming, Java, I/O, multithreaded programming, Sockets, thin client/web server support, Servlets, JSP, EJBs and web services. Prerequisite(s): MCT 619.

MCT 621. ARTIFICIAL INTELLIGENCE (3). Introduces the concepts and techniques of Artificial Intelligence (AI) including use of the Prolog language, knowledge representation, machine learning, expert systems, uncertainty, neural networks, and real world application of AI techniques. Prerequisite(s): MCT 609.

MCT 622. REAL-TIME SYSTEMS (3). Explores embedded real-time systems including foundations, designing and developing software, implementation, and performance issues. Focuses on dependable software, design concepts, real-time operating systems (RTOSs), language selection, benefits, testing, static/dynamic analysis methods, tools, debugging, and documentation. Prerequisite(s): MCT 610 and MCT 611.

MCT 623. GRAPHICS PROGRAMMING (3). Introduces theoretical concepts of modern graphics programming including compromises and trade-offs. Hands-on experience will be gained in two graphics programming environments: Virtual Reality Modeling Language (VRML) and Open Graphics Library (OpenGL). .

MCT 624. THESIS FOUNDAMENTALS (3). Assists students in developing a thesis topic working under an approved research director.

MCT 626. THESIS (3). Assists students to refine their thesis statement, to explore various research methods, to create a project plan, and to begin their secondary research.

MCT 627. DATABASE TECHNOLOGIES AND SERVICE ORIENTED ARCHITECTURE (3). Introduces SOA, middleware, with enterprise architecture, interoperability and loose coupling. Explores technical and organizational perspectives and alignment using design principles and industry-standard organizational models. Includes hands-on implementation of distributed Web Services-based interfaces to database system. Prerequisite(s): MCT 616 or MSCD 670. Cross listing: MSCD 675.

MCT 628. SOFTWARE QUALITY AND TEST (3). Reviews the Software Quality Assurance (SQA) and Verification and Validation (V&V) processes. Addresses verification of the behavior of a program on a set of test cases selected from the execution domain. Prerequisite(s): MCT 610.

MCT 629. 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. Cross listing: MSCD 642.

MCT 630. 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): MCT 615. Cross listing: MSCD 644.

MCT 631. 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): MCT 614. Cross listing: MSCD 650.

MCT 692. DATABASE PRACTICUM I (3). Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MCT 615. Cross listing: MSCD 692.

MCT 696. DATABASE PRACTICUM II (3). Continuation of Database Practicum I. Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MCT 692. Cross listing: MSCD 696.

MASTER OF SCIENCE: SYSTEMS ENGINEERING (MSCT)

MSCT 600. NETWORK ESSENTIALS (3). Provides an overview of local area networks, telephony, web basics, wide area networking, etc. Introduces concepts central to network design, architectures, standards and protocols. Prerequisite(s): MSCC 610.

MSCT 609. UNIX CONCEPTS (3). Studies the fundamentals and basic concepts of the UNIX operating system. Utilizes the UNIX

file system, system security and administration, client/server computing, UNIX networking, and the latest trends in the UNIX environment. Prerequisite(s): MSCC 610.

MSCT 620. ACCESS NETWORKS (3). Emphasizes the application of networking architectures for transport of enterprise data. Topics include network media, communications and protocols, architectures, operating systems, administration and support issues, distributed network environments and Inter-networking. Prerequisite(s): MSCT 600.

MSCT 650. HIGH AVAILABILITY AND DISASTER RECOVERY SYSTEMS (3). Examines high availability and disaster recovery concepts and mechanisms; threats to an organization's information technology and develop architectures, policies and plans to address them. Specific high availability technology options for disaster recovery are examined. Prerequisite(s): MSCT 600.

MSCT 662. STORAGE AREA NETWORKS (3). Examines storage attached network devices through enterprise level SAN systems. Studies managed data transition and explores storage design in business applications, cost, and systems administration.

MSCT 664. ROUTING AND SWITCHING (3). Provides an in depth understanding to networking students of how network protocols are routed and switched. Examines modern routing protocols and their benefits to IT organizations, as well as router configuration. Prerequisite(s): MSCT 620 and permission of instructor.

MSCT 680. ENTERPRISE STORAGE (3). Provides the necessary skills to plan, design, manage and support distributed storage systems and devices. Focuses on operating and managing a mixed platform, multi-vendor, interoperable enterprise. Prerequisite(s): MSCT 620.

MSCT 692. SYSTEMS ENGINEERING PRACTICUM I (3). Students gain additional systems engineering experience through operational assignments in support of the Academic Research Network through investigation into research topics and practice with a variety of software and hardware platforms. Prerequisite(s): MSCT 630 and permission of instructor.

MSCT 696. SYSTEMS ENGINEERING PRACTICUM II (3). A continuation of Systems Engineering Practicum I. Students gain additional systems engineering experience through operational assignments in support of the Academic Research Network through investigation into research topics and practice with a variety of software and hardware platforms. Prerequisite(s): MSCT 692 and permission of instructor.

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