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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.

Notice of Nondiscrimination

Regis University does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, veteran status, marital status, pregnancy, parental status, gender identity, sexual orientation, genetic information or any other legally protected status in any of its policies, programs, admissions or activities and provides equal access to education.

All Regis University community members (faculty, students, staff, administrators, trustees, contract personnel, agents, visitors, invitees, and volunteers) are prohibited by law from engaging in acts of harassment or discrimination based on protected categories or sexual misconduct. Regis University also does not allow retaliation against any individual who makes a complaint of discrimination or sexual misconduct or otherwise has engaged in protected activity as outlined under its Nondiscrimination & Sexual Misconduct Policy.

Regis University's nondiscrimination policy extends to employment, education and admission. Regis will endeavor to take immediate and appropriate corrective action up to and including discipline, expulsion or dismissal, in cases where it has been determined that discrimination or sexual misconduct has occurred.

Review the complete Regis University Nondiscrimination & Sexual Misconduct Policy at: Regis.edu/title IX (<https://Regis.edu/title IX/>)

The following person has been designated to handle inquiries regarding this policy and Title IX:

Equal Opportunity & Title IX Coordinator
3333 Regis Boulevard B-4
Main Hall 204
Denver, CO 80221-1099
Telephone: 303- 964-6435
E-mail: titleix@regis.edu

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 2024 – Summer Semester 2025

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JESUIT COLLEGES AND UNIVERSITIES

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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)

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 the Anderson College of Business and Computing, Regis College, and the Rueckert-Hartman College for Health Professions, all conducted in the Jesuit tradition at the Northwest Denver Campus, Denver, Colorado, and at other institutional sites in Colorado.

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 traditional undergraduate and graduate programs in the liberal arts, sciences, and education. Within Regis College, the School for Professional Advancement serves adult learners through a spectrum of innovative undergraduate and graduate degrees in Humanities and Social Sciences. The Anderson College of Business and Computing offers traditional and accelerated undergraduate and graduate programs in Business, Economics, Management, and Computer and Information Sciences. The Rueckert-Hartman College for Health Professions offers undergraduate programs in nursing, 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 four campuses. Current campus locations are Northwest Denver (Lowell), DTC, Colorado Springs, and Thornton.

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 27 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) now the Higher Learning Commission (HLC) in 1921. In 1952, Regis was accredited as a four-year, degree-granting college. Student enrollment has increased steadily, with a large expansion coming immediately after World War II.

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. From 1977 through 2015, career programs (the College for Professional Studies) 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 2014, the College of Computer & Information Sciences was launched and the computer programs from the College for Professional Studies, Regis College, and the Rueckert-Hartman College for Health Professions moved into that College. In 2015, the College of Business and Economics was created and the business, economics and management programs from Regis College and the College for Professional Studies moved into that college. In fall 2018, the College of Business and Economics was renamed the Anderson College of Business. Beginning spring 2016, the College for Professional Studies officially became the College of Contemporary Liberal Studies.

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 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 School of Nursing.

The Mission of the University

As a Jesuit Catholic university, Regis seeks to build a more just and humane world through transformative education at the frontiers of faith, reason, and culture.

Elements of the Mission

As a university, Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice, and cultivate beauty. In everything, Regis shepherds the

development of the whole person in relation to the common good, asking, "How ought we to live?"

As Catholic, part of a global community of faith called to celebrate and embody God's love in the world, Regis educates diverse students for lives of service and meaning, equips them with knowledge and skills to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated, and empowers them to care for the Earth, our common home.

As Jesuit, rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world and renewed ecosystem, and who journey as companions, responsible to each other.

Historical Highlights

Year	Highlight
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, effective July 1. The North Central Association of Colleges and Schools granted accreditation as a junior college. Through a contest by the school newspaper, "Rangers" was selected as the athletic team name.

1923	Regis purchased 40 acres to extend the campus boundary west to Federal Boulevard, an area that presently includes Regis Square shopping center, Match Pitch, Lot 6, and the softball fields. Carroll Hall and the Northeast addition to Main Hall were completed. Carroll Hall student residence and an addition to Main Hall were completed.	1959	Joe B. Hall became athletics director and basketball coach. In 1965, he joined the University of Kentucky basketball program, becoming its head coach in 1972 and winning a NCAA championship in 1978.
1924	Lay members joined the Jesuits on the faculty of Regis College.	1960	The Regis College Field House was completed.
1937	Regis Men's Club was created as a lay board to advise Jesuit Trustees on publicity, advertising, facilities, and alumni relations.	1963	The Student Center was substantially enlarged.
1932	Regis Professor Rev. Conrad Bilgery, S.J., and a group of students excavated fossils of two complete mammoth skeletons in Weld County. It was considered one of the most significant archeological finds in the state of Colorado.	1964	DeSmet Hall student residence was completed.
1944	The dramatic effect of World War II on enrollment was shown when Regis graduated three students.	1966	A \$2.2 million capital fund-raising campaign was completed, and the Science Building and Dayton Memorial Library (built with a grant from Elizabeth Dayton) were completed.
1945	Coeducational evening classes were established.	1968	The status of Regis College was changed to that of a coeducational institution, effective September 1, welcoming 130 women, of which 35 lived on campus. Rock guitarist Jim Hendrix performed in Regis Field House on Valentine's Day.
1951	Loyola Hall was completed and served as the main classroom building.	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.
1952	Regis received accreditation from the North Central Association of Colleges and Schools to grant four-year degrees.	1973	The American Association of University Professors was voted to be the collective bargaining agent for the Regis College undergraduate faculty.
1953	Women were permitted to attend day classes for the first time.	1974	On April 16, the British rock band Queen performed its first show for an American audience in the Regis Field House. The United States Army Medical Equipment and Optical School program was established.
1956	The first female faculty member was hired.	1975	Carroll Hall was renovated and became the residence for the Regis Jesuit community.
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 landscaping were completed.	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.
1958	The Civis Princeps award was created to recognize outstanding citizens of Colorado. Regis' Little Cemetery of the Jesuits, located east of present day Claver Hall and resting spot for 43 priests, lay teachers, and brothers, and one student, was relocated to Mt. Olivet Cemetery in Wheat Ridge.	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.	1993	On August 12, Pope John Paul II and President Bill Clinton met in the President's Dining Room in Carroll Hall. First Lady Hillary Clinton also attended. Michael J Sheeran, S.J., was inaugurated as the 23rd President of Regis University. USA Today named Regis University student Hung Pham to its College All-Academic Team.
1981	The campus at Colorado Springs, Colorado, was established.	1994	Regis College Chemistry faculty member Surendra Mahapatro received a Fulbright Professorship to teach in Belize, South America.
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.	1995	College for Professional Studies faculty member Matjaž Bren received a Fulbright Professorship to teach in Slovenia.
1983	An 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 Center campus was established.	1996	Regis University, in conjunction with the PeaceJam Youth Conference, hosted Nobel Peace Laureates Betty Williams and Rigoberta Menchu Tum.
1987	The Coors Life Directions Center, built with a grant from the Adolph Coors Foundation, was completed.	1997	Regis received a \$3 million gift from an anonymous donor in memory of alumnus Rev. C.B. "Woody" Woodrich's service to the poor and indigent. The campus at Fort Collins 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.
1988	Loretto Heights College closed and its nursing and University Without Walls programs moved from Loretto Heights to Regis College.	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.
1989	Mary Ann Lehmkuhle O'Hara, a 1986 Regis graduate studying medicine at Johns Hopkins University, was named a Rhodes Scholar. The College completed the \$15 million "Commitment to the Future" development program by raising \$16.5 million. The Boulder, Colorado, campus was established.	1999	The School for Health Care Professions hosted former American Red Cross President Elizabeth Dole as the keynote speaker marking the 10th anniversary of the school. Regis University was one of 100 schools recognized for leadership in the field of student character development in "The Templeton Guide: Colleges that Encourage Character Development". Campuses at Las Vegas, Nevada, and Interlocken at Broomfield, Colorado, were established. Nobel Peace Prize recipient Jose Ramos-Horta visited Regis.
1990	Regis Jesuit High School moved to a new campus in Aurora 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.		

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 was dedicated on the Lowell campus.	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.
2001	In August, the School for Health Care Professions ushered in the University's first doctoral program in Physical Therapy. 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.	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.
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.	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.
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	

2010	<p>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 Tecnológico 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.</p>	2014	<p>Regis University opened the College of Computer & Information Sciences (CCIS), the first college in Colorado dedicated to the field. A pioneer in online learning, Regis developed a cloud platform that provides constant access to the latest software and technology, ensures continued educational evolution and enhances student learning outcomes. To meet the growing demands of the expanding computer industry bachelor's degrees, master's degrees, or academic certificates in computer science, Computer Networking, Computer Information Systems, Health Care Informatics and Information Management, Business Technology Management, Database Technologies, Information and Cyber Security, Software Engineering, Systems Engineering and Data Sciences.</p>
2011	<p>Father Michael Sheeran, S.J., announced his retirement, effective May 31, 2012, after 19 years as University president. Rev. John P. Fitzgibbons, S.J., named 24th University president effective June 1, 2012. Regis University opened a new dual-language campus in Thornton, Colorado.</p>	2015	<p>Long-time Regis men's basketball coach Alonzo "Lonnie" Porter retired after 38 years, a tenure unsurpassed in length by any college men's basketball coach in Colorado history. With a career record of 533-482, the five-time conference coach of the year has also amassed more victories than any other men's hoops coach in state history. His win total ranks 10th among all active NCAA Division II men's coaches and 31st all time. Sherman Alexie, named one of The New Yorker's 20 top writers for the 21st century and author of "Blasphemy" and "The Absolutely True Story of a Part-Time Indian", held a reading on the Northwest Denver campus. Nobel Peace Laureate Leymah Gbowee visited the Northwest Campus as part of the two-day Rocky Mountain PeaceJam Leadership Conference, an event that engages youth through workshops, service learning projects and opportunities to engage with local community organizations.</p>
2012	<p>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. 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.</p>		
		2016	<p>The Netflix basketball movie, "The Amateur" starring Josh Charles, was filmed in the Regis Field House. Volleyball coach Frank Lavrisha retired after 30 seasons.</p>

2017	<p>The Gronowski Innovation Incubator Lab was established in Clarke Hall thanks to a gift from Jamie and Elizabeth Ann Gronowski. Regis hosted the 2017 Opus Prize ceremony, which awards \$1.2 million to faith-based nonprofits that address pressing social justice issues around the world. Actor Bill Murray attended his Regis College class' 45th reunion. A catastrophic hail storm caused \$2.3 million in damage to campus the Monday after commencement.</p>	2020	<p>A coronavirus pandemic forced residence halls to close in March and classes to be virtual in the spring; commencement ceremonies were postponed until late July with masks required and no guests allowed. Traditional fall semester was truncated to end before Thanksgiving, some classes were held outside and athletics postponed until spring as pandemic continued. A \$20.5 million expansion of DeSmet Hall, a refurbishment of the Our Lady of Loretto grotto, and the new Berce Athletic Center were completed. The Anderson College of Business and the College of Computer and Information Science were combined and the College of Contemporary Liberal Studies became the School for Professional Advancement within Regis College. RueckertHartman College for Health Professions and HealthONE, the region's largest healthcare provider, entered into an academic partnership. The Colorado Springs campus closed.</p>
2018	<p>The Vincent J. Boryla Apartments opened one block south of the Lowell campus and houses upper class and graduate students. The 1,300-tree arboretum on the Lowell campus received accreditation. Regis alumna Dianne Primavera was elected Lieutenant Governor of Colorado. The Anderson College of Business was established thanks to a \$10 million gift by alumnus Andy Anderson. Regis ranked in the top 8 nationally among master's institutions for producing faculty Fulbright Scholars.</p>	2021	<p>As pandemic continued, traditional spring semester started a week late and spring break was cancelled. All residential students required to test negative for coronavirus before moving back to campus; all staff and students required to be vaccinated for the coronavirus. Regis announced academic partnerships with Temple University and Xavier University of Louisiana. History Professor Nicki Gonzales became the first Latina state historian. The Porter-Billups Leadership Academy celebrated its 25th anniversary. University Advancement launched "Manifest Magis," a \$150 million comprehensive capital campaign. Regis provided 19,000 square feet of space in Lot 6 for a "Safe Outdoor Space," a secured tent facility to provide temporary shelter for people experiencing homelessness and seeking to transition to stable housing. The SOS, managed by a city-funded nonprofit, operated on the site for a year from June to June. President Fitzgibbons resigned effective Dec. 31.</p>
2019	<p>Regis University was elevated from the "Master's Large" to the more prestigious "Doctoral Professional Universities" category in the latest Carnegie Classification of Institutions of Higher Education. A \$10.8 million renovation of the Student Center was completed. President Rev. John P. Fitzgibbons, S.J gave the opening prayer at the U.S. House of Representatives in D.C. at the invitation of Regis graduate and U.S. Rep. Gil Cisneros of California. A cyberattack crippled the university's data network on move-in day; campus classes started on time but online classes were delayed a week. New mascot, Regi, a fox, was introduced to replace the cowboy Roamin.'</p>		

2022

Cody Teets became interim president on Jan, 1, becoming Regis' first female and lay leader serving until December when Rev. Kevin Burke, S.J. became acting president. The first games – A Regis women's lacrosse game and an Arrupe Jesuit High School soccer game – were played on two new, illuminated artificial turf fields that replaced natural practice fields east of Clarke Hall. A new partnership with Colorado Rapids Youth Soccer establishes Regis as a regional center for soccer and foosball practices and games. Regis launches the Global Inclusive Program, a post-secondary education program for students with intellectual development disabilities (IDD), and Inside/Outside, a program offering prisoners in four state prisons the opportunity to earn college credit virtually, alongside on-campus students.

2023

Senior Vice President and Chief Financial Officer Salvador Aceves became the 27th president of Regis on January 1, becoming Regis' first Latino and first permanent lay leader. At the request of the city, Regis houses over 40 documented asylum seekers from Venezuela, many of them children, for a week until the city can provide transportation to their final destinations in the U.S. and Canada. The Denver Tech Center campus closes.

Accreditation and Affiliations

Regis University is accredited by the Higher Learning Commission (HLC), one of six regional higher education institutional accreditors in the United States.

HLC website: <http://www.hlcommission.org>

HLC Address:

230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

HLC Phone: (800) 621-7440

Specialized Accreditations and Authorizations

College	Program/Department	Accreditor
Anderson College of Business and Computing	Bachelor of Science in Computer Science, Bachelor of Science in Computer Information Systems, and Bachelor of Science in Information Technology	Accreditation Board for Engineering and Technology (ABET)
	Master of Nonprofit Management	Nonprofit Academic Centers Council
	Master of Science in Project Leadership and Management	The PMI Global Accreditation for Project Management Education Programs (GAC)
Regis College	Department of Chemistry	American Chemical Society, Commission of Professional Training (CPT)
Rueckert-Hartman College for Health Professions	Bachelor of Science in Nursing, Master of Science in Nursing	American Association of Colleges of Nursing, Commission on Nurse Certification
	Post-Graduate APRN Certificate and Doctor of Nursing Practice Programs	Collegiate Nursing Education (CCNE)
	Master of Arts in Counseling Program	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Master of Arts in Marriage and Family Therapy Program	Council on the Accreditation of Marriage and Family Therapy Education (COAMFTE)
	Doctor of Physical Therapy Program	American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)
	Doctor of Pharmacy Program	Accreditation Council for Pharmacy Education (ACPE)

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 State Department of Education for preparing students for State Teacher's Licensure.

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 – the Anderson College of Business and Computing, Regis College, and Rueckert-Hartman College for Health Professions.

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 colleges because of the different student populations and instructional formats in the Anderson College of Business and Computing, Regis College, and Rueckert-Hartman College for Health Professions. Nonetheless, the core educational experience in all three colleges 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.

Academic Integrity Policy Introduction

Consistent with the Regis University Mission and Jesuit principles, each College within Regis University expects its students and faculty to conduct themselves and maintain relationships in a manner that is characterized by honesty, integrity, authenticity, and dignity as well as mutual respect for the contributions of all the members of the Regis community.

At Regis University, academic integrity is viewed and treated as an academic matter rather than an issue of student conduct. Each student acknowledges that the work represented in all assignments, assessments, and examinations is their own or is properly cited, and that they have neither given nor received unauthorized information. Furthermore, each current or former student agrees not to divulge the contents of any assignment, assessment, or examination to another student, or alter or impede the work or progress of another student.

To establish and foster an environment where incidents of misconduct are socially unacceptable, all students are expected to adhere to the Regis University Academic Integrity Policy. This Academic Integrity Policy 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 practice.

The Academic Integrity Policy applies to any work performed by any current or former Regis University student, regardless of the student's home college or program. All Regis University students and faculty will abide by the Academic Integrity Policy regardless of the program or

College where the student is enrolled. All Colleges at the University will use and enforce this policy.

Students at Regis University are committed to the highest standards of academic integrity and assume full responsibility for maintaining those standards. All Regis University members are expected to show 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 and abide by all aspects of the course syllabus and agree to familiarize and adhere to the Academic Integrity Policy. A lack of knowledge is not considered an excuse for not upholding the policy.

Academic Integrity and the Academic Integrity Policy

The Academic Integrity Policy prohibits cheating, plagiarism, fabrication, collusion and other forms of academic misconduct.

Application of the Academic Integrity Policy is confidential. Each Academic Integrity Board (AIB) and the Administrator of the University Academic Integrity Database are responsible for holding the confidentiality of student records in academic integrity policy violations. Except in cases of suspension or expulsion, such information does not become part of the permanent academic record.

All supporting documentation regarding Academic Integrity violations will be archived in the Office of the Provost. As allowed by the Family Education Rights and Privacy Act, faculty with a legitimate educational interest may discuss the nature of academic integrity violations and observed trends, however, student identifiers should be withheld.

Reporting Violations

Each student, faculty member, and other Regis University employee must recognize and refrain from any violation of academic integrity and report observed violations. All faculty are expected to use the Academic Integrity Reporting Form to document incidents of cheating, plagiarism, fabrication, collusion, and other forms of academic misconduct.

All suspected violations, including first-time violations, will be reported via established University processes and will be recorded in the Academic Integrity Database. Reporting all offenses, regardless of the violation level, allows the University to identify repeat offenders. All faculty have access to plagiarism and artificial intelligence detection software, which can be used with or without a student's knowledge in any Regis University course.

Violations of Academic Integrity

It is a violation of academic integrity to cheat, plagiarize, fabricate, collude, or otherwise misrepresent someone else's work as your own. Academic integrity violations may occur within the context of any academic or co-curricular activity. Regis University takes very seriously violations of academic integrity, including but not limited to the following examples:

Cheating

A form of academic dishonesty in which the person misrepresents his or her mastery of the course content or clinical experience. Cheating applies

to examinations, labs, written assignment, clinical experiences, online discussions, and any other form of student assessment.

Examples of cheating include, but are not limited to the following:

- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination
- Unauthorized access to or use of someone else's computer account or computer files to complete an assignment
- Possessing or obtaining an examination without the instructor's authority or prior knowledge
- Submission of an assignment purchased from a commercial entity (e.g., term papers, software programs, etc.)
- Unauthorized preprogramming of and/or access to electronic devices or learning management systems
- Using materials passed down from previous students, whether solicited or unsolicited
- Utilizing software or programs, recording/documenting, homework assistance websites, or artificial intelligence in any way that is not specifically authorized by the course instructor
- Copying or recording material before, during, or after an assessment or assignment for personal usage or distribution

Plagiarism

A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences, data, or any media as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Both the intentional and unintentional use of work other than one's own constitutes plagiarism.

Examples of plagiarism include, but are not limited to the following:

- Directly quoting another person's words without the use of quotation marks and/or acknowledging the source
- Paraphrasing, or restating, another person's ideas, opinions or theories without acknowledging the source
- Using facts, statistics, code, media, or other material taken from a source without acknowledging the source, which includes materials provided by the instructor
- Failing to properly cite an original source when using a secondary source
- Self-plagiarism occurs when a student uses his or her own previous work to fulfill assignment(s) or parts of an assignment without permission or knowledge of the current instructor(s)
- Utilizing artificial intelligence software in any way that is not authorized by the faculty

Fabrication

A form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive.

Examples of fabrication include, but are not limited to the following:

- Citing information not taken from the source indicated
- Citing a source that does not exist
- Intentionally distorting the meaning or applicability of data
- Listing sources in a bibliography or reference list that were not used in the project
- Inventing or falsifying data or source information in experiments, research projects, or other academic assignments

- Listing hours worked or activities performed during a clinical or service learning experience that did not occur
- Misrepresentation (your own, or for others) to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. to avoid or delay timely submission of academic work, attendance, or taking of an examination, or to request an incomplete or administrative drop in the course
- Misrepresenting one's contribution to scholarly research and/or publication
- Misrepresenting or falsifying a resume or curriculum vitae

Collusion

A form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning and/or contributions to course assignments.

Examples of collusion include, but are not limited to the following:

- Allowing another student to copy work or complete work that is not their own
- Completing an assignment for another student or sharing completed work
- Searching, requesting, or sharing answers/solutions with others or online
- Unauthorized sharing of material and/or answers before or after an assessment
- Unauthorized collaboration with another person during an examination or other assignment

Other Examples of Academic Integrity Violations

Other examples include, but are not limited to the following:

- Sharing academic work on the internet without explicit permission from the instructor (own work or otherwise)
- Unauthorized or inappropriate access to use of another's computer account, access codes, or electronic files
- Encouraging any person to engage in academic dishonesty or misconduct
- Aiding or being complicit to 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 deliberately impeding the progress of another student or scholar. Violations in this category 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.

Levels and Sanctions

An offense level is first assigned by the faculty member based on the assessment of the offense and surrounding circumstances. Faculty may consult with the Chair of the College Academic Integrity Board (AIB) or a representative within the College, School, or Division to assess the level of any academic integrity violation. For violations that occur outside of an individual course, the faculty or dean receiving the report may determine

the level of the offense, which may include retroactive course failure or other sanctions.

Levels of Offense

Level I:

- Unintentional violations of the academic integrity policy
- Offenses in which there are considered to be mitigating circumstances

Level II:

- Deliberate violations of the academic integrity policy
- Subsequent Level I violations will be considered at least a Level II violation

Level III:

- Flagrant disregard for academic integrity policy, or egregious violations of the policy
- Subsequent Level II violations may be considered a Level III violation

Corrective Actions and/or Potential Sanctions

Level I:

- Course penalties including resubmission of work with penalty, failure of the assignment or assessment, **or** failure of the course
- Completion of University and/or College academic integrity training modules and quiz, with a passing score of 90% or higher
- Written reflection
- Submission of assignments to the Learning Commons for review

Level II:

- In addition to course penalties identified above, sanctions for Level II may include failure of the assignment, failure of the course, or other appropriate remedial action as directed by the course instructor
- Instructional units may impose additional programmatic sanctions such as loss of leadership roles

Level III:

- In addition to course penalties identified above, sanctions for Level III violations may include institutional sanctions such as course failure; grade changes; program suspension; academic dismissal from a Program, School or College; denied entry into another program, School, or College; expulsion from the University; or retraction/withholding of degrees or certificates awarded by the University

Investigation and Reporting Process

When a faculty suspects a violation, the faculty informs the student of the suspected violation.

- If the faculty determines there is not violation, the process ends
- If the faculty determines there is a more likely than not violation, the faculty proceeds with the next steps

The faculty determines they type of offense and sanction in alignment with the Level and Sanctions guidelines under this policy. The faculty may confer with their department chair and/or representative, or chair of the College Academic Integrity Board (AIB) to determine the level and sanction for the violation.

1. The faculty completes the Academic Integrity Reporting Form, including a description of the violation, the determined level and sanctions, a record of communication with the student, and any additional supporting documentation (Turn-It-In report, assignment instructions, syllabus, etc.).

The chair of the College AIB in which the violation occurred will review the submission and checks the Academic Integrity Database for prior violations. If there are prior violations, the chair of the College AIB may consult with the reporting faculty, degree program chair, and/or College AIB to determine the appropriate level of violation and sanctions.

Level I Violations

1. The College AIB notifies the student of the violation and sanctions, including the information on the appeal process.

Subsequent Level I, Level II, or Level III Violations

1. The chair of the College AIB notifies the student of the charge, provides, or summarizes the evidence that substantiates the charge and informs the student that they may provide any relevant documentation in their defense before the AIB's review. The AIB will return a decision within 10 business days.
2. The College AIB in which the violation occurred may include a representative from the student's home college if applicable.
3. The College AIB reviews the evidence. If the preponderance of evidence supports the fact that a violation occurred, the College AIB will recommend appropriate sanctions. The chair of the college AIB communicates with all relevant parties (student, student's advisor, dean, etc. if necessary).
4. The violation and summary sanction are communicated to the student in writing by the College AIB and the documentation is added to the Academic Integrity Reporting Form.
5. The student has the right to appeal to the College AIB.

Appeals Process

Students have the right to appeal findings of academic dishonesty, or the sanction for violations at any level.

The following process will be followed:

1. The student submits a written request for appeal to the AIB of the College in which the alleged violation occurred within **five business days** of receiving notification that there was a finding that they violated the Academic Integrity Policy.
 - It is the student's responsibility to provide information and data supporting their appeal. The appeal must focus on the current issue as extraneous circumstances will not be considered within the appeal process.
2. Appeals may be based only on the following grounds:
 - A procedural error occurred that significantly impacted the outcome of the initial review, such as substantiated bias, conflict of interest, or a deviation from established procedures.
 - The outcomes imposed are grossly disproportionate to the offense (including any consideration of the student's prior offenses).
 - New information not presented during the initial review is discovered. New evidence will only be considered if the information was previously unavailable and could substantially impact the original decision or sanction. A summary of this

new evidence and the potential impact must be included in the appeal and submitted by the appeal deadline.

3. The College AIB convenes to consider the appeal within ten business days of receiving the student's written appeal, unless an alternate date is agreed upon by the parties involved.

- The College AIB solicits at least one faculty representative from another College's AIB and student representation if desired to compose the Appeals Board. Members of the Appeals Board may recuse themselves if they are the course faculty or directly involved in the circumstances of the violation.
- The Appeals Board may gather relevant facts and evidence from the students, witnesses, faculty, staff and submitted documentation from all parties.
- The Chair of the Appeals Board will be from the College where the violation occurred.

4. The Appeals Board renders a decision within five business days of convening.

- If the student appeal is successful, the charge, violation, and/or sanction can be modified or reversed. If a violation is deemed not to have occurred, this information is recorded in the database or student's record/file.
- If the student appeal is denied, the charge, the violation, and/or the sanction are upheld.
- A decision letter is sent to the student, student's advisor, and other parties as appropriate.

5. An individual may appeal the finding of the AIB's appeal decision to the University Provost within five business days of the Appeal Board's written decision only if the process was not followed or new evidence is available that would nullify the finding of the Appeals Board. The decision of the Provost is final and may not be appealed.

University Academic Integrity Policy Review

The University Academic Integrity Officer serves at the pleasure of the Provost, and is responsible for:

- Convening Academic Integrity Board Chairs from the Colleges as needed to review process and policy issues.
- Collecting and dispersing as appropriate, records of reported academic integrity violations
- Recommending revisions to this policy as needed, in collaboration with University Counsel and Academic Integrity Officers.
- Collaborating on the creation and maintenance of educational resources for students and faculty related to academic integrity

Confidentiality

Application of the Academic Integrity Policy is confidential. It is the responsibility of each AIB and the administrator of the University Academic Integrity Database to ensure the confidentiality of student records in academic integrity policy violations. Except in cases of suspension or expulsion, such information does not become part of the permanent academic record.

All communications and rationale for Board Decisions are confidential and only available to the reporting faculty, AIB, the student's advisor and

Program Chair unless the violation and sanction impacts the student's progression in a program.

University Learning Outcomes: The Regis Nine

For centuries, the Jesuits have been perfecting an educational tradition of academic excellence, values-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.

From our mission, a set of University-wide Outcome Statements were 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 learning outcomes 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.

Over the past decade, the assessment of student academic achievement has gained a prominent place on the agendas of institutions of higher education. The Higher Learning Commission indicated in 1991 that a formal plan for outcomes assessment would be required to maintain accreditation.

Regis University engages in the important work of student learning assessment not to comply with our accreditor's mandate, but to ensure that we deliver on the promises made to Regis students through the Regis Nine institutional learning outcomes and through program-specific learning outcomes. All instructional, co-curricular and operational units at Regis University complete this work through active participation in the R.U. Learning assessment plan, which is accessible at www.regis.edu/assessment (<https://www.regis.edu/assessment/>).

Credit Hour Definition and Contact Hours

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. As such, every Regis University course has designated student learning outcomes. The definition of the credit hour is based on time spent in instructor-led learning activities that are directed toward the student learning outcomes. For example, a three credit course must a minimum of 45 hours of instructor-led learning activities that are directed toward achieving the course learning outcomes. Students are required to engage in additional activities such as studying, reading, researching, performing, etc. outside class time, but these activities are not counted toward the 45 contact hours.

To access the full Regis University policy regarding credit hours, please see <https://www.regis.edu/policies/contact-hours> (<https://www.regis.edu/policies/contact-hours/>)

Student Complaint Policy

Regis University is a Jesuit Catholic University committed to excellence in its programs and services; it exists for the purposes of teaching and learning. It is accountable to its students, other constituents, and its institutional accrediting body to ensure that students have access to appropriate procedures for registering complaints regarding actions, decisions, and/or processes so their complaints may be deliberated and acted upon by appropriate University officials.

This policy applies to all Regis University students regardless of department, division, school, college, status, classification, type, or location. No retaliation shall be taken against a student who articulates a complaint.

Regis University designates its individual departments and operational units as responsible for receiving, investigating and potentially resolving student complaints. Depending upon the nature of the complaint, there are specific policies and procedures, as detailed below.

Violations of the Student Code of Conduct or the Nondiscrimination and Sexual Misconduct Policy

The Regis University Student Handbook describes in detail information regarding judicial affairs, student grievances, conduct hearings, appeals and related procedures. The Student Handbook is available at <https://www.regis.edu/life-at-regis/student-affairs/student-handbook> (<https://www.regis.edu/life-at-regis/student-affairs/student-handbook/>)

In accordance with the University's Nondiscrimination and Sexual Misconduct Policy (*described fully in the Regis University Student Handbook and also available at <https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance> (<https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance/>), any complaint or grievance pertaining to discrimination against persons of a protected class or pertaining to sexual misconduct will be referred to the University's Equal Opportunity & Title IX Coordinator for investigation. The Equal Opportunity & Title IX Coordinator shall maintain records of the appeals and of the disposition thereof.*

Academic Complaints

Most academic concerns can be resolved informally by speaking directly with the individual; this approach is encouraged. If the issue is not resolved, students who have a complaint against a faculty member or academic administrator regarding an academic concern are expected to

pursue the complaint resolution processes established in their specific division, school, and college. College specific complaint processes are published on the websites of each college and/or in the college section of this catalog. Current and previous catalogs can be found at <https://www.regis.edu/academics/catalogs-and-calendars> (<https://www.regis.edu/academics/catalogs-and-calendars/>).

The three colleges of Regis University are:

- Anderson College of Business and Computing
- Regis College
- Rueckert-Hartman College for Health Professions

For concerns pertaining to grades and/or progression, the decision of the College's academic dean shall be final.

Complaints Regarding Non-Academic Services

Students with a complaint regarding non-academic services must notify the person or head of the office responsible for the service to seek to resolve the situation by discussing the concern directly with the party involved within 30 calendar days of the incident and otherwise follow the procedures for appealing a decision within the unit. For example, concerns or appeals related to disability services, financial aid, parking or residence life must be addressed through the processes set up by those departments. For further information please call:

- Disability Services: 303.458.4941 or disability@regis.edu
- Student Accounts: 303.458.4126 or stuacct@regis.edu
- Financial Aid 303.458.4900 or financialaid@regis.edu (<https://catalog.regis.edu/general-information/academic-integrity-policy/financialaid@regis.edu>)
- Residence Life: 303.964.3628 or reslife@regis.edu
- Parking tickets: 303-964-5353 or ruparking@regis.edu
- Bookstore: 303.458.4150 or regisuniversity@bkstr.com
- Cafeteria (Harvest Table): 303.458.4196

If there is not a formal procedure to appeal a particular decision, most concerns can be resolved by speaking directly with the individual. Therefore, a student with a grievance must first notify the person or office responsible to seek a resolution. Such notification should be in writing and should be submitted within thirty days of becoming aware of the grievance.

Formal Complaint

In limited circumstances, a student may file a formal complaint using the policy identified below. The formal complaint must be filed within 14 days of the student receiving a unit level decision or appeal decision, whichever is final. Alternatively, if a student does not receive a reply from the unit, the student may file a formal complaint within 30 days of the initial written notification of a grievance to the unit. The only basis for a formal complaint is that the applicable policy or procedure has not been followed or applied.

Formal Instructional Complaint

Appeals of academic issues (*other than grades or progression*) beyond a college's academic dean may be made in writing to the Office of the Provost within 14 calendar days of the decision of the unit's dean or director, using the process described below. The Office of the Provost will make the final decision and will notify the student of the decision within 14 calendar days of receipt of the complaint, as described below.

Complete records of such formal academic complaints (other than grades or progression), and records of their disposition, are maintained by the Office of the Provost.

Formal Non-Instructional Complaint

Appeals of a non-academic decision beyond a unit's dean or director may be made in writing to the Office of the President within 14 calendar days of the head of the unit's decision using the process described below.

The Office of the President will make the final decision and will notify the student of the decision within 14 days of receipt of the complaint, as described below.

Complete records of such formal non-academic complaints, and records of their disposition, are maintained by the Office of the President.

Formal Complaint Process

A formal complaint must be made in writing, and include the following information:

1. Student's name, Regis I.D. number, mailing address, and telephone number.
2. A detailed description of the specific actions that constitute the basis for the complaint and the names and titles of those involved.
3. The dates of the alleged actions.
4. A list of witnesses, if any, including their contact information and the facts known by each.
5. Documentation that supports the complaint.
6. Evidence that the student has already attempted to resolve the concern through the informal dialogue and unit level resolution, as described above.

Upon receipt of a formal complaint, the Office of the Provost or the Office of the President, as appropriate, will acknowledge receipt of the complaint within 7 working days. Normally, complaints will be investigated and resolved within 14 calendar days.

The administrator in receipt of the complaint will advise the complainant if that timeline will not be met. The office in receipt of the complaint will issue a written determination of the complaint which will be provided to the student and the affected unit or other individual.

If it is evident the complaint has not been previously addressed by the appropriate college/school/division/unit for investigation and proposed resolution, the complaint may be referred to the correct level for a decision. The office that receives the complaint may overturn, modify, or uphold the previous decision made by the head of the unit.

The decision of the Office of the Provost or the Office of the President shall be final.

University Sites

Regis University serves approximately 8,000 students in both graduate and undergraduate programs through five academic units.

Programs are offered at the Northwest Denver (Lowell) campus, as well as the Thornton campus.

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.

Northwest Denver 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 education, English, modern and classical languages, history, political science, philosophy, physical 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 Anderson College of Business and Computing, the Learning Commons, The Office of Admissions, The Office of Financial Aid, Office of the Registrar, Office of Student Accounts, several conference/seminar room, and the Ranger Station FanZone.

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, mathematics, neuroscience, physics, and psychology departments, and a 165-seat amphitheater. 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 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 O'Sullivan fine arts gallery.

Loyola Hall

Loyola Hall contains many classrooms, faculty, and administrative offices, including the Office of the Academic Dean for Regis College. Anthropology, criminal justice, experiential education, forensics, religious studies, and sociology are also located here. Other classrooms are located in the Science Building, the Field House, Main Hall, and St. Peter Claver, S.J. Hall.

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.

Regis Square

The Ranger Station Bookstore, the Copy and Print Center and Campus Security are located in Regis Square, 51st and Federal Boulevard.

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

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 Ranger Station Grill and Ranger Station Express.

The Student Center

The Student Center building was renovated in 2018. The Student Center, as the name implies, is the center of campus activities. It houses the Office of Student Affairs, student government, student media, University Ministry, and Student Activities. Walker’s Pub and Walker’s Pub Coffee are also located in the Center.

Office of Diversity, Engagement and Inclusion

At Regis University the term “diversity” affirms our Jesuit commitment to building a community of excellence that values inclusion, dignity and the contributions of all our members. We strive to shape a community in which all members can flourish.

We support our university partners in:

- Shaping a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of social justice.
- Contributing to the richness and vitality of our global Regis community by honoring our various identities and experiences including, but not limited to, age, gender, race/ethnicity, class, disability, sexual orientation, religion and other forms of human difference.
- Fulfilling our Jesuit Catholic mission by maintaining a humane atmosphere where the human rights of every individual are recognized and respected through words and actions.

The Office of Diversity, Equity and Inclusive Excellence is located in the Student Center 208 or contact us through diverse@regis.edu or 303-964-5301.

Office of the Vice President for Student Affairs

The administrative responsibility for the supervision and coordination of the student life areas and staff rests with the Vice President of Student Affairs. These areas include: The Dean of Students Office, Center for

Career and Professional Development; Student Health Services and Counseling; Housing and Residential Engagement; Student Life and Experience; Commuter Student Life; St. John Francis Regis University Service Society; Recreation; Victim Advocacy and Violence Prevention. Student Government, Dining Services, Events and Conferences, Campus Bookstore, Military and Veteran Services; Campus Security, Community Standards and Care, and Off-Campus Community. Student Affairs is located on the second floor of the Student Center, room 215.

Mission Statement

Guided by Jesuit, Catholic values, the Student Affairs Division promotes excellence through collaborative programs and services in support of the institutional mission, cultivating a University community in which students feel included, engaged, supported, prepared, and empowered for lives of discernment and service in the pursuit of justice. The goals of the Student Affairs Division include the following:

Student Success: Promote engagement, learning and formation in the Jesuit tradition of *cura personalis*, care and concern for the individual, integrating the development of the whole person, spiritually, personally, socially, physically, intellectually and vocationally.

Inclusive Excellence: Cultivate a diverse, inclusive culture that promotes respect, justice and equity through honest engagement and education.

Communication and Collaboration: Engender an ethos of transparency and collegiality within the division and across the university.

Resource Management: Build a culture of stewardship to ensure operational integrity, accountability and continued improvement.

Community Engagement: Serve as a transformative force advocating for positive change in the social realities of the community and cultivating activities that promote service to others on and off campus.

Summary of Services

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. These services, as described, are available for Regis College and Anderson 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.

Community Standards and Care: Student Code of Conduct

Student conduct is aimed at creating and maintaining an environment where individual and institutional responsibility combine to foster each student’s complete development. Each student is afforded rights and responsibilities while protecting the rights and freedoms of others and maintaining the educational process. These community standards and expectations have been developed to reflect the nature of a student community. Every member of the University community is provided equal rights and benefits in accordance with the expectation that each student has maturity, intelligence and concern for the rights of others. This necessitates good judgment, a sense of self-discipline, and respect

for the rights and privileges of all community members. University Conduct Officers and the Student Conduct 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 conduct process is available in the *Ranger Guide Student Handbook*, which is applicable all University students. The *Ranger Handbook* is available on the Regis University website www.regis.edu (<http://www.regis.edu>) search tool: Student Handbook

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.

Student Affairs

Center for Career and Professional Development

Student conduct is aimed at creating and maintaining an environment where individual and institutional responsibility combine to foster each student's complete development. Each student is afforded rights and responsibilities while protecting the rights and freedoms of others and maintaining the educational process. These community standards and expectations have been developed to reflect the nature of a student community. Every member of the University community is provided equal rights and benefits in accordance with the expectation that each student has maturity, intelligence and concern for the rights of others. This necessitates good judgment, a sense of self-discipline, and respect for the rights and privileges of all community members. University Conduct Officers and the Student Conduct 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 conduct process is available in the *Ranger Guide Student Handbook*, which is applicable all University students. The *Ranger Handbook* is available on the Regis University website www.regis.edu (<http://www.regis.edu>) search tool: Student Handbook

Career development services are provided by professional staff in individual sessions in person, by phone or Zoom. Appointments may be scheduled by calling 303-458-3508, 800-388-2366 (ext. 3508), or by visiting <https://regis.joinhandshake.com/login> (<https://regis.joinhandshake.com/login/>).

Student Health Services and Counseling

The Health and Counseling Center promotes holistic wellbeing through an integrated care model that offers health care and counseling services to Regis students. Students are not eligible for services if they are enrolled in classes part-time or fully on-line.

A medical provider is available Monday-Friday from 8:30 a.m. to 4:30 p.m. 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 and external laboratory testing. An office

visit co-pay will be due at the time of service. Student Health Services will accept as full payment reimbursements received from private insurance for all office visits. Student Health Services is not an approved Kaiser provider and does not accept Medicare.

Students will be responsible for non-reimbursed laboratory tests, and/or other charges incurred by Student Health Services from outside medical labs or providers.

Student medical records are strictly confidential and maintained in accordance with applicable federal and state privacy laws.

Hospitalization, dental care, and ambulance transport are the responsibility of the student and the students' 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 with the Meningococcal ACWY vaccine (given at 16 years of age or older) is required of all new and transfer students residing in university housing.

The University, in its sole discretion, maintains the right to expand or rescind its requirements for immunization as an expectation for registration and enrollment in order to respond to and address mandates or guidance from local health authorities and to maintain the general well-being of the entire university community.

Immunization information becomes part of the student's medical record, which is maintained and updated with each subsequent contact with Student Health Services. Immunization documentation is due July 15th. 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 traditional undergraduate, all F-1 and J-1 Visa students, Masters of Biomedical Science, Accelerated and CHOICE nursing, and all Rueckert-Hartman Health Care Professions graduate students must maintain health insurance coverage. This requirement can be met in one of two ways:

- Enroll in the University-sponsored Student Health Insurance plan.

or

- Waive the University plan and present proof of and maintain 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 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, the student will be automatically

enrolled in and billed for the University-sponsored health insurance plan. The Regis University Student Health Insurance Plan is underwritten by Anthem Blue Cross and Blue Shield. To view the complete Regis University brochure and disclosure information, visit Gallagher Insurance at www.gallagherstudent.com/ru (<http://www.gallagherstudent.com/ru/>).

Counseling Services

The clinic staff is made up of experienced licensed psychologists, counselors, and therapists. Clinical services include short term individual and couples psychotherapy, crisis intervention, substance abuse harm reduction programming and consultations to eligible students. The office also provides various campus-wide awareness and educational programs related to a broad range of mental and physical health-related issues. The main phone line, (303) 458-3558 is answered 24/7/365 by mental health professionals.

Recreation Center

Recreation promotes holistic well-being by offering fitness experiences in a welcoming environment for beginners to seasoned exercisers. This allows for stress management, personal growth and student success. We are an ever evolving, student driven program offering a variety of services to the Regis University Community. Located in the Life Directions Center, we offer:

Fitness Center: A 6,000 sq. ft. facility with cardio and weight (machine and free weight) areas, Group Exercise and stretching area, and a bouldering wall.

Group Exercise: Our Group Exercise are led by certified instructors, both students and outside professionals. Students are invited to apply to teach classes - including, but not limited to, yoga, stretching, HIIT, indoor cycling, bootcamps and more! Classes are free to Regis Community!

Personal Training: Our Certified Personal Trainers offer personal training on one-on-one, partner or small group basis. Our student trainers are supervised as they hone their craft. This is a fee-based program open to the Regis Community.

Intramural Sports: Committed to fostering good sportsmanship and a healthy lifestyle, 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. IM sports include: Basketball, Dodgeball, Flag Football, Ultimate Frisbee, Soccer & Volleyball and more!

Club Sports: Student led and student funded, Club Sports offer the opportunity for Regis students to play a sport they love while representing Regis University both regionally and nationally & making lifetime friendships! Current Club Sports opportunities include: Men's Rugby, Women's Volleyball, Women's Soccer, and Men's & Women's Rock Climbing.

Outdoor Program: Regis University's Outdoor Program (OAP) is an outdoor recreation and experiential learning program that offers workshops, personal skills training, spiritual growth, experiential activities and weekend trips. The program also offers a robust selection of outdoor gear available free of charge for students only. The OAP Office is located within the Fitness Center.

The Bike & Ski Shop: Rent a bike, have your bike tuned by a mechanic, or learn the skills to work on a bike yourself! The Ski Shop provides free waxing and basic maintenance for your ski or snowboard. The Bike & Ski Shop partners with the OAP to offer trips such as Intro to Mountain Biking, Bike Rides around town, and provide ski shuttles to Ikon and Epic

ski resorts. Your one stop shop for bike and ski maintenance is located in the Fitness Center across from the OAP office.

Victim Advocacy Violence Prevention: The VAVP provides the entire Regis community with programs and resources that promote healthy relationships, facilitate a safe environment, and support students who have experienced sexual violence, dating abuse, and stalking. The VAVP office is located in the Student Center, 2nd floor.

Dining Services/Meal Plans and Charges

Regis Dining is implementing several exciting changes for the upcoming 2023-24 year! Detailed information will be available on our dining website and distributed via email later this summer.

www.regis.edu (<http://www.regis.edu>) Search: Dining <https://www.regis.edu/life-at-regis/campus-life/dining> (<https://www.regis.edu/life-at-regis/campus-life/dining/>)

Prices (per semester) for upcoming meal plans:

Plan	Price
Meal Plan A	\$3,117.00
Meal Plan B	\$2,676.00
Meal Plan C	\$2,069.00
Meal Plan D	\$332.00

Student Housing and Residential Engagement Student Activities

The Office of Student Life 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 Life 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 Life engages students off campus and on, abroad and around town, evenings, weekends, and breaks. Student Life is dedicated to creating exceptional experiences that challenge, stretch, reward, and instruct and serve.

Central to our efforts to engage students is the work that the office does in supporting and connecting commuter students. Built around undergraduate student leaders that are Commuter Student Assistant Engagement Consultants, Student Life offers a comprehensive schedule of programs, events and activities geared specifically to the needs of Commuter Students. This starts off with a commuter student orientation track at New Student Orientation and continues with each Commuter Student being part of a small group advised by a CA.

In addition, Student Life is the home of RegisCorps, the Regis University Leadership Development Program. Offering academic courses, workshops, conferences, and service trips, the RegisCorps program challenges students in the program to deeply explore their leadership gifts, while offering the entire student body opportunities to encounter their gifts and build their leadership skills.

Student Life is also the home of Regis' programming board, student organizations, student media and all-campus activities such as Month of Welcome, Snow Week, and Ranger Week. SEAL is also the hub for New Student Orientation, Blue and Gold Weekend, St. John Francis Regis

University Service Society, graduate student council, service trips and many other exciting programs.

Military and Veteran Services

The Regis University Department of Military & Veterans (MilVet) Services works to ensure that military service members, veterans and military family members make a successful transition to university life, succeed at Regis, and transition on to rewarding vocations after completing their time here. The department represents veteran interests at the University level, advocates for individual veterans when needed, and represents the University in the larger military and veteran communities.

The department:

- Operates the Northwest Denver campus Veterans Resource Centers (VRCs) and has an online presence.
- Is staffed by fellow Regis veterans who are committed to providing information about federal and local programs, organizations and opportunities that will help our student veterans' progress toward completing their academic and personal goals.
- Offers peer to peer support, fellowship and mentoring that are critical to a successful academic experience, in addition to ensuring a feeling of belonging for the military community at Regis University. Activities, VA Work-Study, and volunteer opportunities within the community are offered year-around.
- Participates in, and partners with, a wide variety of veteran advocacy and service groups regionally and nationally, advocating for Regis student veterans and increasing awareness of the University in the military and veteran communities.
- Provides space for military-affiliated students to access private study room, computers, printing and snacks between classes.

Please contact milvetservices@regis.com for more information.

Campus Safety

The Department of Campus Safety provides safety and security services to the Regis community. Any concerns about the safety of persons or property on campus or a condition relating to the safety of a building or other physical facility should be reported in a timely manner to the Department of Campus Safety by calling (303) 458-4122. Campus Safety personnel patrol the Regis campus in vehicles, golf carts, on bicycles or on foot 24 hours a day, 365 days a year, including buildings, grounds and parking lots. Safety escorts on campus are available to any person upon request. The main Campus Safety office is located in Regis Square, Suite 28.

Auxiliary Services

Regis University's Auxiliary Services provide students, faculty and staff with the resources to achieve the mission of the University and to make an impact in the local community by enhancing the educational experience. We are a customer focused department with the single drive of providing innovative, resourceful, customer service and revenue attentive solutions to support our campus. Auxiliary Services oversees University dining and vending services, mail and print services, parking and transportation, the bookstore including the Ranger Zone, and events and conference Services.

Athletics

The Athletic Department at Regis University offers a wide variety of intercollegiate sport programs. The Athletic Department is also responsible for assigning all indoor and outdoor athletic facilities.

The University's intercollegiate team's nickname the "Rangers," was adopted in 1921. Regis is a member of the Rocky Mountain Athletic Conference (RMAC), and competes in 12 varsity sports: men's and women's soccer, women's volleyball, men's and women's cross country, men's and women's basketball, baseball, softball, and women's lacrosse. Regis Athletics motto is Win|Graduate|Lead. This can be shown through athletic excellence as the Rangers have qualified for more than 50 NCAA tournaments, the Rangers also boast the highest Academic Success Rate in the RMAC, as well as the more than 3000 hours of community services the department does as a whole annually.

The Athletic Department is open 8:30 a.m. to 5:00 p.m. each weekday, and is located on the 1st floor of the field house. For the most up to date information visit www.regisrangers.com (<https://www.regisrangers.com>)

University Ministry

Central to University Ministry's mission is to create a welcoming environment where all Regis University students can feel at home. Inspired by St. Ignatius and his companions, we journey with others to 'find God in all things,' We work to cultivate intellectual curiosity, gratitude, and servant leadership while glorifying God. University Ministry invites you to come as you are to explore issues of faith, spirituality and social justice. We offer daily and Sunday Mass, sacramental preparation, retreats, spiritual diversity programs, service opportunities, faith & justice programs, spiritual direction, peer ministry programs and more. The University Ministry staff is available as a pastoral presence for any Regis student. The University Ministry office is located on the second floor of the Student Center, Suite 212. Please stop by the office, look for us on social media, or drop us a line at umin@regis.edu.

Library Services

The Regis University Library provides the Regis community with significant resources for research, in print, online, and multimedia formats; 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.

The Regis University Library Information Literacy Program advances the information literacy skills of the students of Regis University. Recognizing that effective, appropriate and ethical use of information is crucial to critical thinking, decision-making, and lifelong learning, library faculty collaborate with teaching faculty to foster critical thinking skills and competent retrieval and use of information in order to prepare students for the challenges of academia and their personal and professional lives. Librarians offer instruction about research skills in a variety of settings, including hands-on research sessions, class visits, research consultations and online instruction sessions.

Dayton Memorial Library, which houses the physical collections, library faculty, and staff, is located on the Northwest Denver campus. The building has individual study stations, numerous group and individual study rooms, a computer classroom, and multi-functional meeting rooms.

The Regis collections contain print volumes, current print periodicals, online journals, and e-books. Regis is a depository for federal government documents and offers a growing collection of multimedia materials including documentary and feature DVDs, and streaming media. The Library licenses numerous specialized, full-text, and statistical databases in support of the curriculum and research at the university.

The Regis University Library contributes to Prospector, an integrated online catalog, that links the Library to the major academic and public libraries in Colorado and Wyoming. Prospector provides access to more than 32 million volumes with physical delivery to the user in a matter of days.

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 in the Southwest during the nineteenth century. 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 objects, such as the Notarianni Political Collection of 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 historical and contemporary Roman Catholic devotional objects from the American Southwest, Mexico and throughout Central America, and the Philippines. Many santos from this teaching collection are on display in the Thomas J. Steele, S.J. Santo Gallery in the Dayton Memorial Library. Significant portions of Special Collections and the Santo Collection are available online through the Regis University Digital Collections. The digital collections also contain a wide variety of open access, digital information including scholarly work by students and faculty of the university, as well as unique, digitized archival materials and institutional records from Archives and Special Collections.

Student Disability & University Testing

Student Disability Services/University Testing is committed to ensuring equal access to programming and University sponsored events for qualified students with disabilities.

To be eligible for disability accommodation services, qualified students with documented disabilities must register with the SDS/UT by completing an application, providing documentation of a disability and participating in an intake meeting prior to receiving accommodations. Students may disclose a disability 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. Reasonable and appropriate accommodations are considered on an individual basis depending upon the disability, the documentation, and course format. Accommodations can only be approved 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 SDS/UT if they have concerns about a disability and the pace of these types of courses. Student Disability Services is located in David Clarke Hall, 241. To schedule an appointment students may call

303-458-4941 or email disability@regis.edu. For more information, visit www.regis.edu/disability/ (<http://www.regis.edu/disability/>)

The Learning Commons

The Learning Commons offers a variety of free academic support services for all Regis students. TLC services include the Writing Center, Subject Tutoring and Academic Success Workshops. An overview of services, contact information, hours, links to scheduling websites, and a calendar of workshops can be found at www.regis.edu/tlc (<https://www.regis.edu/tlc/>).

Regis University Admissions

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

Regis University uses two general approaches in evaluating any applicant for admission; evidence of academic and co-curricular 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 for admission consideration to Regis University.

Additional admissions requirements exist for programs in Rueckert-Hartman College for Health Professions and Regis College Division of Education. Students should refer to those section of this Catalog for more information.

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

Undergraduate Traditional Students

Traditional students are defined as first-time, full-time, semester-based undergraduate students enrolling in Anderson College of Business and Computing, Regis College, and the Rueckert-Hartman College for Health Professions.

High School Graduates

Prospective students who wish to apply should complete the following requirements during the senior of high school:

- Complete the Regis Freshman Application or The Common Application. Regis University accepts the Common Application in lieu of its own application and gives equal consideration to both.
- Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis University. If convicted of a felony or misdemeanor, a background check may be required.
- Applicants should request that official high school transcripts be forwarded to Regis University's Office of Admissions. (Transcripts must be official and may not be stamped Student Copy.)
- Applicants may choose to include a personal statement or essay with their application. This will allow the admissions committee to get to know the applicant better.
- Applicants are encouraged to submit one letter of recommendation either from a high school counselor or a teacher.
- Applicants are strongly encouraged to schedule a visit to campus to attend an information session and tour campus. Once accepted into

Regis University, the admissions office asks the applicant to confirm his/her plans for enrollment with a nonrefundable tuition deposit. Admissions deposits should be received by the Office of Admissions by May 1.

General Educational Development Diploma Recipients

A student who has received a General Educational Development (GED) diploma is eligible for admission to Regis University.

Full-time 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 University 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.

Transfer students are subject to specific Core Seminar requirements as outlined under the Core Studies Requirements heading in the college section(s) of this *Catalog*.

Traditional students who wish to transfer to Regis University should:

- Complete the Regis Transfer Application or The Common Application. Regis University accepts the Common Application in lieu of its own form and gives equal consideration to both.
- Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis University. If convicted of a felony or misdemeanor, a background check may be required.
- Applicants should request official transcripts from each college listed on their application for admission to be sent directly to Regis University's Office of Admissions. (Transcripts must be official and may not be a stamped Student Copy.)
- Applicants may choose to include a personal statement or essay with their application. This allows the Office of Admissions to get to know the applicant. Official high school transcripts are required if the transfer student has less than 30 semester hours completed at the time of submitting the application and an admissions decision will be made based on high school GPA.

Once accepted into Regis University, the admissions office requests that the applicant confirms their plans for enrollment with a nonrefundable tuition deposit. Admissions deposits should be received by the Office of Admissions by May 1.

Returning Students

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

Students who have attended another institution during their leave from Regis must submit a transcript of all coursework attempted during their leave.

Non-degree Seeking Students (Unspecified Student)

Non-degree seeking students may enroll at Regis University for up to eighteen semester hours over the academic year. Non-degree seeking students may apply up to 15 semester hours earned in non-degree status to a degree program if they choose to pursue an undergraduate degree and are accepted, and 9 semester hours earned in a non-degree status to a degree program if they choose to pursue a graduate degree and are

accepted. Unspecified students must submit applications before the beginning of the semester in which they plan to enroll. A nonrefundable deposit is required.

An unspecified student may take any lower division course. Such a student may not live in the University 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.

Late Admissions Policy

- 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.
- 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.
- Students should have a current unofficial transcript.
- Any student attempting to process financial aid or veteran's benefits paperwork, or those who cannot meet their financial obligation immediately, are encouraged to wait until the following semester.
- Late admission students do not have priority for enrolling in courses, especially closed courses.
- 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.

Online and Evening Students for Accelerated Undergraduate Programs

Degree-seeking applicants for the post-traditional/Accelerated/Online undergraduate degrees programs must possess:

- High school diploma or equivalent, which is attested to through the admissions application, the Free Application for Federal Student Aid (FAFSA), or any other document deemed acceptable by the University.
- Evidence of work experience (preferred)

Undergraduate Application Process:

- Complete the online undergraduate application.
- Complete the personal statement essay (if applicable, or for certain programs only).
- Submit resume.
- Submit the designated background check required (if applicable or for certain programs only).
- Request and submit official transcripts from all institutions previously attended and listed on the application for admission. Official transcripts are sent directly from the institution to Regis University. Applicants with fewer than 30 semester credit hours earned from a regionally accredited institution must submit proof of high school graduation or completion with one of the following:

- Official high school transcript or copy of high school diploma
- Copy of home school transcript with details of courses and graduation date
- Copy of high school equivalent certificate (GED)

Additional admission requirements (listed below) apply to international students who are non U.S. citizens.

Non-Degree Seeking/Special Students

Undergraduate post-traditional students seeking admission as a non-degree seeking, special student must:

- Submit an application.
- Possess a high school diploma or equivalent.
- Possess transferable college credit from a regionally accredited college or university (preferred).
- A maximum of nine 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

Returning Students

Undergraduate degrees from the post-traditional programs 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 established degree completion time period. Degree completion time period varies by college/program. Students should refer to the degree program information in this *Catalog*.

Students near the end of their program limit and within 24 semester hours of completing their degree may request from their academic advisor an approval of a program of study extension. The extension is for a maximum length of one year.

Undergraduate Certificate Admission

Undergraduate applicants seeking a Certificate of Completion or an Academic Certificate must submit a completed application for admission and any additional documents required for that program. If the student intends to matriculate as a degree-seeking student, he/she must meet the requirements of degree-seeking candidates outlined above.

Graduate

Some graduate programs have additional admissions requirements. Additional requirements are listed in each college section of this catalog. The information below is general admissions information for graduate programs.

Graduate Application Process:

- Complete the online graduate application
- Submit official degree-bearing transcripts from a U.S. regionally accredited institution or from a recognized foreign institution and transcripts from any other college attended and listed on the application for admission. Official transcripts are sent directly from the institution to the Regis University Office of Admissions.
- Complete the admission essay requirements as stated on the application.
- Submit current resume.
- Submit the designated background check required (if applicable or for certain programs only)

- Submit professional and/or academic letter(s) of recommendation as outlined by the academic program requirements (not required for all graduate programs)
- Admission interview may be necessary, based on academic program
- Submit official test scores (for certain programs only).

Non-degree Seeking Students (Unspecified Student)

Students seeking admission as a non-degree seeking, special student must:

- Submit the special student application.
- 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 (for certain programs).

A maximum of nine semester hours may be taken. Additional semester hours may be taken with approval of the appropriate degree chair.

International Students

All international students seeking admission to Regis University should check directly with the Regis University Office of Admissions (RU Global) for specific information on the application process and requirements by program.

All international students must complete the general admission requirements for the program of interest (see program page for specific requirements at www.regis.edu/international). Applicants must also satisfy the following requirements (some program may have additional or different English test score requirements):

One of the following forms of proof of English Proficiency must be submitted for all programs including undergraduate, graduate, and doctoral.

- Test of English as a Foreign Language (TOEFL) with a minimum score of 78-Internet-based (Regis TOEFL code: 4656)
- Official Duolingo English test score of 105 or higher
- Official Academic IELTS with overall band score of 6.0 or higher
- Official PTE score of 53 or higher
- AP English score of 4 or higher
- IB English score of 5 or higher
- "A" level English score of B or higher
- Cambridge: First Certificate in English (FCE) with a grade of B or higher
- SAT score of 650 or higher on the redesigned SAT evidence-based reading and writing section. Must submit official scores directly from the testing center.
- ACT score of 27 or higher on the ACT English section. Must submit official scores directly from the testing center
- Provide a letter of Certificate of Level Completion from Director of New America College showing a satisfactory completion of the level 6 English Language Acquisition (ELA) program at New America College.
- English Proficiency requirements may be waived if one or more of the following criteria is met;

- English is the applicant's native language
- Proof of satisfactory completion (grade of C or better) of a college-level English course at a US regionally accredited institution that is submitted through an official transcript
- The applicant is applying for a graduate or doctorate degree and has completed a US undergraduate or graduate degree (taught in English). Or the applicant sends an official letter from their secondary high school or university's Office of the Registrar stating that all previous schools or universities outside the US taught their courses in English when they attended.
- If an approved academic or admissions authority (select faculty, directors, chairs, or deans) within each college determines through an alternate formal English language proficiency assessment that the student has the necessary language proficiency, the requirement for one of the above may be waived on a case-by-case basis.
- For issuance of an I-20, submit documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., (An I-20 cannot be issued until after the student has been admitted by the College). The university may charge a fee for issuance of the I-20 upon receipt and review of all required application and financial documents. If pursuing studies as an online student, this is not necessary.
- Official credential evaluation for transcripts received outside the U.S will be completed by Regis University's Center for Global Engagement, demonstrating the required education equivalency levels necessary for admission. For admission to graduate programs, 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 U.S.

Additional English instruction may be required on or after admission to the program to ensure 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.

Special Admission Status

Provisional Admission

An applicant may be admitted provisionally based on meeting the requirements for admission and is eligible to begin classes, but must complete outstanding prerequisite courses or submit official transcripts within a defined timeframe after enrollment, to continue at Regis. Should the outstanding prerequisite course(s) within the defined timeframe not be completed, the student will not be able to enroll for future classes at Regis within that program. It is up to the college and specified program requirements to determine the timeframe after enrollment for prerequisite course completion.

Conditional Admission

The academic program may allow a student to be conditionally admitted when identified conditions must be met prior to starting classes at Regis as a degree or certificate seeking student. These conditions are outlined for the applicant within a "terms and conditions" letter issued by the Office of Admissions. Examples of conditional requirements include prerequisite course completion, background check completion,

or international document submission required to start classes in the identified degree or certificate program.

Probationary Admission

Students who do not meet all academic admission criteria but demonstrate promise for the program may be admitted on a probationary basis. Under probationary status, successful completion of designated requirements specified by the respective college must be met within a specified time frame. The probation status is officially noted on the university transcript and is part of the student record. Successful completion of the requirements removes the probationary status and may entitle students to good academic standing.

Official Transcripts

Official transcripts must be received by the Office of Admissions for all applicants within 30 days of starting classes as a degree or certificate seeking student at Regis. Students may register for up to one eight week or five week term prior to official transcripts being on file (this is not applicable for international students with international transcripts). However, students will not be permitted to continue enrollment at Regis after this initial term until official transcripts are on file in the Office of Admissions. Financial aid will not be awarded until official transcripts are received.

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.

Financial Aid

Regis University seeks to make higher education accessible to qualified students from all socio-economic backgrounds. The Office of Financial Aid assists students and their families as they apply for financial aid and reviews their financing options. Students are encouraged to call 303-458-4126 or email RUfinancialaid@regis.edu if they have any questions. More information is available at www.regis.edu/financialaid (<https://www.regis.edu/financialaid/>).

Applying for Financial Aid

Eligibility for financial aid is determined by the Free Application for Federal Student Aid (FAFSA), available online at www.studentaid.gov (<http://www.studentaid.gov>). Students should allow ample time for the processed document to reach the Office of Financial Aid.

All continuing students should submit a FAFSA annually by the March 1st priority date in order to allow sufficient time for processing and to be considered for all types of financial aid, including grants, work study, and institutional scholarships. The FAFSA code for Regis University is 001363.

Copies of signed IRS federal tax return, an official IRS tax return transcript, an Institutional Verification form, or other documents may be requested. 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 March 1 and Financial Aid files should be complete by May 1.

How Eligibility is Determined

The Free Application for Federal Student Aid (FAFSA) is processed 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 Office of Financial Aid specified by students on the application.

The Regis University Office of Financial Aid and the state of Colorado determine the 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 offer letter is prepared and can be viewed on the Ranger Portal. The student can accept, reduce or decline their loans online. 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 a Master Promissory Note and funding will only disburse once these steps are completed.

Funds that have been awarded, accepted and complete are credited to the student's account within a week after the end of the add/drop period when the student has begun enrollment for the appropriate credit hours. The student will be contacted if any funds are received by check that require 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 may not be available until 14 days after the appropriate add/drop period. Therefore, students should plan ahead and have sufficient resources to meet these costs.

Undocumented/DACA Students

Regis University is dedicated to providing financial support to undocumented students within the limits of state and federal law. Federal financial aid is not available for undocumented students as it requires the recipient to be a US citizen, permanent resident (green card holder), or an eligible non-citizen. Students who qualify as Colorado residents may be considered for state need based grants. Students should fill out the ASSET application available via our website.

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 students are notified in their admissions letter. Students who are eligible to work in the United States can apply for on-campus student employment by

reaching out to the Office of Financial Aid. For more information visit www.regis.edu/financialaid (<http://www.regis.edu/financialaid/>)

Types of Financial Aid

After the student's completed need analysis has been received, Financial Aid personnel prepare an offer letter to notify the students of their eligibility. An offer may include the following types of assistance.

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 submitting 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 awards for twelve semesters of full-time enrollment.

The student's Expected Family Contribution (EFC), estimated costs, and enrollment status determine the amount of the Federal Pell grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federally funded supplemental grant may be awarded to a student seeking a first baccalaureate degree. Application is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1. These funds are limited and students must qualify for Federal Pell Grant 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
- meet 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/Apply> (<https://cof.college-assist.org/Apply/>).

Colorado Student Grant

Colorado Student Grants are state funds awarded to Colorado resident undergraduate students with high financial need. Application is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1.

Colorado Graduate Grant

Colorado Graduate Grants are state funds awarded to Colorado resident graduate students with high financial need, who major in certain fields as specified by the state, and preference is given to students enrolled full-time. These majors include math, science, computer science, and health fields. Application is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1.

Regis Grant

A Regis Grant is an award of Regis University funds for undergraduate traditional students. A FAFSA is required because grants are based on demonstrated financial need. Application is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1st.

Regis Housing Grant

Regis awards an institutional grant to incoming undergraduate traditional students who complete a FAFSA by the priority deadline and will live on-campus. The grant is available for the first two years if the student lives on-campus, which aligns with the on-campus residency requirement through the Office of Student Housing and Residential Engagement. Students may receive the grant their Junior and Senior years if they continue to live in Regis Residential Housing, which is offered on a space available basis and if funding is available. Regis University does not guarantee on-campus housing availability for the duration of your four-year program. Additional conditions may apply. Students receiving Employee Tuition Benefit (ETB), FACHEX or Tuition Exchange Program awards are not eligible for the Regis Housing Grant.

Loans (Repayable Assistance)

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 Nursing Faculty Loan Program

The Federal Nursing Faculty Loan Program is a federally funded loan with a portion of loan funds contributed by Regis University. Loans are made directly by Regis University to nursing master's students in the education program. Financial need is not a requirement of the program and students are expected to teach nursing courses after graduation. The interest rate is 3% and portions of the loan may be cancelled after documentation of teaching employment.

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 not eligible for subsidized loans.

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. A federal origination fee will be deducted prior to disbursement.

Federal PLUS Loan

Parents of dependent undergraduate students may borrow on the student's behalf. The annual maximum loan limit equals the student's cost of attendance minus any financial aid. There is no cumulative loan limit for a Federal PLUS Loan. Interest capitalization and repayment begin immediately upon loan disbursement. A federal origination fee 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 Office of Financial Aid) 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 origination 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.

Work Study (Earned Assistance)

Federal Student Work Study

Federal Student Work Study is a federally funded work program with a portion of the funds provided by Regis University. Awards are based on need. Payment of work-study earnings is made every two weeks based on the number of hours worked. A designated number of student jobs are in community service. Application is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1. Priority awarding is given to full-time new traditional students and to traditional continuing students who earned on campus during the previous award year.

Colorado Student Work Study

Colorado Student Work Study is a state-funded Work Study program for Colorado resident undergraduate students and may be awarded to those with or without need. Payment of work-study earnings is made every two weeks based on the number of hours worked. Application for need based Work Study is made by submitting the Free Application for Federal Student Aid (FAFSA) by the priority date of March 1 and completed financial aid file by May 1. Students must complete the Regis University Student Work Study Application if they are interested in no-need student Work Study. Priority awarding is given to continuing students who are earning on campus the previous award year.

Merit-Based Awards

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 assistance, the aggregate total may not exceed the student's demonstrated need. Scholarship amounts vary but most do not exceed tuition and fees.

Merit Awards

Merit Scholarships are offered to entering students through the Office of Admissions based on scholastic achievement. The award is renewed each year for a total of four years (eight semesters) as long as the student maintains Financial Aid Satisfactory Academic Progress. These scholarships are not available during the summer semester.

Business and Computing Scholars Scholarships

The offer may be up to full-tuition and is awarded to Regis College freshmen through the Business and Computing competition at the University in February. Scholarships are renewable for up to four years of study (eight full-time semesters) for students who maintain a 3.000 or higher grade point average. These scholarships are not available during the summer semester.

Leadership Scholars Scholarships

The offer may be up to full-tuition and is awarded to Regis College freshmen through the Leadership competition at the University in February. Scholarships are renewable for up to four years of study (eight full-time semesters) for students who maintain a 3.000 or higher grade point average. These scholarships are not available during the summer semester.

Music Scholarships

A limited number of awards are offered to entering Regis College freshmen and continuing full-time students who demonstrate musical talent and who will contribute to the quality of the Regis University Music Program. Interested students should contact the Regis Music Program.

The scholarship is renewable based on the Music Department. These scholarships are not available during the summer semester.

Peace and Justice Scholar Scholarships

The offer may be up to full-tuition and is awarded to Regis College freshmen who demonstrate activism towards defining the vision of local and global leadership that serves to enact positive social change through the Peace and Justice Scholars competition at the University in February. Scholarships are renewable for up to four years of study (eight full-time semesters) for students who maintain a 3.000 or higher grade point average. These scholarships are not available during the summer semester.

Science and Mathematics Scholar Scholarships

The offer may be up to full-tuition and is awarded to Regis College freshmen 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. These 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. These awards are not available during the summer semester.

Endowed/Annual Scholarships

Regis University offers over 200 endowed and annual scholarships to students enrolled at Regis University. 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 Office of Financial Aid, 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 2024-2025

1977 Special Endowment

Accounting Scholarship

Admiral Richard H. Truly and Colleen H. Truly Financial Aid Endowment

Alicia Ann Leavitt Memorial Scholarship

Alliance Foundation Scholarship
Alpha Sigma Nu Scholarship
Alumni Association Endowed Scholarship
Alumni Supported Graduate Degree Scholarship
Anne C. Sale Scholarship
Anthony and Marie Cosimi Endowed Scholarship
Anthony Zarlengo Scholarship
Aquino Endowed Scholarship
Arrupe Annual Scholarship
Arrupe Jesuit High School Endowment
Arthur and Mary Gregory Estate Endowed Scholarship
Bloedorn Scholarship
Blue Zenith Scholarship
Boettcher Opportunity Award
Boundless Opportunity Scholarship
Boundless Opportunity Scholarship II
Boundless Opportunity Scholarship III
Bruskotter Scholarship
Captain George B. Kersting Endowed Financial Aid Fund
Captain McKenna Scholarship
Captain Ralph Jeremiah Dwyer Scholarship
CCIS Scholarship Fund
Chambers-Hemmings Endowed Scholarship
Charles & Rosalie Hora Scholarship
Charles B. Lindahl Memorial Scholarship
Charles E. Collins Memorial Memorial Scholarship
Christina I. Alarcon Memorial Scholarship
Clare Boothe Luce Scholarship
Class of 1959 Arrupe Endowment
Class of 1960 Arrupe Fund
Class of 1968 Scholarship Endowment
Clifford and Patricia Neuroth Scholarship
Colorado Springs Grant
Conway Family Scholarship
CPS MNM Scholarship
CVS Annual Pharmacy Scholarship
CVS Spanish Pharmacy Student 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
Diane & Charles Gallagher Family Scholarship
Dominic Pantanella, S.J. Endowed Scholarship
Donald F. Dillon Arrupe Scholarship Fund
Donald R. Gier, Sr., Project Management Scholarship Fund
Donovan and Rev. Sally S. Hicks Scholarship Fund
Dr. Clarissa Pinkola Estes Scholarship
Dr. Francis J. Ozog Endowed Scholarship
Dr. James L. Giulianelli Endowed Scholarship
Dr. Scholl Catholic Minority Endowed Scholarship
Dr. Scholl Foundation Fund
Dr. Thomas A. Duggan Annual Scholarship
Ed and Sally Dempsey Endowed Scholarship
Ed Hanifen Golf Scholarship Fund
Edna Dugan Memorial Endowed Scholarship
Edward J. and Sally C. Dempsey Endowed Scholarship
Edward L. Maginnis, S.J. Annual Scholarship
Edward T. & Katherine Gibbons Scholarship
El Pomar Leadership Development Scholarship
Elaine Perry Leadership Scholarship
Eleanor Diss Sabin, MD Scholarship Fund
Ellen L. Guest Endowed Financial Aid Fund
Eugene G. Rourke Memorial Scholarship
Eugene S. Witchger Scholarship Fund
Father Woody Scholarship
Father Woody Fund Award
First Data Endowed Scholarship
First Data Mexico Grant
First Scholars Program Award
Frances M. D and Angela D'Antoni Endowed Scholarship
Francis X. and Carolyn R. Byrne Memorial Scholarship

Freda T. Roof Scholarship
 Frederick T. Daly, S.J. Endowed Scholarship
 George Frederick Jewett Annual Scholarship
 George Rogers Clark Brant Endowed Scholarship
 Giroux Family Endowed Scholarship
 Hardy and Lockwood Scholarship
 Harry E. Hoewishcher, S.J. Endowed Scholarship
 Harry Trueblood Foundation
 Harvey D. Rothenberg Graduate Scholarship
 Hearst Foundation Scholarship
 Heider Family Foundation Annual Scholarship
 Helen K. and Arthur E. Johnson Scholarship
 Helen McLoraine Student Teaching Scholarship
 Herschel R. Shwayder Memorial Scholarship
 Hill Foundation Scholarship
 Hooper Holmes Scholarship
 Hsu Endowed Scholarship
 Ignatian – Dugan Memorial Scholarship
 Ignatian – Weckbaugh Memorial Scholarship
 Ignatian – Weckbaugh University Ministry Scholarship
 Illegal Pete's Athletic Scholarship
 Independent College of Colorado Scholarship
 Irish Community Scholarship Fund
 Irish Student Program Grant
 J.K. Mullen Endowed Memorial Scholarship
 Jack Coyne, '65 Endowed Scholarship
 James G. Hermann and Paula R. Scirati Scholarship
 James P. Butler Class of 1959 Scholarship Fund
 James R. and Sighle A. Prall Endowed Scholarship
 Janice N. Dunbar, LHC '55 Endowed Scholarship
 Jason R. Brown Scholarship
 Jean and Dennis McDaniel Scholarship
 Jewish Students Endowed Scholarship
 JHR Endowed Scholarship
 John and Jeannie Fuller Endowed 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 P. Teeling, S.J. Annual Scholarship
 John R. Moran, Jr. Health Professions Scholarship
 John S. Wells Annual Scholarship
 Joseph A. Ryan, S.J. Endowed Scholarship
 K.W. Brill Scholarship
 Kathleen M. O'Brien Annual Scholarship
 Kathleen S. Nutting MAE Director Emeritus Award
 Kathy Fortune Arrupe Scholarship Fund
 Kathy Fortune Memorial Scholarship
 Kenneth King Scholarship
 King Soopers Pharmacy Scholarship
 Klempera Memorial Scholarship
 Leah Anne Shiely Scholarship
 Leean Sigle-McGraw Scholarship
 Lee/David Family Scholarship
 Leon Lascor Endowed Scholarship
 Lois B. Hayna Endowed Creative Writing Scholarship
 Lyle Fuchs Scholarship
 Lynch Family Endowed Scholarship
 M. Edward Timmins Scholarship
 Mae Lewicki Annual Scholarship
 Maestas Endowed Financial Aid Fund
 Maggie Berkebile Nursing Scholarship
 Margaret B. Smith Endowed Scholarship
 Margaret L. Cloonan Endowed Scholarship
 Margaret Doyle, Memorial Scholarship
 Marian and AC Cabela Annual Scholarship
 Marian and AC Cabela Endowed Scholarship
 Marian Verette (Pierce) Scholarship Fund
 Martin Arrupe Annual Scholarship
 Martin Hart Endowed Fund
 Mary L. Robbins Scholarship
 Mattie D. Brown Scholarship
 May Bonfils Memorial Scholarship

Maybethe Rhodes Buck Scholarship	Robert Henderson Memorial Endowed Scholarship
Michael J. Sheeran, S.J. Endowed Scholarship	Robert J. Lacey Endowed Accounting Scholarship
Michael J. Scherr Endowed Scholarship	Ronald S. and Mary Brockway Endowed Scholarship
Military Scholars Fund	Rueckert-Hartman College for Health Professions Financial Aid Fund
MillerCoors Annual Scholarship for PBLA Graduates	Ruth Shy Wilson Endowed Scholarship
Monahan Single Parent Scholarship	RxPlus Annual Pharmacy Scholarship
Monahan SPS Single Parent Scholarship	Safeway Annual Pharmacy Scholarship
National Association of Chain Drug Stores Foundation Pharmacy Partners Scholarship	Saint Kateri Tekakwitha Endowed Scholarship
Nagel Scholarship Fund	Sam Eccher Memorial Scholarship
Native American Scholarship Program	School of Pharmacy Principled Scholarship
Notarianni Family Scholarship	School of Pharmacy Scholarship
Pacesetters Endowed Scholarship	Schramm Foundation Scholarship
Paris, Paris, and Cartone Scholarship	Second Century Scholarship
Pascual Ledoux Endowed Financial Aid Fund	Sooper Credit Union Grant
Patricia Ladewig Spirit of Loretto Scholarship	Special Education Scholarship (MOPH)
Patrick D. Vinton Scholarship	St. Anthony's/Regis Graduate Nursing Scholarship
Paul and June Schmitz Endowed Scholarship	Step Ahead Women's Soccer Opportunity Scholarship
Pauline Collins Stewart Scholarship	Stephen James Atencio Endowed Scholarship
Porter Academy Scholarship	Stephen R. Krieger, S.J., Scholarship
Porter-Billups Scholarship	Steve Graham Capacity Building Scholarship
Post-News Charities Reading Rangers	Student Teaching in Catholic Schools Scholarship
Premier Bank Endowed Scholarship	Susan Marlier Loretto Heights School of Nursing Award
Quality and Patient Safety Scholarship	The Charles A. Frueauff Foundation Scholarship
QWEST Endowed Scholarship	The Cherne Scholarship
R. Zarlengo and P Kaminski Zarlengo Scholarship	The Commitment Program Financial Aid Fund
Ralph Nagel Nursing Fund	The Eugene S. Witchger Scholarship Fund
Ranger Athletic Fund	The Hugo and Rosemary Weber Natural Science Scholarship
Raymond A. Hutchinson Endowed Scholarship	The James W. Martin Scholarship
Regis Arrupe Partnership Grant	The Lee/David Family Scholarship
Regis College Financial Aid Fund	The Lydia M. Pena, S.L. Endowed Scholarship
Regis NOW Scholarship	The Meaghan Gallagher Memorial Scholarship
Regis Student Veterans Association Scholarship	The Nevin Scholarship
Rev. Sally S. Hicks Scholarship Fund	The Patricia Brin Levinger Scholarship
Richard and Mary Pat McCormick Endowed Scholarship	The Ralph and Trish Nagel Arrupe Annual Scholarship
RJ Friend, P.F. Annual Scholarship	The Rev. Sally S. Hicks Scholarship Fund
	The Richard M. and Susan P. Schafbuch Scholarship

The Victor A. and Judith S. Perrella Family Scholarship
 The Zarlengo Family Scholarship
 Thin Blue Line Scholarship
 Thomas J. Steele, S.J., Endowed Scholarship
 Timothy L. and Julie G. Brake Financial Aid Fund
 TJ Myrick Memorial Endowed Scholarship
 Tommy Terrill Memorial Scholarship
 Tracy Family Scholarship for Native American Students
 UPS Scholarship
 Vincent N. and Marilyn Schmitz Endowed Financial Aid Fund
 Viola Vestal Coulter Scholarship
 Virginia Dill Heppting Annual Scholarship
 Walgreens Diversity and Inclusion Excellence Award
 Walgreens Diversity Scholarship
 Walgreens Multilingual Scholarship
 Walter F. Imhoff Scholarship
 Walter L. O'Hayre, M.D. Endowed Scholarship
 Walter S. Rosenberry III Endowed Scholarship Fund
 Wells Fargo Scholarship
 William G. McGowan Scholarship
 William S. Levings Endowed Scholarship
 William T. Miller, S.J. Scholarship
 William Tuomey Diss Memorial Endowed Scholarship
 Wilma Jean Hart Endowed Financial Aid Fund
 Wincor Family Scholarship Fund
 Women with a Cause Endowed Scholarship in Memory of Lucille
 "Dutchess" Scheitler
 Women's Golf Team Endowed Financial Fund
 Xcel Energy Environmental Studies Scholarship
 Xcel Energy Kelly Teacher Education Scholarship for STEM Majors

Athletic Awards

Athletes may be awarded athletic grants by the Athletic Department at Regis University. Students should contact the Athletic Department or coach of their sport for additional information. Additional aid may be awarded from other sources if the FAFSA is completed within the priority deadlines 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 Grant and COF (College Opportunity Fund) Stipend if applicable. All awards must comply with NCAA rules, including

the academic eligibility prescribed. Renewal conditions are set by the athletic department.

Other Sources of Assistance

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 Program (DTAP)

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 with tuition, fees, books, supplies, maintenance, medical services, and transportation. Students should inquire with the Division of Vocational Rehabilitation regarding eligibility at <https://www.colorado.gov/pacific/dvr> (<https://www.colorado.gov/pacific/dvr/>).

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)

Faculty and Staff Children Exchange Program is an undergraduate tuition scholarship program available to the children of full-time faculty, administration, and staff of participating institutions. It allows children who are eligible for tuition remission at their home institution (parent's employer) to be considered for tuition scholarship funds from one of the other participating Jesuit colleges. It is not a guaranteed benefit since Regis University does not control the selection/awarding process at the other participating Jesuit colleges and universities and Regis University does not have sufficient funds to award every student who applies to attend here with FACHEX. Contact the Office of Admissions for more information.

Outside Scholarships

The Office of Financial Aid 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 (<http://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 Office of the Registrar for specific information about their particular program. Additionally, students receiving veterans' benefits must notify the Regis University certifying official under the following conditions:

- the student is temporarily withdrawing from the program;
- the student is permanently withdrawing from the program;
- the student is changing programs and/or majors; 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 Office of Global Education in order to maintain legal status. If required standards are met, International students may apply for intuitional scholarships.

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, the credits are required for the degree, 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 and other qualifications and limitations may apply.

Registration/Enrollment for Consortium Agreements

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. 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 Office of Financial Aid 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 Office of Financial Aid if their enrollment plans change, since enrollment status affects financial aid eligibility.

Financial aid is not paid until the Office of Financial Aid receives verification from the Host school that a student is enrolled for the minimum required credits. This occurs after the Host school's 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.

For more information concerning consortium agreements, students should contact the Office of Financial Aid.

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 Office of Global Education for approved study abroad programs. If approved for participation, interested students should contact the Office of Financial Aid for more information.

Enrollment Requirements for Study Abroad

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

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

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.

Financial Aid Satisfactory Academic Progress

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

Refunds Due To Withdrawal

Scholarships, grants and loan funds normally are not credited to a student's account until after the appropriate add/drop period based on 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 Office of Student Accounts.

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 Work Study programs are paid through the time of withdrawal. Students may not continue student Work Study after withdrawing from the University.

Financial aid is for enrolled students only. Except in rare situations, financial aid cannot be disbursed after withdrawal. Students who receive financial aid and withdraw may lose future financial aid eligibility. Refer to the full Satisfactory Academic Progress Policy on the Regis University Financial Aid website.

Information regarding the federal regulations for calculating refunds and repayments and the order of financial aid programs to which aid is restored is included in detail 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. Payments are applied to accounts when received by the University. Students may call 303-458-4126 with questions concerning their account.

Tuition Rates

Student tuition and fees will be billed based on the tuition rate and fees associated with the student's primary college and academic program. Current tuition rates and associated fees can be found in each college section of this *Catalog* or on the Regis University Tuition and Fees page at [Regis.edu](http://www.regis.edu) (<http://www.regis.edu>)

Enrollment Agreement

The Regis University Enrollment agreement is made by and between Regis University and the student. At the time of admission/registration, the student will be asked to read and agree to the rights and responsibilities as set forth in the Regis University Enrollment Agreement. The Enrollment Agreement can be accessed at <https://www.regis.edu/studentaccounts> (<https://www.regis.edu/studentaccounts/>)

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 directly to any student or former student with a financial obligation, which includes without limitation a financial obligation resulting from a student receivable balance, fee and fine receivable balance, Federal Perkins, Federal Nursing loan, Nurse Faculty Loan Program, Schneider loan and other institutional loans. Regis University's Transcript Exemption Policy can be accessed at <https://www.regis.edu/policies/transcript-diploma-financial-hold-exemption-policy>.

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 and phone number 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, even if the referral is 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 40% which may not be reflected in the statement of account, which may be based on a percentage of the debt, and all the costs, fees 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 fees and costs, and all other applicable charges to Regis University.

Electronic signatures are equal to signed promissory notes. Tuition deferments, payment agreements, and Regis Payment Option (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 semesters with registration 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 due 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, holds an alien registration receipt card, and has a valid social security card. Permanent resident students are eligible for the regular payment options offered.

Payment Methods for All Students

Regis University accepts checks, debit cards, money orders, and credit cards. The following credit cards are accepted: Visa, MasterCard, Discover, and American Express.

Pay Online:

To view your account summary and to make online payments go to the Ranger Portal, click "Students Finance" and then "Make a Payment." Credit surcharge fees may apply.

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 can be taken at the Northwest Denver Campus, David Clarke Hall, Suite 372. Regis University does not accept cash payment.

Course Schedule Update E-mail and the Registration Invoice Online

Students automatically receive a course schedule update e-mail when there is add or drop registration activity on their account. Students can also download a PDF copy of an official Regis University registration invoice online via the Ranger Portal.

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 303-458-4324. 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 Office of Student Accounts prior to the tuition due date to be accepted. It is the student's responsibility to facilitate the submission of proof for each term/course. 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 by electing this option via the Ranger Portal. Information regarding the Direct Deposit option is located on Ranger Portal/Banking Information.

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 financialaid@regis.edu (<https://catalog.regis.edu/general-information/student-accounts/financialaid@regis.edu>)

Withdrawal and Proration of Tuition

Students who withdraw from courses after the add/drop period may qualify for a partial credit of tuition. Credits are calculated at rates established for each week. Withdrawal procedures vary depending on the student's college and level. Information about withdrawal procedures is available in this section of the *Catalog* under Office of the Registrar 'Withdrawal' heading. The date the online Withdrawal Form is submitted will be used to determine the amount of credit, if applicable.

Students are also obligated to return financial aid funds under the Title IV Federal Regulations. Due to this obligation, Regis University returns in accordance with Return of Title IV Funds regulations back to the Department of Education creating a chargeback on the student's account. The student will have to pay Regis University directly for all financial aid chargebacks that occur on the student's account. Please contact the Office of Financial Aid for information on how withdrawals can affect financial aid.

The following tables show the amount of credit students will receive depending on the length of the term. **Variable term course credits are not shown and may vary.**

5 Week Courses

Length of Term	Percentage
Week 1 ¹	100%
Week 2 ²	25%
Week 3 ³	0%
Week 4 ³	0%
Week 5 ⁴	0%

¹ Start of term through add/drop day (Monday through Monday)

² Tuesday after add/drop through Sunday

³ Next Monday through Sunday

⁴ Students cannot withdraw from a course during this time period.

7 and 8 Week Courses

Length of Term	Percentage
Week 1 ¹	100%
Week 2 ²	50%
Week 3 ³	0%
Week 4 ³	0%
Week 5-6 ³	0%
Week 7-8 ⁴	0%

¹ Start of term through add/drop day (Monday through Monday)

² Tuesday after add/drop through Sunday

³ Next Monday through Sunday

⁴ Students cannot withdraw from a course during this time period.

Semester Courses

Length of Term	Percentage
Week 1 ¹	100%
Week 2 ²	80%
Week 3 ³	60%
Week 4 ³	40%
Week 5 ³	20%
Week 6-12 ³	0%
Week 13-16 ⁴	0%

¹ Start of term through add/drop day (Monday through Monday)

² Tuesday after add/drop through Sunday

³ Next Monday through Sunday

⁴ Students cannot withdraw from a course during this time period.

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.

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 on the Ranger Portal/Student Finance.

Payment Policy, Due Dates, and Payment Options

Traditional Semester-Based Programs

Semester-based programs include the following:

- **Regis College Traditional Undergraduate**
- **Anderson College of Business and Computing Traditional Undergraduate**
- **Rueckert-Hartman College for Health Professions**
 - Traditional Nursing Program
 - Traditional Health Care Administration
 - Traditional Health Exercise Science
 - Traditional Foundations in 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 and the summer due date is May 1. 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 for fall and spring, and a \$100 late fee for summer will be assessed to the student's account; all past due balances must be paid prior to further registration including schedule changes or issuance of an official transcript or diploma. Furthermore, the University reserves the right to drop any current and/or future registration due to non-payment. Students can access the Ranger Portal for current and upcoming charges, due dates, to access the registration invoice, pay online, and to establish a payment plan (Regis Payment Option). For additional information, call 303-458-4126. For more student account information, students may access the website at www.regis.edu/studentaccounts (<http://www.regis.edu/studentaccounts/>).

Post-Traditional Programs

Post-traditional programs include the following:

- **Anderson College of Business and Computing**
 - Graduate
 - Undergraduate Post-traditional
- **Regis College**
 - Graduate
 - Undergraduate Post-traditional
- **Rueckert-Hartman College for Health Professions**
 - Accelerated Nursing Program
 - CHOICE Nursing Program
 - Health Care Administration
 - 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 in Nursing
- Master of Science in Health Services Administration
- Doctor of Nursing Practice
- Doctor of Pharmacy
- Doctor of Physical Therapy

For post-traditional programs, tuition and fees are due the first day of each course. 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 or issuance of an official transcript or diploma. Furthermore, the University reserves the right to drop any current and/or future registration due to non-payment. Students can access the Ranger Portal for current and upcoming charges, due dates, to access the registration invoice, make online payments and to apply for a payment plan (Regis Payment Option). For additional information, call 303-458-4126. For more information on student accounts, students may access the website at www.regis.edu/studentaccounts (<http://www.regis.edu/studentaccounts/>).

Regis Payment Option (RPO)

The interest-free Regis Payment Option (RPO) plan makes tuition payment more manageable by spreading all or part of the tuition expenses over:

- four, five or six monthly payments for traditional student or
- two, three or four monthly payments for post-traditional students.
- The RPO is due by the regular published tuition due dates for traditional semester-based and post-traditional programs.

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 be submitted each semester. Transcripts and diplomas will not be released directly to student in an active RPO, as this is a financial obligation owed to Regis University. The Regis Payment Option application can be accessed by visiting the Ranger Portal, clicking Student Finance, then Make a Payment. For more student account information, students may access the website at www.regis.edu/studentaccounts (<http://www.regis.edu/studentaccounts/>).

Office of the Registrar

The following policies apply to Anderson College of Business and Computing, 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.

Course Availability

Regis University does not guarantee that courses will be offered at the same campus location or in the same learning format 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.

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

Transfer credit is awarded for course work (undergraduate and graduate) completed at other colleges and universities that are accredited by a regional accrediting association. The seven regional accrediting associations are:

- Higher Learning Commission (HLC)
- Middle State Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges, Commission of Institutions of Higher Education (NEASC-CHIE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC)
- Western Association of Schools and Colleges, Senior College and University Commission (WASC-SCUC)

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)

Undergraduate Transfer Credit

An official evaluation of undergraduate 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.

A maximum of 90 semester hours may transfer to Regis University. Quarter hours are converted to semester hours by using a 3:2 ratio.

Undergraduate transfer is accepted only for courses in which a grade of "C-" or better is earned. Pass (P) grades are eligible for transfer if the P grade is equivalent to a C- or better. Course work is evaluated on a course-by-course basis. Transfer course equivalency is based on a review of the course description from the originating institution and are equated to a Regis course whenever possible. Otherwise, acceptable transfer courses are assigned an appropriate department prefix and course level as assigned by the originating institution (upper division 'UD' or lower division 'LD'). Additional information such as a syllabus may be required if an equivalency cannot be established by the course description.

Technical credit from a regionally accredited or some nationally accredited institution may be evaluated and accepted as general elective credit. Technical credit is defined as college-level credit in the practical, industrial or mechanical arts or the applied sciences. A maximum of 24 semester hours of Technical Occupational Specialty (TOS) credit are allowed to transfer as undergraduate general elective credit. Not all Regis University programs accept technical credit toward degree completion or accept the maximum of 24 semester hours.

Courses not eligible for transfer include remedial or developmental courses and college orientation courses.

Credit through Examination

Awarding of credit through exam is available through the following national standardized exams:

- College Board Advanced Placement (AP) Examinations
- College Level Examination Program (CLEP)
- DSST Exams
- International Baccalaureate Program (IB)
- Sophia Learning
- Straighterline

A complete list of exams, passing scores required, and Regis equivalencies and/or placement can be found at <https://www.regis.edu/admissions/how-to-apply/incoming-freshmen/college-credit> (<https://www.regis.edu/admissions/how-to-apply/incoming-freshmen/college-credit/>). Minimum scores required for awarding of credit and/or placement is established by the University.

Note: Students in Regis College require both their advisor and Dean approval to take CLEP exams. Students can replace no more than two lower division courses with CLEP credit. Since the Regis College core curriculum emphasizes prolonged classroom interaction in a semester-long format, CLEP credit earning options are not encouraged.

Military Credit

Military training and Military Occupational Specialty (MOS) credit is awarded based on recommendation from the American Council

on Education (ACE) Guide for Educational Experiences in the Armed Services. Students are awarded four semester hours of physical education credit for completing basic training and two semester hours of military science credit for a minimum of two years of service in any branch of the military. Students can request a military transcript through the Joint Services Transcript system or from the Community College of the Air Force.

Business and Industry Training

Business and Industry training credit can be awarded based on recommendations by the American Council on Education (ACE) National Guide to College Credit for Workforce Training and the National College Credit Recommendation Service (NCCRS). Students can request a transcript through *Credly*.

Graduate Transfer Credit

Graduate transfer is accepted only for courses in which a grade of "B-" or better is earned. Pass (P) grades are eligible for transfer if the P grade is equivalent to a B- or better. Quarter hours are converted to semester hours by using a 3:2 ratio.

A maximum of six semester hours may be awarded based on recommendations by the American Council on Education (ACE) National Guide to College Credit for Workforce Training or by the American Council on Education (ACE) Guide for Educational Experiences in the Armed Services. The credit must be recommended for graduate-level credit and must be appropriate for graduate 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 or competency-based course work or course work included in a previously earned graduate degree from a transfer institution or from Regis University.

After careful review of the graduate course content, 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.

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

Status	Type	Semester Hours
Undergraduate Status	Full Time	12 or more semester hours
Undergraduate Status	Part Time	6 – 11 semester hours
Graduate Status	Full Time	6 or more semester hours
Graduate Status	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.

Course Numbering System

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

Number	Meaning
100-199	Remedial
200-299	Lower division (freshman level)
2000-2999	Lower division (freshman level)
300-399	Lower division (sophomore level)
3000-3999	Lower division (sophomore level)
400-499	Upper division (junior and senior level)
4000-4999	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)
6000-6999	Masters (graduate level)
700-799	Doctoral (graduate level)
800-899	Doctoral (graduate level)
900-999	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:

Number	Meaning
490, 690, 4900, 6900	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, 4950, 6950	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, 4960, 6960	Senior/Master's Project: Capstone experience representing significant effort on the part of the student in demonstrating understanding of the program emphasis.

697, 6970	Professional Paper: Qualitative research within an organization that enhances the future effectiveness of the enterprise.
498, 698, 4980, 6980	Internship: Practical experience in a field of study applicable to the student's career choice.
499, 699, 4990, 6990	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

Students may add/drop courses through the end of the published add/drop period for each term/semester online through the Ranger Portal. 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. Course may not be added or dropped after the final day of the designated add/drop period. See withdrawal process listed below.

Each student is responsible for completing, dropping, or withdrawing from all courses listed on his or her schedule. The schedule is retained in the Office of the Registrar, on the database system, and on the Ranger Portal. 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.

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 never attend a class are not automatically dropped from the course. Students are responsible for dropping courses and failure to do so will result in a tuition charge for the class and a failing grade.

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*.

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 the Registrar. 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). Add/drop and withdraw dates can be found on [regis.edu](http://www.regis.edu) (<http://www.regis.edu>) and under the Academic Calendar Heading in this catalog. Tuition only (not fees and books) is refunded in accordance with University policy. Tuition refund information can be found under the "Tuition Refunds" heading in the General Information/Student Accounts section of this Catalog. The withdraw process varies by college.

Anderson College of Business and Computing, School for Professional Advancement, and Regis College

Traditional Students

Total Withdrawal

Traditional students who withdraw before the end of the published withdraw period for a semester must complete the Total Withdraw Form on the Ranger Portal. The Dean of Students 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 with proper authorization receive a grade of 'W' in each course for which they are enrolled at the time of withdrawal. Students who withdraw 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

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. A student who wishes to withdraw from a course or courses prior to the published final withdrawal date for the semester can access the on-line Course Withdrawal form on the Ranger Portal. The official date of withdrawal is the day the form is submitted to the Office of the Registrar. The student should print and retain his/her copy of the withdrawal form until the grade is verified.

Post-traditional/Online Students

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 75% of the term. The course withdrawal form is available online through the Ranger Portal. 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:

- The student was in good academic standing before the withdrawal;
- The student returns to the program within one calendar year of the withdrawal;
- 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 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/or the appropriate department director. Traditional, Accelerated and CHOICE nursing students start the withdraw process through their academic advisor. All other students may submit the course withdrawal form available on line through the Ranger Portal.

Special Registration

Special registration requests are not available on the Ranger Portal.

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 490/4900 for the undergraduate level and 690/6900 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

Traditional 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.

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 an associate dean or designated administrative staff/program director. 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.

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	4.000	Outstanding scholarship
A-	3.667	
B+	3.333	
B	3.000	Superior work / Satisfactory
B-	2.667	
C+	2.333	
C	2.000	Satisfactory / Unsatisfactory
C-	1.667	
D+	1.333	
D	1.000	Unsatisfactory
D-	0.667	
F	0.000	Failure (no credit)
P	1	Pass (grade of “C” or higher / grade of “B” or higher)
N	1	No Pass (no credit)
AU	1	Audit (no credit)
W	1	Withdrawal
I / -	1	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	1	In Progress No Pass (No Credit)
IP/F	1	In Progress Failure (No Credit)

Y	1	Instructor did not submit grades by deadline.
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¹ 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 traditional undergraduate students in the Anderson College of Business and Computing, Regis College, and Rueckert- Hartman College for Health Professions students in the Traditional Nursing program. In some graduate programs, selected courses permit P/NP grading. All Veterans must contact the certifying official in the Office of the Registrar before registering for a course on a Pass/No Pass basis.

Traditional 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 complete and submit a P/NP form on the Ranger Portal, 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.

Course Repeatability

Except under the grade improvement option, courses cannot 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.

Appeals of Disputed Grades

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

Change of Recorded Grades

No final grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or W submitted to the Office of the Registrar can be changed unless the change has received the written approval of the appropriate academic dean or his or her designee. 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 can 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.

Grades for all current students are available online on the Ranger Portal. Grades cannot be given over the phone or e-mailed to the student.

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 written authorization unless the parent claims the student as a dependent for federal income tax purposes and provides appropriate documentation. Release authorization is available online on the Ranger Portal under the parent menu.

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.

Academic Forgiveness (Fresh Start)

Academic Forgiveness (Fresh Start) provides previously enrolled undergraduate or graduate students who were academically unsuccessful at Regis University to re-enroll and have a fresh start by recalculating the cumulative Regis University Grade Point Average (GPA). The Academic Forgiveness Policy is not automatic or a guarantee. Additionally, Academic Forgiveness does not apply for grades within programs in which external accreditation requires specific standards for progression in the program, this includes the Doctorate in Physical therapy, Pharm D, Nursing programs, and Counseling and Family Therapy.

Academic Forgiveness may be an option available to students when:

- The program the student was previously enrolled in is no longer available.
- The previously enrolled program has changed significantly so that the Repeat for Higher Grade Option is not feasible.
- The student no longer wants to pursue their previous program but rather wants to change colleges/programs.
- The previous course work completed is such that the Repeat for Higher Grade Option would prove to be onerous.

Students who have met the following criteria may be eligible for Academic Forgiveness.

Undergraduate

- Has not attended Regis University for at least three years (from the last semester attended including a withdrawn semester).
- Has a cumulative undergraduate GPA below 2.000.

- Has returned to Regis University and is pursuing a Regis University undergraduate degree or certificate program and has successfully completed nine semester hours with a minimum GPA of 2.000.
- Is in good financial standing with the University.

Courses completed prior to the three-year absence with grades of D+, D, D- or F are eligible for academic forgiveness. Undergraduate students may elect to retain two courses with a grade of D+, D or D-. Once granted, courses designated for Academic Forgiveness cannot be reversed. Students must complete all undergraduate degree/certificate requirements including the Regis University residency requirement (i.e., thirty semester hours for an undergraduate degree). Courses applied toward a previously earned undergraduate degree or certificate at Regis University are not eligible for Academic Forgiveness.

Graduate

- Has not attended Regis University for at least three years (from the last semester attended including a withdrawn semester).
- Has a cumulative graduate GPA below 3.000.
- Has returned to Regis University and is pursuing a Regis University graduate degree or certificate program and has successfully completed six semester hours with a minimum GPA of 3.00.
- Is in good financial standing with the University.

Courses completed prior to the three year absence with grades of C-, D+, D, D- or F are eligible for academic forgiveness. Once granted, courses designated for Academic Forgiveness cannot be reversed. Students must complete all graduate degree/certificate requirements including the Regis University residency requirement (i.e., 80% of the total hours required for a graduate degree). Courses applied toward a previously earned graduate degree or certificate at Regis University are not eligible for Academic Forgiveness.

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 Office of the Registrar 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 in the Office of the Registrar. This specifically includes, but is not limited to, the procedure for amending a student's educational record, the procedure for filing a complaint to determine accuracy of a student's educational record, the procedure

for filing a complaint with the U.S. Department of Education, and the policy for determining which individuals within the University are “school officials” and what constitutes a “legitimate educational interest.”

The University may provide directory information in accordance with the provisions of 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
- Photographs
- 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 Office of the Registrar 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 Registrar. 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 Office of the Registrar. General information and forms pertaining to FERPA may be found at www.regis.edu (<https://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 online at www.regis.edu (<https://www.regis.edu>) and must be notarized unless the request is made in person and photo identification is presented to a representative of the Office of the Registrar.

Transcript Requests

Transcripts of credit are available through the Office of the Registrar. Transcript ordering information is available on the Regis University website at <https://www.regis.edu>. Online ordering information is available at www.getmytranscript.org (<https://www.getmytranscript.org>).

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

- Financial obligations to the University must be satisfied.
- 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.
- A transcript fee is required. Please refer to the Regis University website for current pricing.
- Current students may view grades on the Ranger Portal.

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 (“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.

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.

Major Declaration

By the end of the sophomore year, each traditional 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 traditional 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 Anderson College of Business and Computing, and 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 or the Bachelor of Science in Nursing degree (BSN), only the BASc or the BSN degree is awarded.

In all cases, both majors are recorded on the diploma and the transcript.

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 120 semester hours of academic coursework in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000.
- Of the 120 semester hours required for graduation, Anderson College of Business and Computing undergraduate students must complete 30 semester hours at the upper division level; students completing the post-traditional programs in Regis College must complete 18 semester hours at the upper division level; and Regis College traditional undergraduate students must complete 36 semester hours at the upper division level.
- All undergraduate degree students must complete all degree requirements within six years (72 months) from the start of their Degree Plan. Some Regis University degree programs may have more restrictive time limits on degree completion.
- 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.
- Traditional 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 except for majors that require a specific minor. 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 Office of the Registrar, and the student. Generally, the student completes the Core Studies requirements for the primary degree. If the second degree is offered from a college 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 Degrees

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 master's degree candidate:

- Completion of a minimum of 30 semester hours of 600-level or 700-level academic coursework in which the master's degree candidate has earned a minimum cumulative Regis University grade point average of 3.000.
- All master's degree students must complete all degree requirements within four years (48 months). Some Regis University degree programs may have more restrictive time limits on degree completion.
- All master's degree students are required to complete a minimum of 80% of the total semester hours required for a master's 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 master's 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 master's degree, a maximum of two courses with a grade of "C" may count toward graduation requirements.

- Of the total semester hours required for a master's 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 master's degree from a transfer institution or from Regis University. Additionally, this coursework must fulfill specific course requirements for the master's 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 master's 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.

Doctoral Degree Requirements

Refer to the appropriate program or department section of the *catalog* for graduation requirement information. Doctoral degree students must complete all degree requirements within six years (72 months) from the start of the Degree Plan.

Graduation Procedures

Application

The Application for Graduation form must be submitted to the Office of the Registrar before eligibility for graduation can be evaluated. Specific application deadlines and the Application for Graduation form are available online at www.regis.edu/registrar (<https://www.regis.edu/registrar/>). A \$50.00 Graduation Application fee is required.

Regis College: The 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.

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 Office of the Registrar 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 120 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:

Honor	GPA
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:

Honor	GPA
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 Office of the Registrar is notified of the student's intent to participate in commencement through the Application for Graduation form. Undergraduate students are permitted to march in commencement if they are within 15 semester hours of completing their degree requirements.

Regis College: undergraduate students are allowed to march in commencement if they are within 12 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. Diplomas are not released if any financial obligation to Regis University exists.

Regis University Graduation Rates

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

University Analytics and Reporting
 Phone: 303-964-5802
 Fax: 303-964-5528
 E-mail: uar@regis.edu

Regis University Academic Calendar 2024-2025 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 (<http://www.regis.edu>) for revisions to the 2023-2024 Academic Calendar.

Semester

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2024	03-18-24	08-26-24	12-15-24	09-03-24	11-10-24
Spring 2025	11-04-24	01-13-25	05-04-25	01-21-25	03-31-25
Summer 2025	02-17-25	05-05-25	08-24-25	05-12-25	07-27-25

14 Week

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2024	03-18-24	08-26-24	12-01-24	09-03-24	11-03-24
Spring 2025	10-07-24	01-13-25	04-20-25	01-21-25	03-31-25
Summer 2025	02-17-25	05-05-25	08-10-25	05-12-25	07-20-25

7 Week

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
7W1-Fall 2024	03-18-24	08-26-24	10-13-24	09-03-24	10-06-24
7W2-Fall 2024	03-18-24	10-21-24	12-08-24	10-28-24	12-01-24
7W1-Spring 2025	10-07-24	01-13-25	03-02-25	01-21-25	02-23-25
7W2-Spring 2025	10-07-24	03-10-25	04-27-25	03-17-25	04-20-25
7W1-Summer 2025	02-17-25	05-05-25	06-22-25	05-12-25	06-15-25
7W2-Summer 2025	02-17-25	06-30-25	08-17-25	07-07-25	08-10-25

8 Week

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
8W1-Fall 2024	03-18-24	08-26-24	10-20-24	09-03-24	10-06-24
8W2-Fall 2024	03-18-24	10-21-24	12-15-24	10-28-24	12-01-24
8W1-Spring 2025	10-07-24	01-13-25	03-09-25	01-21-25	02-23-25
8W2-Spring 2025	10-07-25	03-10-25	05-04-25	03-17-25	04-20-25
8W1-Summer 2025	02-17-25	05-05-25	06-29-25	05-12-25	06-15-25
8W2-Summer 2025	02-17-25	06-30-25	08-24-25	07-07-25	08-10-25

5 Week

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
5W1-Fall 2024	03-18-24	08-26-24	09-29-24	09-03-24	09-22-24
5W2-Fall 2024	03-18-24	09-30-24	11-03-24	10-07-24	10-28-24
5W3-Fall 2024	03-18-24	11-04-24	12-08-24	11-11-24	12-01-24
5W1-Spring 2025	10-07-24	01-13-25	02-16-25	01-21-25	02-09-25
5W2-Spring 2025	10-07-25	02-17-25	03-23-25	02-24-25	03-16-25
5W3-Spring 2025	10-07-24	03-24-25	04-27-25	03-31-25	04-20-25
5W1- Summer 2025	02-17-25	05-05-25	06-08-25	05-12-25	06-01-25
5W2- Summer 2025	02-17-25	06-09-25	07-13-25	06-16-25	07-06-25
5W3- Summer 2025	02-17-25	07-14-25	08-17-25	07-21-25	08-10-25

ANDERSON COLLEGE OF BUSINESS AND COMPUTING

Academic Dean's Office
Room 314 Clarke Hall
Mail Code: K-24
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4350

Anderson College of Business and Computing Degree and Certificate Offerings

- Accounting Minor (p. 102)
- Bachelor of Science in Accounting (p. 93)
- Bachelor of Science in Business Administration (p. 94)
- Bachelor of Science in Computer Information Systems (p. 95)
- Bachelor of Science in Computer Science (p. 96)
- Bachelor of Science in Cybersecurity (p. 97)
- Bachelor of Science in Finance (p. 99)
- Bachelor of Science in Information Technology (p. 99)
- Bachelor of Science in Marketing (p. 100)
- Computer Information Systems Minor (p. 102)
- Computer Science Minor (p. 102)
- Cybersecurity (p. 113)
- Cybersecurity Essentials (p. 113)
- Cybersecurity Minor (p. 102)
- Data Science (p. 101)
- Data Science (p. 113)
- Data Science Minor (p. 102)
- DevOps (p. 113)
- Enterprise Engineering (p. 113)
- Enterprise Java Software Development (p. 114)
- Executive Project Management (p. 114)
- Finance Minor (p. 102)
- Full Stack (p. 101)
- General Business Minor (p. 102)
- Health Care Informatics (p. 114)
- Human Resource Management MBA (p. 107)
- Information Assurance Policy Management (p. 114)
- International Business Minor (p. 102)
- Leading Technology Teams (p. 114)
- Management Minor (p. 103)
- Marketing Minor (p. 103)
- Master of Business Administration (p. 105)
- Master of Science - Data Science (p. 107)
- Master of Science - Health Informatics (p. 108)
- Master of Science - Information and Cyber Security (p. 109)
- Master of Science - Information Systems (p. 109)
- Master of Science - Software Engineering (p. 110)
- Master of Science in Accounting (p. 110)

- Master of Science in Organizational Leadership (p. 111)
- Mobile Software Development (p. 114)
- Project Leadership and Management MBA (p. 107)
- Project Management (p. 101)
- Project Management Minor (p. 103)
- Software Engineering (p. 114)

Bachelor of Science

- **Accounting**
- **Business Administration**
- **Specializations**
 - Finance²
 - General Business
 - International Business²
 - Management²
 - Marketing²
 - Project Management¹
- **Computer Information Systems¹**
- **Computer Science**
- **Cybersecurity¹**
- **Finance²**
- **Information Technology¹**
- **Marketing²**

¹ Courses for this program or specialization are primarily offered in accelerated 8-week format.

² Courses for this program or specialization are primarily offered in traditional 16-week format.

Undergraduate Academic Certificates

- Data Science
- Full Stack
- Project Management
- (Courses for undergraduate certificates are offered in accelerated 8-week format only.)

Master of Business Administration (MBA)

- **Specializations Included in the MBA**
 - Business and Data Analytics
 - Finance
 - Finance and Accounting
 - General Business
 - Health Industry Leadership
 - Marketing
 - Strategy and Innovation

Human Resource Management Master of Business Administration

Project Leadership and Management Master of Business Administration

Master of Science

- **Accounting (MSA)**
- **Data Science**

- **Optional Specializations**
 - Data Engineering
- **Health Informatics**
- **Specialization**
 - Data Science
- **Information and Cyber Security**
- **Specializations**
 - Cyber Security
 - Information Assurance Policy Management
- **Information Systems**
- **Organizational Leadership (MSOL)**
- **Software Engineering**

Graduate Academic Certificates

- Cybersecurity
- Cybersecurity Essentials
- Data Science
- DevOps
- Enterprise Engineering
- Enterprise Java Software Development
- Executive Project Management
- Full Stack+
- Health Care Informatics
- Information Assurance Policy and Management
- Leading Technology Teams
- Mobile Software Development
- Software Engineering

Core Requirements Anderson College Undergraduate Core Studies Requirements

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, Anderson 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 Anderson 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.

Purpose of the Core Curriculum

Rooted in Catholic tradition and Ignatian spirituality, the core is directed towards the education of the whole person and is committed to academic

excellence through the disciplined search for knowledge and the joy of discovery and understanding. It celebrates the essential goodness of the world, provides opportunities for students to understand the ethical dimension present within all of their studies and allows them to cultivate respect for faith and reason, human diversity, and a special concern for social justice. It promotes leadership in service to others and towards the common good. Grounded in the Liberal Arts, the core promotes literacy in the major academic disciplines. It also challenges students to integrate their knowledge both by demonstrating an understanding of the relevance of the disciplines, one to another and bringing together their learning with the practice of everyday life and the needs of their communities.

Traditional

Code	Title	SHs
Written and Oral Communication		6
RCC 200	First Year Writing ¹ or RCC 200H Honors Writing Seminar: Idea/University	
Select one of the following:		
COM 250	Speaking to Make a Difference (Select one of the following:)	
COM 251	Media Literacy	
COM 252	Communication in Relationships	
Engagement with Literature and Arts		6
EN 250	Literature Matters	
Any fine arts core course (FAA, FAC, FAHS)		
Language and Global Awareness		3-4
Modern Languages, Classical Languages, Archeology, History, Political Science, Economics, Geography, and Social Science		
Understanding Human Behavior, Diversity, and Culture		3
Anthropology, Economics, Education, History, Political Science, Psychology, Criminal Justice, Peace and Justice Studies, Sociology, Social Work, or Women's/Gender Studies		
Quantitative Literacy ²		3-4
The Natural World		4
A natural science with corresponding laboratory.		
Astronomy, Atmospheric Science, Biology, Biochemistry, Chemistry, Ecology, Environmental Science, Geology, Oceanography, Physical Geography, or Physics		
Philosophical Inquiry and Reflection		3
PL 270	Philosophical Explorations	
Exploring Religious Traditions		6
RT 201	Religion and the Human Quest	
One 300-level RT course		
Integrative Core		12
RCC 400D	Diversity & Culture Tradition	
RCC 410E	Global Environmental Awareness	
RCC 420J	Justice and the Common Good	
RCC 430M	Search for Meaning ³	
or RCC 440A Cultures of Self and Other		
or RCC 440B Intercultural Reflection		
or RCC 440C Culture and Meaning		
Total SHs		46-48

¹ Transfer students may transfer in EN 203.

- ² Computer Information Systems, Cybersecurity, and Information Technology students must complete MT 201 College Algebra, MT 250 Quantitative Skills and Reasoning, MT 270 Introduction to Statistics, or any 300-400 level MT courses to fulfill this requirement. Computer Science students must complete MT 320 Introduction to Discrete Mathematics to fulfill this requirement. Accounting, Business Administration, Finance, Human Resource Management, and Marketing students must complete MT 270 Introduction to Statistics to fulfill this requirement.
- ³ RCC 440A Cultures of Self and Other, RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning must total 3 semester hours and be taken in conjunction with a semester or year-long Regis-sponsored study abroad program.

Post-Traditional

Code	Title	SHs
Oral and Written Communication		9
EN 203	Intermediate Composition	
EN 325	Research Writing	
COM 210 or COM 211	Speech Communication Technology-Based Public Speaking	
Engagement with Literature and Arts		6
HU 366	Leading Lives That Matter	
English, Humanities, Fine and Performing Arts		
Language and Global Awareness		6-8
Modern Languages, Classical Languages, Archeology, History, Political Science, Economics, Geography, and Social Science		
Understanding Human Behavior, Diversity, and Culture		6
Anthropology, Economics, Education, History, Political Science, Psychology, Criminology, Peace and Justice Studies, Sociology, Social Work, or Women's/Gender Studies		
Quantitative Literacy ¹		3-4
The Natural World		3-4
Astronomy, Atmospheric Science, Biology, Biochemistry, Chemistry, Ecology, Environmental Science, Geology, Oceanography, Physical Geography, or Physics		
Philosophical Inquiry and Reflection		6
Philosophy, Ethics		
Exploring Religious Traditions		6
Religious Studies, Theology (RC or RS)		
Total SHs		45-49

¹ Computer Information Systems, Cybersecurity, and Information Technology students must complete MT 201 College Algebra, MT 250 Quantitative Skills and Reasoning, MT 270 Introduction to Statistics, or any 300-400 level MT courses to fulfill this requirement. Computer Science students must complete MT 320 Introduction to Discrete Mathematics to fulfill this requirement. Accounting, Business Administration, Finance, and Marketing students must complete MT 270 Introduction to Statistics to fulfill this requirement.

Courses Undergraduate Accounting (AC)

AC 3200 Principles of Accounting I (3.00 credit hours)

Introduces basic accounting principles and procedures for sole proprietorship partnerships and corporations.

AC 3210 Principles of Accounting II (3.00 credit hours)

A continuation of AC 3200 introducing basic financial accounting and managerial accounting and managerial accounting principles and procedures for sole proprietorships partnerships and corporations.

Prerequisite(s): AC 3200.

AC 4100 Intermediate Accounting I (3.00 credit hours)

Provides an in-depth study of the history and current regulations of financial accounting. Introduces accounting theory and industry standards as well as details the functions of the accounting cycle resulting in the preparation and analysis of financial statements.

Prerequisite(s): AC 3210.

AC 4110 Intermediate Accounting II (3.00 credit hours)

Provides an in-depth study of financial accounting. Accounting theory and standards for inventory fixed assets investments and liabilities are examined and practiced.

Prerequisite(s): AC 4100.

AC 4120 Intermediate Accounting III (3.00 credit hours)

Provides an in-depth study of financial accounting. Accounting theory and practice for leases pensions shareholder wealth are examined and practiced. Preparation and analysis of the Statement of Cash Flows.

Prerequisite(s): AC 4110.

AC 4310 Accounting Information Systems (3.00 credit hours)

Examines information systems and their role in business processes. Focuses on the use of technology related tools and their value within accounting and the organization.

Prerequisite(s): AC 3210.

AC 4400 Cost Accounting (3.00 credit hours)

Provides an in-depth study of cost and management accounting procedures and techniques. Emphasizes current topics from CPA examinations.

Prerequisite(s): AC 3210.

AC 4500 Income Tax Accounting I (3.00 credit hours)

Studies income tax laws and regulations as they pertain to individuals partnerships corporations estates and trusts.

Prerequisite(s): AC 3210.

AC 4510 Income Tax Accounting II (3.00 credit hours)

A continuation of AC 4500 the study of income tax laws and regulations as they pertain to individuals partnerships corporations estates and trusts.

Prerequisite(s): AC 4500.

AC 4600 Governmental & Not-For-Profit Accounting (3.00 credit hours)

Accounting principles and procedures as applied to governmental and nonprofit organizations including hospitals colleges and universities and health and welfare organizations.

Prerequisite(s): AC 3210.

AC 4750 Advanced Accounting (3.00 credit hours)

Advanced 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 4120.

AC 4800 Auditing Principles and Procedures (3.00 credit hours)

Studies auditing principles and objectives in relationship to auditing standards and procedures.

Prerequisite(s): AC 4120.

AC 4830 Forensic and Fraud Audit (3.00 credit hours)

The study of accounting fraud and the examination of issues surrounding the prevention detection and investigation of fraud. The course analyzes the accountant's/auditor's roles related to fraud as well as the audit committee and management.

Prerequisite(s): AC 4800.

Note(s): Majors only.

AC 4900E-W Independent Study/Accounting: (1.00-6.00 credit hours)

Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member.

AC 4910 Accounting Ethics (3.00 credit hours)

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 4120 and AC 4800.

AC 4985 Accounting Senior Capstone (3.00-6.00 credit hours)

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. Successful completion of eighteen (18) upper division Accounting semester hours required.

Prerequisite(s): AC 4800 and AC 4120.

Note(s): Majors only and Senior standing.

AC 4994 Intermediate Accounting Apprenticeship I (3.00 credit hours)

The Intermediate Academic Apprenticeship connects vocation with academic learning. Goals of the internship are threefold: 1) to gain experience in a chosen professional setting integrating coursework knowledge in a work context 2) to engage students in a process of discerning one's professional aspirations upon graduation 3) develop professional behavior within a work culture. The academic portion of the internship requires face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

AC 4995 Intermediate Acct Apprenticeship II (3.00 credit hours)

The Intermediate Academic Apprenticeship connects vocation with academic learning. Goals of the internship are threefold: 1) to gain experience in a chosen professional setting integrating coursework knowledge in a work context 2) to engage students in a process of discerning one's professional aspirations upon graduation 3) develop professional behavior within a work culture. The academic portion of the internship requires face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

AC 4996 Advanced Accounting Apprenticeship I (3.00 credit hours)

The Advanced Academic Apprenticeship connects vocation with academic learning. Goals of the internship are threefold: 1) to gain experience in a chosen professional setting integrating upper division coursework knowledge in a work context 2) to engage students in a process of discerning one's professional aspirations upon graduation 3) develop professional behavior within a work culture. The academic portion of the internship requires face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

Business Administration (BA)**BA 2900 Introduction to Business (3.00 credit hours)**

Explores the contemporary business environment by introducing fundamental business concepts and models through business simulation. Provides a solid foundation for future business courses in the functional areas of business and emphasizes how these functional areas interact to encourage profitable sustainable and socially-responsible business practices.

BA 3366 Management Essentials (3.00 credit hours)

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.

Prerequisite(s): BA 2900 and sophomore class standing.

BA 3400 Marketing Principles (3.00 credit hours)

Determines how marketing decisions centered on customer needs impact the strategic success of an organization. Effective integration of the marketing mix (4P's) and the ethical role of marketing decisions are analyzed.

Prerequisite(s): BA 2900 and sophomore class standing.

BA 3911 Business & Professional Communication (3.00 credit hours)

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): RCC 200 or EN 203 and COM 210 COM 250/250C COM 251 or COM 252/252C.

BA 4100 Business Finance (3.00 credit hours)

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 3210.

BA 4104 Derivative Securities and Markets (3.00 credit hours)

Introduces derivative related financial instruments (forwards futures and options) and their use in investment and corporate financial management. Provides insight into the use of hedging and risk mitigation through the use of financial instruments.

Prerequisite(s): BA 4100.

BA 4106 Advanced Corporate Finance (3.00 credit hours)

Comprehensive study of how corporations make investment decisions raise capital to finance their investments and manage their financial affairs to create shareholder value. Topics include capital budgeting and the cost of capital dividend policy capital structure and financial distress. Emphasizes developing analytical tools and problem solving.

Prerequisite(s): BA 4100.

BA 4115 Personal Financial Management (3.00 credit hours)

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 2900.

BA 4120 Financial Analysis Forcstng & Planning (3.00 credit hours)

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 4100 and junior class standing.

BA 4124 Corporate Capital Budgeting (3.00 credit hours)

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): BA 4106.

BA 4140 Fundamentals of Investments (3.00 credit hours)

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 4100 AC 3200 and AC 3210.

BA 4149 Business Cycles and Financial Crises (3.00 credit hours)

Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of financial crises and of other deviations from the growth trend. Cross-listing: EC 4149.

Prerequisite(s): EC 3200 and EC 3300.

BA 4158 Money and Banking (3.00 credit hours)

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 3200 EC 3300 and BA 4100.

BA 4163 International Finance (3.00 credit hours)

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 3200 EC 3300 BA 4100 MT 330 or MT 360A and junior class standing.

BA 4173 Public Finance and Public Policy (3.00 credit hours)

Examines the basic principles of public finance. Considers the role of government in the economy and how government might approach solving social issues through a political economy lens. Topics include the moral economy 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 budgeting and public debt.

Prerequisite(s): EC200 or EC 3200 and EC 3300.

Cross listing(s): PEC 473.

BA 4177 International Economics (3.00 credit hours)

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. Cross listing(s): PEC 460.

Prerequisite(s): EC 3200 and EC 3300.

BA 4226 Leading Diverse & Inclsv Organizations (3.00 credit hours)

Provides an in-depth exploration of diversity influences in organizations includes stereotypes and other blocks to equal treatment and the impact of increasing diversity on organizational objectives and career expectations.

Prerequisite(s): BA 3366 and junior class standing.

BA 4252 Management of Human Resources (3.00 credit hours)

Examines and develops the strategic skills and knowledge needed to manage human resources. Studies the areas of HR law staffing employee relations retention and engagement compensation and benefits and analytics. Emphasizes how HR managers can create a high performance work environment that values ethical decisions and makes a positive social impact.

Prerequisite(s): BA 3366.

BA 4260 Employment Law and Compliance (3.00 credit hours)

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 Discrimination Law Wage and Hour Law Labor Law Benefits Law and other federal laws and regulations.

BA 4270 Strategies in Compensation and Benefits (3.00 credit hours)

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.

BA 4280 Talent and Performance Management (3.00 credit hours)

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. Discusses approaches and practices to manage employee performance. Explores workforce diversity and its impact on talent management in the organization. Topics include recruitment selection and orienting new employees; training and development; performance management and workforce diversity.

BA 4290 Lab/Emp Relations & Workplace Safety (3.00 credit hours)

Identifies processes used to maintain effective relationships between employees and management as well as managing employee discipline to meet the requirements of the organization. Focuses on the role of human resources in the mediation and negotiation of labor/employee relations matters settlement of employee disputes and grievances and identifying practices and processes to maintain a safe workplace. Topics include collective bargaining negotiations alternative dispute resolution progressive discipline workplace investigations and workplace safety.

BA 4308 Developing Your Leadership Potential (3.00 credit hours)

Leadership is the ability to influence a group of people and rally them behind a goal. This course is designed to provide the student with opportunities to develop and improve competencies that are fundamental to the practice of leadership in business and to provide a place to reflect on one's leadership potential.

Prerequisite(s): BA 3366 and junior class standing.

BA 4314 Diversity in the Workforce (3.00 credit hours)

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 3366 and junior class standing.

BA 4327 Introduction to Entrepreneurship (3.00 credit hours)

Introduces entrepreneurship and the entrepreneurial process. The course explores how the functional areas of business are applied to new ventures. Students will also examine the role entrepreneurship plays in fulfilling their professional aspirations.

Prerequisite(s): BA 3366 and junior class standing.

BA 4331 Entrepreneurship Stories (3.00 credit hours)

Examines the stories of entrepreneurs and their approach to business. Begins with a review of the iconic captains of industry such as Henry Ford and J.P. Morgan. Current corporate success stories and their prosperous managers will be examined. Explores the contributions made by small to mid-size businesses and lessons learned from business failures.

Note(s): Junior standing required.

BA 4333 Women in Business (3.00 credit hours)

Explores challenges for women in business from a historical perspective. Discusses the sociological and psychological barriers to women's success. Examines being champions for women. Cross listing(s): WGS 485 S.

Prerequisite(s): Sophomore class standing.

BA 4354 Organizational Behavior (3.00 credit hours)

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.

Prerequisite(s): BA 3366 and sophomore class standing.

BA 4368 International Business (3.00 credit hours)

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 3366 and junior class standing.

BA 4369 International Management (3.00 credit hours)

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 3366 and junior class standing.

BA 4380E-W Issues in Management (3.00 credit hours)

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 4382 Values-Centered Management (3.00 credit hours)

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.

Prerequisite(s): BA 3366 and junior class standing.

BA 4410 Consumer Behavior (3.00 credit hours)

Explores how individuals groups and organizations make purchasing decisions. Students identify opportunities for positive interaction in the buying process through customer analysis. Students examine social responsibility topic associated with buying and selling.

BA 4412 Advertising and Promotion (3.00 credit hours)

Introduces the concept of Integrated Marketing Communications (IMC) a promotions/communications approach integrating all elements of the promotional mix. Through the creation of an Integrated Marketing Communications plan students learn the importance of identifying the target customer the developing unique selling proposition developing unified messaging and the creation target-market driven media tools to enhance the efficiency and effectiveness of marketing communications.

Prerequisite(s): BA 2900.

BA 4423 Marketing Research (3.00 credit hours)

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 2900 BA 3400 and MT 270.

BA 4428 International Marketing (3.00 credit hours)

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.

BA 4429 Strategic Web Design (3.00 credit hours)

Covers the full process of creating a WordPress website with images multimedia and content. Course includes securing a domain and site host selecting a WordPress theme and integrating social media. Will also cover site security client relationship management and basic search engine optimization.

BA 4430 SEED Fellowship I (3.00 credit hours)

Our worldviews drive our behaviors so change requires that we shift our mindsets. In Part I of the SEED Fellowship you will learn to lead from within and become a locus of change by developing self-awareness practicing reflection exercising sustainable behavior and developing a sustainability mindset. Through exercises and your own personal consumption challenge you will experience real progress toward creating change and will serve as a model for others in your community.

BA 4431 SEED Fellowship II: Leading Change (3.00 credit hours)

Accelerate your leadership skills to promote social and environmental sustainability. In Part II of the SEED Fellowship you will learn to communicate clearly and effectively form and motivate teams and leverage the science of behavior change in order to bring about social and environmental sustainability. By implementing the tools of social marketing you will create a real impact in your community. Cross listing(s): ENVS 431.

Note(s): Junior class standing or higher and instructor consent is required.

BA 4434 Professional Selling & Sales Management (3.00 credit hours)

Designed to prepare students to enter a sales force equipped with the knowledge and skills necessary to supports students' career interest in becoming successful sales professionals. Student learn the intricacies of sales strategies/techniques but also learn key sales skills such as written verbal and non-verbal communication; presentation skills; emotional intelligence and relationship building. Students will practice negotiation and closing tactics as well as after sale customer management.

BA 4443 Digital Marketing Media Tactics & Tools (3.00 credit hours)

Explores the ever-changing dynamic world of digital marketing including topics such as website development social media marketing automation mobile marketing client relationship management databases and search engine marketing. Takes a hands-on approach so students will experience the process of engaging in their own digital marketing tactics and preparing a digital marketing plan.

BA 4454 Neuromarketing and Buyer Biology (3.00 credit hours)

Explores the human search for meaning from the perspective of neuromarketing neuroeconomics and consumer behavior. Drawing on the fields of biology neuroscience psychology economics and marketing.

BA 4465 Value Chain Management (3.00 credit hours)

Focuses on the chain of distribution from the supply of materials for product production the innovation and product development process the manufacturing of product and the distribution chain from the manufacturer to the end consumer. Examines the development of integrated distribution systems as a means of adding value to the product and for creating supply systems as a means of sustainable competitive advantage for an organization. Explores functions required of the supply chain complications and issues facing the members of the supply chain and creative alternatives to traditional supply chain management.

Prerequisite(s): BA 2900 and sophomore class standing.

BA 4483 Values-Centered Marketing (3.00 credit hours)

Provides an interdisciplinary framework for examining morals values and ethics in a marketing context. After critically evaluating philosophical religious and psychological perspectives on morality students will analyze substantive marketing issues including but not limited to labor rights and sustainability in light of the moral theories.

Cross listing(s): CAS 460I.

BA 4486 Research Practicum in Marketing (3.00 credit hours)

Provides students with the opportunity to design and conduct an original and independent/group research project. Entails comprehensive consumer study including problem statement literature review hypotheses data collection data analysis and reporting. Develops conceptual and analytical skills with goal of publishing.

Prerequisite(s): BA 2900 BA 3400 BA 4410 and nine credits of 400-level marketing course work.

Note(s): Instructor consent required.

BA 4488 Marketing Social Change in Uganda (3.00 credit hours)

Explores extreme poverty in Africa through immersion experience; integrates multiple perspectives on extreme poverty and economic development as students conduct service projects with organizations that work to alleviate poverty in Uganda.

Prerequisite(s): Junior standing.

Cross listing(s): ENVS 451 PJ 451W WGS 485W.

Note(s): Travel to Uganda is required.

BA 4657 Process Mapping and Improvement (3.00 credit hours)

Emphasizes process mapping and examines the elements of process improvement. It identifies the methods and tools utilized in the identification examination and improvement of processes within an organization. Its focus is 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 that will both satisfy the customer and improve organizational performance in an ethical and socially responsible manner.

Prerequisite(s): BA 3366 and sophomore class standing.

BA 4658 Project Management (3.00 credit hours)

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.

Prerequisite(s): BA 3366 and sophomore class standing.

BA 4820 Fundamentals of Innovation Engineering (3.00 credit hours)

Students use tools and disciplined systems to create communicate and advance or commercialize ideas in any field. These concepts help students with product development social innovation or simply making work more meaningful and effective. Students completing this course will receive an Innovation Engineering Blue Belt designation.

BA 4900E-W Independent Study/Business: (1.00-6.00 credit hours)

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 4950 Ethical Decision Making in Business (3.00 credit hours)

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.

Prerequisite(s): BA 3366 and sophomore class standing.

BA 4981 Business Law (3.00 credit hours)

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 legal issues that arise in business dealings with employees consumers and governments.

Prerequisite(s): BA 3366 (Business Administration students) or AC 3200 (Accounting students) and sophomore class standing.

BA 4985 Business Policy and Strategy (3.00 credit hours)

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. Senior class standing required.

Prerequisite(s): Must have completed lower and upper division core courses prior to registering for this course.

BA 4986 Capstone: Applied Project (3.00 credit hours)

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. Senior class standing required.

Prerequisite(s): Must have completed lower and upper division core courses prior to registering for this course.

BA 4987 Senior Capstone (3.00-6.00 credit hours)

Provides culminating experience of the major focusing on integrating theory with application and implementation of research to a complex business problem need or opportunity.

Business - General (CBE)**CBE 4990 Intermediate Internship I (1.00-3.00 credit hours)**

The Business Academic Internship connects student vocational goals with academic learning. Goals of the internship are threefold: 1) to gain professional experience in a chosen field for integrating coursework knowledge in a work context 2) to engage students in a process of discerning career direction upon graduation and 3) develop professional behavior within a work culture. The academic portion of the internship is similar to an independent study with scheduled face to face meeting times scheduled individually to discuss progress with assignments.

CBE 4991 Intermediate Internship II (1.00-3.00 credit hours)

The Business Academic Internship connects vocation with academic learning. Goals of the internship are threefold: 1) to gain experience in a business setting for integrating coursework knowledge in a work context 2) to engage students in a process of discerning career direction upon graduation and 3) develop professional behavior within a work culture. The academic portion of the internship is similar to an independent study with scheduled face to face meeting times scheduled individually to discuss progress with assignments.

CBE 4992 Advanced Internship I (1.00-3.00 credit hours)

The Advanced Academic Internship is an opportunity to apply upper division academic learning in a business context. Goals of the internship are threefold: 1) to gain experience in a business setting for integrating coursework knowledge in a work context 2) to engage students in a process of refining future career direction and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with scheduled face to face meeting times scheduled individually to discuss progress with assignments.

CBE 4993 Advanced Internship II (1.00-3.00 credit hours)

The Advanced Academic Internship is an opportunity to apply upper division academic learning in a business context. Goals of the internship are threefold: 1) to gain experience in a business setting for integrating coursework knowledge in a work context 2) to engage students in a process of refining future career direction and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with scheduled face to face meeting times scheduled individually to discuss progress with assignments.

CBE 4999 Internship- General Business (0.00 credit hours)

The non-credit business internship is a work-based class that focuses on the acquisition of employability skills through a real world work environment. Students will focus on maintaining a professional demeanor in the work environment the development of a professional communication style and the acquisition of the knowledge and skills necessary when performing the internship role.

Computer Information Systems (CIS)**CIS 275 Foundations of Programming (3.00 credit hours)**

Entry-level course in which students use an object-oriented programming language called Xojo to learn basic programming concepts such as If-then-else looping strings lists arrays in a visual programming environment. Students will also be introduced to the Java programming environment.

CIS 300 Foundations of Information Systems (3.00 credit hours)

Introduces to contemporary information systems concepts. Focuses on business processes software hardware data and communication technologies and how these components can be integrated and managed to create business competitive advantage. Hand-on experience with SAP ERP software.

CIS 318 Ethics for the IT Professional (3.00 credit hours)

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.

CIS 325 Systems Analysis and Design (3.00 credit hours)

Studies the analysis and design of computer based information systems. Considers transformation processes and comprehensive design. Includes advanced technology emphasizing expert and knowledge-based systems. Considers human resources communications and computers in a systems framework.

Prerequisite(s): CIS 300 or equivalent.

CIS 350 Design Thinking (3.00 credit hours)

Design Thinking is a methodology that provides a solutions approach to solving complex problems. It uses the five-stage design thinking model proposed by the Hasso-Plattner Institute of Design at Stanford University. The elements of the five-stage model presented throughout the course are: Empathise define (the problem) ideate prototype and test. This course is intended to prepare students in designing better products services user experiences architectures and innovative strategies to improve business processes.

CIS 375 Java Programming (3.00 credit hours)

Entry-level Java programming course in which students use the Java object-oriented programming language to solve real-world problems. This course builds on the skills gained by students in CIS 275 and helps to advance Java programming skills. Students will create Java programs using hands-on engaging activities.

Prerequisite(s): CIS 275.

CIS 445 Database Management (3.00 credit hours)

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): CIS 275 or CIS 300.

CIS 448 Agile Project Management (3.00 credit hours)

Provides a foundational and practical knowledge of project management principles. Identifies tools and processes for managing projects using Agile methodologies.

CIS 458 Business Process Management (3.00 credit hours)

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 461 Business Analytics (3.00 credit hours)

Introduces business analytics in organizations. Explores practical methodologies strategies and best practices for performing descriptive predictive and prescriptive analytics. Students gain hands-on experience with SAP Business Analytics tools in a virtual environment.

Prerequisite(s): MT 270 or MT 274.

CIS 462 Supply Chain Management (3.00 credit hours)

Introduces students to this growing discipline through the use of case studies and simulations. Students will gain an understanding of how organizations build integrated relationships with customers and suppliers which often include information sharing joint planning and integrated information systems.

Prerequisite(s): CIS 458.

CIS 464 Enterprise Systems (3.00 credit hours)

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 458 or CIS 462.

CIS 465 IS Strategy and Management (3.00 credit hours)

Explores how IT is changing and will continue to change organizations as we now know them by introducing the complex decisions facing real organizations through a number of mini cases and a cyber security simulator. These provide an opportunity to apply the models/theories/frameworks presented giving students the confidence and ability to tackle the tough issues regarding IT management and strategy and a clear understanding of their importance in delivering business value.

Prerequisite(s): BA 2900 CIS 462 or CIS 464.

CIS 471 Visual Data Story Telling (3.00 credit hours)

Using Tableau and SAP Cloud Analytics tools students will learn how to present data in ways that help management better interpret analyze and act on it for maximum impact.

Prerequisite(s): CIS 462.

CIS 493 Senior Capstone (3.00 credit hours)

Provides the culminating experience of the major focusing on integration and application of theory. Must be completed as graded course work at Regis University.

Computer Science (CS)**CS 202 Computational Foundations (3.00 credit hours)**

An-entry level course introducing the foundational concepts of computer science as the study of algorithms and data structures with respect to their formal properties linguistic realizations hardware realizations and applications.

CS 210 Introduction to Programming (3.00 credit hours)

An entry-level course in which students practice software development using elementary selection looping method string array and object constructs implemented in a modern programming language.

CS 310 Data Structures (3.00 credit hours)

Studies structures for representing data and continued practice with software development. Uses algorithms to process these structures including linked list stack queue hash table and tree data structures along with various searching and sorting algorithms.

Prerequisite(s): CS 210.

CS 324 Algorithms and Analysis (3.00 credit hours)

Studies advanced data structures (balanced trees heaps graphs etc) and advanced algorithm analysis. Examines algorithm design techniques (greedy dynamic programming and divide-and-conquer including the Master Theorem) and algorithm complexity.

Prerequisite(s): CS 310 and MT 320 or MT 360A.

CS 336 Web and Database Applications (3.00 credit hours)

Introduces web-based multi-tiered distributed application development. Topics include using markup and scripting languages in the Presentation tier services (web and business) in the Logic tier and a relational database in the Data tier.

Prerequisite(s): CS 310.

CS 338 Mobile and Enterprise Computing (3.00 credit hours)

Introduces platform-based software development for tablets smart phones and servers. Students learn to solve contemporary software engineering problems by creating Graphical User Interface apps that communicate over a network with an Enterprise Server and Database.

Prerequisite(s): CS 310.

CS 370 Assembly Language (3.00 credit hours)

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 310.

CS 390 Principles of Programming Languages (3.00 credit hours)

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 or co-requisite(s): MT 320.

Prerequisite(s): CS 310.

CS 431 Operating Sys Design/Analysis (3.00 credit hours)

Studies basic facilities provided in modern operating systems including processor scheduling memory management and file systems. Topics include: deadlock detection paging concurrency thread disk scheduling caching and virtual machines. BS in Cyber Security students must complete CS 310.

Prerequisite(s): CS 324 and CS 390.

CS 433 Computer Systems Security (3.00 credit hours)

Introduces the concept of security in computing. Topics include cryptography program security operating systems protection database security and network security. Students will explore current security models internal and external security threats risk analysis privacy issues and security laws and regulations.

Prerequisite(s): CS 324 and CS 390.

CS 440 Computer Organization and Architecture (3.00 credit hours)

Introduces Machine Architecture with coverage of digital logic machine level data and instruction representation ALU design and organization of the processor datapath and control. Examines performance analysis memory system hierarchy pipelining and communication. Prerequisite for Cyber Security students is CS 310.

Prerequisite(s): CS 324 and CS 390.

CS 444 Software Engineering (3.00 credit hours)

A capstone-style course examining contemporary software engineering that ensures development of well-designed reliable flexible modular and verified software systems. Topics include development lifecycle requirements UML model-based and Agile development.

Prerequisite(s): CS 336 or CS 338.

CS 445 Database Management (3.00 credit hours)

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.

CS 450 Data Networks (3.00 credit hours)

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 336 or CS 338.

CS 462 Computer Systems Performance Analysis (3.00 credit hours)

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 324 CS 390 and MT 360A.

CS 464 Machine Learning (3.00 credit hours)

An in-depth study of machine learning. Topics include regression classification neural networks and deep learning. Includes programming machine learning algorithms.

Prerequisite(s): CS 473.

CS 465 UNIX Operating Systems (3.00 credit hours)

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 310.

CS 468 Advanced UNIX (3.00 credit hours)

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 310 and CS 465.

CS 469 Distributed Systems (3.00 credit hours)

Explores theoretical foundations and fundamental design tradeoffs in distributed computing systems Topics include: distributed architectures processes and interprocess communication synchronization replication and consistency fault tolerance and security.

Prerequisite(s): CS 431.

CS 473 Introduction to Artificial Intelligence (3.00 credit hours)

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 reason with uncertainty perform inference and learn.

Prerequisite(s): CS 324 CS 390 and MT 472.

CS 475 Computation Theory (3.00 credit hours)

Introduces computational formalisms including Automata Lambda Calculus Turing Machines Recursive Functions and emerging theories. Explores the relation of formal languages and computation. Studies theoretical and pragmatic limits on computation including halting NP-Completeness P-Space and reducibility.

Prerequisite(s): CS 324 and CS 390.

CS 476 Introduction to Quantum Computing (3.00 credit hours)

Introduces quantum computation from a Computer Science perspective including basic Quantum Mechanics and Quantum: Circuits Algorithms Complexity and Programmin with comparisons to their Classical computing counterparts. Implications of quantum computing on society are also examined.

Prerequisite(s): CS 324 and MT 415.

CS 479 Ethical Leadership in Computer Science (3.00 credit hours)

A capstone-style course exploring the cultural social legal and ethical issues inherent in Computer Science and software development with an emphasis on the role that computer scientists play as leaders in service to others. BS in Cybersecurity students prerequisite is CS 310.

Prerequisite(s): CS 336 or CS 338.

CS 490E-W Indep. Study/computer Science: (1.00-3.00 credit hours)

Explores areas of interest. Content to be arranged. Concludes with a written report.

CS 492E-W Special Topics in Computer Science (3.00 credit hours)

Selected topics of interest in Computer Science through lecture presentation laboratory work and research projects. Content varies from term to term.

Prerequisite(s): CS 324 CS 390 and permission of department.

CS 493 Senior Capstone (3.00 credit hours)

A culminating experience requiring a major project that integrates and applies knowledge and skills acquired in earlier Computer Science courses.

Prerequisite(s): CS 444 CS 479 and eighteen credits of 400-level Computer Science courses.

CS 498E-W Internship/Computer Science (3.00 credit hours)

Involves placement of advanced computer science students in industry government or other agencies. Faculty approval supervision and evaluation of students' work required.

Cybersecurity (CSEC)**CSEC 210 Info Assurance & Cryptography Basics (3.00 credit hours)**

Introduces students to the fundamental concepts of information assurance and cyber defense covering the threats and adversaries associated with cyber defense the concepts of vulnerabilities and risks security life cycles role of IDS and IPS in securing a system data security the CIA model and basic security mechanisms.

CSEC 350 Policy Ethics and Compliance (3.00 credit hours)

Provides an understanding of information assurance and computer security in context with the rules and guidelines which control them. The course looks at laws such as HIPAA FISMA SOX and Gramm-Leach-Bliley and discusses the ethical component associated with these outcomes.

Prerequisite(s): CSEC 210.

CSEC 380 Advanced Digital Forensics (3.00 credit hours)

Provides the ability to apply forensics techniques to investigate and analyze a particular media in context. In addition to the technical topics of hashes sparse/full imaging slack space hidden files/clusters/partitions this class will also cover the legal aspects associated with forensics analysis including acquisition and authentication of evidence verification and validation of the systems and associated laws. Focuses primarily on mobile systems (tablets smart phones GPS etc.).

Prerequisite(s): CSEC 350.

CSEC 401 Software Security and Design (3.00 credit hours)

Considers typical software vulnerabilities that can happen as a result of insecure programming practices. This course also examines software security from a design standpoint and examines secure software practices for both large-scale environments and in small-scale environments such as individual systems. Topics include design development testing integration and finally deployment of software.

Prerequisite(s): CS 210 CS 310 CSEC 210 and MT 320.

CSEC 403 Network Concepts Protocols and Defense (3.00 credit hours)

Provides an understanding of the components in a networking environment their roles and communication associated with the components. Students will understand techniques which can be used to protect a network from cyber threats. Topics covered in this class include the difference between IPv4 and IPv6 NAT and subnetting network analysis and troubleshooting how to implement a DNS Firewall and analyze network traffic.

Prerequisite(s): CSEC 401.

CSEC 405 Database Management Security (3.00 credit hours)

Focuses on the security of database systems and how the design of database systems can affect the security of such systems. Topics covered include how to protect confidentiality integrity and availability in a DBMS environment how inference aggregation and polyinstantiation can be used to exploit a system and how to protect your system against known vulnerabilities.

Prerequisite(s): CSEC 401.

CSEC 408 Cyber Threats and Defense (3.00 credit hours)

Examines options available to mitigate threats within a system and an understanding of threats which exist in a networking environment. This would include such topics as access and flow controls cryptography and its application in computer defense recognizing and understanding how to protect systems from malicious activity.

Prerequisite(s): CSEC 403.

CSEC 415 Computer / Network Forensics (3.00 credit hours)

Provides students with the ability to apply forensic techniques to investigate and analyze a host in a network. Examines the ability to apply forensics techniques to investigate and analyze network traffic. Specific topics include: registry analysis steganography live system investigation packet capture/analysis network intrusion detection and prevention interlacing of device and network forensics forensic imaging and analysis log file analysis.

Prerequisite(s): CSEC 403.

CSEC 430 Intrusion Detection and Response (3.00 credit hours)

Provides students with knowledge and skills related to detecting and analyzing vulnerabilities and threats and taking steps to mitigate the associated risks. This course will cover deep packet analysis log file aggregation cross log comparison anomaly detection signature detection host based intrusion detection and analysis network based intrusion detection and analysis distributed intrusion detection and hierarchical IDS.

Prerequisite(s): CSEC 415.

CSEC 493 Senior Capstone/ Internship (3.00 credit hours)

Culminating experience of the major focusing on integration and application of theory. Must be completed as graded course work at Regis University.

Information Technology (CIT)**CIT 311 Enterprise Systems Architecture (3.00 credit hours)**

Presents design management and administration of simple to complex network topologies. Introduces Internet connectivity and protocols supporting networked applications over a distributed network and their relationship with end-users. Examines the concepts of user content applications services and infrastructure.

CIT 316 Networking Infrastructure (3.00 credit hours)

Introduces 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 and routing concepts.

Prerequisite(s): CIT 311.

CIT 330 Foundations of Cyber Security (3.00 credit hours)

Introduces the principles and practices of information security including security models internal and external security threats and attacks. Topics include cryptography network mobile host applications data access control and operational security.

Prerequisite(s): CIT 311.

CIT 331 Fundamentals of Security Management (3.00 credit hours)

Examines security management risk analysis disaster recovery business continuity planning and information security legal issues. Topics include planning for security security technologies risk mitigation vulnerability assessment and security laws and regulations.

Prerequisite(s): CIT 330.

CIT 380 Intro to Web Application Development (3.00 credit hours)

Introduces the design implementation and testing of web applications including related web app frameworks databases and interfaces. Covers frontend responsive UI design hybrid app design app tools backend services design integration and redeployment.

Prerequisite(s): CIS 375.

CIT 411 Human Computer Interaction (3.00 credit hours)

Investigates and analyzes user-centered methodologies in the development evaluation and deployment of IT applications and systems. Emphasizes HCI areas such as user and task analysis human factors ergonomics accessibility standards and cognitive psychology.

Prerequisite(s): CIS 325.

CIT 435 Cyber Forensics (3.00 credit hours)

Introduces the principles and practices of digital forensics including digital investigations data and file recovery methods and digital forensics analysis and invalidation. Topics include data acquisition digital forensics tools virtual machines network mobile device and cloud forensics.

Prerequisite(s): CIT 331.

CIT 444 Wireless Networks (3.00 credit hours)

Examines wireless technologies used in infrared spread spectrum microwave and cellular systems. Discuss integration of WLANs satellite communications and cellular systems in an organization. Includes protocols security practices and applications used on wireless technologies.

Prerequisite(s): CIT 316.

CIT 452 Systems Administration (3.00 credit hours)

Introduces operating systems concepts and system administration tasks including software installation system configuration and managing user accounts. Emphasizes server administration and management user and group management backup security resource and automation management.

Prerequisite(s): CIT 316 and CIT 380 (for Cyber Security undergrads only: CS 310).

CIT 462 Ethical Hacking and Defense (3.00 credit hours)

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. Credit may be awarded for CIT 462 or CN 462 not both.

Prerequisite(s): CIT 331.

CIT 463 Cyber Crime and IT Compliance (3.00 credit hours)

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): CIT 331.

CIT 466 IT Audit and Risk Management (3.00 credit hours)

Investigates the principles of information systems audit IT audit tools audit procedures to help in detection and prevention of security breaches and fraud. Examines the solutions that can be used to prevent information loss or costly business interruptions the role of information technology governance in business organizations reporting requirements and industry standards for IT Governance.

Prerequisite(s): CIT 331.

CIT 478 Management of Enterprise Networks (3.00 credit hours)

Explores datacenter support and management requiring the integration of servers applications and data storage with business operations and goals. Examines the impact of ethical governance and legal concerns on business operations.

Prerequisite(s): CIT 452.

CIT 480 Web Software Development (3.00 credit hours)

Introduces web page development using HTML/HTML5 CSS/CSS3 and JavaScript. Students learn to design and develop a website structure and style its content and navigate/update the document object model (DOM).

CIT 481 Web Frameworks (3.00 credit hours)

Covers the most popular JavaScript frameworks including jQuery Angular JS and Google Maps. Students learn how to use the frameworks to do DOM manipulation AJAX single page applications and the display/manipulation of maps.

Prerequisite(s): CIT 480.

CIT 482 Web Visualization Frameworks (3.00 credit hours)

Covers popular visualization frameworks that facilitate the presentation of pertinent information to the end user. Student learn various techniques that transform raw data into information that is relevant to end users.

Prerequisite(s): CIT 481.

CIT 483 Web Mobile Frameworks (3.00 credit hours)

Covers popular mobile frameworks that enable the creation of mobile web page apps using HTML CSS and JavaScript. Students learn how to build rich interactive web applications that run on virtually all devices (e.g. Android IOS Windows).

Prerequisite(s): CIT 480.

CIT 484 Software Engrng Research & Devlpmnt (4.00 credit hours)

Introduction to research and development in Software Engineering. Student will propose prepare implement and complete a case-study research project which focuses on a specific architecture design pattern UI/UX and security framework.

Prerequisite(s): CIT 483.

CIT 493 Senior Capstone (3.00 credit hours)

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): CIT 478 and Senior standing and successful completion of eighteen (18) upper division IT semester hours.

Data Science (DS)**DS 212 Python Programming (3.00 credit hours)**

Introduces computer programming using the Python programming language. It presents structured algorithmic programming by means of concepts like variables conditional code execution looping and functions. The course also covers Python libraries that extend the capabilities of Python for doing data science and other activities.

DS 400 Introduction to Data Science (3.00 credit hours)

Introduces foundational topics of data science including programming data curation statistics machine learning and data communication. Examines the end to end life cycle of data science projects. Topical discussions of methods and applications pertaining to health informatics business intelligence and natural and social sciences and the ethical considerations of data science.

Prerequisite(s): MT 270 and DS 212.

DS 410 Computational Statistics (3.00 credit hours)

Introduces and examines the applications of data science library packages for descriptive and probabilistic statistics including regression and correlation of univariate and multivariate analysis. Course content will include examples applied to health informatics business intelligence and natural and social sciences. Encompasses discussions of ethical communication and presentation of statistics.

Prerequisite(s): DS 400.

DS 420 Data Curation (3.00 credit hours)

Introduces storage and retrieval of data from data structures. Examines the collection of data from variety of sources merging data from multiple sources and cleaning data for analysis. Students will learn how to apply exploratory data analysis for important feature determination.

Prerequisite(s): DS 400.

DS 430 Visualization (3.00 credit hours)

Examines the effective communication of information through the creation and visual representation data using a variety of applications and programming languages. Encompasses design theory visual cognition and perception and ethical considerations of figures.

Prerequisite(s): DS 400.

Economics (EC)**EC 200 Economics for Responsible Citizenship (3.00 credit hours)**

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

EC 200C Economics for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 200H Honors- Econ for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

EC 3200 Principles of Macroeconomics (3.00 credit hours)

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 3200C Principles of Macroeconomics (3.00 credit hours)

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.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 3300 Principles of Microeconomics (3.00 credit hours)

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 3300C Principles of Microeconomics (3.00 credit hours)

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.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 4103 Sustainable Development and Change (3.00 credit hours)

Introduces global poverty inequality and other global ills and invites students to explore ways to be involved in sustainable development and change efforts. About 1 out of every 3 people (2 billion of the world's population) lived in extreme poverty as of the end of 2019. Fast-changing climate conditions and the COVID-19 pandemic continue to condemn more people into further poverty. Additionally growth in income and wealth inequality are worrying. There is however enthusiasm for the possibilities of addressing many of the global needs through concerted human development efforts like the Sustainable Development Goals (SDGs).

Note(s): Junior class standing required.

EC 4140 Fundamentals of Investments (3.00 credit hours)

Studies the relationship between risk and return in the management of investment portfolios including the analysis of stocks bonds and other securities.

Prerequisite(s): AC 3200 AC 3210 and BA 4100.

EC 4149 Business Cycles and Financial Crises (3.00 credit hours)

Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of financial crises and of other deviations from the growth trend. Cross-listing: BA 4149.

Prerequisite(s): EC 3200 and EC 3300.

EC 4158 Money and Banking (3.00 credit hours)

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 3200 EC 3300 and BA 4100 or EC 4158.

EC 4163 International Finance (3.00 credit hours)

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 3200 EC 3300 BA 4100 and MT 330 or MT 360A.

Health Information Management (HIM)**HIM 313 Intro to Health Info Mgmt (3.00 credit hours)**

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 (3.00 credit hours)

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 (3.00 credit hours)

Introduces the development and use of various disease classification and reimbursement systems. 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.

HIM 385 Directed Practice (3.00 credit hours)

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 415 HIM: Data Systems and Structures (3.00 credit hours)

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.

HIM 430 Health Law- Informatics/ Info Management (3.00 credit hours)

Examines legal concepts in informatics and health information management settings for compliance with laws standards and regulations protecting the use privacy security and confidentiality of health information across various enterprises. Managing access and disclosure of health information and protected health information as well as e-health information. Graduate level includes completion of a project focused on role of Risk Management and Quality Improvement programs in health care organization in responding to and preventing adverse events.

HIM 440 Healthcare Data Analytics (3.00 credit hours)

Examines current and emerging practices in the application of data analytics. Topics include clinical financial operations quality analytics and trends in practices customer expectations and regulations that impact analytics. It will also address ethical issues in gathering analyzing and reporting healthcare data. Including roles and applications of descriptive retrospective and prescriptive analytics in various settings through the use of case studies practice tools and techniques to analyze given data sets for specific outcomes.

Prerequisite(s): MT 270 or MT 274.

HIM 445 Management of E-HIM & Info Governance (3.00 credit hours)

The focus of this course is on the advanced concepts of managing digital clinical information and other electronic storage of information in healthcare facilities. Topics include: Identity management health information exchange and data sharing current trends in eHIM eDiscovery the personal health record and patient portals. The course will also cover components and strategies of Information Governance including; interoperability of data compliance data dictionary standards and factors that influence data integrity. Graduate level includes development of an eDiscovery response plan and information Governance assessment tool.

HIM 450 Health Care Informatics & Info Systems (3.00 credit hours)

Introduces foundational knowledge and skills to participate in the design selection implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems.

HIM 451 Reimbursement Mgt in Health Care Settings (3.00 credit hours)

Reviews the use of coding and classification systems and explores their use in the health care reimbursement system. Examines DRG and coding audits financial reports revenue cycle processes and other management strategies critical to health care facility revenues.

HIM 460 Health Stats/Research Methods (3.00 credit hours)

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.

HIM 470 Organizational Management in HIM (3.00 credit hours)

Examines the organizational system and the integration of quality improvement strategies performance management information management principles and strategies finance and budget constructs human resource components strategic planning and managing for change cultural and organizational improvements. Professional ethics related to HIM is also included.

Note(s): Majors only and senior standing.

HIM 480 Admin of Hlth Info Mgmt Svcs (3.00 credit hours)

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 course work or permission of instructor.

HIM 485 Management Practicum (3.00 credit hours)

At the end of the senior year students complete an eighty hour management practicum at an approved health care facility with emphasis on completing a major project focusing on HIM management practices EHR acquisition or system implementation or other comparable project. Additional online course components address HIM professional ethics strategic management and HIM advocacy.

Prerequisite(s): Satisfactory completion of all prior HIM coursework.

HIM 490E-W Independent Study/HIM: (1.00-3.00 credit hours)

Offers an opportunity for a focused course of study within a specific practice area of health information management under the direction of an assigned instructor. Employs a variety of learning activities as specified in the learning contract to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Majors only.

Prerequisite(s): Senior standing.

Health Sciences**HSC 310 Medical Terminology (3.00 credit hours)**

Provides and 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.

Mathematics (MT)**MT 201 College Algebra (3.00 credit hours)**

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 (3.00 credit hours)

Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic matrices probability exponentials graph theory linear programming game theory and problem-solving skills usable by a productive citizen.

Prerequisite(s): Placement by Department.

MT 204G Modified Contemporary Mathematics (3.00 credit hours)

Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic matrices probability exponentials graph theory linear programming game theory and problem-solving skills usable by a productive citizen.

Note(s): This is for students enrolled in the GLOBAL Inclusive Program only and placement by department is required.

MT 205 Contemporary Math- Liberal Arts Students (3.00 credit hours)

Presents contemporary mathematics for liberal arts students. It emphasizes the use of mathematics in the natural world using concepts such as social choice networking scheduling symmetry in art and nature fractals growth the Golden Ratio music and poetry.

Note(s): Students cannot receive credit for MT 204 and MT 205.

MT 206 Contemporary Math- Business Students (3.00 credit hours)

Presents topics in contemporary mathematics for business students. It emphasizes the use of mathematics in everyday life using real world applications such as set relationships percentages statistics probability personal finance and business applications.

Note(s): Students cannot receive credit for MT 204 and MT 206.

MT 225 Mastery of Foundational Mathematics (3.00 credit hours)

Makes connections between K-12 experiences in math and college-level abstract mathematical foundations.

MT 250 Quantitative Skills and Reasoning (3.00 credit hours)

Emphasizes processing information applying quantitative skills and reasoning and interpreting conclusions in context. Topics include numeracy quantitative reasoning problem solving and algebraic reasoning in scientific and business contexts.

MT 260 Pre-Calculus (4.00 credit hours)

Reviews the fundamental topics from Algebra and Trigonometry that are necessary for success in calculus. Topics include graphs polynomials rational functions trigonometric functions exponentials and logs. Department.

Prerequisite(s): C- or higher in MT 201 or MT 250 ACT Math 22 or greater SAT Math 540 or greater or ALEKS score of 61 or greater.

Note(s): Course fee required.

MT 270 Introduction to Statistics (3.00 credit hours)

Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics probability distributions estimations hypothesis testing linear regression and correlation and other topics.

MT 270C Introduction to Statistics (3.00 credit hours)

Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics probability distributions estimations hypothesis testing linear regression and correlation and other topics.

Note(s): This course carries a communication focus in the course assignments and enrollment is limited to students who took the paired/linked RCC*200 course in the fall.

MT 271 Statistics Recitation (0.00-1.00 credit hours)

Supplements introductory statistics courses by providing time and space for additional help instruction and practice with the material. Corequisite(s): MT 270 MT 270C MT 272 or MT 272C.

MT 272 Statistics for the Life Sciences (3.00 credit hours)

Presents introductory statistics emphasizing applications 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.

MT 272C Statistics for the Life Sciences (3.00 credit hours)

Presents introductory statistics emphasizing applications 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.

Note(s): This course carries a communication focus in the course assignments and enrollment is limited to students who took the paired/linked RCC*200 course in the fall.

MT 274 Intro to Stats for Health Professions (3.00 credit hours)

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 320 Introduction to Discrete Mathematics (3.00 credit hours)

Introduces mathematical tools used by computer scientists with an emphasis on developing problems-solving abilities. Topics include machine logic set theory Boolean algebra mathematical induction and data structures.

Prerequisite(s): C- or higher in MT 201 or MT 260.

MT 330 Business Calculus (3.00 credit hours)

Introduces standard topics of 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. Course fee required.

Prerequisite(s): C- or higher in MT 201 or MT 250 ACT Math 22 or greater SAT Math 540 or greater or ALEKS score of 61 or higher.

MT 360A Calculus I (4.00 credit hours)

Treats standard topics of single variable calculus including limits continuity derivatives applications of derivatives and elements of integration.

Prerequisite(s): At least one of: C- or higher in MT 260 or equivalent ACT Math 26 or greater SAT Math 610 or greater or ALEKS score of 76 or greater.

Note(s): Course fee required.

MT 360B Calculus II (4.00 credit hours)

Continues treatment of single variable calculus including definite and indefinite integrals applications of integrals transcendental functions techniques of integration and infinite series.

Prerequisite(s): C- or higher in MT 360A or placement by the department.

MT 360C Calculus III (4.00 credit hours)

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): C- or higher in MT 360B or placement by the department.

MT 401 Logic and Proof (3.00 credit hours)

Provides an introduction to mathematical reasoning and proof writing. Topics include set theory logic and methods of proof.

Note(s): MT360B must be completed with a grade of C- or higher.

MT 405 Numerical and Computational Methods (3.00 credit hours)

Uses Python or MATLAB in solving linear and nonlinear equations approximation theory numerical integration and differentiation numerical solutions of differential equations and linear programming.

Note(s): C- or higher in MT 360B MT 415 and MT 463 or permission of instructor.

MT 415 Linear Algebra (3.00 credit hours)

Studies vector spaces linear transformations matrices determinants systems of equations eigenvalues and characteristic matrices.

Note(s): C- or higher in MT 360A or placement by department.

MT 423A Abstract Algebra I (3.00 credit hours)

Provides an axiomatic treatment of basic concepts of groups rings and fields.

Prerequisite(s): C- or higher in MT 401 and MT 415 or permission of instructor.

MT 426 History and Foundations of Mathematics (3.00 credit hours)

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.

Note(s): C- or higher required in MT 360B.

MT 435 Applied Combinatorics (3.00 credit hours)

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. C- or higher in MT 360B.

Note(s): Required for students preparing to teach secondary mathematics.

MT 437 Cryptography (3.00 credit hours)

Includes a brief history of code making and code breaking modern private key systems (AES) and public key cryptosystems.

Note(s): C- or higher in MT 415.

MT 441 Modern Geometry (3.00 credit hours)

Studies Euclidean and non-Euclidean geometries such as: Mobius hyperbolic elliptic absolute and projective geometries. Geometries are studied using analytic methods. Required for students preparing to teach secondary mathematics.

Note(s): C- or higher in MT 360B.

MT 445 Advanced Linear Algebra (3.00 credit hours)

Continues the study of matrices determinants systems of equations eigenvalues characteristics matrices and sparse matrices.

Note(s): C- or higher in MT 415.

MT 454 Real Analysis (3.00 credit hours)

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.

Note(s): C- or higher in MT 401.

MT 463 Differential Equations (3.00 credit hours)

Studies solutions of 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. Required for students preparing to teach secondary mathematics.

Note(s): C- or higher in MT 360B.

MT 470A Mathematical Statistics I (3.00 credit hours)

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.

Note(s): C- or higher in MT 360B.

MT 470B Mathematical Statistics II (3.00 credit hours)

A continuation of MT 470A.

Note(s): C- or higher in MT 470A or MT 472.

MT 472 Probability and Statistics (3.00 credit hours)

Introduces probability and statistics and the underlying mathematical theory discrete and continuous distributions sampling distributions estimation hypothesis testing and regression.

Note(s): C- or higher in MT 360B.

MT 475 Statistical Computing (3.00 credit hours)

Introduces Python computer programming concepts principles and practices. Continues with the use of Python to compute descriptive statistics and visualize data. Introduces computations for hypothesis testing sampling conditional probability and other statistical quantities. Concludes with machine learning for clustering and classification.

MT 480 Complex Analysis (3.00 credit hours)

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.

Note(s): C- or higher in MT 360B.

MT 490E-W Independent Study/Math: (1.00-3.00 credit hours)

Provides an opportunity for independent exploration of areas of interest.

MT 495E-W Advanced Topics in Mathematics (1.00-3.00 credit hours)

Provides an intensive examination of the theory and methods of a particular mathematical area of study.

MT 498E-W Internship/Mathematics (3.00 credit hours)

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.

Special Topics – Anderson (AND)**Graduate****Accounting (AC)****AC 6020 Interpreting Accounting Information (3.00 credit hours)**

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) MSA Students: Program Foundation courses. Prerequisite(s) MBA Students: FIN 6000 or MGT 6000.

AC 6030 Financial Reporting Policy and Practice (3.00 credit hours)

Examines objectives recognition and measurement concepts and definitions of financial statement elements in the FASB's Conceptual Framework; accounting standards and guidance for the preparation of financial statements. An in-depth study of financial statement preparation and disclosure in accordance with standards.

AC 6040 Financial Communication (3.00 credit hours)

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.

AC 6050 Advanced Auditing (3.00 credit hours)

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.

AC 6070 Accounting Non-Profit & Govt Orgs (3.00 credit hours)

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.

AC 6080 International Accounting (3.00 credit hours)

Examines International Financial Reporting Standards (IFRS) and convergence issues between US GAAP and IFRS. Reviews Accounting Standards (US GAAP) and other regulatory guidance for foreign exchange taxation transfer pricing and other reporting items.

AC 6090 Case Studies in Management Accounting (3.00 credit hours)

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.

AC 6100 Controllership (3.00 credit hours)

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): Program Foundation courses.

AC 6110 Tax Influence on Bus Decision-Making (3.00 credit hours)

Studies the structure of the tax code principles underlying it and impact on business transactions. Emphasizes tax planning.

Prerequisite(s): Program Foundation courses.

AC 6140 IT Auditing (3.00 credit hours)

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): Program Foundation courses.

AC 6170 Accounting Information Systems (3.00 credit hours)

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.

AC 6175 Current Topics in Accounting Technology (3.00 credit hours)

Explores the growing use of technology and its impact on the accounting profession. Introduces students to the current and emerging technological changes and opportunities occurring in the accounting profession.

AC 6190 Forensic and Fraud Audit (3.00 credit hours)

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.

AC 6230 Issues in Accounting Ethics (3.00 credit hours)

Explores issues in accounting ethics including how to deal with ethical dilemmas codes of ethical conduct for accountants cultural issues in companies that lead to ethical collapse US regulations for accountant's ethical conduct the importance of auditor independence and how to evaluate ethics cases.

Prerequisite(s): Program Foundation courses.

AC 6880E-W Seminar in Accounting (3.00 credit hours)

Seminar course exploring current issues in Accounting.

AC 6910 Accounting Ethics (3.00 credit hours)

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.

AC 6992 Advanced Accounting Internship I (3.00 credit hours)

The Advanced Accounting Internship is an opportunity to apply graduate academic learning in an accounting business context. Goals of the internship are threefold: 1) to gain real life experience in a business setting to integrate coursework knowledge in a work context requiring higher level thinking in a select career path 2) to engage students in a process of discerning what career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship requires face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

AC 6993 Advanced Accounting Internship II (3.00 credit hours)

The Advanced Accounting Internship is an opportunity to apply graduate academic learning in an accounting business context. Goals of the internship are threefold: 1) to gain real life experience in a business setting to integrate coursework knowledge in a work context requiring higher level thinking in a select career path 2) to engage students in a process of discerning what career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship requires face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

Business - General (CBE Core)**CBE 6020 Leading in a New Era (3.00 credit hours)**

Explores and examines the concept of shared leadership in organizations and how this paradigm impacts organization purpose mission vision culture and ethics. Explores concepts related to leading in a socially responsible manner.

CBE 6030 Business Intelligence & Analytics (3.00 credit hours)

Students gain insight into business intelligence and knowledge management systems. Students learn to utilize applicable tools including BI databases and analytics to examine complicated business problems and to select appropriate management decision models. Existing business databases are reviewed and recommendations for changes are made within this course.

CBE 6240 Entrepreneurial Innovation (3.00 credit hours)

Provides an understanding of entrepreneurship. Delivers practice in developing business concepts conducting a feasibility study evaluating potential customers and creating business actions toward building a business plan and business model for pitching business ideas to financial institutions and venture capitalists.

CBE 6880E-W Seminar in Current Business Topics (3.00 credit hours)

Under the supervision of the faculty facilitator offers the student the opportunity to act as a business consultant in one or more of the functional areas of an organization.

CBE 6890 Marketplace Ethics: Culture & Practice (3.00 credit hours)

Designed to allow students to collect data relating to the culture operations and organizational dynamics of an assigned small business or non-profit organization. Students will design and write an application for the BBB Torch Award for Marketplace Trust (See Torch Award explanation at <https://www.bbb.org/denver/denverboulder-torch-awards>) sponsored by the Better Business Bureau.

CBE 6900E-W Independent Study in Business (3.00 credit hours)

Provides an opportunity for faculty directed independent research in any field or topic in business subjects not covered in scheduled course offerings.

Prerequisite(s): Approval of degree chair.

Note(s): Offered as special study course only.

CBE 6990 Intermediate Internship I (1.00-3.00 credit hours)

The Intermediate Academic Internship is an opportunity to apply graduate academic learning in an organizational context. Goals of the internship are threefold: 1) to gain experience in a business setting by integrating coursework knowledge in a work context in an applied setting 2) to engage students in a process of refining their career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

CBE 6991 Intermediate Internship II (1.00-3.00 credit hours)

The Intermediate Academic Internship is an opportunity to apply graduate academic learning in an organizational context. Goals of the internship are threefold: 1) to gain experience in a business setting by integrating coursework knowledge in a work context in an applied setting 2) to engage students in a process of refining their career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

CBE 6992 Advanced Internship I (1.00-3.00 credit hours)

The Advanced Academic Internship is an opportunity to apply graduate academic learning in a focused context for students who have experience within the selected industry. Goals of the internship are threefold: 1) to gain experience in a chosen business setting by integrating coursework knowledge in a work context requiring analysis or synthesis in an applied setting 2) to engage students in a process of refining their career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

CBE 6993 Advanced Internship II (1.00-3.00 credit hours)

The Advanced Academic Internship is an opportunity to apply graduate academic learning in a focused context for students who have experience within the selected industry. Goals of the internship are threefold: 1) to gain experience in a chosen business setting by integrating coursework knowledge in a work context requiring analysis or synthesis in an applied setting 2) to engage students in a process of refining their career direction to pursue upon graduation and 3) cultivate professional behavior within a work culture. The academic portion of the internship is similar to an independent study with face to face meeting times to be scheduled individually at the first meeting to discuss progress with assignments.

CBE 6999 Internship - General Business (0.00 credit hours)

The non-credit business internship is a work-based class that focuses on the acquisition of employability skills through a real world work environment. Students will focus on maintaining a professional demeanor in the work environment the development of a professional communication style and the acquisition of the knowledge and skills necessary when performing the internship role.

Economics (EC)**EC 6000 Managerial Economics (3.00 credit hours)**

This course applies quantitative and qualitative economic principles to business analysis and business decision-making. Emphasis is placed on using the student's experiences as the context for applying economic principles. Analysis of demand and supply drivers cost behavior strategy based in market structure use of market research to estimate elasticity determination of the impact of macroeconomic policy on an enterprise's decisions and the role of Jesuit values in management.

Finance (FIN)**FIN 6020 Financial Decision Making (3.00 credit hours)**

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): FIN 6000 or MGT 6001.

FIN 6025 Financial Analysis & Decision Making (3.00 credit hours)

Prepares students to assess the financial viability of business projects and make financial decisions regarding the conduct of business.

Prerequisite(s): MGT 6000.

Note(s): MBA students only.

FIN 6030 Investments & Portfolio Management (3.00 credit hours)

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): FIN 6020 or FIN 6025.

FIN 6040 Financial Institutions Management (3.00 credit hours)

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.

Prerequisite(s): FIN 6020 or FIN 6025.

FIN 6050 International Financial Management (3.00 credit hours)

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): FIN 6020 or FIN 6025.

FIN 6120 Business Valuation (3.00 credit hours)

Examines valuation of small-to-medium size businesses using market asset-based and income approaches. Considers valuation objectives and standards of value. Examines data gathering and analysis; forecasting; valuation adjustments; discount and capitalization rates; and related income tax regulations.

FIN 6125 Financial Planning & Capital Allocation (3.00 credit hours)

Prepares students to use various modeling and forecasting tools to value a business assess business opportunities and conduct forecasting to inform business decisions and capital allocation.

Prerequisite(s): MGT 6000 and MGT 6001.

FIN 6130 Mergers and Acquisitions Finance (3.00 credit hours)

Examines the financial (and certain accounting and income tax) aspects of M&A as well as the effects of acquisitions on employees communities products and services. Examines acquisition strategy and target screening; transaction structure and financing; and target company valuation and pricing including contingent consideration and post-closing purchase price adjustment mechanisms.

Prerequisite(s): AC 6020 and FIN 6020/FIN 6025.

Health Informatics (MSHI)

MSHI 600 Information Systems Concepts (3.00 credit hours)

Introduces information systems concepts architectures and technologies to health care professionals. 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.

MSHI 625 Workflow Change Mgmt/Adoption Hlth IT (3.00 credit hours)

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.

MSHI 635 Design/Selection of IT Syst- Hlth Care (3.00 credit hours)

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 RFP's and RFI's and designing communication and clinical documentation guidelines. Graduate level includes writing an RFI or RFP and development of system evaluation criteria.

MSHI 645 Mgmt of E-Him/ Info Governance (3.00 credit hours)

The focus of this course is on the advanced concepts of managing digital clinical information and other electronic storage of information in healthcare facilities. Topics include: Identity management health information exchange and data sharing current trends in eHIM eDiscovery the personal health record and patient portals. The course will also cover components and strategies of Information Governance including; interoperability of data compliance data dictionary standards and factors that influence data integrity. Graduate level includes development of an eDiscovery response plan and information Governance assessment tool.

MSHI 650 Health Care Informatics & Info Systems (3.00 credit hours)

Introduces foundational knowledge and skills to participate in the design selection implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems.

MSHI 675 Health Care Performance Evaluation (3.00 credit hours)

Discusses rigorous evaluation tools and methods to assess clinical quality and clinical systems performance and create data driven actions that set the course for patient-centered care delivery.

MSHI 678 Nursing and Clinical Informatics (3.00 credit hours)

Focuses on the intersections of health information systems technologies and patient care. The course covers health informatics domain areas applicable to nursing workflows and it discusses health care technologies electronic health records systems clinical decision support and digital health care technologies supporting patient care.

MSHI 680 Healthcare Informatics Capstone (3.00 credit hours)

A capstone seminar including current theories of leadership and management including Ignatian leadership health care policy integration of technology into delivery settings data analytics stakeholder relations regulatory initiatives health care workforce challenges trends in IT adoption and completion of a research based project with a service component.

MSHI 692 Health Informatics Practicum I (3.00 credit hours)

Provides a hands-on Health Informatics lab experience that covers all phases of a typical health informatics project-clinical need discovery existing system and workflow evaluation system and workflow redesign implementation evaluation and communicating results. Concludes with a mock presentation to clinical stakeholders and system leadership.

Prerequisite(s): MSHI 600 MSHI 625 MSHI 635 MSHI 650 MSHI 675 and MSCC 697.

MSHI 696 Health Informatics Practicum II (3.00 credit hours)

Continues a hands-on Health Informatics lab experience that covers all phases of a typical health informatics project - clinical need discovery existing system and workflow evaluation system and workflow redesign implementation evaluation and communicating results. Concludes with a mock presentation to clinical stakeholders and system leadership.

Prerequisite(s): MSHI 692.

Human Resources (HR)

HR 6340 HR Data Analytcs Metrics & Info Systems (3.00 credit hours)

Introduces the student to the field of human resource data analytics metrics and information systems. A central focus is the use of data to support managerial decision making and to improve the quality and cost efficiency of HR activities. The use of metrics to evaluate HR activities will be discussed. This course will introduce students to HRIS (Human Resource Information Systems) including an examination of the election development and use of HRIS systems.

HR 6350 Strategic Human Resource Management (3.00 credit hours)

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.

HR 6360 Employment Law & Compliance (3.00 credit hours)

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 Discrimination Law Wage and Hour Law Labor Law Benefits Law and other federal laws and regulations.

HR 6370 Strategies in Compensation & Benefits (3.00 credit hours)

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.

HR 6380 Talent and Performance Management (3.00 credit hours)

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. Discusses approaches and practices to manage employee performance. Explores workforce diversity and its impact on talent management in the organization. Topics include recruitment selection and orienting new employees; training and development; performance management and workforce diversity.

HR 6390 Employee Relations and Workplace Safety (3.00 credit hours)

Identifies processes used to maintain effective relationships between employees and management as well as managing employee discipline to meet the requirements of the organization. Focuses on the role of human resources in the mediation and negotiation of labor/employee relations matters; settlement of employee disputes and grievances and identifying practices and processes to maintain a safe workplace. Topics include collective bargaining negotiations alternative dispute resolution progressive discipline workplace investigations and workplace safety.

Leadership (LDR)**LDR 6210 Leading Change & Innovation (3.00 credit hours)**

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.

LDR 6240 Organizational Development (3.00 credit hours)

Management of individual and team behavior in complex work organizations with emphasis on models of individual performance and effectiveness work-related stress communications and conflict. An introduction to models of organizational change and development including current practice and techniques in addition to an examination of management of individual interpersonal and intergroup relations.

LDR 6250 Transformational Leadership (3.00 credit hours)

Explores the subject of transformational change and the implications for us as individual leaders for our organizational cultures as well as structures. Course combines intellectual rigor with personal challenge and collaboration with creative expression.

LDR 6620 Foundations of Organizational Behavior (3.00 credit hours)

Explores how people and groups in organizations behave react and interpret events. Examines individual characteristics such as learning personality and motivation. Considers group formation development and structure.

LDR 6630 Organizational Culture & Design (3.00 credit hours)

Increases the understanding of the deliberate process of configuring structures processes reward systems and people practices to create an effective organization capable of achieving the business strategy.

LDR 6710 Strategic Leadership (3.00 credit hours)

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.

LDR 6830 Capstone: Strategic Corp Social Resp (3.00 credit hours)

Integrates program concepts such as strategic stewardship leadership financial analysis research organizational change project management and human resources to challenge students to examine these concepts from the perspective of corporate social responsibility. 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 to LDR 6830–Capstone: Strategic Corporate Social Responsibility and Stewardship the capstone course.

Note(s): All other courses may be taken in any order.

Management (MGT)**MGT 6000 Accounting for Managers (3.00 credit hours)**

Examines accounting concepts and principles used by managers for business decision making. The course focuses on costing principles used by management that affect short- and long-term business decisions. The course studies the basic concepts and principles of accounting the preparation and presentation of financial statements limitations of these statements and the ethical dimensions of financial reporting. This course cannot be used for MS Accounting credit. Students who have taken AC 6000 may not take this course for credit.

Note(s): Majors only.

MGT 6001 Finance for Managers (3.00 credit hours)

Examines finance concepts managers use in making decisions including capital investment analysis; financing strategy; working capital management; and projected financial statements. Students who have taken FIN 6000 may not take this course for credit.

Prerequisite(s): MGT 6000 AC 6000 or permission of instructor.

Note(s): Majors only.

MGT 6010 Ethical & Legal Environment of Business (3.00 credit hours)

Examines the intersection of law and ethics. Focuses on how businesses apply legal principles terminology and ethical theories. Topics include the structure of the American legal system business forms corporations agency/employment law along with product liability and negligence.

MGT 6013 Developing Effective Organizations (3.00 credit hours)

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.

MGT 6017 Operations Management (3.00 credit hours)

Provides practical course studies in Operations Management fundamentals including quality management forecasting capacity planning geolocation inventory and production control distribution systems and planning and scheduling. Provides overviews and interrelationships of general Operations Management subject areas.

MGT 6020 Issues in International Business (3.00 credit hours)

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.

MGT 6110 Strategy Formulation and Implementation (3.00 credit hours)

Explores strategic practices from a business perspective through learning various strategic theories and implementation methods. The course includes cases and simulations that require students to develop and implement strategic theories for making business decisions.

MGT 6150 Managing Change (3.00 credit hours)

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.

MGT 6170 Power and Politics (3.00 credit hours)

A practical approach to assessing power and political relationships within a business organization and how to successfully maneuver within the system to achieve positive outcomes. Examines issues of different perspectives goals and personalities of oneself and others in the areas of general management change management and strategic management.

MGT 6505 Data Preparation (3.00 credit hours)

Creating data-driven business understanding starts with determining objectives and project goals. It continues by identifying available data to accomplish the project and determining its characteristics. In this course students will learn the processes and techniques for collecting examining preparing and verifying data for subsequent analysis and modeling.

MGT 6510 Data Modeling (3.00 credit hours)

By modeling data one obtains that ability to predict behaviors described by data. In this course students will learn statistical and machine learning techniques to model data for different project goals. Students will also learn techniques to evaluate the quality of the model.

Prerequisite(s): MGT 6505.

MGT 6515 Data Delivery (3.00 credit hours)

Ideally data-driven processes are used to inform business decision making across an organization. In this course you will learn techniques to operationalize data models by deploying through dashboards and other reports that drive organizational understanding and adoption. You will also explore techniques for creating effective visualizations and the use of storytelling.

Prerequisite(s): MGT 6505 and MGT 6510.

MGT 6880E-W Seminar- Strategic Management (3.00 credit hours)**MGT 6950 MBA Capstone (3.00 credit hours)**

Designed to be the penultimate experience for students seeking an MBA degree.? Rather than exploring additional discipline focused content they will be applying their knowledge and experiences to address real-world situations and problems.? In this course students will be organized into teams which will critically analyze problems of a real-world organization and design a recommended solution.? They will then deliver an implementation plan for their recommended solution that is appropriate for the resource constraints of their client organization.? Students will be expected to draw on their prior coursework learning skill development and competencies and work in a team-based environment to apply it all in a way that adds value to their client's operation.? This is where academic knowledge and competencies are applied to add value.

Marketing (MKT)**MKT 6020 Market Opportunity Assessment (3.00 credit hours)**

Assesses customer needs and match them with the capabilities of an organization to provide a solution that benefits the customer and the company. Learners will analyze forces that influence markets assess buyer behaviors and attributes evaluate external and competitive factors and define market segments that present the best opportunity. Market measurements and ratios will quantify and validate strategic business decisions. In a final project learners will complete a full market opportunity analysis that forms the first sections of a strategic marketing plan.

MKT 6040 Global Marketing (3.00 credit hours)

Examines international business and the marketing of goods and services including government policies and regulations; cultural differences consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns.

Prerequisite(s): MKT 6220.

MKT 6050 Strategic Brand Mgmt: Power of the Brand (3.00 credit hours)

Well-positioned brands are unique and distinctive and a valuable company asset with the ability to influence earnings. Successful brands connect with customers through social and cultural conversations. In this course students will explore the importance of brand management by examining successful brand strategies for identity messaging and product portfolio development. Students also will study the importance of brand valuation and the analytical framework and tools necessary to successfully build and protect a strong and competitive global brand.

MKT 6190 Digital Marketing & Promotion (3.00 credit hours)

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.

MKT 6220 Marketing Mix Decisions (3.00 credit hours)

Applies customer analysis to integrate marketing mix decisions that align product price distribution and promotion decisions critical to market success. Learners create promotion plans to move product or service to the marketplace.

MKT 6225 Product Design and Development (3.00 credit hours)

Comprehensive review of the product development process from a marketing and operations perspective. Create product/service opportunities. Identify customer needs and conduct product concept testing. Learn about product design architecture patents and intellectual property research expenses and revenue potential for your product. Finally build your project plan and timeline for your new product or service to implement in the marketplace.

Prerequisite(s): MKT 6220.

MKT 6230 Customer Relations: Development & Mgt (3.00 credit hours)

Development of a CRM data base from a Marketing perspective. Incorporates: Comparison of marketing databases understanding of customer prospecting acquisition tools creating customer engagement developing tracking database metrics and web analytics. Creates a customer loyalty and retention plan.

MKT 6240 Marketing Strategy (3.00 credit hours)

Explores the applications of marketing strategy principles to the basic marketing product and service decisions of a project for a business service learning organization. The key emphasis of this course is the development of a comprehensive service learning marketing plan that focuses on customer want and needs and the dynamic global environment.

MKT 6300 Product Management (3.00 credit hours)

Designed to be the penultimate experience for students seeking a Master of Marketing degree.? Rather than exploring additional discipline-focused content they will be applying their knowledge and experiences to address real-world situations and problems.? In this course students will be organized into teams which will critically analyze problems of a real-world organization and design a recommended solution.? They will then deliver an implementation plan for their recommended solution that is appropriate for the resource constraints of their client organization.? Students will be expected to draw on their prior coursework learning skill development and competencies and work in a team-based environment to apply it all in a way that adds value to their client's operation.? This is where academic knowledge and competencies are applied to add value.

MKT 6880E-W Seminar in Marketing (3.00 credit hours)**Computer Information Sciences (MSC)****MSC 500 Programming Through Game Development (3.00 credit hours)**

Introduces foundations of programming through development of simple games using JavaScript. In-depth investigation of programming fundamentals: pseudo-random processing mathematical expressions variable assignment statements functions and conditionals through the development of simple games.

MSC 501 Object-Oriented Programming in Java (3.00 credit hours)

Introduces foundation of programming through simple development of programs using the Java programming language. In-depth investigation of programming fundamentals: mathematical expressions variables assignment statements functions and conditionals. Introductory use of Object-Oriented language features including classes objects data hiding inheritance polymorphism and exception handling.

MSC 505 Systems Analysis and Architecture (3.00 credit hours)

Studies the analysis and design of computer-based information systems. Explores the SDLC requirements analysis modeling techniques documentation and visualization tools. Also demonstrates basic systems architecture concepts supporting design management and administration of simple network topologies and protocols.

MSC 575 Statistical Computing (3.00 credit hours)

Introduces Python computer programming concepts principles and practices. Continues with the use of Python to compute descriptive statistics and visualize data. Introduces computations for hypothesis testing sampling conditional probability and other statistical quantities. Concludes with machine learning for clustering and classification.

MSC 690E-W Independent Study (1.00-3.00 credit hours)

Provides an opportunity for faculty directed independent research in any field or topic in computer information systems not covered in scheduled course offerings.

Prerequisite(s): Approval of Degree Chair.

MSC 695E-W Technology Seminar: (3.00 credit hours)

Concentrates on leading edge technology in selected areas of interest to Computer Information Technology professionals based on topics relevant to current technological conditions.

Master of Science: Core (MSCC)**MSCC 610 Information Technology Concepts (3.00 credit hours)**

Introduces information systems concepts architectures and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from a management perspective including applying information technology developing and acquiring information systems and managing them.

MSCC 630 Enterprise Architecture (3.00 credit hours)

Introduces Enterprise Architecture (EA) - the study of EA and its role in the organization. Begins with a short survey of various frameworks used by companies to implement an EA program and progresses to examining in depth two of the most common frameworks and their subcomponents.

MSCC 693 Graduate Capstone (3.00 credit hours)

Teams to critically analyze problems of a real-world organization and design a recommended solution. Case-base scenario used to simulate real-world application of Information Technology knowledge and skills. Simulates a real-world information technology organization where students enhance skills learned in previous courses.

MSCC 697 Information Technology Research Methods (3.00 credit hours)

Through discussions students become familiar with the foundational concepts of developing a problem statement for further investigation. Presents students with the skills and knowledge to develop their capabilities to identify categorize evaluate and synthesize a body of knowledge for a specific purpose.

MSCC 698 Graduate Thesis (3.00 credit hours)

Students complete a master's thesis that is a substantial body of original scholarly work in the area of Information Technology. Students must have successfully completed all other degree requirements for this program prior to completing this course. Prior to registering for MSCC 698 students must discuss thesis topic with the course instructor who will involve the faculty advisor to determine if admission to the course warrants approval. NOTE: Course fee required.

Prerequisite(s): MSCC 630.

Note(s): Pass/No Pass grading only.

Database Technology (MSCD)**MSCD 600 Database Architecture (3.00 credit hours)**

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. Course fee required.

Note(s): Acceptance into the MS program.

MSCD 610 Database Concepts (3.00 credit hours)

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.

MSCD 640 Oracle Database Administration (3.00 credit hours)

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.

MSCD 644 Database Performance Tuning (3.00 credit hours)

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.

MSCD 650 PL/SQL Programming (3.00 credit hours)

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.

MSCD 661 Business Intelligence (3.00 credit hours)

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 664 Introduction to NoSQL Databases (3.00 credit hours)

Introduces the four types of NoSQL databases (e.g. Document-Oriented Key-Value Pair Column-Oriented and Graph). The topics for each of the NoSQL database types will include detailed architecture data modeling techniques the loading and querying of data and the best practices for achieving high performance when using the database. NoSQL database development tools and programming languages will also be examined as part of the course content. Hands-on NoSQL database lab assignments will allow students to use the four NoSQL database types via products such as Cassandra Hadoop MongoDB Neo4J Riak etc...

MSCD 665 NoSQL Database Concepts Using Cassandra (3.00 credit hours)

NoSQL Database Concepts using Cassandra course provides students the necessary skills to develop applications using Cassandra. Topics include data modeling partitioning and clustering keys managing data sharding and indexing using SOLR.

Prerequisite(s): MSCD 664 or permission of instructor.

MSCD 675 Database Technologies and SOA (3.00 credit hours)

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.

MSCD 681 Data Warehouse Design (3.00 credit hours)

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.

MSCD 692 Database Practicum I (3.00 credit hours)

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.

MSCD 696 Database Practicum II (3.00 credit hours)

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.

Master of Science: Information Systems (MSCI)**MSCI 600 Strategic Information Technology (3.00 credit hours)**

Presents the importance of information technology as 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.

MSCI 610 Ethics in Information Technology (3.00 credit hours)

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. As IS/IT professionals we need to seize ideals and principles in a variety of traditional ethical systems and apply these conceptual structures and guidelines to major problems and dilemmas in an IS/IT workplace.

MSCI 615 Business Process Engineering (3.00 credit hours)

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.

MSCI 625 Supply Chain Management (3.00 credit hours)

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 640 Enterprise Technology Management (3.00 credit hours)

Introduction to Enterprise Resource Planning systems. Emphasizes impacts on organizations development of practical skills associated with Enterprise Resource Planning systems and the SAP platform.

MSCI 680 Information Technology Project Mgmt (3.00 credit hours)

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): MSCC 610.

MSCI 685 Emerging Technologies (3.00 credit hours)

Covers the impact that advanced/emerging technologies and innovative management have on innovation diffusion within an organization. Critically analyzes case studies of innovation including emerging processes products and organizational structures to discern best practices and develop adoption processes.

MSCI 692 ITM Practicum I (3.00 credit hours)

Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Majors only.

Note(s): MSCC*697 and permission of instructor required.

MSCI 696 ITM Practicum II (3.00 credit hours)

A continuation of ITM Practicum I. Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Majors only.

Note(s): MSCI 692 and permission of instructor required.

Data Engineering (MSDE)**MSDE 620 Data Collection and Preparation (3.00 credit hours)**

Data Analysis using the Python language and Pandas library along with other popular analysis libraries (e.g. NumPy Matplotlib). Students will learn to apply visualization and analytical evaluation to determine important data features transform the data address missing and null values and compare data modelling accuracy based on feature inclusion and transformation.

Prerequisite(s): MSDS 600 and MSDS 610.

MSDE 621 Data Wrangling (3.00 credit hours)

Examines various data sources for input into data science type experiments that do not fit the "row and column" style. Static sources are examined and techniques for preparing the data for importation by Pandas prior to analysis are considered. Data sources examined include relational and NOSQL databases web pages position-delimited files PDFs and Excel format.

Prerequisite(s): MSDS 600 and MSDS 610.

Note(s): Majors only.

MSDE 630 Big Data Architecture (3.00 credit hours)

Introduces a variety of methodologies for the design and documentation of a Big Data infrastructure for an enterprise. Students will learn how to create 3rd normal form models dimensional models (Data Warehouse) NoSQL Database models Hadoop/HDFS models and an enterprise Data Lake model. Students will learn Master Data Management Data Policy and Data Standardization. Students will evaluate the use of data architecture data modeling data governance and data management in the context of building/maintaining a sustainable Big Data infrastructure.

MSDE 631 SQL and NoSQL (3.00 credit hours)

Introduces Relational Database Technologies that are commonly used within the data infrastructure of most enterprises. Students will learn SQL for accessing data from various RDBMS compare and apply various technologies that support data infrastructure projects. In addition this course introduces students to Hadoop and NoSQL technologies that are used for Big Data infrastructure projects. Students will learn SQL-like languages that are used for the technologies that support large data stores.

Prerequisite(s): MSDS 600 and MSDS 610.

Note(s): Majors only.

MSDE 692 Data Engineering Practicum I (3.00 credit hours)

Provides a hands-on technical environment where students apply the knowledge gained from prior Data Engineering courses to build a data infrastructure for an enterprise. Students will integrate creative solutions for complex problems collaborate as a team member and then demonstrate the ability to work diligently as an individual contributor with respect to aligning technology to organizational objectives. Students will have additional training and lab exercises for Data Engineering.

Prerequisite(s): MSDE 621 MSDE 630 and MSDE 631.

Note(s): Majors only.

MSDE 696 Data Engineering Practicum II (3.00 credit hours)

Continuation of MSDE 692 using a hands-on technical environment where students apply the knowledge gained from prior Data Engineering courses and build a data pipeline that uses the data infrastructure that was built in DE Practicum I. Students will integrate creative solutions for complex problems collaborate as team members and then demonstrate the ability to work diligently as individual contributors with respect to aligning technology to organizational objectives.

Prerequisite(s): MSDE 692.

Note(s): Majors only.

Data Science (MSDS)**MSDS 600 Introduction to Data Science (3.00 credit hours)**

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. Consult your admissions counselor academic advisor or faculty advisor on details regarding the Python prerequisite.

Prerequisite(s): Completion of Python self-assessment MSC575 or Python coding experience.

MSDS 610 Data Engineering (3.00 credit hours)

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.

MSDS 640 Ethics/Prvcy/Soc Justice-Data Science (3.00 credit hours)

Examines the ethical and privacy concerns in data science through various case studies and proposed codes of professional conduct. Concludes with an examination of data science experiments that can be used for social justice concerns.

Prerequisite(s): MSDS 600.

MSDS 650 Data Analytics (3.00 credit hours)

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.

MSDS 655 Business Intelligence (3.00 credit hours)

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 online analytical processing (OLAP) cubes that use business analytics to answer complex business questions.

MSDS 660 Statistical Methods- Experimental Design (3.00 credit hours)

Examines the statistical techniques of creating models from data using linear regression and multiple linear regression. Continues with an examination determining the statistical variability between populations using ANOVA. Concludes with an analysis of information gathering techniques.

Prerequisite(s): MSDS 650.

MSDS 662 Exploratory Data Analysis (3.00 credit hours)

Focuses on analyzing and summarizing the main characteristics of data sets including visual methods. Explores techniques for formulating hypothesis about data for testing and for new data collection and experiments.

Prerequisite(s): MSDS 650.

MSDS 664 Predictive Analytics (3.00 credit hours)

Examines the process of drawing conclusions about populations from sample data using statistical modeling machine learning and data mining. Techniques for determining the validity and the reliability of predictions are also considered.

Prerequisite(s): MSDS 650.

MSDS 670 Data Visualization (3.00 credit hours)

Examines the creation and study of visual representations of data with the goal of effectively communicating information. Encompasses visual analytics design theories and methods visual cognition and perception through the use of various visualization tools.

Prerequisite(s): MSDS 650.

MSDS 674 Geographic Information Systems (3.00 credit hours)

Introduces GIS software for the collection analysis visualization and interpretation of geographic data. Provides foundational background as to what types of questions can be answered using GIS technologies and spatial analysis. Also provides practical experience with the use of GIS software. Topics include data structures and basic functions methods for determining patterns in spatial data and basic cartographic elements.

Prerequisite(s): MSDS 610 and MSDS 650.

MSDS 680 Machine Learning (3.00 credit hours)

Examines the construction and study of software systems that learn from data. Includes supervised learning unsupervised learning and reinforcement learning techniques. Incorporates the use of various machine learning software systems and other statistical software systems for analysis of these techniques.

Prerequisite(s): MSDS 650.

MSDS 682 Text Analytics (3.00 credit hours)

Investigates linguistic statistical and machine learning techniques for modeling the information in textual sources. Includes information retrieval natural language processing text classification and sentiment analysis and the software systems for performing these analyses.

Prerequisite(s): MSDS 650.

MSDS 684 Reinforcement Learning (3.00 credit hours)

Investigates reinforcement learning problems which require making multiple decisions over time. The theory behind optimizing the decision-making process as well as algorithmic techniques for finding optimal decision sequences is examined.

Prerequisite(s): MSDS 680.

MSDS 686 Deep Learning (3.00 credit hours)

Introduces machine learning techniques for deep learning neural networks using Keras with Tensorflow. Emphasizes the use of deep learning and convolutional neural networks for image segmentation and classification. Introduces parallel GPU-based computation.

Prerequisite(s): MSDS 686.

MSDS 688 Artificial Intelligence (3.00 credit hours)

Introduces the techniques used to create intelligent agents solve problems by searching represent knowledge and perform reasoning. Concludes with techniques for learning as well as machine interaction with the world.

Prerequisite(s): MSDS 650.

MSDS 692 Data Science Practicum (3.00 credit hours)

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.

MSDS 696 Data Science Practicum II (3.00 credit hours)

Continues 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 692.

Enterprise Systems Engineering (MSES)**MSES 602 Introduction to DevOps Engineering (3.00 credit hours)**

Introduces the methodologies tools and insights of the DevOps process and what it can do for an organization. The course covers development deployment and operations including infrastructure as code continuous deployment testing automation validation monitoring and security.

MSES 612 Enterprise Systems Engineering (3.00 credit hours)

Explores systems thinking by comparing and applying systems frameworks methodologies design techniques and management tools to problems. The student is provided a systematic approach in identifying stakeholders needs including human factors integration maintainability and serviceability/reliability; analyzing the problem developing solution requirements and designing a system to address those needs.

Prerequisite(s): MSCC 610.

MSES 614 System Architecture & Design (3.00 credit hours)

Expands on MSES 612 with a focus on the fundamentals of system architectures and the architecting process including practical heuristics for developing good architectures. Course looks inside the system boundary to develop a specification for a set of logical and physical elements that comprise the logical and physical architectures defined to meet the system requirements reviewed during SRR. The course culminates with a Preliminary Design Review (PDR) in which the system design is reviewed before detailed design can begin.

Prerequisite(s): MSES 612.

MSES 618 Continuous Integration (3.00 credit hours)

Explores rapid application development and integration processes designed to build maintain secure test and validate continuous integration processes. Covers the principles and processes of change management early validation integration test verification transition and live system validation within the Enterprise Systems Engineering discipline. The course enables students to more effectively integrate and prove-in solutions that meet system requirements and customer needs.

Prerequisite(s): MSES 614.

MSES 622 Systems Requirements Engineering (3.00 credit hours)

Theory and applications of requirements elicitation analysis modeling validation testing and writing for hardware software and enterprise systems. Students will define and prioritize customer expectations elicit and analyze functional and quality attribute requirements and develop artifact models meta-models and prototypes. Additional activities to derive and generate test cases from UML diagrams deploy validation verification and rapid development procedures & perform hazard analysis risk assessment and threat modeling.

Prerequisite(s): MSES 612.

MSES 642 Deploying & Mgmt Cloud Infrastructure (3.00 credit hours)

Introduction to provisioning operating and managing distributed application systems on a Cloud-based platform.

Prerequisite(s): MSES 602.

MSES 692 Enterprise Systems Eng Practicum I (3.00 credit hours)

Students apply enterprise systems engineering knowledge to one or more projects in support of Regis and/or community organizations. Activities include investigation into research topics and practice with a variety of software and hardware platforms.

Prerequisite(s): MSCC 630 and MSCC 697.

MSES 696 Enterprise Systems Eng Practicum II (3.00 credit hours)

A continuation of MSES 692. Students apply enterprise systems engineering knowledge to one or more projects in support of Regis and/or community organizations. Activities include investigation into research topics and practice with a variety of software and hardware platforms.

Prerequisite(s): MSES 692 and MSCC 630.

Information and Cyber Security (MSIA)**MSIA 605 Advancing to Cyber Security (3.00 credit hours)**

Instills students with a breadth-first approach that surveys the fundamental aspects of computer systems and establishes a context for subsequent courses in cyber security.

MSIA 670 Enterprise Information Assurance (3.00 credit hours)

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 (3.00 credit hours)

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 Legal Basics-Cyber/ Information Security (3.00 credit hours)

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 672.

MSIA 674 Planning/Implementing Architecture Sec (3.00 credit hours)

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 675 Offensive Cyber Security (3.00 credit hours)

Exposes students to the different hands-on tactics used by offensive cyber security professionals. Topics include reconnaissance hijacking cracking vulnerability exploitation and malware deployment.

Prerequisite(s): MSIA 605 or permission of instructor.

MSIA 678 Risk Management (3.00 credit hours)

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 (3.00 credit hours)

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): MSIA 675 or permission of instructor.

MSIA 682 Network Forensics (3.00 credit hours)

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): MSIA 675 or permission of instructor.

MSIA 683 Advanced Forensics (3.00 credit hours)

Continues the examination of forensic analysis of computer systems and devices utilizing appliances tools techniques and legal policies. Covers established advanced concepts and techniques to enhance performance of network forensics.

MSIA 684 IT Auditing (3.00 credit hours)

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.

MSIA 685 Malware Analysis and Response (3.00 credit hours)

Learn to analyze malicious programs web pages and documents. This analysis can be used to identify other indications of infection and block further damage to the company targeted.

Prerequisite(s): MSIA 680 and MSIA 682 or permission of instructor.

MSIA 692 Information Assurance Practicum I (3.00 credit hours)

Students gain additional information assurance experience through detailed analysis of network datasets with known malware through the framework of a threat intelligence environment. This practicum while not limited to our Cybersecurity specialty focuses on the knowledge and skills acquired in the specialty.

Prerequisite(s): MSCC630 MSIA672 MSIA678 MSIA680 MSIA682 and minimum of ten degree program courses.

MSIA 696 Information Assurance Practicum II (3.00 credit hours)

Students gain additional information assurance experience by performing a low level vulnerability assessment of a series of machines and using that information creates a series of policy and procedures which should have prevented this from occurring. This practicum while not limited our Policy Management specialty focuses on the knowledge and skills acquired in this specialty.

Prerequisite(s): MSCC630 MSIA672 MSIA673 MSIA678 and minimum of ten degree program courses.

Note(s): Instructor consent required.

Software Engineering (MSSE)**MSSE 600 Object-Oriented Software Engineering (3.00 credit hours)**

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.

MSSE 601 Software Engineer Fundamentals (3.00 credit hours)

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.

MSSE 603 Software Engineering Leadership (3.00 credit hours)

Technical leadership course with a focus on leveling up engineers to mentor and lead multiple projects and engineers within an organization. Team requirements and project delivery are key deliverables.

MSSE 610 Software Requirements and Processes (3.00 credit hours)

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.

MSSE 613 Software Project Management (3.00 credit hours)

Course emulating a real-world developer team implementing a product. This Agile course focuses on project management and delivery where the facilitator is the Product Owner helping the team understand stakeholder requirements and successfully deliver an MVP (Minimum Viable Product).

MSSE 615 Software Engineering and Society (3.00 credit hours)

Professional development course on best practices in small team ethics communication and team dynamics within the workplace. Examines the inner workings of different team styles and structures in learning and skills transference across group members and aiding successful developer workplace relations.

MSSE 635 Software Architecture and Design (3.00 credit hours)

Study of the concepts representation techniques development methods and tools for architecture-centric software engineering. Topics include domain-specific software architectures architectural styles architecture description languages software connectors and dynamism in architectures. The course covers the foundations and principles of software architecture as well as some of the more recent literature and research issues.

Prerequisite(s): MSSE 600 MSSE 670 and MSSE 672.

MSSE 640 Software Quality and Test (3.00 credit hours)

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.

MSSE 642 Software Assurance (3.00 credit hours)

Provides a detailed explanation of software assurance 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.

MSSE 655 Mobile Software Engineering in Android (3.00 credit hours)

Introduces Android software development using the Java programming language Android Developer Tools (ADT) and Android Studio for Android mobile devices. Includes software development of a project in preparation for deployment to Android devices.

Prerequisite(s): MSSE 670.

MSSE 661 Web Software Development (3.00 credit hours)

Introduces web page development using HTML/HTML5 CSS/CSS3 and JavaScript. Students learn how to design and develop a website structure and style its content and navigate/update the document object model (DOM).

MSSE 663 Web Frameworks (3.00 credit hours)

Covers the most popular JavaScript frameworks including jQuery AngularJS and Google Maps. Students learn how to use these frameworks to do DOM manipulation AJAX single page applications and the display/manipulation of maps.

Prerequisite(s): MSSE 661.

MSSE 665 Web Visualization Frameworks (3.00 credit hours)

Covers popular visualization frameworks that facilitate the presentation of pertinent information to the end user. Students learn various techniques that transform raw data into information that is relevant to end users.

Prerequisite(s): MSSE 663.

MSSE 667 Web Mobile Frameworks (3.00 credit hours)

Explores popular mobile frameworks that enable the creation of mobile web apps using HTML CSS and JavaScript. Students learn how to build rich interactive web applications that run on virtually all mobile devices (e.g. Android IOS Windows).

Prerequisite(s): MSSE 661.

MSSE 670 Object Oriented Software Construction (3.00 credit hours)

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.

MSSE 672 Component-Based Software Development (3.00 credit hours)

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.

MSSE 674 Service-Based Software Development (3.00 credit hours)

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.

MSSE 690E-W Independent Study (3.00 credit hours)

Provides an opportunity for faculty directed independent research in any field or topic in software engineering not covered in scheduled course offerings.

Prerequisite(s): Approval of Degree Chair.

MSSE 692 Software Engineering Practicum I (3.00 credit hours)

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.

MSSE 695 Software Engineering Rsrch & Dvlpmnt (3.00 credit hours)

Gain experience and knowledge about established and emerging topics in the field of Software Engineering R&D including a range of research approaches utilized to study and address significant research problems in the field of software engineering. Propose create and implement a database-driven software application which is congruent with emerging and/or established topics in the field of Software R&D. Conduct prepare and publish (i.e. conference presentation) a case study on a software system and/or application.

MSSE 696 Software Engineering Practicum II (3.00 credit hours)

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.

Software Engineering and Database Technologies (MCT)

Note: Students must be accepted into the MSSE (MCT) program prior to enrolling in MCT courses.

MCT 609 Fundamentals of Programming (3.00 credit hours)

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 (3.00 credit hours)

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.

MCT 611 Computer Architecture & Operating Sys (3.00 credit hours)

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 618 Object-Oriented Design (3.00 credit hours)

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.

MCT 619 Object-Oriented Programming (3.00 credit hours)

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 (3.00 credit hours)

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.

MCT 621 Artificial Intelligence (3.00 credit hours)

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.

MCT 624 Thesis Fundamentals (3.00 credit hours)

Assists students in developing a thesis topic working under an approved research director.

MCT 626 Thesis (3.00 credit hours)

Assists students in their thesis statement to explore various research methods to create a project plan and to begin their secondary research.

MCT 692 Database Practicum I (3.00 credit hours)

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.

Project Management

PM 6510 Delivering Organizational Excellence (3.00 credit hours)

Prepares learners to lead change by using various contemporary tools and techniques to identify and explore process improvement opportunities through the use of analysis critical thinking and project management methodologies to deliver organizational excellence.

PM 6520 Agile Product Development (3.00 credit hours)

Focuses on a flexible iterative and incremental approach to product delivery following the values and principles expressed in the Manifesto for Agile Software Development. The course covers understanding Agile project management approaches and deciding how agile a project should be based on business objectives and strategy. Included in the course are the most common agile practices such as Scrum Kanban and hybrid approaches. Going beyond processes the course reiterates the people side of Agile Development including leadership team development and customer collaboration. Covers common Agile practices such as user stories backlogs sprints demonstrations and retrospectives. Although Agile principles emerged in the software development world this course will show Agile has expanded to multi-product development in general and can be applied to everyday life.

PM 6530 Hybrid Project Management (3.00 credit hours)

Provide the learner with a comprehensive understanding of the integration of predictive and agile methodologies in a hybrid approach by analyzing the foundational principles advantages and limitations of each allowing learners to closely analyze the effectiveness of a hybrid strategy.

Prerequisite(s): PM 6520.

PM 6560 Strategic & Business Mgmt-Prjct Managers (3.00 credit hours)

Explores and examines the concepts of Strategic and Business Management in Projectized Organizations. Examines concepts related to project strategic alignment project benefit management/realization business models and structures project management client relationship and satisfaction industry knowledge and standards and operational functions.

PM 6570 Leading Projects in Contemporary Orgs (3.00 credit hours)

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.

PM 6580 Management of Project Performance (3.00 credit hours)

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): PM 6570.

PM 6590 Capstone Project Monitoring & Delivery (3.00 credit hours)

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 client environment.

Prerequisite(s): PM 6570 and PM 6580.

General Information

Unless otherwise noted, the Anderson College of Business and Computing follows all policies and procedures as stated in the General Information section of this *Catalog*.

The Anderson College of Business and Computing of Regis University offers a range of business, computer, and information sciences programs. Founded in 1877 by the Society of Jesus, the University is firmly rooted in a 450-year tradition of academic excellence and value-centered education. A primary focus of the university's mission is to educate men and women of all ages to take leadership roles and make a positive impact in a changing society. Students learn more than technical skills. The faculty engage students in understanding the impact of business and technology in an increasingly digital world.

Mission (The Now)

To prepare students for exceptional success, distinction and compassion in business and computing, via critical thinking and values-based experiential learning – all to enhance economic, environmental, and social well-being.

How We Achieve the Mission

Jesuit tradition: The Jesuit tradition of education focuses on the knowledge and skills one needs to succeed and also the emotional and moral sensibilities of the heart. We consider the values that drive decisions as a way to engage the whole person in their work. We also use learning experiences such as case studies, group projects, service learning, consulting partnerships, and internships to engage students with the world.

Cultivate leaders of integrity: Leaders are those at all levels of an organization who influence and foster change. We plant the seeds and support change agents who seek to initiate positive change. We guide students as they analyze ambiguous situations, communicate with others, build teams, and effectively respond to unanticipated challenges in an ethical and socially responsible manner.

Interdisciplinary Learning: To contribute and have success in an increasingly complex world, students benefit from a dynamic blend of cognitive and technical skills that create omni-skilled and job-ready “impact” players.

Partner with business and community leaders: We seek partners who are transforming the practices and systems that will enhance the well-being of all. We challenge our students to develop sustainable and innovative solutions that balance business and economic success, environmental impact, and respect for others.

Vision (The Future)

The Anderson College of Business and Computing will be a leader in innovative and effective approaches for promoting lifelong learning and be the learning partner of choice for business and computing education. We will embrace new ways and ideas to deliver effective, relevant, and current education. We will make social equity a hallmark of what we do, how we behave, and what we impart. We will be a leader to move business and computing education forward as a force for good in the world.

Pillars

Systems thinking: Problems we solve, decisions we make, and actions we take occur in a world of complex and interconnected systems. We challenge ourselves to seek out and consider the far-reaching consequences.

Data analytics informed decision making: More and more data surrounds us. Using data to identify problems and suggest opportunities requires us to understand how to and how not to use the wealth of data to contribute to our decisions.

Career Preparedness: We prepare students and graduates for careers through experiences that help them develop their skills, capabilities, behaviors, and attitudes as well as a commitment to the community.

Common Good: We challenge ourselves to develop an awareness of and a commitment to the common good and to build a sustainable future through the foundation of a Jesuit education.

Purpose

Anderson College of Business and Computing offers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses in traditional and post-traditional formats.

Undergraduate offerings tailor learning to the student in the post-traditional program through classroom-based and online delivery and students in the traditional 16-week program through classroom delivery. The College is structured to serve three general groups of undergraduate students:

- those who desire to experience a traditional undergraduate program,
- those undergraduates 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 prepare themselves for a new occupation or profession.

Our Cornerstones

- Learning through experience
- Driving change through innovation
- Building workforce capacity
- Inspiring tomorrow’s audacious and agile leaders for greatness
- Integrating cognitive & technical skills with justice and humanity
- Sustaining our earth for future generations

Service Learning

Service Learning is a form of experiential education in which students engage in activities that address human, community, and business development needs and 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-based learning serving business and non-profit entities become service learning when it is connected to classroom curriculum-related 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 held a mission of forming men and women who seek to transform the world through service to others for centuries.

Admission Requirements

Admissions requirements for Regis University students are outlined in this General Information section of this *Catalog* under the ‘Regis University Admissions’ heading.

More specific requirements for Anderson College of Business and Computing graduate degree admission can be found in this section of the *Catalog* under the heading ‘Graduate Programs’.

Academic Information

Governing Catalog

Traditional Students

Traditional undergraduate students must adhere to the Core Studies requirements published in the *Catalog* in the year in which they entered their College. 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 traditional 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—must meet the current Core and major/minor requirements. Requests for exceptions should be made in writing to the academic dean.

Post-Traditional Undergraduate Students

Post-traditional students’ program of study is determined by the University *Catalog* degree completion requirements in effect at the date of acceptance. Undergraduate students have seven years (84 months) from the date of acceptance to complete degree requirements. During the seven years, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) implemented since the date of acceptance into the program. Suppose the seven years expire before the student has completed all degree requirements. In that case, 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 Students

Graduate student's program of study is determined by the University Catalog degree completion requirements in effect at the date of acceptance. Graduate students must complete all degree requirements within four years (48 months) from the date of acceptance, or move to the current catalog. During that four-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 four years expire before the student has completed all degree requirements, the student must apply for readmission under the program of study as determined by the University Catalog requirements in effect at the date of reapplication.

Student Responsibilities

Students are expected to review, understand, and abide by the university's regulations, procedures, requirements, and deadlines as described in official publications. Further, students are required to familiarize themselves with the university catalog, student handbook, course syllabus, and all requirements therein. Asserting a lack of knowledge of university regulations will not be accepted as a basis for an exception to these regulations.

Student Ethics Statement

An integral component of Anderson College of Business and Computing courses is student and faculty 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 the student's 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, students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly in online and other courses. For faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Anderson College of Business and Computing 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 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. (<https://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 Anderson College of Business and Computing. 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.

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 and opportunities to develop skills and abilities that prepare learners for changing demands of the workplace.

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
- online courses
- classroom/video and blended courses (classroom-based and online combination)

Course work acquired through any of these learning formats, including courses available through Regis College or the Rueckert-Hartman College for Health Professions, meet the definition of Regis University credit.

Classroom-Based

Classroom-based courses are offered in eight, and 16-week academic periods, weekend intensive format, or in summer intensive format. Most traditional courses meet two or three days per week on the Northwest Campus for a total of 45 contact hours. Most post-traditional courses meet one or two days/evenings each week for a total of 32 or more contact hours. Course learning format, selection, and availability vary by campus location.

Students choosing the post-traditional format usually study a single subject area for a concentrated period of time. This course format is based on a facilitative model of learning.

Most post-traditional classes require a minimum of 8-15 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.

Online

Online courses are generally offered in an accelerated eight-week format. These courses are designed to provide an interactive learning experience for students. Faculty and students communicate and collaborate through a variety of means including online discussions, e-mail, and synchronous

communications. Educational technologies like synchronous and asynchronous web technologies and e-mail offer learner's convenience and flexibility. Students should check with their instructor in the first week of any online class to fully understand and plan for the synchronous components. Online courses have highly structured requirements and deadlines which fall within the academic terms.

Online students must have computer equipment and skills at a specified minimum level. Please check with the program for current requirements. Students should allocate approximately 20 hours each week for completing course assignments and participating in online discussions.

Classroom Video and Blended

In addition to classroom-based and online courses, the Anderson College of Business and Computing offers Classroom Video (CV) courses and Blended (B) sections.

CV instruction includes synchronous video instruction from the classroom. Students attend at the scheduled class time either in person or remote (as determined by the instructor). Students who require ground courses must attend in the classroom. No asynchronous online instruction is available. Blended sections are required to be either on-line asynchronous or zoom/video synchronous and the rest of the classes are required to be face to face in the classroom. The instructional method is not optional to the student but chosen by the instructor. There will always be a classroom face to face component.

Curriculum

The curriculum for a degree program is designed from a set of program objectives that state what a student will be able to do upon completion of the program. The courses in the program's curriculum integrate together enabling students to achieve the competencies outlined by the program objectives.

Each course in the program has its specific course objectives. Students are evaluated against these objectives through required learning activities and evaluation of those activities. 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, all courses emphasize the development of these skills.

Faculty

In addition to full-time faculty, the Anderson College of Business and Computing makes use of adjunct faculty, independent study course instructors, and presenters who are working professionals representing various corporations, businesses, and organizations. All faculty hold a master's or doctoral degree and bring academic theory and current professional experience to the learning environment.

Academic Advising and Advisors

Academic advisors and faculty advisors work with students for course planning and degree development. Advisors provide assistance and recommendations to students from the point of admission through graduation.

Undergraduate Transfer Credit Approval

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 advisor.

Concurrent Enrollment Request forms may be obtained online through Ranger Portal. Undergraduate students are not permitted to take the last 30 semester hours of coursework at another institution without permission of the associate dean for the Anderson College of Business and Computing. A grade of "C-" or better must be earned for undergraduate coursework to be accepted in transfer.

Registration

The course schedules in the Anderson College of Business and Computing are originated by the respective programs. Students should register online via the Ranger Portal.

Add/Drop

Students may drop a course through the end of the published add/drop period online through the Ranger Portal. 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 in the traditional program must have approval from their advisor to add/drop courses. Students are responsible for dropping courses they do not plan to attend.

Concurrent Enrollment in Other Regis University Colleges or Programs

Undergraduate

Students may take courses in multiple programs within colleges to fulfill degree requirements for graduation. Students wishing to cross-register within the University are not required to complete an application. Students should consult with their academic advisor.

Graduate

Anderson College of Business and Computing policy provides students with the opportunity to transfer up to six credit hours of applicable graduate course work completed within the past ten years into a graduate degree plan. Generally, this policy is used to accept course work completed prior to admission into the graduate program. However, under special circumstances, students have the opportunity to complete work in other Regis graduate programs while enrolled in an Anderson College of Business and Computing graduate program and receive credit for the courses toward degree requirements.

Students enrolled in other Regis University graduate programs and in Good Standing may register for Anderson College of Business and Computing graduate courses. To do so the student must: have the approval from the student's advisor in the program in which the student is currently enrolled.

Courses eligible for cross registration include all Anderson College of Business and Computing graduate courses for which there is no prerequisite requirement. If a student wishes to enroll in a course for which one or more prerequisite courses exists, the student must satisfy all prerequisite requirements before they will be permitted to enroll. Permission to enroll in Anderson College of Business and Computing graduate courses does not guarantee that the courses can be used toward the student's degree requirements.

Course Availability

Regis University does not guarantee that courses will be offered at the same campus location or on the same day 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 the course syllabus and/or in writing by the instructor at the first class session. Students are responsible for reading these policies. Students unable to attend the first class must contact the instructor ahead of time.

Students in an eight-week course who are absent from two classes or fail to participate in two weeks of online classes may receive a failing grade.

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, 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 contact the instructor to negotiate a plan of action.

Course Load/Overload

Undergraduate students who wish to register for more than two courses in any five, seven, or eight-week term, or more than 18 semester hours in one semester must receive approval from the Anderson College of Business and Computing Associate Dean. Students must obtain and submit an Overload Request form 30 days prior to taking the overload credit to his or her academic advisor. The advisor will:

- Verify that students have a 3.0 grade point average or higher.
- Ensure that students have no incomplete grades pending.
- Request approval from the Associate Dean.
- 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 3.0 grade point average.

Graduate 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 eight-week term must receive approval from the Anderson College of Business and Computing Associate Dean.

Grading

For information on 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 an Anderson College of Business and Computing course, the grade assigned is an "IF". The length of time for completion is determined by the instructor but may not exceed the end of the following term/semester. If the work is not completed by the deadline, the Incomplete will revert a grade of "F". Grades of incomplete may be approved by the instructor for a student, if the student has completed at least 75% of the course work and experiences an unexpected event. Incompletes must be approved by the applicable Program Director. Students may have only one course in which there is an incomplete grade pending at any time.

Grade of "In Progress"

"In Progress" grades are given to students in 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 thesis 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 is 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 "No Pass" grade.

"In Progress" grades will only be given in the 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/(alternative grade) 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 Ranger Portal link at www.regis.edu (<http://www.regis.edu>). 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 final grade to the program director and department chair for the course. 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 program director and department chair review all documentation submitted. If needed, the program director or department chair contacts the student and the instructor to arrange a personal interview. The faculty chair approves or disapproves the appeal. If the department chair approves the appeal, a Change of Grade form is completed and submitted to the Office of the Registrar. The department chair 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 Associate Dean of the Anderson College of Business and Computing. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above.

The Associate Dean will review the proceedings and any additional information provided by the student. The decision of the Associate Dean is final.

Academic Progression

In order to assure academic progression in an Anderson College program, a student may repeat a course only two times to remove a failing grade or a withdrawal (W) from a course. Students who fail or withdraw from a class three times may be subject to being removed from the program.

Dean's List

Traditional Students

For fall and spring semesters, a Dean's List is created for the Anderson College of Business and Computing traditional undergraduate 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. Students who 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.

Post-Traditional Students

For fall, spring and summer semesters, a Dean's List is created for Anderson College of Business and Computing post-traditional 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 3.700 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 nine 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 twelve 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

An Anderson College of Business and Computing 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 will apply towards graduation.

To sustain good academic standing at the graduate level, a cumulative grade point average of 3.000 for 6000-level course work is required. The cumulative grade point average is computed by dividing the total number of grade points earned in the 6000-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.

Students with deficient grades and who are no longer in Good Standing have the option of improving a grade earned in a course at Regis University by repeating the same course at Regis University. Information regarding the Repeat Grade Improvement Option can be found in the General Information section of this *Catalog*. Students should discuss these options with their advisor.

Warning

A traditional undergraduate 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

The Anderson College of Business and Computing 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 their 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 the student's 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 Dean's Office. 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 and approval of the Associate Dean in the Anderson College of Business and Computing 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 agreed upon 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 Anderson College of Business and Computing 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 6000-level (6000-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 their advisor and the Associate Dean. Students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the Associate 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 Dean's Office.

Graduate students accepted on probation by the Anderson College of Business and Computing may be suspended at the completion of their first semester of course work if they have not achieved a 3.000 cumulative grade point average.

Suspension

If an Anderson College of Business and Computing 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, the student 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 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 to the Associate Dean requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- The Associate Dean may require the student to submit a written contract for approval by the Associate Dean, signed by the student and the student's advisor, 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.

Dismissal

Academic dismissal is an 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 their advisor and approved by the Associate 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.

1. Write a letter or send an email to the Associate Dean, Anderson College of Business and Computing explaining:
 - a. Why the student should not be suspended from the program or dismissed from the University.
 - b. What prevented the student from successful progress toward completion of academic goals.
 - c. That the student is committed to and ready to proceed with serious academic study.
 - d. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control.
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student (undergraduate students only).
2. Contact the advisor, faculty member, doctors, etc. to discuss the case. Any supporting statements from them must be received by the same deadline.

Decisions on Suspension/Dismissal appeals by the Associate Dean are final; no further appeals are accepted.

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 Anderson College of Business and Computing:

- The completion of 120 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 120 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 (400/4000 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 (400/4000 level).
- The completion of a minor area is optional. The minor consists of at least 12 upper division (400/4000 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 (400/4000 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 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 (200/2000 and 300/3000 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 (400/4000 level).

Specific requirements for each major are listed in this section under the degree program.

Minor Requirements 12 SH

A minor field of study consists of 12 or more 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.

General Electives

The remaining credits required to meet the 120 semester hour requirement for a bachelor's degree are known as general electives. This category may also be used to earn a minor or a second major.

Undergraduate Minor Areas

Minors are available for every approved major listed in the Anderson College of Business and Computing, Regis College, and the HCA Minor available through the Rueckert-Hartman College of Health Professions.

Master's Degree Requirements

Students should refer to the General Information section of this *Catalog* for information regarding graduate degree requirements.

Undergraduate Per Semester Charges for the 2024 - 2025 Academic Year

Traditional Program

Charge	Amount
Full Time Tuition (12-18 semester hours)	\$22,995
Part Time (per credit hour)	\$1,533
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,533
Summer Session (per semester hour)	\$599
Orientation Fee (one-time fee for new students)	\$350
Study Abroad Processing Fee	\$35
Study Abroad Program Fee	\$1,000 - \$7500
Late Clearance Fee (fall and spring)	\$300
Returned Check Fee (per return)	\$20
Graduation Application Fee	\$50

Accelerated Program

Charge	Amount
Undergraduate (per semester hour)	\$589
General Fee (per semester hour)	\$61
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Course Material Fee (per semester hour) ¹	\$35
Returned Check Fee (per return)	\$20
Graduation Application Fee	\$50

¹ Opt-Out available

Programs of Study

Undergraduate Degrees

The Undergraduate Business and Computing degrees prepare students for multiple careers. Computing undergraduate degrees emphasize 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 offer students the means to achieve recognized mastery of computer information technology concepts and their application to real-world problems. The Anderson College of Business and Computing 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 Information Technology and the BS in Computer Science.

Business undergraduate degrees provide the relevant and broad foundation students need to pursue a variety of careers. We focus on marketing, management, finance, accounting, and project management.

The business degrees challenge students with real business problems and offer the tools and methods to solve them. Business students practice defining difficult problems, effectively leading and communicating with diverse groups, and producing innovative and ethical solutions that align with the long-term health of society.

Students have the opportunity to focus their studies in one of the following degree areas:

- Bachelor of Science in Accounting (p. 93)
- Bachelor of Science in Business Administration (p. 94)
- Bachelor of Science in Computer Information Systems (p. 95)
- Bachelor of Science in Computer Science (p. 96)
- Bachelor of Science in Cybersecurity (p. 97)
- Bachelor of Science in Finance (p. 99)
- Bachelor of Science in Information Technology (p. 99)
- Bachelor of Science in Marketing (p. 100)
- Combined BS and MS degrees in the Anderson College of Business and Computing

The Fast Forward Program: Pursuing a Master Degree as an Undergraduate

Anderson College undergraduate students can pursue one of our Anderson College master's degrees while earning their undergraduate degree. Using our Fast Forward program, qualified undergraduates may be allowed to take up to four graduate courses (12 credits) as part of fulfilling their undergraduate degree requirements.

Anderson College undergraduates can apply in their junior or senior year for admittance into any Anderson College graduate program (MS, and MBA). See admission criteria below.

Some Anderson College combined BS to master's programs provide descriptions below that outline specific courses that students can take.

Students must work with their advisor and graduate faculty advisor to determine the appropriate course work for the combined degree program.

Depending on the undergraduate major, students may be able to use graduate courses in place of courses in their major, or may need to use their general elective credits.

Fast Forward Admission Criteria

- Undergraduate students apply to the master's program through their advisor. They can apply during their junior or senior year if they
 - carry a 3.0 GPA (a 3.5 GPA is required for the MBA programs),
 - have completed 15 credit hours at Regis, and
 - completed 6 credit hours in their degree program.

- Undergraduate students are required to talk to the *graduate program director* or a *faculty member* or an *academic success coach* about the demands of the graduate program before being admitted.
- Students admitted to a graduate program cannot take graduate courses until they complete the foundational/lower-division courses in their major unless they receive permission from the program director or department chair.
- Admitted students must complete any prerequisites and admissions requirements before taking graduate-level courses.
- Undergraduate students admitted to a master's program can take up to 12 graduate credits if they have available elective credits or the graduate courses may apply toward their major.

Bachelor of Science in Accounting

The Bachelor of Science in Accounting degree prepares students for a robust career in the accounting profession whether the student wants to work in the public, private, or not-for-profit sector. The curriculum includes systems thinking to resolve problems that are encountered in the complex business world through our commitment to the common good and maintaining the public trust.

Accounting 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 department chair upon recommendation of the 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 4994 Intermediate Accounting Apprenticeship I. No more than one apprenticeship may be taken each semester. Any deviation from these requirements needs approval of the Anderson College of Business and Computing Associate Dean upon recommendation of the 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.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
Lower Division Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
BA 2900	Introduction to Business	3.00
BA 3911	Business & Professional Communication	3.00
EC 3200/3200C	Principles of Macroeconomics	3.00
EC 3300/3300C	Principles of Microeconomics	3.00
Select one of the following:		3.00
MT 201	College Algebra	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	

any 300 or 400-level math course

Upper Division Requirements

AC 4100	Intermediate Accounting I	3.00
AC 4110	Intermediate Accounting II	3.00
AC 4120	Intermediate Accounting III	3.00
AC 4400	Cost Accounting	3.00
AC 4500	Income Tax Accounting I	3.00
AC 4800	Auditing Principles and Procedures	3.00
AC 4910	Accounting Ethics	3.00
AC 4985	Accounting Senior Capstone	3.00
BA 4100	Business Finance	3.00
BA 4981	Business Law	3.00
Select two of the following:		6.00
AC 4310	Accounting Information Systems	
AC 4510	Income Tax Accounting II	
AC 4600	Governmental & Not-For-Profit Accounting	
AC 4750	Advanced Accounting	
AC 4830	Forensic and Fraud Audit	
Minor (optional)		0-12
General Electives		2-18
Select 2-6 credit hours if a minor is completed		
Select 14-18 credit hours if a minor is not completed		

Total SHs

104-136

Note: Students who plan to take the CPA exam; it is recommended that all five of the accounting electives be taken. Students interested in the graduate Data Science Certificate are encouraged to take MT 475 Statistical Computing.

Accounting/MSA Track

The Accounting/MSA Track constitutes a collaborative effort among the faculty of the Anderson College of Business and Computing. 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 Science in Accounting (MSA). Students taking this track in order to obtain their CPA credentials should make sure that upon completion of both programs a total of 150 semester hours of education.

Admission

Students apply for admission when they achieve Junior standing in the University. For specific admissions requirements, students should refer to the 'Graduate Program' heading in this section of this *catalog*.

Tuition and Fees

Tuition and fees for the Accounting/MSA Track are determined by the undergraduate and graduate programs in the Anderson College of Business and Computing.

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 this section of the *Catalog*.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration degree prepares students for a variety of business and organizational careers. Students begin with foundational training in accounting, economics, computer systems, and how to manage others. Students' progress to advanced business training in law, finance, marketing, organizational behavior, ethics and managing projects and products. Students complete the program with a capstone course. Each student must also select a Specialization that fits their career goals. Students earn a specialization by completing nine-credits in one of the following areas:

- Finance
- General Business
- International Business
- Management
- Marketing
- Project Management

Students can earn a double-specialization, a minor in computing, and also pursue select master's degrees while completing their degree in business administration. See these specific sections of the catalog for more information.

Business Administration Regulations

1. A student must have approval of the department chair upon recommendation of the academic advisor to enroll in a Special Studies course.
2. A student must have a grade point average of 2.500 or greater and be of junior or senior standing to enroll in CBE 4990 Intermediate Internship I/CBE 4991 Intermediate Internship II-Internship in Business. No more than one internship may be taken each semester. Any deviation from these requirements needs approval of the department chair upon recommendation of the academic advisor.
3. Students who major or minor in Business Administration are strongly encouraged to complete an internship (for academic credit or not for credit) or to obtain equivalent work experience before graduation. Talk to faculty and your academic advisor about opportunities to grow your network and gain experience.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semster hours of Core Studies Requirements		45-49
Lower Division Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
BA 2900	Introduction to Business	3.00
BA 3366	Management Essentials	3.00
BA 3400	Marketing Principles	3.00
BA 3911	Business & Professional Communication	3.00
CIS 300	Foundations of Information Systems	3.00
EC 3200/3200C	Principles of Macroeconomics	3.00
EC 3300/3300C	Principles of Microeconomics	3.00

Select one of the following: 3.00

MT 201	College Algebra	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	
any 300-400 level MT course		
Upper Division Requirements		
BA 4100	Business Finance	3.00
BA 4354	Organizational Behavior	3.00
BA 4658	Project Management	3.00
or BA 4465	Value Chain Management	
BA 4981	Business Law	3.00
BA 4950	Ethical Decision Making in Business	3.00
BA 4985	Business Policy and Strategy	3.00
or BA 4986	Capstone: Applied Project	

Specialization

A minimum of nine upper division semester hours selected from one 9.00 of the following specializations:

Finance

BA 4104	Derivative Securities and Markets
BA 4106	Advanced Corporate Finance
BA 4115	Personal Financial Management
BA 4120	Financial Analysis Forcstng & Planning
BA 4124	Corporate Capital Budgeting
BA 4158	Money and Banking
BA 4140	Fundamentals of Investments
BA 4163	International Finance

General Business

Nine upper division semester hours of Business Administration courses selected in consultation with an advisor. The general specialization is not posted on the transcript or diploma.

International Business

BA 4163	International Finance
BA 4177	International Economics
BA 4226	Leading Diverse & Inclsv Organizations
or BA 4314	Diversity in the Workforce
BA 4368	International Business
BA 4369	International Management
BA 4428	International Marketing

Management

BA 4308	Developing Your Leadership Potential
BA 4226	Leading Diverse & Inclsv Organizations
or BA 4314	Diversity in the Workforce
BA 4327	Introduction to Entrepreneurship
BA 4331	Entrepreneurship Stories
BA 4333	Women in Business
BA 4369	International Management
BA 4382	Values-Centered Management
BA 4658	Project Management
CBE 4990/4991	Intermediate Internship I

Marketing

BA 4410	Consumer Behavior
BA 4412	Advertising and Promotion

BA 4423	Marketing Research
BA 4428	International Marketing
BA 4430	SEED Fellowship I
BA 4431	SEED Fellowship II: Leading Change
BA 4434	Professional Selling & Sales Management
BA 4443	Digital Marketing Media Tactics & Tools
BA 4483	Values-Centered Marketing
BA 4486	Research Practicum in Marketing
CBE 4990/4991	Intermediate Internship I
Project Management	
BA 4657	Process Mapping and Improvement
BA 4658	Project Management
CIS 448	Agile Project Management

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 Business specializations (a minimum of 18 semester hours).

General Electives

If a minor is completed	0-6
If a minor is not completed	14-18

Total SHs **116-130**

Bachelor of Science in Computer Information Systems

The Bachelor of Science in Computer Information Systems (CIS) program is a career-focused degree that provides a balance of theory, course work and hands-on experience in business process management, software development and applications, database management, enterprise systems, business analytics, and more. You will learn to analyze how IT initiatives impact your company's short and long-term business goals and how to improve existing business processes and information systems. In short, you will be the link between business and IT and the real-world experience you gain while achieving your degree will be accompanying you into the job market. This bachelor's degree prepares you for a number of exciting careers as a: systems analyst, business analyst, software engineer, computer programmer, database manager, project manager, and more.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
Foundational Courses		
CIS 275	Foundations of Programming	3.00
CIS 300	Foundations of Information Systems	3.00
CIS 325	Systems Analysis and Design	3.00
CIS 375	Java Programming	3.00
CIT 311	Enterprise Systems Architecture	3.00
CIT 330	Foundations of Cyber Security	3.00
CIS 350	Design Thinking	3.00

MT 270	Introduction to Statistics	3.00
or MT 274	Intro to Stats for Health Professions	
MT 320	Introduction to Discrete Mathematics	3.00

Upper Division Requirements

CIS 445	Database Management	3.00
CIS 448	Agile Project Management	3.00
CIS 465	IS Strategy and Management	3.00
CIS 471	Visual Data Story Telling	3.00
CIS 493	Senior Capstone	3.00

Tracks

Select one of the following two Tracks: 21

Business Track

BA 2900	Introduction to Business
AC 3200	Principles of Accounting I
CIS 318	Ethics for the IT Professional
CIS 458	Business Process Management
CIS 461	Business Analytics
CIS 462	Supply Chain Management
CIS 464	Enterprise Systems

Health Care Track

HCA 402A	The Evolving Healthcare System I
HCA 402B	The Evolving Healthcare System II
HCE 435	Ethics in Health Care Services
HIM 440	Healthcare Data Analytics
HIM 445	Management of E-HIM & Info Governance
HIM 450	Health Care Informatics & Info Systems

Minor

Minor (Optional) 0-12

General Electives

Select 0-12 semester hours of General Electives 0-12

Total SHs **108-136**

Combined Bachelor of Science in Computer Information Systems and Master of Science in the Anderson College of Business and Computing

The combined Bachelor of Science in Computer Information Systems and Master of Science in the Anderson College of Business and Computing 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 Anderson College of Business and Computing. The combined degree can be completed with a total of 144 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 144 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
Foundational Courses		
CIS 300	Foundations of Information Systems	3.00

CIS 325	Systems Analysis and Design	3.00
CIT 311	Enterprise Systems Architecture	3.00
CIT 330	Foundations of Cyber Security	3.00
CIS 275	Foundations of Programming	3.00
CIS 375	Java Programming	3.00
CIS 350	Design Thinking	3.00
MT 270	Introduction to Statistics	3.00
or MT 274	Intro to Stats for Health Professions	
MT 320	Introduction to Discrete Mathematics	3.00

Upper Division Requirements

CIS 445	Database Management	3.00
CIS 448	Agile Project Management	3.00
CIS 465	IS Strategy and Management	3.00
CIS 471	Visual Data Story Telling	3.00
CIS 493	Senior Capstone	3.00

Tracks

Select one of the following two Tracks: 21

Business Track

BA 2900	Introduction to Business	
AC 3200	Principles of Accounting I	
CIS 318	Ethics for the IT Professional	
CIS 458	Business Process Management	
CIS 461	Business Analytics	
CIS 462	Supply Chain Management	
CIS 464	Enterprise Systems	

Health Care Track

HCA 402A	The Evolving Healthcare System I	
HCA 402B	The Evolving Healthcare System II	
HCE 435	Ethics in Health Care Services	
HIM 440	Healthcare Data Analytics	
HIM 445	Management of E-HIM & Info Governance	
HIM 450	Health Care Informatics & Info Systems	

Graduate Electives 12

Graduate Level Requirements depend on MS degree and are approved through student's academic advisor and graduate faculty advisor.

Graduate Level Requirement (600-level)	
Graduate Level Requirement (600-level)	
Graduate Level Requirement (600-level)	
Graduate Level Requirement (600-level)	

Total SHs 120-124

MS Degree Requirements 24 SH

Program Student Outcomes

The B.S. in Computer Information Systems program (within the Anderson College of Business and Computing) enables students to achieve the following student outcomes by the time of graduation:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Support the delivery, use, and management of information systems within an information systems environment.

Bachelor of Science in Computer Science

The Computer Science degree educates students in the theory, abstraction, design of computer systems and software applications. The degree prepares students for employment in various computing careers (e.g., programmer, software architect, software engineer, etc.) and for further Graduate School work. Course and laboratory work provide students the means to achieve recognized competency of computer science concepts and their application to the world's most challenging problems. Enrolled Computer Science students accepted into a Combined Bachelor to Master's program (see below) can also receive a Graduate certificate in several areas of computing (e.g., Data Science, Software Engineering, Cybersecurity).

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
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Core Studies Requirements

Select 45-46 semester hours of Core Studies Requirements ¹ 45-46

Natural Science Requirement

An additional Natural Science course intended for science and engineering majors (beyond the four semester hours required in the Core Studies requirements). 2-4

Foundational Courses

CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CS 324	Algorithms and Analysis	3.00
CS 390	Principles of Programming Languages	3.00
CS 336	Web and Database Applications	3.00
or CS 338	Mobile and Enterprise Computing	
Computer Science elective (200-400 level)		3.00
MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00

Upper Division Requirements

CS 431	Operating Sys Design/Analysis	3.00
CS 440	Computer Organization and Architecture	3.00
CS 444	Software Engineering	3.00
CS 473	Introduction to Artificial Intelligence	3.00
CS 469	Distributed Systems	3.00
CS 475	Computation Theory	3.00
CS 479	Ethical Leadership in Computer Science	3.00
CS 493	Senior Capstone	3.00
MT 415	Linear Algebra	3.00
MT 472	Probability and Statistics	3.00

or MT 470A	Mathematical Statistics I	
Select nine hours of Computer Science electives from the following courses or an elective approved by the Chair of the Computer and Cyber Sciences department:		9.00
CS 433	Computer Systems Security	
CS 445	Database Management	
CS 450	Data Networks	
CS 464	Machine Learning	
CS 465	UNIX Operating Systems	
CS 468	Advanced UNIX	
CS 476	Introduction to Quantum Computing	
CS 490E-W	Indep. Study/computer Science:	
CS 492E-W	Special Topics in Computer Science	
CS 498E-W	Internship/Computer Science	
General Electives		
Select 5-6 semester hours of General Electives		5-6
Total SHs		117-121

- ¹ Core must include:
- Quantitative Literacy: MT 320 Introduction to Discrete Mathematics
 - Natural World: One Natural Science course intended for science and engineering majors with a laboratory

Combined Bachelor of Science in Computer Science and Master of Science in the Anderson College of Business and Computing

The combined Bachelor of Science in Computer Science and Master of Science in the Anderson College of Business and Computing admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both the BS and the MS degrees in the Anderson College of Business and Computing. The combined degree can be completed with a total of 144 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. Review the Fast Forward Admission Criteria section for more information.

Total Degree Requirements 144 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-46 semester hours of Core Studies Requirements ¹		45-46
Natural Science Requirement		
An additional Natural Science course intended for science and engineering majors (beyond the four semester hours required in the Core Studies Requirements).		2-4
Foundational Courses		
CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CS 324	Algorithms and Analysis	3.00
CS 390	Principles of Programming Languages	3.00
CS 336	Web and Database Applications	3.00
or CS 338	Mobile and Enterprise Computing	

MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00
Upper Division Requirements		
CS 431	Operating Sys Design/Analysis	3.00
CS 440	Computer Organization and Architecture	3.00
CS 444	Software Engineering	3.00
CS 475	Computation Theory	3.00
CS 473	Introduction to Artificial Intelligence	3.00
CS 469	Distributed Systems	3.00
CS 479	Ethical Leadership in Computer Science	3.00
CS 493	Senior Capstone	3.00
MT 415	Linear Algebra	3.00
MT 472	Probability and Statistics	3.00
or MT 470A	Mathematical Statistics I	
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
General Electives		
Select 5-6 semester hours of General Electives		5-6
Total SHs		117-121

- ¹
- Quantitative Literacy: MT 320 Introduction to Discrete Mathematics
 - Natural World: One Natural Science course intended for science and engineering majors with laboratory

MS Degree Requirements 24 SH

Program Student Outcomes

The B.S. in Computer Science program (within the Anderson College of Business and Computing) enables students to achieve the following student outcomes by the time of graduation:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Bachelor of Science in Cybersecurity

Cybersecurity is defined as a computing-based discipline involving technology, people, information, and processes to enable assured operations in the context of adversaries. It involves the creation, operation, analysis, and testing of secure computer systems. It is an interdisciplinary course of study, including aspects of law, policy, human factors, ethics, and risk management.

The Bachelor of Science (BS) in Cybersecurity program is a comprehensive multi-disciplined program providing students a well-defined pathway to industry, non-profit organizations, and government agency jobs in cybersecurity related careers. It will equip students with state-of-the art cybersecurity technical knowledge and skills while incorporating best business practices and soft skills to better communicate in diverse team environments. Regis's BS in Cybersecurity program is grounded in theory, real world experience, and the art and science of this dynamic field.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements ¹		45-49
Foundational Courses		
CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CSEC 210	Info Assurance & Cryptography Basics	3.00
CSEC 350	Policy Ethics and Compliance	3.00
CSEC 380	Advanced Digital Forensics	3.00
MT 270	Introduction to Statistics	3.00
Major Requirements		
CSEC 401	Software Security and Design	3.00
CSEC 403	Network Concepts Protocols and Defense	3.00
CSEC 405	Database Management Security	3.00
CSEC 408	Cyber Threats and Defense	3.00
CSEC 415	Computer / Network Forensics	3.00
CSEC 430	Intrusion Detection and Response	3.00
CIT 452	Systems Administration	3.00
CS 431	Operating Sys Design/Analysis	3.00
CS 469	Distributed Systems	3.00
CS 479	Ethical Leadership in Computer Science	3.00
General Electives		
Select 27 semester hours of General Electives		27
Total SHs		120-124

¹ Core must include:

- Quantitative Literacy: MT 320 Introduction to Discrete Mathematics

Combined Bachelor of Science in Cyber Security and Master of Science in the Anderson College of Business and Computing

The combined Bachelor of Science in Cybersecurity and Master of Science in the Anderson College of Business and Computing admit students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both the BS and the MS degrees in the Anderson College of Business and Computing. The combined degree can be completed with a total of 150 semester hours and allows two 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 144 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements ¹		45-49
Foundational Courses		
CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CSEC 210	Info Assurance & Cryptography Basics	3.00
CSEC 350	Policy Ethics and Compliance	3.00
CSEC 380	Advanced Digital Forensics	3.00
MT 270	Introduction to Statistics	3.00
Major Requirements		
CSEC 401	Software Security and Design	3.00
CSEC 403	Network Concepts Protocols and Defense	3.00
CSEC 405	Database Management Security	3.00
CSEC 408	Cyber Threats and Defense	3.00
CSEC 415	Computer / Network Forensics	3.00
CSEC 430	Intrusion Detection and Response	3.00
CIT 452	Systems Administration	3.00
CS 431	Operating Sys Design/Analysis	3.00
CS 469	Distributed Systems	3.00
CS 479	Ethical Leadership in Computer Science	3.00
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
Graduate Level Requirement (600-level)		3.00
General Electives		
Select 15 semester hours of General Electives		15
Total SHs		120-124

¹ Core must include:

- Quantitative Literacy: MT 320 Introduction to Discrete Mathematics

MS Degree Requirements 24 SH

Program Student Outcomes

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply security principles and practices for maintaining operations in the presence of risks and threats.

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.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
Lower Division Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
BA 2900	Introduction to Business	3.00
BA 3911	Business & Professional Communication	3.00
BA 3366	Management Essentials	3.00
EC 3200/3200C	Principles of Macroeconomics	3.00
EC 3300/3300C	Principles of Microeconomics	3.00
BA 3400	Marketing Principles	3.00
Select one of the following:		
MT 201	College Algebra	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	
any 300 or 400-level math course		
Upper Division Requirements		
BA 4100	Business Finance	3.00
BA 4106	Advanced Corporate Finance	3.00
BA 4120	Financial Analysis Forecasting & Planning	3.00
BA 4140	Fundamentals of Investments	3.00
BA 4158	Money and Banking	3.00
BA 4950	Ethical Decision Making in Business	3.00
BA 4981	Business Law	3.00
BA 4985	Business Policy and Strategy	3.00
or BA 4986	Capstone: Applied Project	
Select Three of the Following		9.00
BA 4104	Derivative Securities and Markets	
BA 4115	Personal Financial Management	
BA 4124	Corporate Capital Budgeting	
BA 4163	International Finance	
BA 4173	Public Finance and Public Policy	
BA 4149	Business Cycles and Financial Crises	
Minor (Optional)		
Select 12 semester hours if an optional minor is completed		0-12
General Electives		
Select 0-3 semester hours of General Electives if a minor is completed		0-3

Select 7-12 semester hours of General Electives if a minor is not completed 7-12

Total SHs 109-133

Bachelor of Science in Information Technology

The Information Technology degree prepares students for careers in information technology emphasizing enterprise systems and networks, systems engineering and administration, information assurance, and cyber security. Course and laboratory work offers students the means to achieve recognized mastery of computer information technology concepts and their application to real-world problems.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
MT 270	Introduction to Statistics	3.00
Foundational Courses		
CIS 318	Ethics for the IT Professional	3.00
CIS 325	Systems Analysis and Design	3.00
CIT 311	Enterprise Systems Architecture	3.00
CIT 316	Networking Infrastructure	3.00
CIT 330	Foundations of Cyber Security	3.00
CIT 331	Fundamentals of Security Management	3.00
CIS 275	Foundations of Programming	3.00
CIS 375	Java Programming	3.00
CIT 380	Intro to Web Application Development	3.00
MT 320	Introduction to Discrete Mathematics	3.00
Upper Division Requirements		
CIS 448	Agile Project Management	3.00
CIS 445	Database Management	3.00
CIT 411	Human Computer Interaction	3.00
CIT 452	Systems Administration	3.00
CIT 478	Management of Enterprise Networks	3.00
CIT 493	Senior Capstone	3.00
Information Technology Track Electives		
Select one of the following tracks:		12.00
Cybersecurity Track		
CIT 435	Cyber Forensics	
CIT 462	Ethical Hacking and Defense	
CIT 463	Cyber Crime and IT Compliance	
CIT 466	IT Audit and Risk Management	
Web Application Development Track		
CIT 480	Web Software Development	
CIT 481	Web Frameworks	
CIT 482	Web Visualization Frameworks	
CIT 483	Web Mobile Frameworks	
General Information Technology Track		
CIT 435	Cyber Forensics	
CIT 466	IT Audit and Risk Management	

Select two of the following:

CIT 444	Wireless Networks
CIS 464	Enterprise Systems
CIS 465	IS Strategy and Management

General Electives

Select 11-15 semester hours of General Electives 11-15

Total SHs 119-127

Combined Bachelor of Science in Information Technology and Master of Science in the Anderson College of Business and Computing

The combined Bachelor of Science in Information Technology and Master of Science in the Anderson College of Business and Computing admit students to a Master of Science program during the junior year of their Bachelor of Science program to work towards both BSIT and MS degrees in the Anderson College of Business and Computing. The combined degree can be completed with a total of 144 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. Review the Fast Forward Admission Criteria section for more information.

Total Degree Requirements 144 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies requirements		45-49
MT 270	Introduction to Statistics	3.00
Foundational Courses		
CIS 318	Ethics for the IT Professional	3.00
CIS 325	Systems Analysis and Design	3.00
CIT 311	Enterprise Systems Architecture	3.00
CIT 316	Networking Infrastructure	3.00
CIT 330	Foundations of Cyber Security	3.00
CIT 331	Fundamentals of Security Management	3.00
CIS 275	Foundations of Programming	3.00
CIS 375	Java Programming	3.00
CIT 380	Intro to Web Application Development	3.00
MT 320	Introduction to Discrete Mathematics	3.00
Graduate and Upper Division Requirements		
CIS 448	Agile Project Management	3.00
CIS 445	Database Management	3.00
CIT 411	Human Computer Interaction	3.00
CIT 435	Cyber Forensics	3.00
CIT 452	Systems Administration	3.00
CIT 466	IT Audit and Risk Management	3.00
CIT 478	Management of Enterprise Networks	3.00
CIT 493	Senior Capstone	3.00
MS Degree Electives		
Select one of the following MS degree Concentrations:		12
MS Information and Cyber Security		
MSCC 610	Information Technology Concepts	

MSIA 680	Computer Forensics
MSIA 682	Network Forensics
MSCC 697	Information Technology Research Methods

MS Data Science

MSDS 600	Introduction to Data Science
MSDS 610	Data Engineering
MSDS 650	Data Analytics
MSDS 660	Statistical Methods- Experimental Design

MS Information Systems

MSCI 600	Strategic Information Technology
MSDS 655	Business Intelligence
MSES 602	Introduction to DevOps Engineering
PM 6520	Agile Product Development

MS Software Engineering

MSSE 635	Software Architecture and Design
MSSE 661	Web Software Development
MSSE 663	Web Frameworks
MSSE 667	Web Mobile Frameworks

General Electives

Select 5-9 semester hours of General Electives 5-9

MS Degree Requirements

See the specific Anderson College Master of Science Degree Requirements for remaining MS degree requirements 24

Total SHs 143-151

Program Student Outcomes

The B.S. in Information Technology program (within the Anderson College of Business and Computing) enables students to achieve the following student outcomes by the time of graduation:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals.

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. The major is only offered in the 16-week format.

Degree Requirements

Total Degree Requirements 120 SH

Code	Title	SHs
Core Studies Requirements		
Select 45-49 semester hours of Core Studies Requirements		45-49
Lower Division Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
BA 2900	Introduction to Business	3.00
BA 3911	Business & Professional Communication	3.00
BA 3366	Management Essentials	3.00
EC 3200/3200C	Principles of Macroeconomics	3.00
EC 3300/3300C	Principles of Microeconomics	3.00
BA 3400	Marketing Principles	3.00
Select one of the following:		3.00
MT 201	College Algebra	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	
any 300-400 level MT course		
Upper Division Requirements		
BA 4100	Business Finance	3.00
BA 4410	Consumer Behavior	3.00
BA 4423	Marketing Research	3.00
BA 4434	Professional Selling & Sales Management	3.00
BA 4465	Value Chain Management	3.00
BA 4950	Ethical Decision Making in Business	3.00
BA 4981	Business Law	3.00
BA 4985	Business Policy and Strategy	3.00
or BA 4986	Capstone: Applied Project	
Select three of the following:		9.00
BA 4412	Advertising and Promotion	
BA 4428	International Marketing	
BA 4430	SEED Fellowship I	
BA 4431	SEED Fellowship II: Leading Change	
BA 4443	Digital Marketing Media Tactics & Tools	
BA 4483	Values-Centered Marketing	
BA 4486	Research Practicum in Marketing	
Minor (Optional)		
Minor requirements		0-12
General Electives		
Select 0-3 semester hours if a minor is completed		0-3
Select 11-15 semester hours if a minor is not completed		11-15
Total SHs		116-139

Undergraduate Certificates

- Data Science (p. 101)
- Full Stack (p. 101)
- Project Management (p. 101)

Data Science

Degree Requirements

Code	Title	SHs
Certificate Requirements		
DS 212	Python Programming	3.00
MT 270	Introduction to Statistics	3.00
DS 400	Introduction to Data Science	3.00
DS 410	Computational Statistics	3.00
DS 420	Data Curation	3.00
DS 430	Visualization	3.00
Total SHs		18

Full Stack

Degree Requirements

Code	Title	SHs
Certificate Requirements		
CIT 480	Web Software Development	3.00
CIT 481	Web Frameworks	3.00
CIT 482	Web Visualization Frameworks	3.00
CIT 483	Web Mobile Frameworks	3.00
CIT 484	Software Engrng Research & Devlpmnt	4.00
Total SHs		16

Project Management

Degree Requirements

Code	Title	SHs
Certificate Requirements		
BA 4354	Organizational Behavior	3.00
BA 4657	Process Mapping and Improvement	3.00
BA 4658	Project Management	3.00
CIS 448	Agile Project Management	3.00
Total SHs		12

Undergraduate Minors

- Accounting Minor (p. 102)
- Computer Information Systems Minor (p. 102)
- Computer Science Minor (p. 102)
- Cybersecurity Minor (p. 102)
- Data Science Minor (p. 102)
- Finance Minor (p. 102)
- General Business Minor (p. 102)
- International Business Minor (p. 102)
- Management Minor (p. 103)
- Marketing Minor (p. 103)
- Project Management Minor (p. 103)

Accounting Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
Upper Division Requirements		
Twelve upper division semester hours of accounting courses ¹		12.00
Total SHs		18

¹ **Note:** AC 4994 Intermediate Accounting Apprenticeship I cannot be used to fulfill minor requirements.

Computer Information Systems Minor

Degree Requirements

Code	Title	SHs
Prerequisite Requirements		
CIS 300	Foundations of Information Systems (or equivalent)	3.00
CIS 325	Systems Analysis and Design (or equivalent)	3.00
Upper Division Requirements		
CIS 445	Database Management	3.00
CIS 448	Agile Project Management	3.00
CIS 461	Business Analytics	3.00
CIS 464	Enterprise Systems	3.00
Total SHs		18

Computer Science Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CS 336	Web and Database Applications	3.00
or CS 338	Mobile and Enterprise Computing	
Upper Division Requirements		
Select 12 upper division semester hours of Computer Science courses with the approval of the academic advisor.		12.00
Total SHs		21

Cybersecurity Minor

Code	Title	SHs
Minor Requirements		
CSEC 210	Info Assurance & Cryptography Basics	3.00
CSEC 401	Software Security and Design	3.00
CSEC 403	Network Concepts Protocols and Defense	3.00
CSEC 408	Cyber Threats and Defense	3.00

CSEC 415	Computer / Network Forensics	3.00
Total SHs		15

Data Science Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
DS 400	Introduction to Data Science	3.00
DS 410	Computational Statistics	3.00
DS 420	Data Curation	3.00
DS 430	Visualization	3.00
Total SHs		12

Finance Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
BA 2900	Introduction to Business	3.00
BA 4100	Business Finance	3.00
Upper division finance electives		9.00
Total SHs		21

General Business Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
BA 2900	Introduction to Business	3.00
Select 12 hours from upper division Business Administration courses in consultation with the major advisor ¹		9.00
Total SHs		15

¹ **Note:** CBE 4990 Intermediate Internship I/CBE 4991 Intermediate Internship II cannot be used to fulfill minor requirements.

International Business Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
BA 2900	Introduction to Business	3.00
Select one of the following:		3.00
BA 4100	Business Finance	
BA 4981	Business Law	
BA 4950	Ethical Decision Making in Business	
Select nine semester hours of upper division international business electives		9.00
Total SHs		15

Management Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
BA 2900	Introduction to Business	3.00
BA 3366	Management Essentials	3.00
Select 12 semester hours of division management electives		12.00
Total SHs		18

Marketing Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
BA 2900	Introduction to Business	3.00
BA 3400	Marketing Principles	3.00
Select 12 hours of division marketing electives		12.00
Total SHs		18

Project Management Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
BA 4354	Organizational Behavior	3.00
BA 4657	Process Mapping and Improvement	3.00
BA 4658	Project Management	3.00
CIS 448	Agile Project Management	3.00
Total SHs		12

Graduate Programs

The Anderson College of Business and Computing focuses on the integration of business and the technological challenges of information sciences. The Master of Science program is designed for aspiring business leaders and the working computer information professional or the professional in any industry who needs to gain business and/or computer and information knowledge in order to achieve business goals. Students have the opportunity to focus their study in The Master of Business Administration Program, or one of the following Master of Science degree areas:

- Master of Business Administration (p. 105)
- Project Leadership and Management MBA (p. 107)
- Master of Science - Data Science (p. 107)
- Master of Science - Health Informatics (p. 108)
- Master of Science - Information and Cyber Security (p. 109)
- Master of Science - Information Systems (p. 109)
- Master of Science - Software Engineering (p. 110)
- Master of Science in Accounting (p. 110)
- Master of Science in Organizational Leadership (p. 111)
- Human Resource Management MBA (p. 107)

The current and future needs of business and computer information professionals are addressed by providing curriculum with a solid foundation in business, computing, systems thinking, communications and project/team skills for the rapidly changing environment. Many Anderson College of Business and Computing faculty work full-time in the industry, contributing a wealth of experience and knowledge to the classroom. Additionally, faculty members have considerable teaching experience with traditional and post traditional learners.

Anderson College of Business and Computing Graduate Admissions Requirements

Graduate Application Process:

- Complete the online graduate application
- Submit official degree-bearing transcripts from a U.S. regionally accredited institution or from a recognized foreign institution.
- If the baccalaureate degree has been completed and the degree has not been conferred, evidence that the undergraduate degree requirements will be met no later than August of the current year.
- Official transcripts are sent directly from the institution to the Regis University Office of Admissions.
- Current resume

Some Anderson College of Business and Computing graduate programs of study may impose additional requirements for admission. Check with the Admissions office for the latest requirements.

Once all documentation has been received, an admissions committee reviews the application and makes an admission recommendation. (Additional evidence of potential for success may be required at the discretion of the committee).

Note: Applicants without degrees or experience in a related field may be required to take prerequisite coursework. All documents submitted during the application process become the property of Regis University.

The Fast Forward Program: Pursuing a Master Degree as an Undergraduate

Anderson College undergraduate students can pursue one of the Anderson College master's degrees while earning their undergraduate degree. Using our Fast Forward program, qualified undergraduates can take up to four graduate courses (12 credits) as part of fulfilling their undergraduate degree requirements.

Anderson College undergraduates can apply in their junior or senior year for admittance into any Anderson College graduate program (MS, MBA). See the Fast Forward Admission Criteria in the Undergraduate Degree section above.

Admission through Undergraduate Progression

An applicant may be admitted provisionally based on meeting the requirements for admission and is eligible to begin classes but must complete outstanding prerequisite courses within a defined timeframe after enrollment, to continue at Regis. Should the outstanding prerequisite course(s) within the defined timeframe not be completed, the student will not be able to enroll for future classes at Regis within that program. It is up to the college and specified program requirements

to determine the timeframe after enrollment for prerequisite course completion.

Anderson College Graduate Program Charges for the 2024 - 2025 Academic Year

Charge	Amount
Master of Business Administration Programs (per semester hour)	\$1,051
Master of Science	
Accounting	\$976
Data Science	\$976
Health Informatics	\$976
Information and Cyber Security	\$976
Information Systems	\$976
Organizational Leadership	\$976
Software Engineering	\$976
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Course Material Fee (per semester hour) ¹	\$35
Returned Check Fee (per return)	\$20
Graduation Application Fee	\$50

¹ Opt-Out available

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.

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, available for admitted students to download from Regis' ITS Help Center and 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 Success

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.

Course Overload

The Master of Science degrees consist of 10-12 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 Associate 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 Anderson College of Business and Computing. The upper portion of the form is to be completed by students and submitted to the Anderson College of Business and Computing 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

Certain degrees require a Graduate Capstone. The Graduate Capstone varies based on the degree program. Some capstones require working on a team that defines a problem and designs a solution for a simulation or a client. This team effort requires both team collaboration and individual contributions, which are presented in written and real time presentation formats. Individuals are graded on their team and individual contributions.

Practicum

Certain graduate programs provide 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

Certain degrees require a 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.

Enrollment in a thesis course requires faculty advisor and instructor approval.

Graduation

Students graduate the semester that all requirements are met and documentation of such is received in the Office of the Registrar 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.

Cross Registration

Anderson College of Business and Computing 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 Anderson College of Business and Computing and receive credit for the courses toward degree requirements.

To register for non-Anderson College of Business and Computing 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 Anderson College of Business and Computing credit depends on several factors: relevance of the course to the students' needs and goals; compatibility of the course with the Anderson College of Business and Computing 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 and computing. Approval for transfers under this policy must be obtained from the student's faculty advisor prior to registration.

Students enrolled in other Regis University graduate programs and in good standing may register for Anderson College of Business and Computing courses, either classroom-based or online. To do so the student must have approval from their faculty advisor in the program in which the student is currently enrolled and obtain written approval from the appropriate Anderson College of Business and Computing department chair or program director.

Courses eligible for cross registration include all Anderson College of Business and Computing 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 Anderson College of Business and Computing degree requires the successful completion of a total of 30-36 semester hours of graduate courses (600/6000-level). Students must complete all Anderson College of Business and Computing graduate degree requirements within four years from the date of the student's approved degree plan. During that four-year period, students are permitted to benefit from any policy

changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the degree plan signing. If the degree plan expires before the student has completed all degree requirements, to complete the degree, the student must sign a current degree plan and is held to any degree requirement changes associated with the current degree plan.

Prerequisite Requirements for Data Science, Health Informatics, Information, Information Systems, and Software Engineering

Prior knowledge in programming, systems analysis and database applications or successful completion of specified courses are necessary before enrolling in Anderson College of Business and Computing graduate level courses.

Students may be required to take one or more of the following prerequisite courses:

MSC 500 Programming Through Game Development
 MSC 501 Object-Oriented Programming in Java
 MSC 505 Systems Analysis and Architecture
 MSC 575 Statistical Computing

Note: Prerequisite courses are not calculated into degree requirements and vary by degree program. The student should check with their graduate academic advisor for appropriate selection.

Master of Business Administration

The Regis MBA is an intensive, accelerated and integrated learning experience that prepares mid- and senior-level leaders to become strategic thinkers and leaders. The program is designed to build management and leadership skills that allow students to make a difference within and across an organization. Students will apply strategic management tools across business disciplines to solve challenging problems in a variety of industries and settings. The program prepares students to be lifelong learners. Disciplines covered include marketing, accounting, finance, human resources, business intelligence, business law, ethics, project management, operations management, and strategy. Students will be prepared to consider the global and long-term impacts of their decisions and incorporate ethical perspectives and Jesuit Principles into their business decisions.

The Master of Business Administration program requires students to select one of these specializations as part of their degree program:

- Business and Data Analytics
- Finance
- Finance and Accounting
- General Business
- Health Industry Leadership
- Marketing
- Strategy and Innovation

Course Sequencing

The MBA program is grouped into four discipline-specific cores that should be completed in the order outlined in the Catalog. We highly encourage students to complete their courses in the order listed and to complete one core before moving to the next core.

Independent and Special Studies

Independent and Special Studies courses are available through consultation with MBA faculty and with the approval of the MBA program director. Independent and Special Studies courses are described in the General Information section of this *Catalog* under the “Independent, Special and Extended Studies” heading.

Specialization

Regis MBA students are required to declare a discipline-specific specialization that will dive deeper into a specific discipline such as Strategy and Innovation or Marketing. MBA students should consider which specialization will help them progress toward their career goals. A General Business/Create your own specialization is also available for students who do not want to focus on a specific discipline. Students should complete the MBA core courses before beginning their specialization courses. Specializations require a minimum of nine hours. It is recommended that students declare a specialization after completing their fourth or fifth MBA course.

Second Specialization

A Regis MBA graduate who wishes to return for a second MBA specialization must complete another application and the required courses for the new specialization including a minimum of nine semester hours of courses unique to the new specialization. A second degree option is not available in the MBA program. A certificate for the specialization earned is awarded upon completion of the requirements.

Discipline-Specific Cores

The Regis MBA courses are grouped into four discipline-specific cores: Business Core, Management Core, Strategy Core, Specialization Core. The cores present common themes that encourage students to make connections across disciplines. The cores also challenge students to observe systemic connections and interactions among business functional areas.

Degree Requirements

MBA students must complete a minimum of 36 semester hours of graduate courses (6000 level).

Total Degree Requirements 36 SH

Code	Title	SHs
Business Core		
MGT 6000	Accounting for Managers	3.00
MGT 6001	Finance for Managers	3.00
MGT 6010	Ethical & Legal Environment of Business	3.00
Management Core		
EC 6000	Managerial Economics	3.00
MSDS 655	Business Intelligence	3.00
HR 6350	Strategic Human Resource Management	3.00
Strategy Core		
MGT 6017	Operations Management	3.00
MKT 6240	Marketing Strategy	3.00
MGT 6950	MBA Capstone	3.00
Specialization Core		
Select one of the following specializations: ¹		9
Business and Data Analytics Specialization		

Happier customers. Greater efficiencies. Growth and potentially greater profits. This is why data analytics is important to modern businesses of all sizes, whether for-profit, non-profit, or startup. At the end of the MBA specialization in Data Analytics, students will be able to identify, find, prepare, model and present data to solve business problems. The Data Analytics specialization is a collective set of courses that takes students through the CRISP-DM process to prepare, model, and deliver the necessary data to make sound business decisions.

MGT 6505	Data Preparation
MGT 6510	Data Modeling
MGT 6515	Data Delivery

Finance Specialization

At the end of an MBA with a finance specialization, students will be prepared to use financial theory, analytical tools, and modeling techniques to fund, grow, and forecast the future of a business. The Finance specialization in the MBA educates students to think about finance in a more holistic manner, including a focus on a business’ sustainability and impact on stakeholders. The signature capstone experience, Anderson Reports, brings our students out to intersect with publicly-traded, Colorado-based companies and their stakeholders in examining the future of a business.

AND 6910	Anderson Reports I ²
FIN 6025	Financial Analysis & Decision Making
FIN 6125	Financial Planning & Capital Allocation

Finance and Accounting Specialization

After required courses in Interpreting Accounting Information and Financial Analysis and Decision Making, students have flexibility in choosing an additional course in either discipline to meet their career needs.

AC 6020	Interpreting Accounting Information
FIN 6025	Financial Analysis & Decision Making
FIN 6125	Financial Planning & Capital Allocation (or Accounting (AC) Graduate Level Elective)

General Business/Create Your Own Specialization

Students choose three courses that make the most sense and best fit the needs for their future success.

Health Industry Leadership Specialization

Partnership with our Health Care college where students use the business and management foundations of the MBA to dive deeply into advanced practice courses in the management of finance, operations, quality, and technology specifically in the health care field.

HSA 624	Assessment-Quality Care & Patient Safety
HSA 660	Methods of Inquiry & Research
HSA 663	Advanced Concepts of Health Care Finance

Marketing Specialization

Launching from the required Marketing Strategy course in the MBA core, the marketing specialization has student better understand how to reach a business’ customers effectively through three courses in brand, global marketing, and product development (an applied course working with a local company).

MKT 6040	Global Marketing
MKT 6050	Strategic Brand Mgmt: Power of the Brand
MKT 6300	Product Management

Strategy and Innovation Specialization

Students learn how to lead change and further the direction of a business through global competitive business simulations, rapid prototyping, and trying to start a business in eight weeks.

MGT 6110	Strategy Formulation and Implementation
CBE 6240	Entrepreneurial Innovation
LDR 6710	Strategic Leadership

Total SHs 36

¹ MBA students must declare a specialization that can be used to prepare for a specific career or profession. The MBA degree will be an "MBA with a Specialization in (discipline)". A student may take additional electives or complete a second specialization, which would add to the total credits necessary for graduation. No class may be counted for more than one specialization. A specialization may be completed in an area listed below or a student can declare a General Business specialization and take nine-credits of any graduate level business courses.

² AND 6910-Anderson Reports is a 16-week course.

Human Resource Management MBA

The Human Resource Management Master of Business Administration is an intensive, post-traditional, integrated learning experience that provides preparation for strategic human resource leadership in a rapidly global marketplace. The Human Resource Management Master of Business Administration program is designed for individuals who wish to cultivate their professional skills and make a profound difference or institutional change within an organization through the strategic management of human resource strategies and functions. The program focuses on both qualitative and quantitative issues of human resource management enabling students to become lifelong learners through the understanding of the following:

- Application of Human Resource metrics and analytics
- Problem solving
- Critical thinking
- Systems thinking
- Management
- Decision making within a framework of ethical conduct
- Legal and regulatory guidelines
- Performance metrics
- Socially responsible leadership in a global environment
- Communication with stakeholders

Degree Requirements

Code	Title	SHs
HR 6340	HR Data Analytics Metrics & Info Systems	3.00
HR 6350	Strategic Human Resource Management	3.00
HR 6370	Strategies in Compensation & Benefits	3.00
HR 6380	Talent and Performance Management	3.00
HR 6390	Employee Relations and Workplace Safety	3.00
MGT 6000	Accounting for Managers	3.00
MGT 6001	Finance for Managers	3.00
MGT 6010	Ethical & Legal Environment of Business	3.00
MGT 6017	Operations Management	3.00
MGT 6110	Strategy Formulation and Implementation	3.00

Select one of the following: 3.00

LDR 6240	Organizational Development	
LDR 6620	Foundations of Organizational Behavior	
MGT 6950	MBA Capstone	3.00

Total SHs 36

Project Leadership and Management MBA

Degree Requirements

Code	Title	SHs
CBE 6020	Leading in a New Era	3.00
CBE 6030	Business Intelligence & Analytics	3.00
MGT 6000	Accounting for Managers	3.00
MGT 6010	Ethical & Legal Environment of Business	3.00
MGT 6017	Operations Management	3.00
MKT 6240	Marketing Strategy	3.00
PM 6510	Delivering Organizational Excellence ¹	3.00
PM 6520	Agile Product Development	3.00
PM 6530	Hybrid Project Management	3.00
PM 6560	Strategic & Business Mgmt-Prjct Managers	3.00
PM 6570	Leading Projects in Contemporary Orgs ²	3.00
PM 6590	Capstone Project Monitoring & Delivery ²	3.00

Total SHs 36

¹ Should be first course completed

² Courses must be taken in the following order: PM 6570, PM 6520, PM 6530

Master of Science - Data Science

Program Description

How one communicates, socializes, spends leisure time, and conducts business has moved to the Internet. This has resulted in an explosion of data that is changing the world. How one uses this data is now a societal concern. Emboldened by our Jesuit heritage, Regis University's Master of Science in Data Science degree program empowers students to develop techniques for the discovery of information in data in a socially responsible manner.

Degree Requirements

Total Degree Requirements 36 SH

Code	Title	SHs
Degree Requirements		
MSDS 600	Introduction to Data Science	3.00
MSDS 610	Data Engineering	3.00
MSDS 640	Ethics/Prvcy/Soc Justice-Data Science	3.00
MSDS 650	Data Analytics	3.00
MSDS 660	Statistical Methods- Experimental Design	3.00
MSCC 697	Information Technology Research Methods	3.00

Degree Electives

Select twelve semester hours of the following: 12.00

MSDE 620	Data Collection and Preparation	
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MSDS 655	Business Intelligence	
MSDS 662	Exploratory Data Analysis	
MSDS 664	Predictive Analytics	
MSDS 670	Data Visualization	
MSDS 674	Geographic Information Systems	
MSDS 680	Machine Learning	
MSDS 682	Text Analytics	
MSDS 684	Reinforcement Learning	
MSDS 686	Deep Learning	
MSDS 688	Artificial Intelligence	
Degree Completion Requirement		
MSDS 692	Data Science Practicum	3.00
MSDS 696	Data Science Practicum II	3.00
Optional Data Engineering Specialization ¹		
Data Engineering Specialization		0-18
MSDE 620	Data Collection and Preparation	
MSDE 621	Data Wrangling	
MSDE 630	Big Data Architecture	
MSDE 631	SQL and NoSQL	
MSDE 692	Data Engineering Practicum I	
MSDE 696	Data Engineering Practicum II	
Total SHs		36-54

¹ An optional specialization may be completed in Data Engineering. The optional Data Science specialization will fulfill the required elective and degree completion credits for the Master of Science-Data Science degree.

Program Outcomes

The MS in Data Science program outcomes are as follows

- Describe data science as a discipline of study and explain its methodologies.
- Assemble various data stores in preparation for data analysis.
- Evaluate the utility of data stores for applied data analysis problems.
- Use statistical methods and experimental design to construct data experiments.
- Formulate techniques for the generalization of knowledge from data.
- Create data products (visualizations and infographics) that explain data and its analysis.
- Judge data science projects for their ethical concerns.
- Appraise data science projects that contribute to the social good of society.

Master of Science - Health Informatics

Program Description

The Master of Science in Health Informatics degree prepares graduates for a variety of roles in healthcare organizations that specifically deal with health information technology as it supports patient care. Employment settings include hospitals, other health care facilities, medical group

practices, health technology firms, electronic health systems vendors, health analytics firms, and educational institutions.

The curriculum, offered in an online format, is designed to build on an undergraduate foundation in health care management and/or health care technology. The curriculum contains a challenging health informatics core with additional electives forming two tracks: information technology or health care services track. Students also have the option of pursuing a Master of Science in Health Informatics with Specialization in Data Science degree. Students in this degree will take a set of four courses in data science, as designated below, in order to complete their degrees. The health informatics curriculum makes extensive use of case studies and applied projects. Courses are designed to advance the implementation and use of health care technology to assist clinical decision support and clinical performance management, and improve patient care.

The MS in Health Informatics program outcomes are as follows:

- Describe how health information technology supports key health service types and care delivery functions.
- Explain socio-economic changes that drive clinical integration.
- Create strategies to advance health care technology integration and improve system interoperability.
- Develop bold technology driven solutions to accelerate care delivery redesign.
- Assess how care delivery redesign supports patient-centered care.
- Evaluate the applicability of mobile and remote health technology to provide broad access to health care.
- Develop strategies to use technology to expand access to populations with health disparities.
- Propose systems based solutions to enhance patient engagement.
- Analyze and interpret competencies of effective health informatics leadership.
- Explain health system performance management objectives and create continuous improvement strategies to respond to performance opportunities.
- Evaluate health systems as learning systems.

Program Progression

Candidacy for the Master of Science in Health Informatics 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 four-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 choose from the general Master of Science-Health Informatics program or complete the MS-Health Informatics program with a specialization in Data Science.

Degree Requirements

Total Degree Requirements 36 SH

Code	Title	SHs
Degree Requirements		
MSHI 600	Information Systems Concepts	3.00
MSHI 625	Workflow Change Mgmt/Adoption Hlth IT	3.00
MSHI 635	Design/Selection of IT Syst- Hlth Care	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
MSHI 675	Health Care Performance Evaluation	3.00
MSCC 697	Information Technology Research Methods	3.00
MSHI 692	Health Informatics Practicum I	3.00
MSHI 696	Health Informatics Practicum II	3.00
General Health Informatics Electives		
Select four courses of the following:		12.00
MSDS 600	Introduction to Data Science	
MSDS 640	Ethics/Prvcy/Soc Justice-Data Science	
MSDS 655	Business Intelligence	
MSHI 645	Mgmt of E-Him/ Info Governance	
MSHI 678	Nursing and Clinical Informatics	
Specialization in Data Science		
MSDS 600	Introduction to Data Science	
MSDS 650	Data Analytics	
MSDS 660	Statistical Methods- Experimental Design	
MSDS 670	Data Visualization	
Total SHs		36

Master of Science - Information and Cyber Security

Degree Requirements

Total Degree Requirements 36 SH

Code	Title	SHs
Degree Requirements		
MSCC 610	Information Technology Concepts	3.00
MSCC 630	Enterprise Architecture	3.00
MSCC 697	Information Technology Research Methods	3.00
MSIA 672	Managing a Secure Enterprise	3.00
MSIA 678	Risk Management	3.00
Specialization		
Select 18 semester hours from one of the following specializations: 18.00		
Cyber Security Specialization ¹		
MSIA 605	Advancing to Cyber Security	
MSIA 675	Offensive Cyber Security	
MSIA 680	Computer Forensics	
Select three of the following:		
MSIA 673	Legal Basics-Cyber/ Information Security	
MSIA 682	Network Forensics	

MSIA 683	Advanced Forensics	
MSIA 685	Malware Analysis and Response	
Information Assurance Policy Management Specialization ²		
MSIA 670	Enterprise Information Assurance	
MSIA 673	Legal Basics-Cyber/ Information Security	
MSIA 674	Planning/Implementing Architecture Sec	
MSIA 605	Advancing to Cyber Security	
MSIA 684	IT Auditing	
600-Level MSIA elective course		
Degree Completion Requirement		
Select three of the following:		3.00
MSCC 693	Graduate Capstone	
MSCC 698	Graduate Thesis	
MSIA 692	Information Assurance Practicum I	
MSIA 696	Information Assurance Practicum II	
Total SHs		36

¹ **Note:** MSIA 692 Information Assurance Practicum I is required as the Capstone Completion for the Cyber Security specialization.

² **Note:** MSIA 696 Information Assurance Practicum II is required as the Capstone Completion for the Information Assurance Policy Management specialization.

Program Student Outcomes

The MS in Information and Cyber Security Program outcomes are designed to help students desiring to change or enhance their career to build a body of knowledge that will enable them to take on entry-level and potentially 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 Cyber Security 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.

Master of Science - Information Systems

The MSIS Program offers courses that are on the leading edge of technology and business. The program outcomes align with the Global

Competency Model for Graduate Business Programs in Information Systems so that students gain the knowledge and skills needed to lead technology projects and organizations. Outcomes span DevOps engineering, Agile project management, information assurance, leading change, ethical decision making, and enterprise engineering. Students can also earn the Leading Technology Teams and Enterprise Engineering graduate certificates while completing the degree.

Degree Requirements

Total Degree Requirements 30 SH

Code	Title	SHs
Degree Requirements		
MSCI 600	Strategic Information Technology	3.00
MSCI 610	Ethics in Information Technology	3.00
LDR 6210	Leading Change & Innovation	3.00
PM 6520	Agile Product Development	3.00
MSES 602	Introduction to DevOps Engineering	3.00
MSIA 672	Managing a Secure Enterprise	3.00
MSDE 630	Big Data Architecture	3.00
MSDE 631	SQL and NoSQL	3.00
MSDS 655	Business Intelligence	3.00
MSCC 630	Enterprise Architecture	3.00
MSCC 693	Graduate Capstone	3.00
MSCC 697	Information Technology Research Methods	3.00
Total SHs		36

Program Student Outcomes

- Identify user and organizational needs, recruit and lead diverse teams to design and implement innovative and sustainable solutions.
- Apply Business Intelligence tools and develop analytical algorithms to find and communicate hidden meaning in the data to solve complex business problems.
- Formulate IS strategies that align technology to organizational objectives.
- Apply the DevOps process to develop, deploy, test, secure and validate software that meets business requirements.
- Design and Implement information assurance and business continuity plans.
- Apply Agile project methods to determine stakeholder needs, design a project plan and manage the project effectively.
- Identify ethical and sustainability issues in information systems and develop action plans and solutions to address these issues.
- Create and implement data infrastructure using Big Data architecture and Cloud computing to organize, manage and secure the data.

Master of Science - Software Engineering

Degree Requirements

Students with no prior programming experience must complete this prerequisite:

MSC 501 Object-Oriented Programming in Java

Total Degree Requirements 36 SH

Code	Title	SHs
Degree Requirements		
MSSE 601	Software Engineer Fundamentals	3.00
MSSE 603	Software Engineering Leadership	3.00
MSSE 610	Software Requirements and Processes	3.00
MSSE 613	Software Project Management	3.00
MSSE 615	Software Engineering and Society	3.00
MSSE 635	Software Architecture and Design	3.00
MSSE 640	Software Quality and Test	3.00
MSSE 642	Software Assurance	3.00
MSES 602	Introduction to DevOps Engineering	3.00
MSCC 697	Information Technology Research Methods	3.00
MSSE 692	Software Engineering Practicum I	3.00
MSSE 696	Software Engineering Practicum II	3.00
Total SHs		36

Program Student 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 software development in their organizations. Outcomes span software development life cycle (SDLC), programming competency in several languages and platforms, software design and architecture, leadership, ethical decision making, and critical thinking. 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.

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. Many students in the program are seasoned professionals who want to both broaden and deepen their knowledge and skills in accounting. Others have recently completed their undergraduate studies, who seek to train for professional careers that require an advanced accounting degree. In addition, the classes may help the student meet the "150 Hour Requirement" for CPA licensure 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 focus of this 30-credit hour program is hands-on experience, ethics, and advanced accounting skills. The focus is

incorporating the use of data analysis to make informed decisions and resolving the complex issues that surround their organizations and the global business environment. Students are prepared to continually grow their capabilities in decision-making to consider the consequences of these decisions on the common good, public trust, and sustainability of the future, embracing the core of their Jesuit education.

Course Sequencing

Students are expected to satisfy all program prerequisite requirements prior to taking 6000-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

Regis undergraduate accounting students are allowed to take up to nine hours of 6000#level classes during their senior year, up to six hours of which may count for both undergraduate and graduate degree requirements.

Program Foundation Courses

Eighteen semester hours of program foundation courses permit non-business managers the opportunity to acquire the informational background necessary to pursue advanced (6000-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.

- AC 3200 Principles of Accounting I and AC 3210 Principles of Accounting II
- BA 4100 Business Finance
- AC 4800 Auditing Principles and Procedures
- AC 4100 Intermediate Accounting I
- AC 4110 Intermediate Accounting II

Some or all of the foundation courses may be waived for students with sufficient educational background in the respective business areas covered. Students who petition to waive prerequisite courses must submit documentation showing successful mastery of the course content through CLEP or DSST exams.

Degree Requirements

Master of Science in Accounting candidates must complete a minimum of 30 semester hours of graduate courses (6000-level), 24 of which must be taken at Regis University. MSA students may not complete MGT 6000 Accounting for Managers, or MGT 6001 Finance for Managers in fulfillment of any requirement listed below.

Total Degree Requirements 30 SH

Code	Title	SHs
Degree Requirements		
AC 6020	Interpreting Accounting Information	3.00
AC 6030	Financial Reporting Policy and Practice	3.00
AC 6090	Case Studies in Management Accounting	3.00
AC 6110	Tax Influence on Bus Decision-Making	3.00
AC 6175	Current Topics in Accounting Technology	3.00
Complete One Audit Course from the Following: ¹		3.00
AC 6050	Advanced Auditing	
AC 6140	IT Auditing	

AC 6190	Forensic and Fraud Audit	
Electives		
Select 12 semester hours of the following:		12.00
AC 6040	Financial Communication	
AC 6050	Advanced Auditing	
AC 6070	Accounting Non-Profit & Govt Orgs	
AC 6080	International Accounting	
AC 6100	Controllership	
AC 6140	IT Auditing	
AC 6170	Accounting Information Systems	
AC 6190	Forensic and Fraud Audit	
AC 6230	Issues in Accounting Ethics	
AC 6910	Accounting Ethics	
AC 6992	Advanced Accounting Internship I	
AC 6993	Advanced Accounting Internship II	
Total SHs		30

In fulfillment of **two** MSA elective requirements, students may complete CBE 6030 Business Intelligence & Analytics or another graduate-level (6000-level) course of their choice, with the exception of, MGT 6000 Accounting for Managers, or MGT 6001 Finance for Managers.

¹ Courses not taken to fulfill the auditing requirement may be used to fulfill elective requirements.

Optional Data Science Certificate

Students may complete two data science courses toward a Data Science Certificate within the MSA program. There may be prerequisites required for Data Science courses such as MSC 575, or prior experience with Python coding.

Code	Title	SHs
MSDS 600	Introduction to Data Science	3.00
MSDS 610	Data Engineering	3.00
MSDS 650	Data Analytics	3.00
MSDS 692	Data Science Practicum	3.00
Total SHs		12

Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership is an intensive, accelerated, post-traditional, integrated learning experience. It is designed for new and experienced leaders to ignite their careers with a combination of vital and forward-looking business skills, and self-reflection. It is intended to change the way our students think about leadership. The Organizational Leadership degree assumes that we all possess the capacity for leadership, but only those who cultivate it will ever become truly effective leaders. We strive in this program to encourage our students to develop the purpose driven leader in themselves— to become part of the next generation of effective, ethical and socially responsible leaders. The program focuses on the issues of leadership and stewardship in a global environment through the understanding of contemporary topics such as strategy, leading change initiatives, corporate social responsibility, adaptive leadership, ethics, and emotional intelligence.

Course Sequencing

The following courses should be among the first five courses taken in the program:

- CBE 6020 Leading in a New Era
- CBE 6030 Business Intelligence & Analytics

All other courses may be taken in any order. 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 LDR 6830 Capstone: Strategic Corp Social Resp, the capstone course.

Degree Requirements

The Master of Science in Organization Leadership degree requires successful completion of a total of 30 semester hours of graduate course work (6000-level).

Students must meet the following degree requirements:

Successful completion of required 6000-level courses.

- 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 SH

Code	Title	SHs
Degree Requirements		
CBE 6020	Leading in a New Era	3.00
CBE 6030	Business Intelligence & Analytics	3.00
LDR 6210	Leading Change & Innovation	3.00
LDR 6240	Organizational Development	3.00
LDR 6250	Transformational Leadership	3.00
LDR 6620	Foundations of Organizational Behavior	3.00
LDR 6630	Organizational Culture & Design	3.00
LDR 6710	Strategic Leadership	3.00
Business Graduate Level Elective		3.00
LDR 6830	Capstone: Strategic Corp Social Resp	3.00
Total SHs		30

Program Student Outcomes

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.

Anderson College Graduate Certificates

A candidate for one of the Graduate Academic Certificate programs must possess the prerequisite skills for entry into the Anderson College of Business and Computing degree programs and the specific prerequisite skills/knowledge identified in each Certificate Program.

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 graduate student's program of study or stand alone as courses beyond the degree requirements.

Specific parameters for Anderson College of Business and Computing 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 of Admission

The Regis University Admissions Office must receive the following documentation from each applicant before an admission recommendation will be rendered:

- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- 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.

Admission for Health Care Informatics Certificate

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:

- A baccalaureate degree from a regionally accredited college or university or evidence that undergraduate degree requirements will be met no later than August of the current year.
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale or an admission essay (minimum 750 words with appropriate references) addressing an issue specified in the application materials.
- A current resume or other documentation of professional experience.

- A personal interview. This may be waived for HSA progression students.
- A completed application form.

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.

Anderson College 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).
- 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.

Certificate Areas of Study

- Cybersecurity (p. 113)
- Cybersecurity Essentials (p. 113)
- Data Science (p. 113)
- DevOps (p. 113)
- Enterprise Engineering (p. 113)
- Enterprise Java Software Development (p. 114)
- Executive Project Management (p. 114)
- Health Care Informatics (p. 114)
- Information Assurance Policy Management (p. 114)
- Leading Technology Teams (p. 114)
- Mobile Software Development (p. 114)
- Software Engineering (p. 114)

Cybersecurity

Degree Requirements

Code	Title	SHs
Certificate Requirements		
Select 12 semester hours of the following:		12
MSIA 672	Managing a Secure Enterprise	
MSIA 675	Offensive Cyber Security	
MSIA 680	Computer Forensics	
MSIA 682	Network Forensics	
MSIA 683	Advanced Forensics	

Code	Title	SHs
MSIA 685	Malware Analysis and Response	
Total SHs		12

Cybersecurity Essentials

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSCC 610	Information Technology Concepts	3.00
MSIA 605	Advancing to Cyber Security	3.00
MSIA 678	Risk Management	3.00
MSIA 680	Computer Forensics	3.00
Total SHs		12

Data Science

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSDS 600	Introduction to Data Science	3.00
MSDS 610	Data Engineering	3.00
MSDS 650	Data Analytics	3.00
MSDS 692	Data Science Practicum	3.00
Total SHs		12

DevOps

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSES 602	Introduction to DevOps Engineering	3.00
MSES 618	Continuous Integration	3.00
MSSE 661	Web Software Development	3.00
MSSE 670	Object Oriented Software Construction	3.00
Total SHs		12

Enterprise Engineering

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSCC 630	Enterprise Architecture	3.00
MSIA 672	Managing a Secure Enterprise	3.00
MSDE 630	Big Data Architecture	3.00
MSCI 610	Ethics in Information Technology	3.00
Total SHs		12

Enterprise Java Software Development

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSSE 635	Software Architecture and Design	3.00
MSSE 670	Object Oriented Software Construction	3.00
MSSE 672	Component-Based Software Development	3.00
MSSE 674	Service-Based Software Development	3.00
Total SHs		12

Executive Project Management

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.

Degree Requirements

Code	Title	SHs
Certificate Requirements		
PM 6520	Agile Product Development	3.00
PM 6560	Strategic & Business Mgmt-Prjct Managers	3.00
PM 6570	Leading Projects in Contemporary Orgs	3.00
PM 6580	Management of Project Performance	3.00
PM 6590	Capstone Project Monitoring & Delivery	3.00
Total SHs		15

Health Care Informatics

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSHI 625	Workflow Change Mgmt/Adoption Hlth IT	3.00
MSHI 635	Design/Selection of IT Syst- Hlth Care	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
MSHI 675	Health Care Performance Evaluation	3.00
Total SHs		12

Information Assurance Policy Management

Degree Requirements

Code	Title	SHs
Certificate Requirements		
Select 12 semester hours of the following:		12
MSIA 670	Enterprise Information Assurance	
MSIA 672	Managing a Secure Enterprise	
MSIA 673	Legal Basics-Cyber/ Information Security	
MSIA 674	Planning/Implementing Architecture Sec	

MSIA 678	Risk Management	
MSIA 684	IT Auditing	
Total SHs		12

Leading Technology Teams

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSCI 600	Strategic Information Technology	3.00
LDR 6210	Leading Change & Innovation	3.00
PM 6520	Agile Product Development	3.00
MSES 602	Introduction to DevOps Engineering	3.00
Total SHs		12

Mobile Software Development

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSSE 635	Software Architecture and Design	3.00
MSSE 655	Mobile Software Engineering in Android	3.00
MSSE 667	Web Mobile Frameworks	3.00
MSSE 670	Object Oriented Software Construction	3.00
Total SHs		12

Software Engineering

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSSE 600	Object-Oriented Software Engineering	3.00
Select three of the following:		9.00
MSSE 610	Software Requirements and Processes	
MSSE 635	Software Architecture and Design	
MSSE 661	Web Software Development	
MSSE 663	Web Frameworks	
MSSE 667	Web Mobile Frameworks	
MSSE 640	Software Quality and Test	
MSSE 642	Software Assurance	
MSSE 655	Mobile Software Engineering in Android	
MSSE 670	Object Oriented Software Construction	
MSSE 672	Component-Based Software Development	
MSSE 674	Service-Based Software Development	
Total SHs		12

REGIS COLLEGE

Regis College Degree and Certificate Offerings

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

<http://www.regis.edu/RC/Academics/Academic-Dean.aspx>

Bachelor of Arts

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

Bachelor of Science

- Biochemistry
- Biology
- Chemistry
- Computational Physics
- Economics and Public Policy
- Environmental Science
- Mathematics
- Neuroscience
- Physics
- Psychology

Undergraduate Certificate

- Applied Craft Brewing
- TESOL (Education)
- Undergraduate Research

Master of Science (MS)

- Biomedical Sciences
- Environmental Biology

Master of Nonprofit Management

Master of Sustainable Development Practice

Master of Fine Arts

- Creative Writing
- *Optional Specializations*
 - Dual Genre
 - Pedagogy of Creative Writing

Graduate Certificates

- Genetics and Genomics
- Nonprofit Management
- Sustainable Development Practice

Division of Education

Bachelor of Arts (with teaching licensure)

- Special Education Generalist
- Culturally and Linguistically Diverse Education (Added Endorsement with Secondary, Elementary, or K-12 Licensure)
- Dual Licensure (Elementary and Special Education)
- Elementary Education (K-6 grade teacher)
 - Secondary Education
 - English/ Language Arts teacher
 - Science teacher
 - Math teacher
 - Social Studies teacher
 - Business teacher
- Art teacher (K-12)
- World Languages teacher (K-12)
- Music teacher (K-12)

Master of Education M.Ed (with teaching licensure)

- Special Education Generalist
- Elementary Education (K-6 grade teacher)
- Secondary Education
 - English/ Language Arts teacher
 - Science teacher
 - Math teacher
 - Social Studies teacher
 - Business teacher
- World Languages teacher (K-12)

Master of Arts in Education Degree (with teaching licensure)

- Elementary Education (K-6 grade teacher)
- Secondary Education
 - English/ Language Arts teacher
 - Science teacher
 - Math teacher
 - Social Studies teacher
 - Business teacher
 - Art teacher (K-12)
- World Languages teacher (K-12)

Master's Degree (with Added Endorsement)

- Culturally and Linguistically Diverse Education
- Special Education: Generalist
- Educational Leadership (Principal Licensure)
- Reading (Teacher/Specialist Endorsement options)

Master's Degree (degree only)

- Reading

Graduate Endorsements

- Culturally and Linguistically Diverse Education
- Special Education: Generalist
- Educational Leadership (Principal Licensure)
- Reading Teacher/Specialist

Graduate Academic Certificates

- Culturally and Linguistically Diverse Education
- Education Leadership (Principal Licensure)
- Literacy Certificate

Regis College Post Traditional Degree and Certificate Offerings**Bachelor of Applied Science**

- **Specializations**
 - Community Interpreting
 - Homeland Security
 - Interdisciplinary Studies
 - Management

Bachelor of Arts

- Communication
- **Optional Specializations**
 - Conflict Management
 - Leadership
- Liberal Arts
- Public Relations
- Social Science

Bachelor of Science

- Applied Psychology
- Criminology

Master of Arts (MA)

- **Specializations**
 - Applied Psychology
 - Communication
 - Creative Writing
 - Environmental Studies
 - Literature
 - Religious Studies

Master of Science

- Criminology

Regis College Traditional Undergraduate Program

Regis College of Regis University offers a wide range of programs in the liberal arts, the sciences, and education. 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 serves both traditionally aged undergraduate students and graduate students. Traditional undergraduate students may choose from 30 structured areas of study or may design their own program through the interdisciplinary and integrative studies 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 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-seminar sequence taken with the same cohort in the fall and spring of the first year as part of The First Year Experience. These small seminars introduce Regis University students to the Regis Mission and the Jesuit vision of liberal arts education by foregrounding the guiding question for our core curriculum: "How ought we to live?" In the Foundational Core, students develop core competencies in reading, writing, listening and speaking while engaging in critical thinking and research. In addition to the Foundational Core, the First-Year Experience includes the First-Year Advising Program and the First-Year Learning Community. As a whole, the First Year Experience seeks to nurture the life of the mind, within an environment conducive to effective social learning and personal development.

Course	Title	SHs
Fall Semester		
RCC 200	First Year Writing	3.00
RCC 200H	Honors Writing Seminar: Idea/University	3.00
SHs		6
Spring Semester		
First Year Communication Intensive Seminar		3.00
RCC 400H	Honors: Diversity Tradition Innovation	3.00
SHs		6
Total SHs		12

The Distributive Core (40 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.

Code	Title	SHs
Communication		3.00
COM 250/250C	Speaking to Make a Difference	
COM 251/251C	Media Literacy	
COM 252/252C	Communication in Relationships	
Economic Systems		3.00
EC 200/200C	Economics for Responsible Citizenship	
EC 3200/3200C	Principles of Macroeconomics	
EC 3300/3300C	Principles of Microeconomics	
Fine Arts		3.00
Any 200 or 300-level FAA, FAC, or FAHS course		
Foreign Language		6-8
two classes in one language		
Literature		3.00
EN 250/250C	Literature Matters	
EN 300	Literary Analysis	
Mathematics		3-4
MT 204	Contemporary Mathematics	
MT 225	Mastery of Foundational Mathematics	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	
MT 270	Introduction to Statistics	
MT 272	Statistics for the Life Sciences	
MT 320	Introduction to Discrete Mathematics	
MT 360A	Calculus I	
MT 360B	Calculus II	
Natural Science with Lab		4.00
AS 250/251	Principles of Astronomy	
BL 208/209	Biological Anthropology	
BL 216/217	Human Biology	
BL 258/259	General Biology I: Organismic	

BL 260/261	General Biology II: Mlclr & Cellular	
CH 202/203	Intro to Environmental Chemistry	
CH 204/205	Drugs of Use and Abuse	
ENVS 250/251	Introduction to Environmental Science	
GE 208/209	Introduction to Geology	
PH 202A/205A	Gen Physics w/Trigonometry I	
PH 304A/305A	General Physics with Calculus I	
NS 260/261	Introduction to Brain and Behavior	
History		3.00
Any 200-level HS course		
Philosophy		3.00
PL 270/270C	Philosophical Explorations	
or PL 270H	Honors Philosophical Explorations	
Religious Studies		6.00
RT 201/201C	Religion and the Human Quest	
any 300 level RT course		
Social Science		3.00
AN, CJ, ED, PJ, POL, PSY, or SO		

Total SHs **40-43**

The Integrative Core (12 credits):

Students take four upper division interdisciplinary courses: RCC 400D Diversity & Culture Tradition is taken in the Sophomore year, while Juniors or Seniors (or those who have completed Distributive Core courses), take Global Environmental Awareness, Justice and the Common Good, and Search for Meaning.

Code	Title	SHs
RCC 400D	Diversity & Culture Tradition (Sophomores)	3.00
RCC 410E	Global Environmental Awareness (Juniors or Seniors)	3.00
RCC 420J	Justice and the Common Good (Juniors or Seniors)	3.00
RCC 430M	Search for Meaning (Juniors or Seniors)	3.00
Total SHs		12

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 120 credit hours for a Regis College degree.

Integrative Core courses build on the intellectual and skill development of the Foundational and Distributive Core, and focus on fundamental Jesuit values such as "How ought we to live" and "where and with whom is my heart," central to the Regis Mission and College Core Philosophy Statement. Courses draw from multiple disciplines and ways of knowing. Students grow in capacity to make analytical and ethical judgements grounded in personal and social responsibility, drawing from multiple perspectives, about complex, unscripted, big questions, in which the consequences matter. The courses foster leaders in service to others. Though individual course topics vary widely, they follow one of these general themes:

RCC 400D Diversity & Culture 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. Prerequisite(s): Sophomore class standing 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 440A Cultures of Self and Other (1). Contextualizes upcoming international experiences within a scholarly framework in order to set intentions for meaningful experiences abroad and in life. Develops critical analysis tools to engage in meaningful intercultural interactions as members of local and global communities. **Note:** RCC 440A Cultures of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. RCC 440A Cultures of Self and Other is completed prior to the study abroad semester, RCC 440B Intercultural Reflection is completed during the study abroad semester, and RCC 440C Culture and Meaning is completed following the study abroad semester. Cross listing(s): HO 440A Cultures of Self and Other.

RCC 440B Intercultural Reflection (1). Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays. **Note:** RCC 440A Cultures of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. Cross listing(s): HO 440A Cultures of Self and Other.

RCC 440C Culture and Meaning (1). Fosters intercultural development and personal discernment by helping students process, contextualize, and articulate insights about culture, identity, power, meaning, and well-being gained through individual international experiences. **Note:** RCC 440A Cultures of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. Cross listing(s): HO 440A Cultures of Self and Other.

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.

For students who spend only three academic years in residence at Regis University before transferring to another institution to complete a degree program, as is possible in the Dual Degree Program in Engineering, one of the four Integrative Core courses may be waived.

Core Repeatability Policy

Students who fail any Core course may repeat the same course in a subsequent semester for which the failing grade was received. 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 First Year Writing fulfills the writing requirement for the Core. All first-year students, including those with AP credit in English Composition, must take RCC 200 First Year Writing. All transfer students who do not have an English composition course must also take EN 203 or 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 RCC 200 First Year Writing .

Transfer students will be placed in an RCC 400D Diversity & Culture Tradition course their first semester, designed specifically for them. Transfer students with 60 or more hours of transfer credit cannot waive Integrative Core requirements, but may substitute up to two courses for the Integrative Core, as long as the substitute courses are upper-division and thematically similar to RCC 410E Global Environmental Awareness, RCC 420J Justice and the Common Good, or RCC 430M Search for Meaning.

Additional Undergraduate Degree Options

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.

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.

Integrative Studies Major

Mixing freedom and rigorous standards, the BA in Integrative Studies is a Major that crosses and integrates disciplines, allowing students to design an academic path based on their unique interests, producing majors well equipped to apply information and skills in novel ways to new, complex and pressing questions and challenges. The student, with their advisors, develops unique degree title and a course of study that does not officially exist at the university, but that can be supported by the university – usually by mixing courses from different disciplines and departments. No matter the subject, students gain skills in integrative thinking, communication, theory, research methods, and broad efficacy of action.

Minor Areas

The completion of a minor area is optional except for majors that require a specific minor. The minor area consists of a minimum 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:

- Animals, Society, and Culture
- Anthropology
- Art History
- Asian Pacific Studies
- Biology
- Catholic Studies
- Chemistry
- Christian Leadership
- Cognitive Literary Studies
- Communication
- Conflict Transformation
- Criminal Justice
- Culturally and Linguistically Diverse Education
- Education
- English
- English Film Studies
- Environmental Studies
- Ethics, Politics, and Society
- French
- Hispanic Studies
- History
- Integrative Studies
- Leadership
- Linguistics
- Mathematics
- Music
- Neuroscience

- Peace and Justice Studies
- Philosophy
- Physical Education
- Physical Education: Coaching
- Physics
- Politics
- Political Economy
- Pre-Law
- Psychology
- Religious Studies
- Sociology
- Spanish
- Special Education
- Visual Arts
- Women and Gender Studies
- Writing

Integrative Studies Minor

Mixing freedom and rigorous standards, the minor in Integrative Studies crosses and integrates disciplines, allowing students to design an academic path based on their unique interests, producing majors well equipped to apply information and skills in novel ways to new, complex and pressing questions and challenges. The student, with their advisors, develops a unique minor title and a course of study that does not officially exist at the university, but that can be supported by the university – usually by mixing courses from different disciplines and departments. No matter the subject, students gain skills in integrative thinking, communication, and broad efficacy of action.

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

As a vital part of our Jesuit heritage, Regis students are urged to get involved in our greater community on a local, national and global level as positive agents of change, to be humans for and with others. In many of your classes you will participate in service learning, which lets you apply what you are learning in class to the greater service of our community. The Regis College Center for Service Learning (CSL) partners with faculty, students and the public to connect the academic objectives of courses across the disciplines to specific assets and needs in the community. Through these partnerships, the CSL works to transform hearts, minds and the world by applying engaged learning teachings to traditional coursework. Standing within the Catholic and Jesuit traditions, the CSL strives not only to meet rigorous academic objectives, but also to challenge students to explore diverse perspectives, create meaningful relationships, develop a critical consciousness and serve as positive agents of social change for local and global justice.

In addition, the CSL acts as a resource for anyone on campus looking to get involved outside the classroom in service work, from one-time volunteer projects to those involving extended, in-depth commitments. Students can also choose to go on service trips during school breaks, traveling abroad, across the country or just miles away. The CSL is also unique at Regis for its Engaged Scholar Activist program, a staple of social justice leadership on campus where students are hired to assist faculty members with developing and implementing service learning

work and community projects. For more information on how to get involved in service, please visit the website for the Center for Service Learning at www.regis.edu/rcservicelearning (<http://www.regis.edu/rcservicelearning/>).

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, or to discuss other paths to engineering careers that may be available, students should contact the Regis Dual Degree Program Liaison Officer (Department of Physics and Astronomy).

Academic Internship Program

An academic internship is a high-impact, experiential learning opportunity during which students integrate classroom learning with field experience. Internships foster discernment about passions, purpose, strengths, and values. They are an opportunity for students to find connections between what they might do with their lives, what they believe in, and who they want to be. In addition, internships help students to become career ready as they develop transferable skills, build their professional network, and benefit from mentoring.

Available to juniors and seniors in all departments in Regis College, an academic internship allows students to participate in an off-campus placement of their choosing in the nonprofit sector, governmental agency, or industry while earning three semester hours of credit.

Students are required to complete a minimum of 120 hours at the internship site over the full semester.

Students earn credit by enrolling in the 498 internship course in their department during their internship semester. Class activities may include research, facilitated discussions, guided reflections on the experience, and final projects or presentations. The internship professor determines the grade for the course based on academic work and on mid-term and final evaluations submitted by the internship supervisor and the student.

Students should check with their department regarding prerequisites and how the 498 course will count toward their graduation requirements.

To be eligible, students must have a minimum cumulative GPA of 2.8 and cannot be on disciplinary probation. Students must receive approval from the director of the Academic Internship Program and the internship professor in their department in order to be registered for the course. Registration takes place in the Academic Internship office only after an internship has been secured and approved. Students cannot receive

credit for internships in home offices or for internships supervised by family members.

In order to find an internship that meets requirements, students are encouraged to meet with staff in the Academic Internship Program at least one semester before their internship semester. For more information, please visit our website at www.regis.edu/collegeinterns (<http://www.regis.edu/collegeinterns/>).

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 30 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 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 things 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. The School of Pharmacy offers a Seamless Progression opportunity of undergraduate students, individuals who have completed their prerequisite coursework with a C or better, attended at least four full time semesters at Regis University, earned a cumulative grade point average of 3.25 and a math and science grade point average of 3.0 may be eligible for Seamless Early Assurance into the Doctor of Pharmacy program.

Pre-Physical Therapy Program

Undergraduate students interested in pursuing a Doctoral Degree in Physical Therapy may complete any undergraduate major. Many students on this track choose to major in Health and Exercise Science offered through RHCHP. Other options in the natural sciences such as Biology, Chemistry, and Neuroscience and the social sciences, such as Psychology, are also 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 and Army conduct courses in their respective areas leading to a regular reserve commission upon graduation. All programs are open to both men and women. ROTC programs are offered in a cross-town agreement with program classes and labs 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/rotc (<http://www.colorado.edu/rotc/>).

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

The Regis University Office of Study Abroad encourages our students to venture into the world with the intention of gaining knowledge and new skills to become leaders in the service with and of others. Regis encourages every student to consider spending a semester or full academic year studying abroad.

Study abroad is primarily available to Regis students in the Fall or Spring semester of their junior year. Nursing students may study abroad during their sophomore year. Students must achieve a minimum GPA of 3.00 to participate in a Regis-sponsored study abroad program regardless of a third party provider's posted GPA range. Students must also be in good disciplinary and financial standing. Students should not let concerns about credit requirements, language prerequisites, or cost prevent them from considering studying abroad. With a program portfolio of 100 programs in over 80 locations worldwide, the Study Abroad Office will work with students to identify programs that are financially and academically suited to students' needs.

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

Regis College offers lower and upper-division undergraduate courses in the core as well as major areas of study 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, with a limited selection of online offerings. In addition, students have the opportunity to participate in a Faculty-Led Travel Learning program, arrange internships for academic credit with the Academic Internship Office, or an Independent Study or Special Study with select faculty.

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. Students also have the option to pursue licensure in special education. A Special Education Generalist Endorsement is available in conjunction with and elementary or secondary teaching licensure.

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 may also choose to major in Elementary Education: Teaching for Social Justice. Students interested in teaching middle school or high school can pursue licensure with a content major (ex, mathematics, sciences, English, Spanish, history).

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 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.

Undergraduate Research Certificate

Undergraduate research is a high-impact practice that deeply engages students with the university. This certificate was designed to make research opportunities more transparent and accessible to a wide range of students. Undergraduates pursuing this certificate will engage in collaborative research with a faculty mentor over the course of 2-3 years.

The certificate provides an opportunity for undergraduates to develop in-depth knowledge within their chosen field, engage in cross-disciplinary research, familiarize themselves with new technology, expand their qualitative and quantitative research skills, and foster meaningful relationships with their professors. Students pursuing the certificate will identify and cultivate their passion for a discipline as they grow into independent, self-motivated scholars in their field. Throughout this process, students will be challenged to discern and articulate their scholarly identity.

Designed to be completed alongside a student's traditional undergraduate degree, the certificate combines dedicated coursework in research methodology and communication with mentored research and advanced coursework in a student's chosen discipline. Interested students should contact the Director of the Undergraduate Research Certificate for more information and details on how to apply.

Admission Requirements

Admissions requirements for Regis University traditional undergraduate student are outlined in the General Information section of this *Catalog* under the Regis University Admissions heading.

Regis College Undergraduate Program Charges Per Semester for the 2024-2025 Academic Year

Tuition and Fees

Charge	Amount
Full-time (12-18 semester hours)	\$22,995
Part-time (per semester hour under 12 hours)	\$1,533
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,533
Summer Session (per semester hour)	\$599
Orientation Fee (one-time fee for new students)	\$350
Study Abroad Processing Fee	\$35
Study Abroad Program Fee	\$1,000 - \$7,500
Student Teaching Fee	\$200
Graduation Application Fee	\$50
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer)	\$100
Returned Check Fee (per return)	\$20

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 and other miscellaneous fees and fines.

Books and Supplies

Books and supplies average about \$900.00 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, accept or decline health insurance, 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. Students can view their registration invoice via the Ranger Portal.

Additionally, students who are not enrolled at least part-time or that are close to graduating, must complete an Exit Interview for Perkins/Nursing/NFLP 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 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 or other reasons for which the student is responsible is charged a fee of \$20. The student must make payment by cash or certified funds equal to the total of the invalid check, plus the fee to register for additional courses. In addition, a financial hold is placed on registration, academic transcripts and diplomas until the invalid check amount and fee have been paid.

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 for fall and spring semester, \$100 for the summer semester. 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 any financial obligation with Regis University is paid in full. Financial obligations include past due tuition and fees, active RPO payment plans, deferments, institutional loans, and Perkins/Nursing/NFLP 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 40% 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 fees, 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 the Registrar for processing. Notice of withdrawal from the University must be received by the Office of the Registrar 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.

Academic Information
Governing Catalog

Traditional undergraduate students must adhere to the Core Studies requirements published in the *Catalog* in the year in which they entered their College. 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 traditional 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—must meet the current Core and major/minor requirements. Requests for exceptions should be made in writing to the academic dean.

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 the University that can help the advisee with difficulties outside of the academic sphere.

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

Major Declaration

Before accumulating 60 credits, 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 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 an 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 fewer 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. 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 online. Registration occurs online through the Ranger Portal, but students must have their advisor approve their course planning worksheet before registering. It is the student's responsibility to study their degree requirements and make certain that course selections meet those requirements. Additionally, students are financially responsible for all registered courses. (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.

Concurrent/Cross-College Enrollment Policy

Regis College is committed to student success and the recognition that workload and time management are consistent obstacles to students' academic performance. Accordingly, Regis College restricts students' access to post-traditional format courses (e.g. 8-week and 5-week) while enrolled as a full-time student in a semester-based Regis College program. Students must receive approval from their academic advisor and the Regis College Dean's Office before enrolling in a post-traditional format course. The advisor and the dean will evaluate requests for enrollment in post-traditional format courses (heretofore referred to as "the Course") based on the following:

- A minimum of 30 credits or sophomore status is required to be eligible for concurrent/cross-college enrollment in post-traditional format courses.
- The course is a key component of the degree program in which the student intends to complete.
- The course does not rely upon a foundational base of knowledge more suitable for working professionals.
- The course content addresses similar learning outcomes as the course requirement the student is intending to fulfill.
- The course is compatible with the student's course load to ensure a reasonable balance of academic demands and responsibilities.

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 the Ranger Portal. 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

In order to insure acceptance of transfer credit once the student is enrolled at Regis University, students should submit the Concurrent Enrollment form available on the Ranger Portal.

Undergraduate students are not permitted to take the last 30 semester hours of coursework at another institution without permission of an associate dean for Regis College. A grade of "C-" or better must be earned for undergraduate coursework to be accepted in transfer.

Regis College Attendance Policy

Regis College's primary obligation is the total education of its students, and at the core of this commitment is an understanding that such an education occurs through the direct interaction between faculty and students in their classes. Therefore, for students to achieve success in their educational endeavors, they must conscientiously and regularly

attend all of their of classes. Freshmen in particular will be held accountable for maintaining regular attendance in their courses.

Faculty will, at the start of the semester, announce their specific procedures concerning class attendance, verification of excused absences, etc., in written form through the course syllabus. It is the student's responsibility to note these procedures and to follow them carefully.

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

All instructors in Regis College are required to submit mid-semester grades. 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 can be accessed through the Ranger Portal.

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.

3. The committee's decision is final, unless one of two circumstances occur: new and relevant information is made available that the committee did not see, or the process was not followed. 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.

Student Conduct

The community standards of conduct outlined in the Regis Student Handbook apply to students in academic classrooms, labs and off campus learning sites. 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 student conduct process, and may result in the student being removed from the course.

If the conduct of a student threatens the safety of anyone in the room, the Office of Academic Dean, in conjunction with the Dean of Students, has the right to remove 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 access the Student Handbook 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. Students who 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 lower than "C-" in any upper division course in the major or minor area is not counted toward the major or minor. A passing grade lower 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

- 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

- 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.
- 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.

- Three semesters are the maximum a student may be on probation during his/her academic career. Thereafter, failure to maintain a 2.000 cumulative grade point average results in automatic suspension.
- 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:

- 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.
- Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
- The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
- Submit the letter by the deadline stated in the letter of suspension or dismissal.
- 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.

Core Requirements

The Regis 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, and 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-seminar sequence taken with the same cohort in the fall and spring of the first year as part of The First Year Experience. These small seminars introduce Regis University students to the Regis Mission and the Jesuit vision of liberal arts education by foregrounding the guiding question for our core curriculum: "How ought we to live?" In the Foundational Core, students develop core competencies in reading, writing, listening and speaking while engaging in critical thinking and research. In addition to the Foundational Core, the First-Year Experience includes the First-Year Advising Program and the First-Year Learning Community. As a whole, the First Year Experience seeks to nurture the life of the mind, within an environment conducive to effective social learning and personal development.

Course	Title	SHs
Fall Semester		
RCC 200	First Year Writing	3.00
RCC 200H	Honors Writing Seminar: Idea/University	3.00
SHs		6
Spring Semester		
First Year Communication Intensive Seminar		3.00
RCC 400H	Honors: Diversity Tradition Innovation	3.00
SHs		6
Total SHs		12

The Distributive Core (40 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.

Code	Title	SHs
Communication		3.00
COM 250/250C	Speaking to Make a Difference	
COM 251/251C	Media Literacy	

COM 252/252C	Communication in Relationships	
Economic Systems		3.00
EC 200/200C	Economics for Responsible Citizenship	
EC 3200/3200C	Principles of Macroeconomics	
EC 3300/3300C	Principles of Microeconomics	
Fine Arts		3.00
Any 200 or 300-level FAA, FAC, or FAHS course		
Foreign Language		6-8
two classes in one language		
Literature		3.00
EN 250/250C	Literature Matters	
EN 300	Literary Analysis	
Mathematics		3-4
MT 204	Contemporary Mathematics	
MT 225	Mastery of Foundational Mathematics	
MT 250	Quantitative Skills and Reasoning	
MT 260	Pre-Calculus	
MT 270	Introduction to Statistics	
MT 272	Statistics for the Life Sciences	
MT 320	Introduction to Discrete Mathematics	
MT 360A	Calculus I	
MT 360B	Calculus II	
Natural Science with Lab		4.00
AS 250/251	Principles of Astronomy	
BL 208/209	Biological Anthropology	
BL 216/217	Human Biology	
BL 258/259	General Biology I: Organismic	
BL 260/261	General Biology II: Mlclr & Cellular	
CH 202/203	Intro to Environmental Chemistry	
CH 204/205	Drugs of Use and Abuse	
ENVS 250/251	Introduction to Environmental Science	
GE 208/209	Introduction to Geology	
PH 202A/205A	Gen Physics w/Trigonometry I	
PH 304A/305A	General Physics with Calculus I	
NS 260/261	Introduction to Brain and Behavior	
History		3.00
Any 200-level HS course		
Philosophy		3.00
PL 270/270C	Philosophical Explorations	
or PL 270H	Honors Philosophical Explorations	
Religious Studies		6.00
RT 201/201C	Religion and the Human Quest	
any 300 level RT course		
Social Science		3.00
AN, CJ, ED, PJ, POL, PSY, or SO		
Total SHs		40-43

The Integrative Core (12 credits):

Students take four upper division interdisciplinary courses: RCC 400D Diversity & Culture Tradition is taken in the Sophomore year, while Juniors

or Seniors (or those who have completed Distributive Core courses), take Global Environmental Awareness, Justice and the Common Good, and Search for Meaning.

Code	Title	SHs
RCC 400D	Diversity & Culture Tradition (Sophomores)	3.00
RCC 410E	Global Environmental Awareness (Juniors or Seniors)	3.00
RCC 420J	Justice and the Common Good (Juniors or Seniors)	3.00
RCC 430M	Search for Meaning (Juniors or Seniors)	3.00
Total SHs		12

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 120 credit hours for a Regis College degree.

Integrative Core courses build on the intellectual and skill development of the Foundational and Distributive Core, and focus on fundamental Jesuit values such as “How ought we to live” and “where and with whom is my heart,” central to the Regis Mission and College Core Philosophy Statement. Courses draw from multiple disciplines and ways of knowing. Students grow in capacity to make analytical and ethical judgements grounded in personal and social responsibility, drawing from multiple perspectives, about complex, unscripted, big questions, in which the consequences matter. The courses foster leaders in service to others. Though individual course topics vary widely, they follow one of these general themes:

RCC 400D Diversity & Culture 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. Prerequisite(s): Sophomore class standing 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 440A Cultures of Self and Other (1). Contextualizes upcoming international experiences within a scholarly framework in order to set intentions for meaningful experiences abroad and in life. Develops critical analysis tools to engage in meaningful intercultural interactions as members of local and global communities. **Note:** RCC 440A Cultures

of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. RCC 440A Cultures of Self and Other is completed prior to the study abroad semester, RCC 440B Intercultural Reflection is completed during the study abroad semester, and RCC 440C Culture and Meaning is completed following the study abroad semester. Cross listing(s): HO 440A Cultures of Self and Other.

RCC 440B Intercultural Reflection (1). Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays. **Note:** RCC 440A Cultures of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. Cross listing(s): HO 440A Cultures of Self and Other.

RCC 440C Culture and Meaning (1). Fosters intercultural development and personal discernment by helping students process, contextualize, and articulate insights about culture, identity, power, meaning, and well-being gained through individual international experiences. **Note:** RCC 440A Cultures of Self and Other RCC 440B Intercultural Reflection, and RCC 440C Culture and Meaning, are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program, satisfy the RCC 430M Search for Meaning requirement. Cross listing(s): HO 440A Cultures of Self and Other.

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 120 credit hours for a Regis College degree.

Core Repeatability Policy

Students who fail any Core course (with the exception of RCC 200 First Year Writing) may repeat the same course in a subsequent semester for which the failing grade was received. Students failing RCC 200 First Year Writing must take EN 203 Intermediate Composition 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 First Year Writing fulfills the writing requirement for the Core. All first-year students, including those with AP credit in English Composition, must take RCC 200 First Year Writing. All transfer students with fewer than 17 semester hours of transfer credit must take RCC 200 First Year Writing. 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 First Year Writing. 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 First Year Writing or EN 203 Intermediate Composition.

Transfer students will be placed in an RCC 400D Diversity & Culture Tradition course their first semester, designed specifically for them. Transfer students with 60 or more hours of transfer credit cannot waive Integrative Core requirements, but may substitute up to two courses for the Integrative Core, as long as the substitute courses are upper-division and thematically similar to RCC 410E Global Environmental Awareness, RCC 420J Justice and the Common Good, or RCC 430M Search for Meaning.

Courses

Undergraduate

Anthropology (AN)

AN 204 Introduction to Cultural Anthropology (3.00 credit hours)

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.

AN 300 Writing Culture (3.00 credit hours)

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.

Prerequisite(s): One 200-level AN or SO course.

Note(s): Majors and Minors only.

AN 402 Ethnographic Research Methods (3.00 credit hours)

Examines methods anthropologists and sociologists use to gain access develop rapport collect and analyze data and interpret findings when studying culture and society. Cross-Listing: CJ 402 and SO 402.

Prerequisite(s): One 200-level Sociology or Anthropology course.

AN 403 Anthropological Theory (3.00 credit hours)

Examines significant theories and debates that have informed anthropological analysis and practice. Explores a range of theoretical ideas such as agency versus structure culture power history and social change the politics of representation objectivity and subjectivity. In discussing these major ideas we will relate them to several key questions: what is the nature of the individual's relation to culture or society? How have anthropologists sought to understand these relationships and to what extent do anthropological conceptualizations reflect the ways in which people understand their positions in society?

Prerequisite(s): One 200-level Sociology or Anthropology course and junior class standing.

AN 404 Surveys for Social Change (3.00 credit hours)

Students learn to design and analyze surveys and explore how quantitative research can be used to facilitate social change.

Prerequisite(s): One 200-level Sociology or Anthropology course.

AN 414 Exploring Culture Through Film (3.00 credit hours)

Examines major anthropological concepts through an analysis of visual and written representations of societies throughout the world. Discussions will probe issues of identity language culture change and power and resistance through a critical synthesis of ethnographic theoretical and popular films/videos and texts. Cross listing(s): COM 464K and SO 414.

AN 419E-W Topics in Anthropology (3.00 credit hours)

Explores selected problems issues and themes in Anthropology.

AN 434 Spirit Possession (3.00 credit hours)

Provides a cross-cultural lens for the analysis and understanding of beliefs and practices such as mediumship and trance. We will examine what questions these practices raise about gender race sexuality and more. Cross listing(s): SO 434.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 438 Who's and What's Queer (3.00 credit hours)

Studies cross-cultural variations in the expression of sexuality and gender and how societies treat these expressions. It engages with conversations around desire bodies and pleasure and tackles larger questions about power violence aesthetics popular culture and human relations. Cross listing(s): SO 438 and WGS 486F.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 446 Women and Gender in the Middle East (3.00 credit hours)

Focuses on women's rights and LGBTQ rights in the Middle East. Often women and differing sexualities in the Middle East tend to be represented stereotypically without attention to context and historical background. Focuses on the everyday lives of Muslim women and men in the Middle East and their daily struggles. Cross listing(s): PJ 446 SO 446 and WGS 446.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 453 Violence and Power (3.00 credit hours)

Interdisciplinary course that explores the relationship between inequality power and violence. The course examines how power and violence are co-constructed in various contexts-including the family culture law & governmental institutions medical institutions and the mass media-and considers how people respond to and resist violence. Cross listing(s): CJ 453 and SO 453.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 455 Drugs Health and Culture (3.00 credit hours)

Rooted in medical anthropology and ethnography analyzes the cultural meanings associated with health and illness: biomedicine and health care medical knowledge production and medical decision-making. Cross listing(s): CJ 455 PJ 455 SO 455 and WGS 455.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 459E-W Special Topics in Anthropology (3.00 credit hours)

Special topics in Anthropology are explored.

AN 465 Anarchy and Anarchism (3.00 credit hours)

Relying on case studies and ethnographies examines anarchism as a social cultural and political practice one rooted largely in the left-wing critique of the liberal state and capitalism. Cross listing(s): CJ 465 PJ 465 and SO 465.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 468E-W Topics in Cultural Anthropology (3.00 credit hours)

Analysis of cultural social and political changes and challenges in contemporary and ancient cultures.

AN 469E-W Topics in Culture (3.00 credit hours)

Analysis of origins development and changes/challenges of ancient and/or modern cultures.

AN 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): CJ 471 ENVS 471 PJ 471 and SO 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 485 Witches Ghosts and Belief (3.00 credit hours)

How do people come to believe what they do and how do they hold on to their beliefs even in the face of contradiction or ambiguity? Cross-Listing: SO 485 RT 469E.

Prerequisite(s): RT 201 and one 200-level Sociology or Anthropology course.

AN 487 Transnational Feminisms (3.00 credit hours)

Develops a gendered historical and contextual understanding of transnationalism solidarity social justice feminist activism and globalization as specific processes. It will encourage acting on global issues in more ethically and politically conscious ways. Cross listing(s): PJ 487 SO 487 and WGS 487.

Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 490E-W Independent Study/Anthropology (1.00-3.00 credit hours)

Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member.

AN 498E-W Internship - Anthropology (3.00 credit hours)

Integrates practical experience and intellectual guidance based on employment or volunteer work. Junior standing and minimum GPA of 2.80.

Prerequisite(s): One 200 level course and one methods course.

Note(s): Requires approval of Sociology department chair and director of Academic Internship Program.

AN 499 Majors Seminar (3.00 credit hours)

Capstone course provides Anthropology 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. Cross listing(s): CJ 499 and SO 499.

Note(s): Majors and Minors only and senior class standing.

Applied Craft Brewing (BREW)**BREW 400 Biological Brewing Fundamentals (3.00 credit hours)**

Introduces the scientific basis of brewing in biological context. Particularly focuses on the basic biology of malt hops and yeast including introduction to yeast metabolism and fermentation.

Prerequisite(s): Collegiate course in natural science.

Note(s): Admission to the Applied Craft Brewing Certificate Program required.

BREW 430 Business of Craft Brewing (3.00 credit hours)

Explores the merchandising and operations of microbrewing with specific focus on finances marketing brewing policies and regulations and developing a business plan. Admission to the Applied Craft Brewing program is required.

BREW 496A Applied Brewing Essentials (3.00 credit hours)

Explores ingredients in consideration of starch enzymes and sugars. Also includes substantial consideration of safety quality hygiene sustainability and ethics.

Prerequisite(s): BREW 400.

Note(s): Admission to the Applied Craft Brewing Certificate Program required.

BREW 496B Applied Brewing Principles (3.00 credit hours)

Explores wort fermentation maturation quality control and assurance practices beer testing and sensory assessment. Also discusses draft systems and beer judging criteria.

Prerequisite(s): BREW 496A.

Note(s): Admission to the Applied Craft Brewing Certificate Program required.

BREW 498 Brewing Internship (4.00 credit hours)

A supervised academic working internship at a brewery or brewing-related internship site where students apply program coursework. Includes completion of an Applied Craft Brewing Certificate program project.

Prerequisite(s): BREW 430 and BREW 496B.

Astronomy (AS)**AS 250 Principles of Astronomy (3.00 credit hours)**

Provides an introductory survey for nonscience majors. Topics can include study of the night sky light and telescopes the Sun planets stars or cosmology. Corequisite(s): AS 251.

Prerequisite(s): High School Algebra.

Note(s): Designed for non-science majors to meet the Natural Science Core requirement when taken with AS 251.

AS 251 Principles of Astronomy Lab (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics including observations computer simulations and experimentations. May require field trips during or outside of class time.

AS 470 Introduction to Astrophysics (3.00 credit hours)

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. Recommended as a physics elective or following completion of general physics and calculus.

Prerequisite(s): PH 304B.

Biology (BL)**BL 204E-W Topics in Biology: (3.00 credit hours)**

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 Biotechnology and Animals in the Environment. Corequisite(s): BL 205E-W.

Note(s): This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 205E-W.

BL 205E-W Topics in Biology Laboratory: (1.00 credit hours)

Introduces students to scientific inquiry through participation. Involves exercises accompanying and reinforcing lecture content. * Note- One three-hour laboratory per week. Co- requisite(s) BL 204E-W.

BL 208 Biological Anthropology (3.00 credit hours)

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. This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 209.

BL 209 Biological Anthropology Lab (1.00 credit hours)

Introduces students to scientific inquiry through participation. Includes 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.

BL 216 Human Biology (3.00 credit hours)

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. Does not fulfill requirements for pre-nursing or other pre-health programs.

Note(s): This course has been approved to satisfy the core natural science.

BL 217 Human Biology Laboratory (1.00 credit hours)

Introduces students to scientific inquiry through participation. Involves exercises accompanying and reinforcing lecture content. Corequisite(s): BL 216.

BL 254 Intro to Medical Microbiology (3.00 credit hours)

Surveys major groups of medically important pathogenic microorganisms including viruses bacteria fungi and protozoans. Emphasizes microbiological principles and introduces immunologic and epidemiologic concepts. 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. Corequisite(s): BL 255.

BL 255 Intro to Medical Microbiology Lab (1.00 credit hours)

Involves laboratory experiments accompanying and reinforcing lecture topics. Corequisite(s): BL 254.

BL 258 General Biology I: Organismic (3.00 credit hours)

Introduces students to natural science hypothesis testing and general concepts of biomolecules cells and cellular energy processes. Develops knowledge of the terms and concepts of ecology evolution disease biology and physiology. Highlights socially relevant issues. Designed for Biology Biochemistry Environmental Studies and Neuroscience majors as well as for pre-medical and other pre-health students. This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 259 or BL 259H. Corequisite(s): BL 259 or BL 259H.

BL 259 Organismic Biology Lab (1.00 credit hours)

Introduces study design primary literature data interpretation and written presentation of results. Reinforces lecture content and includes fieldwork and one dissection. Includes one three-hour laboratory per week. Corequisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 259H Honors Organismic Biology Laboratory (1.00 credit hours)

Introduces study design primary literature data interpretation and written presentation of results. Reinforces lecture content and explores broader themes of history and philosophy of biology. Includes fieldwork and one dissection. Includes one three-hour laboratory per week. Honors students only or permission of instructor. Corequisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 260 General Biology II: Molec & Cellular (3.00 credit hours)

Develops knowledge of hypothesis testing in molecular and cellular biology as well as the terms and concepts of cell biology genetics molecular biology disease biology and physiology. Highlights socially relevant issues. This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 261 261H or 261S. Corequisite(s): BL 261 or BL 261H.

Prerequisite(s): BL 258.

Note(s): Designed for Biology Biochemistry Environmental Studies and Neuroscience majors as well as for pre-medical and other pre-health students.

BL 261 Molecular & Cellular Biology Laboratory (1.00 credit hours)

Introduces students to scientific study design primary literature data interpretation and oral presentation of results. Reinforces lecture content and includes work with recombinant DNA. Co-requisite(s): BL 260 except for students with AP high school credit for BL 260.

Prerequisite(s): BL 259.

Note(s): One three-hour laboratory per week.

BL 261H Honors Molecular/Cellular Biology Lab (1.00 credit hours)

Introduces study design primary literature data interpretation and oral presentation of results. Reinforces lecture content and explores broader themes of history and philosophy of biology. Includes work with recombinant DNA. Includes one three-hour lab per week. Honors students only or permission of instructor. Co-requisite(s): BL 260 except for student with AP credit for BL 260.

BL 274 Principles of Human Anatomy (3.00 credit hours)

Provides a comprehensive introduction to human anatomy including the integumentary skeletal muscular sensory nervous endocrine digestive respiratory circulatory urinary and reproductive organ systems. Required for students in the Nursing or Pharmacy programs. Corequisite(s): BL 275.

BL 275 Human Anatomy Laboratory (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics. In-person traditional sections require contact with human cadavers and skeletal materials. Corequisite(s): BL 274.

BL 276 Principles of Human Physiology (3.00 credit hours)

Provides a comprehensive introduction to human physiology including neurophysiology endocrinology muscular cardiovascular respiratory renal and gastrointestinal physiology. Required for students in the Nursing or Pharmacy programs.

Prerequisite(s): BL 274 is recommended.

BL 277 Human Physiology Laboratory (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics. In-person traditional sections require work with human and non-human vertebrate tissues and fluids. Co-requisite(s): BL 276.

BL 296 Introduction to Biomedical Terminology (1.00 credit hours)

Develops student ability to recognize and use biomedical terminology in biological and biomedical contexts. Focuses on common roots prefixes and suffixes and discusses basic human anatomy. Fulfills a prerequisite for most programs requiring a course in biomedical terminology.

Prerequisite(s): A collegiate course in natural science.

BL 402 Principles of Ecology (3.00 credit hours)

Develops student knowledge of ecological principles in the context of the primary scientific literature. Develops student facility in working with biological primary literature and understanding ecological investigations. Required for all Biology and Environmental Science majors. Cross listing(s): ENVS 402.

Prerequisite(s): BL 258 BL 260 and MT 272.

BL 403 Quantitative Ecology Laboratory (1.00 credit hours)

Involves ecological research design and the collection evaluation and statistical analysis of ecological data in the laboratory and in the field. Required for all Biology and Environmental Science majors. Cross listing(s): ENVS 403.

Prerequisite(s): BL 259 BL 261 and MT 272.

BL 406 Human and Comparative Anatomy (3.00 credit hours)

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. Pre-Nursing and Pre-Physical Therapy students should take BL 274 to meet the requirements for these programs. Corequisite(s): BL 407.

Prerequisite(s): BL 258 and BL 260.

BL 407 Human and Comparative Anatomy Laboratory (1.00 credit hours)

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. Pre-Nursing and Pre-Physical Therapy students should take BL 275. Corequisite(s): BL406.

Prerequisite(s): BL 259 and BL 261.

BL 410 Aquatic Ecology (3.00 credit hours)

Develops student knowledge of freshwater ecology in its physical and chemical context. Emphasizes aquatic communities and includes exploration of the impacts of human activities on aquatic systems. May require participation in field trips outside of class time. Cross listing(s): ENVS 410.

Prerequisite(s): BL 258 and BL 260.

BL 412 Developmental Biology (3.00 credit hours)

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 258 and BL 260.

BL 414 Principles of Genetics (3.00 credit hours)

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. Required for all Biology majors.

Prerequisite(s): BL 258 and BL 260.

BL 415 Genetics Laboratory (1.00 credit hours)

Involves research design and the collection evaluation and analysis of genetic and genomic data in the laboratory. Required for all Biology majors.

Prerequisite(s): BL 259 and BL 261.

BL 416 Molecular & Cellular Biochemistry (3.00 credit hours)

Develops student understanding of biomolecules in the context of cells and metabolic processes. Focuses on biological and biomedical relevance.

Prerequisite(s): BL 258 BL 260 and CH 250.

BL 418 Microbiology (3.00 credit hours)

Studies viruses bacteria archaea and eukaryotic microorganisms within a broad biological perspective. Includes the growth metabolism genetics and ecology of microbes. Introduces concepts of immunology and epidemiology and discusses major infectious diseases caused by microorganisms.

Prerequisite(s): BL 258 BL 260 and CH 210.

BL 419 Microbiology Laboratory (1.00 credit hours)

Involves laboratory experiments accompanying and reinforcing lecture topics.

Prerequisite(s): BL 259 and BL 261.

BL 424 Cell and Cancer Biology (3.00 credit hours)

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 258 BL 260 and CH 230.

BL 426 Molecular Biology (3.00 credit hours)

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.

Prerequisite(s): BL 258 BL 260 and CH 250.

BL 427 Molecular Biology Laboratory (1.00 credit hours)

Laboratory course emphasizing techniques of molecular biology using model organisms.

Prerequisite(s): BL 259 BL 261 and CH 251.

BL 428 Conservation Biology (3.00 credit hours)

Introduces the fundamental principles of conservation biology including patterns of global biological diversity biogeography population genetics extinction restoration ecology management and conservation policy. Junior standing or completion of Distributive Core required.

Prerequisite(s): BL 258 and BL 260.

BL 436 Human and Comparative Physiology (3.00 credit hours)

A rigorous systems-based course in human physiology that also considers exemplar model physiological systems used in biomedical research. Topics include metabolism neural and endocrine function circulation respiration osmoregulation and muscle function.

Corequisite(s): BL 437.

Prerequisite(s): BL 258 BL 260 and CH 230.

BL 437 Human & Comparative Physiology Lab (1.00 credit hours)

Intensive laboratory course closely accompanying and reinforcing lecture content in human and comparative physiology. Teaches physiology as an active biological discipline. Corequisite(s): BL 436.

Prerequisite(s): BL 259 and BL 261.

BL 438 Virology (3.00 credit hours)

Introduces students to viruses including diversity entry genome replication latency persistence assembly and pathogenesis. Explores bacteriophages eukaryotic viruses the molecular basis of virus-host interactions and disease transmission viruses in medicine emerging infections and viral diseases.

Prerequisite(s): BL 258 BL 260 and CH 210.

BL 446 Marine Biology (3.00 credit hours)

Develops student knowledge of the biology of the world ocean emphasizing marine diversity and ecology in oceanographic context. Introduces students to issues of commercial fisheries mariculture and oceanic pollution and helps students develop integrative positions. Cross listing(s): ENVS 446.

Prerequisite(s): BL 258 and BL 260.

BL 447 Marine Biodiversity and Conservation Lab (1.00 credit hours)

Explores the biodiversity and ecology of tropical coral reefs and associated habitats in the Caribbean. Discusses conservation threats and asks students to consider possible solutions. Requires student participation in a Spring Break travel-learning experience in Belize. Cross listing(s): ENVS 461S.

Prerequisite(s): BL 259 and BL 261 or permission of instructor.

BL 458 Behavioral Ecology (3.00 credit hours)

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. Cross listing(s): ENV5 458.

Prerequisite(s): BL 258 and BL 260.

BL 459 Animal Behavior Laboratory (1.00 credit hours)

Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Cross listing(s): ENV5 459.

Prerequisite(s): BL 259 and BL 261.

BL 460 Forest Ecology (3.00 credit hours)

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. May require participation in field trips outside of class time.

Prerequisite(s): BL 258 BL 260 and MT 272 or equivalent.

BL 462 Primate Ecology and Behavior (3.00 credit hours)

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. May require participation in field trips outside of class time. Cross listing(s): ENV5 462.

Prerequisite(s): BL 258 and BL 260.

BL 464 Evolution (3.00 credit hours)

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 258 and BL 260.

BL 466 Immunology (3.00 credit hours)

Explores the human immune system and immunopathology by presenting concepts of the activation and regulation of the immune response.

Prerequisite(s): BL 258 BL 260 and CH 230.

BL 469A Ecology Evolution & Behavior Rsrch Lab (1.00 credit hours)

Explores biological research through whole-class work on a faculty-member directed research project in the area of ecology and/or evolution. Develops student research abilities via reading the primary literature consideration or research questions data collection and data analysis. May require participation in field trips outside of class time. Cross listing(s): ENV5 469A.

Prerequisite(s): BL 259 BL 261 and MT 272 or permission of instructor.

BL 469B Molecular & Cellular Bio Research Lab (1.00 credit hours)

Explores biological research through whole-class work on a faculty-member directed research project in an area of molecular and cellular biology. Develops student research abilities via reading the primary literature consideration of research questions data collection and data analysis. May require student work outside of laboratory time.

Prerequisite(s): BL 259 BL 261 and CH 211 or permission of instructor.

BL 481E-W Special Topics in Biology: (1.00-4.00 credit hours)

Explores selected topics in the field of biology not normally covered in regular course offerings. Course format varies according to topics selected.

Note(s): Certain topics may include a laboratory which will require prerequisites of BL 259 and BL 261.

BL 485 Neuroanatomy and Neurophysiology (3.00 credit hours)

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.

Prerequisite(s): NS 260 BL 258 and BL 260.

BL 486 Neuroanatomy and Neurophysiology Lab (1.00 credit hours)

Involves laboratory experiments and computer simulation of neural functions as well as gross dissection and histological study of neuroanatomy.

BL 489A Arrupe Science Mentorship A (0.00-1.00 credit hours)

Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

BL 489B Arrupe Science Mentorship B (0.00-1.00 credit hours)

Continuation of BL 489A. Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate.

Prerequisite(s): BL 489A.

BL 490E-W Independent Study in Biology: (1.00-3.00 credit hours)

Offers an opportunity for advanced study of independent topics in biology. A maximum of 3 SH may be used to satisfy requirements for major or minor. Permission of instructor and approval of Department Chair required.

Prerequisite(s): BL 258 and BL 260.

BL 491E-W Undergraduate Research in Biology (1.00 credit hours)

Offers an opportunity for laboratory or field research under faculty direction. Requires oral or poster presentation. Does not satisfy the upper division laboratory requirements for any major or minor. Instructor consent required.

Prerequisite(s): BL 258 BL 259 BL 260 and BL 261.

Note(s): Requires a time commitment of approximately 4-8 hours per week.

BL 494 Seminar in Biology Society and Ethics (1.00 credit hours)

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. Required for all Biology majors. Sophomore standing required.

Prerequisite(s): BL 258 and BL 260.

BL 495 Seminar in Evolutionary Biology (1.00 credit hours)

Develops student facility with reading interpretation and discussion of articles from the primary literature in evolution. Includes resume development and cover letter construction. Junior class level standing required. **Note(s):** Required for all Biology majors.

Prerequisite(s): BL 494.

BL 496 Seminar in Biology Research (1.00 credit hours)

Explores biology as a dynamic discipline via research seminar attendance and reading associated scientific literature. Covers a broad range of biological topics. **Note(s):** Required for all Biology majors and requires attendance at the Department of Biology seminar series outside of class time.

Prerequisite(s): BL 495 and Junior Senior standing.

BL 498E-W Internship in Biology (3.00 credit hours)

Provides faculty-directed practical experience in a biology-related research clinical or professional environment outside of Regis University. Requires presentation to department at the end of the semester. Requires permission of Department Chair and Director of the Academic Internship Program. Note(s): Credit does not fulfill the minimum upper-division semester hour requirement for a Bachelor of Science in Biology or a Biology minor.

Prerequisite(s): BL 258 and BL 260.

Catholic Studies (CAS)**CAS 300E-W Foundation of Catholic Traditions: (3.00 credit hours)**

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 (3.00 credit hours)

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): RC 201.

CAS 323 Catholic Imagination-Literature and Film (3.00 credit hours)

Explores characteristically Catholic ways of imagining the world and wrestling with important human questions through literature and film. Cross-listing: RT 323.

Prerequisite(s): RT 201.

CAS 400E-W The Catholic Intellectual Tradition (3.00 credit hours)

Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason the place of culture in Christian evangelization spirituality and autobiography. Emphasizes the study of primary texts.

CAS 409 Justice and Peace (3.00 credit hours)

Studies issues of poverty human rights economic justice war and the environment from the perspective of religious values. Cross listing(s): RC 409.

CAS 410E-W The Arts in Catholic Tradition (3.00 credit hours)

Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful the history of Christian iconography or specific media of expression (e.g. performing visual arts liturgical arts). Examines the spiritual power of the aesthetic experience.

CAS 411 Eco-Theology (3.00 credit hours)

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. Explore scientific understandings of contemporary environmental issues asking how religions engage these issues. Cross listing(s): ENVS 411 and RT 401E.

Note(s): Junior standing or completion of Distributive Core required.

CAS 412 Catholic Life and Thought (3.00 credit hours)

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(s): RS 412.

CAS 420E-W Catholic Tradition in Society & Culture (3.00 credit hours)

Explores the relationship between Catholic thought and practice and social or cultural phenomena in various cultures or time periods. The approach can be from different disciplines such as sociology anthropology media studies and history.

CAS 430E-W Catholic Tradition & Nat Sci (3.00 credit hours)

Explores Catholic thought on the natural sciences. Addresses such topics as the theory of evolution the role of Greek philosophy and science in the development of Catholic thought the impact of Catholic thinkers on the history of science controversies between the Church and the sciences moral issues arising from technological development.

CAS 440E-W Catholic Rel/spiritual Traditions: (3.00 credit hours)

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).

CAS 450E-W Historic Themes in Catholic Tradition: (3.00 credit hours)

Studies historical themes figures movements or periods that shaped or were shaped by Catholic thought or practice.

CAS 460E-W Peace & Justice in Catholic Tradition (3.00 credit hours)

Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g. liberation peace activism church-state relations political freedom) figures who have enacted Catholic teaching (e.g. Francis of Assisi Dorothy Day) or issues (e.g. economic justice military services international aid). Examines biblical papal conciliar and theological documents.

CAS 490E-W Independent Study in Catholic Studies (3.00 credit hours)

Provides focused research on a topic in Catholic Studies not covered in regular course offerings.

CAS 498E-W Catholic Studies Internship (3.00 credit hours)

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.

Note(s): Approval of Program Director required.

Chemistry (CH)**CH 202 Intro to Environmental Chemistry (3.00 credit hours)**

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. Corequisite(s): CH 203 or permission of instructor.

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

CH 202C Intro to Environmental Chemistry (3.00 credit hours)

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 or permission of instructor. Enrollment is limited to students who took paired RCC 200 course in fall.

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

CH 203 Intro to Environmental Chemistry Lab (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics. Corequisite(s): CH 202 or permission of instructor.

Note(s): One three-hour laboratory period.

CH 204 Drugs of Use and Abuse (3.00 credit hours)

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. Corequisite(s): CH 205 or permission of instructor.

Note(s): Designed specifically for non-science majors to satisfy the Natural Science Core requirement when taken with CH 205.

CH 205 Drugs of Use and Abuse Lab (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing CH 204 lecture topics including observations demonstrations and student experimentation. Corequisite(s): CH 204 or permission of instructor.

Note(s): One three-hour laboratory period.

CH 206A Chemistry for Health Related Sciences (3.00 credit hours)

Introduction to the fundamentals of chemistry including unit conversions the metric system properties of matter nuclear chemistry introductory organic chemistry the structure of drug molecules important organic functional groups concentration and dosing acids and bases and the fundamentals of biochemistry. Emphasizes problem solving skills in a health care setting. Corequisite(s): CH 207A. Does not fulfill the Natural Science Core requirement or requirements for other pre-Health programs such as pre-Medicine. In-person traditional sections require an ACT math score of 20 or greater or SAT math score of 515 or greater required or a grade of C- or higher in CH 209 or permission of instructor required. \$25.00 non-refundable placement test fee.

Note(s): Designed specifically for pre-Nursing students.

CH 207A Chemistry Health Related Sciences Lab (1.00 credit hours)

Students perform laboratory experiments that enhance and support their understanding of material taught in CH206A. Corequisite(s): CH 206A.

CH 208A Chemistry I Recitation (0.00-1.00 credit hours)

Designed to supplement existing chemistry courses by providing an additional hour of chemistry recitation aimed to build problem-solving skills in both math and chemistry. Course focuses on increasing problem-solving repetition identification and organization. Utilizing dynamic team-based learning students will learn to collaborate effectively and efficiently.

CH 209 Introductory College Chemistry (3.00 credit hours)

A survey of selected topics in general chemistry with a strong emphasis on quantitative problem-solving skills graphing and dimensional analysis. Completion of CH 209 (grade of C- or higher) allows students to gain the skills necessary for success in CH 210 or CH 206A. This course will NOT fulfill the natural science distributive core requirement and is intended for students who wish to continue in their STEM related studies. Offered in the fall only.

Note(s): This course is designed for students with a limited math background to prepare for General Chemistry I (CH 210) or Chemistry for Health Related Sciences (CH 206A).

CH 210 General Chemistry I (4.00 credit hours)

Introduces chemical and physical properties of matter atomic structure dimensional analysis stoichiometry aqueous and gas-phase chemistry periodicity chemical bonding and molecular geometry. Corequisite(s): CH 211.

Prerequisite(s): An ACT Math score of 22 or greater an SAT Math score of 540 or greater or a C- or better in CH 209 or permission of instructor.

Note(s): \$25.00 non-refundable placement test fee.

CH 211 General Chemistry I Laboratory (1.00 credit hours)

Introduces fundamental laboratory techniques with an emphasis on commonly used bench and instrumental techniques. This inquiry based lab requires use of student driven experimental protocols and active problem-solving. Students are introduced to common data analysis techniques including mastery of data linearization and experimental error. This course develops strong laboratory notebook skills and experimental design. Corequisite(s): CH 210.

Note(s): One three-hour laboratory per week.

CH 230 General Chemistry II (4.00 credit hours)

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. Corequisite(s): CH 231.

Prerequisite(s): C- or better in CH 210 and CH 211 or CH 220 and CH 221 or permission of instructor.

Note(s): Offered every spring.

CH 231 General Chemistry II Laboratory (1.00 credit hours)

Introduces fundamental laboratory techniques with an emphasis on commonly used bench and instrumental techniques. This inquiry-based laboratory requires the use of student-driven experimental protocols and active problem solving. Students are introduced to common data analysis techniques including mastery of data linearization & experimental error. This course continues the development of strong laboratory notebook and experimental design from CH211. Corequisite(s): CH 230.

Prerequisite(s): C- or better in CH 210 and CH 211 or permission of instructor.

Note(s): Offered every spring.

CH 250 Organic Chemistry I (4.00 credit hours)

Studies the molecular structure of organic compounds their functional groups physical properties and the relationship between structure and reactivity. Introduces the principles of reaction mechanisms reactions of pi bonds and alkyl halides and simple multi-step organic synthesis as well as reaction thermodynamics and kinetics. Corequisite: CH 251.

Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor.

Note(s): Offered every fall.

CH 251 Organic Chemistry I Laboratory (1.00 credit hours)

Investigates techniques used to separate purify and identify organic compounds. Also covers spectroscopic techniques including NMR IR and MS. Corequisite(s): CH 250.

Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor.

Note(s): Offered every fall.

CH 410 Quantitative Analysis (2.00 credit hours)

A rigorous quantitative laboratory course designed to refine wet chemistry techniques and reinforce the various aqueous equilibria topics covered in general chemistry through titration gravimetric analysis and UV-Vis spectroscopy. Introduces advanced data analysis tools and commonly used instrumental techniques to solve quantitative chemical analysis.

Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor.

Note(s): Offered every fall.

CH 420 Organic Chemistry II (4.00 credit hours)

Comprehensive survey of more complex organic chemical reactions and their mechanisms including the chemistry of conjugated and aromatic ring systems alcohols and phenols ethers and epoxides carbonyl chemistry reactions of carboxylic acids and their derivatives carbonyl alpha-substitution and condensation reactions and chemistry of amines. Includes more complex multi-step organic synthesis. Corequisite(s): CH 421.

Prerequisite(s): C- or better in CH 250 and CH 251 or permission of instructor.

Note(s): Offered every spring.

CH 421 Organic Chemistry II Laboratory (1.00 credit hours)

Investigates the synthesis isolation and purification of selected organic compounds and their identification by spectroscopic methods. Includes multi-step organic synthesis. Corequisite(s): CH 420.

Prerequisite(s): C- or better in CH 250 and CH 251 or permission of instructor.

Note(s): Offered every spring.

CH 428 Synthesis and Characterization Lab (2.00 credit hours)

Laboratory-based course devoted to synthetic method in inorganic and organic chemistry as well as standard and advanced chemical characterization methods such as magnetic susceptibility gas chromatography infrared spectroscopy ultraviolet and fluorescence spectroscopy and nuclear magnetic resonance spectroscopy.

Prerequisite(s): C- or better in CH 420 and CH 421 or permission of instructor.

Note(s): Offered every fall.

CH 430A Thermodynamics and Kinetics (3.00 credit hours)

Formal development of classical thermodynamics with applications to chemical equilibria phase equilibria active and passive ion transport across cell membranes and protein folding; application of kinetic molecular theory to gas-phase chemical reactions.

Prerequisite(s): PH 304B C- or better in CH 230 and CH 231 and MT 360B or permission of instructor.

Note(s): Offered every fall.

CH 430B Quantum Theory & Spectroscopy (3.00 credit hours)

Experimental basis for quantum mechanics; the quantum postulates; applications to translational vibrational and rotational motion; interaction of radiation and matter; symmetry and spectroscopy; spin $\frac{1}{2}$ systems; atomic structure; approximation methods. Cross listing(s): PH 460.

Prerequisite(s): PH 304B C- or better in CH 230 and CH 231 and MT 360B or permission of instructor.

Note(s): Offered every spring.

CH 431 Physical/Computational Chemistry Lab (2.00 credit hours)

Laboratory-based course focusing on the use of modern spectroscopic and computational techniques for studying chemical equilibria reaction kinetics and molecular structure.

Prerequisite(s): C- or better in CH 430A or permission of instructor.

Note(s): Offered every spring.

CH 440 Instrumental Analysis (2.00 credit hours)

An in-depth study of instrumental techniques used in analytical chemistry. Techniques include optical spectroscopy chromatography mass spectrometry and electrochemistry. The functions design data analysis and experimental design of each technique will be investigated. Corequisite(s): CH 441.

Prerequisite(s): C- or better in CH 410 CH 420 and CH 421 or permission of instructor.

Note(s): Offered every spring.

CH 441 Instrumental Analysis Lab (2.00 credit hours)

Laboratory course supporting CH 440 in studying instrumental techniques used in analytical chemistry. Focuses on experimental design data analysis and data interpretation. Corequisite(s): CH 440.

Prerequisite(s): C- or better in CH 410 CH 420 and CH 421.

Note(s): Offered every spring.

CH 452A Biochemistry I (3.00 credit hours)

Introduces the structure and function of proteins with an in-depth study of enzyme kinetics and the thermodynamics of biological systems. Hones complex problem-solving skills in the context of organic and general chemistry fundamentals to solve current problems in biochemical and biomedical research.

Prerequisite(s): C- or better in CH 420 and CH 421 or permission of instructor.

Note(s): Offered every fall.

CH 452B Biochemistry II (3.00 credit hours)

Builds on the toolbox of skills developed in Biochemistry I to master the main vein of metabolism including but not limited to glycolysis gluconeogenesis the citric acid cycle and oxidative phosphorylation. Emphasizes the role of metabolism in regulation disease and physiology. Investigates current literature in cancer metabolism and treatment circadian and cellular regulation exercise physiology and diabetes. Course emphasizes student-led learning and continues to hone problem-solving skills in a biochemical and biomedical research context.

Prerequisite(s): C- or better in CH 452A or permission of instructor.

Note(s): Offered every spring.

CH 453 Biochemistry Laboratory (2.00 credit hours)

Introduces fundamental biochemical techniques and instrumentation including the isolation and purification of biomolecules three-dimensional modeling and biophysical experiments.

Prerequisite(s): C- or better in CH 452A or permission of instructor.

Note(s): Offered every spring.

CH 466 Modern Inorganic Chemistry (3.00 credit hours)

Surveys the chemistry of metals and nonmetals and their compounds. Topics include an in-depth coverage of periodic behavior advanced acid/base chemistry the study of bonding models used for transition metal complexes a kinetic/mechanistic treatment of transition metal reactions advanced topics in inorganic electrochemistry metals in biological systems and modern materials chemistry including nanochemistry. Additional topics may include symmetry and spectroscopy of transition metal complexes the organometallic chemistry of catalysts and topics related to geochemistry and environmental chemistry. Offered every spring.

Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor.

Note(s): Offered fall of odd years.

CH 485 Junior Chemistry Seminar (1.00 credit hours)

Critically examines professional growth of chemists/biochemists in the context of the Jesuit mission with an emphasis on vocational discernment and the development of professional materials. Assignments include analyses of professional trajectories; written documents including CV resume cover letters professional portfolios and social media correspondence; development of presentation skills; and a focus on ethical issues within science. Majors and minors only. Offered every fall. Note(s): Junior class standing required.

CH 490E-W Independent Study in Chem: (1.00-3.00 credit hours)

Advanced study in independent research projects in chemistry and biochemistry. Permission of instructor.

Prerequisite(s): Majors or minors only.

CH 495 Senior Chemistry Seminar (1.00 credit hours)

Cultivates the skill and art of communicating science to diverse audiences from the educated general public to the trained chemical community using a variety of modern formats. Emphasis is placed on incorporating the Jesuit mission and ethical standards into scientific communication and professional trajectory. Develops critical reading writing and oration skills essential for any career. Majors and minors only.

Prerequisite(s): Senior class standing or permission of instructor.

Note(s): Offered every spring.

CH 498E-W Internship/Chemistry (3.00 credit hours)

Provides a working environment in which practical experience in the application of chemistry is obtained under appropriate supervision.

CH 499A Research in Chemistry or Biochemistry (1.00-2.00 credit hours)

Independent research in Chemistry or Biochemistry under the guidance of a faculty member.

CH 499B Research in Chemistry or Biochemistry (1.00-2.00 credit hours)

Independent research in Chemistry or Biochemistry under the guidance of a faculty member.

CH 499C Research in Chemistry or Biochemistry (1.00-2.00 credit hours)

Independent research in Chemistry or Biochemistry under the guidance of a faculty member.

CH 499D Research in Chemistry or Biochemistry (1.00-2.00 credit hours)

Independent research in Chemistry or Biochemistry under the guidance of a faculty member.

CH 499E Capstone Research Experience (1.00 credit hours)

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.

Note(s): Regular attendance at Chemistry Department seminars is expected and encouraged.

CH 499E-W Capstone Research Experience (1.00 credit hours)

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.

Note(s): Regular attendance at Chemistry Department seminars is expected and encouraged.

Center for Integrative Learning (CIL)**CIL 400 Integrative Theories and Tools (3.00 credit hours)**

An introduction to the theories and intellectual tools of integrative learning and working.

CIL 401 Surveys for Social Change (3.00 credit hours)

Students learn to design and analyze surveys and explore how quantitative research can be used to facilitate social change.

Prerequisite(s): One 200-level Sociology or Anthropology course.

CIL 420 Oppression and Resistance (3.00 credit hours)

Covers an introduction to Structural/Historical Racism Interpersonal Racism/Bias Identity and Social Construction Resistance Movements Antiracism and Race/Religion/Jesuit Values.

CIL 421 Segregation in United States History (3.00 credit hours)

How has segregation limited freedom and equality for different groups of Americans over time? This course takes up this question by comparatively tracing histories of segregation informed by race gender class sexuality immigration and colonialism.

Prerequisite(s): Sophomore class standing or permission of instructor.

CIL 422 Diversity In the US Society (3.00 credit hours)

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. Cross listing(s): CJ 422 PJ 422 and SO 422.

Prerequisite(s): CIL 420 and RCC 400D.

CIL 423 Democracy in the Americas (3.00 credit hours)

Explores democracy in the Americas through comparative analysis using cases studies from North Central and South America: slavery and racial orders the politics of indigeneity populism and democracy new social movements and struggles over citizenship and migration. Cross listing(s): PJ 482J and POL 496G.

Prerequisite(s): POL 231 or POL 241.

CIL 439 Caste Race Religion (3.00 credit hours)

Examines the "castes" or structural hierarchies that undergird the societies of India and the United States and the ways that religious institutions practices and individuals have served both to reinforce and to undermine them. Cross listing(s): RT 402J.

Prerequisite(s): Junior standing or completion of Distributive Core required.

CIL 440 Psychology of Racism (3.00 credit hours)

Focuses on how individual-level psychological processes are structured and patterned to perpetuate and maintain systems of racist oppression. We will discuss the relationships between participation in racially oppressive societal structures and numerous psychological and behavioral processes for both members of racially dominant/oppressive groups and for individuals from groups subjected to racial oppression. Interventions that reduce prejudice in racially powerful groups will be explored alongside interventions that target the well-being self-defense and success of targets of racial oppression. Additionally cultural global and historical perspectives are necessary to understand the modern racist system of oppression and this course will ensure that these topics are examined. All students will leave this class with tools necessary to effect change to our systems of racist oppression; students will also gain experience actively reducing racism in our world. Cross listing(s): PSY 440.

Prerequisite(s): PSY 250.

CIL 450 Emerging Leaders (3.00 credit hours)

Examines 21st-century models of leadership and includes multiple opportunities for active participation in leadership and change making at Regis and in the surrounding community. Through readings class presentations experiential exercises journal reflections and small group discussion students explore social justice and map their path of leadership development and campus or community engagement.

CIL 451 Leadership and Social Change (0.00-1.00 credit hours)

Explores social change from diverse perspectives to develop and lead effective change - through interactive exercises lectures group presentations and guest speakers. Explore political social economic historical influences that affect social change identify examples of social entrepreneurial based solutions to problems and develop a set of best practices that organizations and individuals use to pursue social change; collaboration common purpose commitment ingenuity understanding.

CIL 452 Heroic Leadership (0.00-1.00 credit hours)

Explores diverse leadership concepts practices and issues while discovering one's personal leadership style - through interactive exercises lectures group presentations and guest speakers. Using the Jesuit leadership model discussed in Lowney's Heroic Leadership the class will examine the importance and role of self-awareness ingenuity love and heroism in leadership.

CIL 453 Organizational Leadership (0.00-1.00 credit hours)

Explores effective leadership and supervision in organizations - through interactive exercises lectures group presentations and guest speakers. Using a case study of a multi-national nonprofit organization the class examines the importance of organizational mission vision capacity building and learning.

CIL 454 Leadership Immersion (0.00-1.00 credit hours)

Includes proof of participation and reflection on: 40 hours of service 4 workshops (there are 8 offered per year) field placement/internship 3 Day Fall Regis Student Leadership Retreat Weekly Leadership Meetings Attendance at 2 leadership conferences through the Colorado Leadership Alliance presentations.

CIL 455 Leading From Within (3.00 credit hours)

Explores the role of mindfulness in leadership. Investigates various practices that connect your beliefs and behaviors as it relates to your leadership.

CIL 484 Integrative Practicum (3.00 credit hours)

Supervised practical application of previously studied theories. Involve readings reflection student-developed projects service learning etc.

CIL 487E-W Topics in Integrative Studies (3.00 credit hours)

A variety of courses with interdisciplinary integrative experiential content.

CIL 490E-W Integrative Independent Study (3.00 credit hours)

Research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course.

CIL 496 Integrative Capstone (3.00 credit hours)

The culminating course for many integrative majors and minors as well as for students wanting to focus on integration and application of theories through research and synthesis/demonstration; review of integrative inquiry theories and skills and facilitated work on design and implementation of a project or internship.

CIL 498 Integrative Internship (3.00 credit hours)

Practical experience/applied learning in a field of study applicable to the student's career choice or a skill set. Progress is guided and monitored by both on-site and faculty supervisors.

Prerequisite(s): Sophomore standing approval of instructor and director of the Academic Internship Program.

Note(s): Ten - fifteen hours per week at placement site required (120 hours over a semester).

Communication (COM)**COM 210 Speech Communication (3.00 credit hours)**

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 (3.00 credit hours)

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(s): Requires a web camera and a live audience.

COM 212 The Skilled Learner (3.00 credit hours)

Prepares students to become skilled learners through the development of essential competencies for academic success such as college-level writing group skills and presentations quantitative literacy critical thinking skills and learning strategies.

COM 215 Internet Communication (3.00 credit hours)

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 250 Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

COM 250C Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): Enrollment is limited to students that completed the linked RCC 200 course in the fall.

COM 250G Modified Speaking to a Make Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): This modified section is for students in the GLOBAL Inclusive Program only.

COM 250H Honors - Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): Enrollment is limited to students in the Honors program.

COM 251 Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

COM 251C Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

COM 251G Modified Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

Note(s): The modified course is for students in the GLOBAL Inclusive Program only.

COM 252 Communication in Relationships (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm.

COM 252C Communication in Relationships (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm.

Note(s): Enrollment is limited to students who took paired RCC 200 course in the fall.

COM 252N Comm in Relationship- Medical Prof (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm. The focus will be on a variety of relationships within medical contexts.

COM 300 Career and Professional Portfolio (3.00 credit hours)

Designed to help Communication majors think about careers before settling into an emphasis area. Fosters introspection while highlighting the expectations and challenges of communication in professional contexts. Students begin developing a career portfolio.

Note(s): Majors only.

COM 310 Interpersonal Communication (3.00 credit hours)

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 380 Com: Questions Contexts & Theory (3.00 credit hours)

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.

Prerequisite(s): COM 250 COM 251 COM 252 or RCC 250.

Note(s): Required for all communication majors and minors.

COM 381 Research Methods in Communication (3.00 credit hours)

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.

COM 382 Understanding Communication (3.00 credit hours)

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 (3.00 credit hours)

Using readings film field experience and projects the course investigates cultural identity meaning patterns relationships and conflicts that arise as contact increases between people from different cultures in our global society.

Prerequisite(s): COM 250 for Regis College students.

COM 400A Interpersonal Communication (3.00 credit hours)

Focuses on 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 402 Media Aesthetics (3.00 credit hours)

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: (0.00-1.00 credit hours)

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.

Note(s): Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (credit per semester over three semesters).

COM 404 Community Storytelling (3.00 credit hours)

Build upon time-tested traditions practices and processes to help communities tell their stories. Develop and produce a powerful engaging community/public story event that can illuminate issues transform conflict and shape meanings.

Prerequisite(s): COM 250 or permission of instructor.

Note(s): Junior class standing required.

COM 405 Interpersonal Conflict Studies (3.00 credit hours)

Examines conflict in a variety of human relationships. Explores conceptual and practical skills to analyze and manage conflicts including face-to-face and third-party negotiations.

Prerequisite(s): COM 380.

COM 407 Leadership Principles (3.00 credit hours)

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.

COM 408 Conflict Management (3.00 credit hours)

Prepares students to identify avoid and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict.

COM 409A Digital Storytelling (3.00 credit hours)

Explores practices of media production with an emphasis on storytelling. Covers audio video and interactive media forms.

Prerequisite(s): COM 380.

Note(s): Required for Media and Society specialization.

COM 409B Critical Media Studies (3.00 credit hours)

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 and COM 409A.

Note(s): Required for Media and Society specialization.

COM 411 Performances of Self and Society (3.00 credit hours)

Explores performance through sociological anthropological and literary/artistic and experiential lenses. Engaging through readings film role-plays immediate live and online performances (and the analysis thereof) dialogue writing and other production of texts and critique students come to understand this most pragmatic of human communicative behaviors.

Prerequisite(s): COM 250 and sophomore class standing.

COM 412 Cultural Intelligence (3.00 credit hours)

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 413 Divisive Discourses & Difficult Cnvrstns (3.00 credit hours)

Examines the dynamics of histories discourses and narratives through theoretical lenses and looks at how public discourse impacts conflict group and interpersonal communication. Explores some difficulties in negotiating high-stakes or emotional terrain and practical approaches for imagining conducting and participating in productive dialogues. Cross listing(s): PJ 413.

Prerequisite(s): COM 380.

COM 415 Writing for the Media (3.00 credit hours)

Writing for different mass media including online print and broadcast news public relations and advertising. Develops practical skills and understanding of writing for varying media audiences and for different purposes.

COM 416A Principles of Public Relations (3.00 credit hours)

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. BA 3400 for business students only.

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

Note(s): Required for Public Relations and Civic Engagement specialization.

COM 416B Strategic Public Relations (3.00 credit hours)

Explores the history purpose and processes of public relations. Examines public relations tools and practices ranging from preparing and conducting a public relations program setting up a news conference establishing and running a speaker bureau designing and producing a brochure and editing an employee newsletter.

Prerequisite(s): COM 380 and COM 416A or permission of instructor.

Note(s): Required for Public Relations and Civic Engagement specialization.

COM 418 Organizational Communication (3.00 credit hours)

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. Cross listing(s): PJ 423.

Prerequisite(s): COM 380.

Note(s): Required for Human Communication and Conflict track.

COM 420 Mediation (3.00 credit hours)

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 421 Persuasion and Argumentation (3.00 credit hours)

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 423A Interpersonal Communication (3.00 credit hours)

Focuses on 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 permission of instructor.

Note(s): Required for Human Communication and Conflict emphasis area.

COM 423B Organizational Communication (3.00 credit hours)

Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity participation power structures organizational systems and leadership. Focuses on analyzing and critiquing current organizational practices and assumptions with an aim toward increasing social justice and ethics. Cross listing(s): PJ 423. Junior standing required for Business students only.

Prerequisite(s): COM 380.

Note(s): Required for Human Communication and Conflict emphasis area.

COM 424 New Communication Technologies (3.00 credit hours)

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 (3.00 credit hours)

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.

COM 427 Communication Ethics (3.00 credit hours)

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. Cross listing(s): PJ 432J.

COM 428 Media and Politics (3.00 credit hours)

Introduces students to the complex relationship between citizens the media and political actors. Explores political communication aspects including news social media debates polls advertising and effects on voters. Students produce a political campaign ad at the conclusion of the semester.

Prerequisite(s): COM 380 and junior class standing.

COM 429 Audio Technology (3.00 credit hours)

Engage creatively and critically with the society around us in artistic and socially aware ways through creation of original audio projects that may range from podcasts soundscapes and sound scores to orals histories audio postcards and more.

Note(s): Junior class standing required.

COM 431 Environmental Communication (3.00 credit hours)

Examines the field of Environmental Communication through a combination of theory research and application. Environmental Communication focuses on how communication and social systems influence environmental affairs and shape our perceptions of the non-human world. It addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture.

COM 432 Advertising Theory and Practice (3.00 credit hours)

Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning management and strategy issues.

Prerequisite(s): COM 380.

COM 433 Deliberative Democracy (3.00 credit hours)

Considers the opportunities provided by participatory public discussion and group decision-making in American democracy. We will take up contemporary approaches to democratic discussion and decision making in pursuit of more dynamic deliberative practices. Cross listing(s): PJ 416G.

Note(s): Required for the Conflict Transformation minor.

COM 437 Persuasive Communication (3.00 credit hours)

Explores 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.

COM 440 Gender Sexuality and Communication (3.00 credit hours)

Explores connections between communication gender and sexuality in close relationships organizations and the media. Course involves readings dialogues films field trips and group projects. Cross listing(s): PJ 440 and WGS 440.

Prerequisite(s): COM 380.

COM 443 Freedom of Speech (3.00 credit hours)

Through the analysis of theory legal documents and case studies this course addresses the arguments for and against an unconditional right to freedom of speech. Cross listing(s): PJ 432M.

Prerequisite(s): COM 380 for Communications majors only.

COM 444 Emotions in Communication & Conflict (3.00 credit hours)

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.

COM 445 TV Programming and Criticism (3.00 credit hours)

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 446 Gender Issues in Communication Styles (3.00 credit hours)

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.

COM 448 Managing Workplace Conflict (3.00 credit hours)

Provides a greater understanding about the sources and escalation of conflict in the workplace. It provides strategies for the workplace and organizations to address recognize and resolve such problems.

COM 452 Follower-Centered Leadership (3.00 credit hours)

Follower-centered leaders focus on enhancing their followers' well-being. Course 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 456 Culture of Politics and Public Memory (3.00 credit hours)

Students will examine the constructed nature of our national memories by posing questions regarding the "authenticity" of memorial representations the "ownership" of public histories and the rhetorical functions memory texts serve for society.

Prerequisite(s): COM 380.

Cross listing(s): HS 441 and PJ 416E.

COM 457E-W Special Topics: Communication/ Diversity (3.00 credit hours)

Examines issues of diversity from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 458E-W Special Topics: Communication/ Environment (3.00 credit hours)

Examines environmental issues from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 459E-W Special Topics: Communication/ Justice (3.00 credit hours)

Examines justice issues from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 460E-W Special Topics: Communication/ Meaning (3.00 credit hours)

Examines issues of meaning from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 464E-W Film Criticism: (3.00 credit hours)

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.

COM 466 Negotiation (3.00 credit hours)

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.

COM 467 Communication Through Social Media (3.00 credit hours)

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 471 Int'l Comm & Comparative Media Systems (3.00 credit hours)

Global media are no longer restricted to individual countries. Course will analyze how media move from one country to another to another and discuss what boundaries infringe that movement in various regions.

Cross listing(s): PJ 451V.

Prerequisite(s): COM 380.

COM 472 Professional Communication Toolkit (3.00 credit hours)

Explores face-to-face and technological methods for successful interpersonal and task-related organizational communication and behavior in various contexts. Student develop critical thinking around a portfolio of communication knowledge and skills to enable them to demonstrate authentic and effective communication strategies.

COM 480 Forgiving Others Forgiving Ourselves (3.00 credit hours)

Students explore the nature and process of forgiveness benefits to self and relationships seeking and granting forgiveness apology reconciliation and how to promote forgiveness in family friends and community. Cross listing(s): HU 480 and PY 480.

COM 484A Media Technology I (1.00 credit hours)

Part I of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Teaches students to use Google Analytics. Students will learn to retrieve read and interpret existing data from the organization's website as well as apply for a Google AdWords grant.

COM 484B Media Technology II (1.00 credit hours)

Part II of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Focuses on understanding social media analytics. Students will learn to retrieve read and interpret data from Facebook Twitter Instagram and YouTube. Students will use existing materials from the organization to explore how information travels through these channels.

COM 484C Media Technology III (1.00 credit hours)

Part III of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Professionals will teach students the basics of search engine optimization and analytics. With these skills students will collect data interpret it and make suggestions to the Community Table about how to increase online presence strengthen connections between the organization and constituents and build new relationships. The professionals will guide and oversee the students' work.

COM 485E-W Special Topics/Communications: (3.00 credit hours)

Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects.

COM 490E-W Independent Study in Communication (0.00-6.00 credit hours)

Supervision by a faculty member on advanced research or practice in one of the medias that meets the individual needs of the student.

COM 492 Writing for the Media Practicum (3.00 credit hours)

Explores and teaches writing for a variety of media including but not limited to scripts journalistic articles blog posts and more to be determined by instructor. Students will be encouraged to contribute to Regis student media such as the Highlander.

COM 495 Senior Capstone Experience (3.00 credit hours)

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.

COM 496E-W Communication Practicum: (3.00 credit hours)

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.

COM 498E-W Internship in Communication (3.00 credit hours)

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.

Criminal Justice (CJ)**CJ 200 Introduction to Criminology (3.00 credit hours)**

Examines the social construction of crime society's responses to it and social conditions associated with it. The course begins with an overview of criminological approaches to deviance which is rule- or norm-breaking behavior and social control or how society prevents us from breaking rules and norms. These frameworks are then applied across various sites of the U.S. criminal-legal system including police courts prisons jails detention centers and schools. Resistance and social change are also explored. Attention is paid to how power operates through the criminal legal system (re)producing inequities at the intersections of race ethnicity class citizen status gender sexuality and other social systems.

CJ 203 Social Problems (3.00 credit hours)

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.

CJ 402 Ethnographic Research Methods (3.00 credit hours)

Examines methods anthropologists and sociologists use to gain access develop rapport collect and analyze data and interpret findings when studying culture and society. Cross-Listing: AN 402 and SO 402.

Prerequisite(s): One 200-level Sociology or Anthropology course.

CJ 415 Forensic Psychology (3.00 credit hours)

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. Cross listing(s): PSY 484.

Prerequisite(s): PSY 250 SO 200 and junior class standing.

CJ 416 Deviance (3.00 credit hours)

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. Cross listing(s): SO 416.

Note(s): Junior class standing required.

CJ 422 Diversity in U.S. Society (3.00 credit hours)

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. Cross listing(s): CIL 422 PJ 422 and SO 422.

Prerequisite(s): SO 200.

CJ 437 Environmental Justice: Race & Class (3.00 credit hours)

Explores how race and class intersect with natural disasters toxic waste dumps pollution inadequate sanitation pesticides childhood lead poisoning and asthma epidemics inequities in public transportation and a wide range of ongoing social movements and success stories.

Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor.

Cross listing(s): ENVS 437 PJ 437 SO 437.

CJ 450 Criminology (3.00 credit hours)

Analyzes social political and economic dynamics of crime including: corporate and government crime racism and sexism in the criminal justice system and imprisonment. Cross listing(s): SO 450.

Prerequisite(s): SO 200 or SO 203.

CJ 451 Juvenile Justice (3.00 credit hours)

Investigates juvenile justice 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 deviance youth justice and assorted historical and contemporary manifestations of juvenile crime and deviance. Cross listing(s): SO 451).

Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor.

CJ 452 Punishment and Corrections (3.00 credit hours)

Provides an historical political and economic analysis of the penal system in the United States. Cross listing(s): PJ 452 and SO 452.

Prerequisite(s): One 200-level Sociology or Anthropology course.

CJ 453 Violence and Power (3.00 credit hours)

Interdisciplinary course that explores the relationship between inequality power and violence. The course examines how power and violence are co-constructed in various contexts-including the family culture law & governmental institutions medical institutions and the mass media-and considers how people respond to and resist violence. Cross listing(s): AN 453 and SO 453.

Prerequisite(s): One 200-level Anthropology or Sociology course.

CJ 454 Hate Crimes in America (3.00 credit hours)

Delves into the complex and pressing issue of hate crimes in the United States offering a comprehensive exploration of the historical roots sociological factors legal frameworks and contemporary manifestations of bias-motivated offenses. Students will critically examine the impact of hate crimes on individuals communities and society at large with a focus on fostering a nuanced understanding of the underlying dynamics. Cross listing(s): SO 454.

CJ 455 Drugs Health and Culture (3.00 credit hours)

Rooted in medical anthropology and ethnography analyzes the cultural meanings associated with health and illness: biomedicine and health care medical knowledge production and medical decision-making. Cross listing(s): AN 455 PJ 455 SO 455 and WGS 455.

Prerequisite(s): One 200-level Anthropology or Sociology course.

CJ 456 Philosophy of Law (3.00 credit hours)

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. Cross listing(s): PL 452.

Prerequisite(s): PL 250 or PL 270.

CJ 459E-W Topics in Crime and Justice (3.00 credit hours)

Selected courses focus on issues related to crime police and the court system punishment social control rehabilitation etc.

CJ 465 Anarchy and Anarchism (3.00 credit hours)

Relying on case studies and ethnographies examines anarchism as a social cultural and political practice one rooted largely in the left-wing critique of the liberal state and capitalism. Cross listing(s): AN 465 PJ 465 and SO 465.

Prerequisite(s): One 200-level Anthropology or Sociology course.

CJ 469E-W Topics in Immigration (3.00 credit hours)

Selected courses focus on issues in immigration.

CJ 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): AN 471 ENVS 471 PJ 471 SO 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

CJ 489 Practicum in Crime and Justice (3.00 credit hours)

Explores readings and work in the community related to crime and justice issues. Cross-Listing: SO 489.

Prerequisite(s): SO 200.

CJ 490E-W Ind. Study/Criminal Justice: (1.00-3.00 credit hours)

Applies independent research in selected areas of criminal justice.

CJ 496E-W Topics in Culture and Criminal Justice (3.00 credit hours)

Selected courses will focus on various topics involving culture social justice and crime.

CJ 498E-W Internship in Criminal Justice (3.00 credit hours)

Integrates practical experience and intellectual guidance based on employment or volunteer work. Junior standing and minimum GPA of 2.80.

Prerequisite(s): CJ 450 or SO 450.

Note(s): Requires approval of Sociology department chair and director of Academic Internship program.

CJ 499 Majors Seminar (3.00 credit hours)

Capstone course provides Criminal Justice 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. Cross listing(s): AN 499 and SO 499.

Note(s): Majors and Minors only and senior class standing.

Economics (EC)

EC 200 Economics for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

EC 200C Economics for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 200H Honors- Econ for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

EC 3200 Principles of Macroeconomics (3.00 credit hours)

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 3200C Principles of Macroeconomics (3.00 credit hours)

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.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 3300 Principles of Microeconomics (3.00 credit hours)

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 3300C Principles of Microeconomics (3.00 credit hours)

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.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EC 4103 Sustainable Development and Change (3.00 credit hours)

Introduces global poverty inequality and other global ills and invites students to explore ways to be involved in sustainable development and change efforts. About 1 out of every 3 people (2 billion of the world's population) lived in extreme poverty as of the end of 2019. Fast-changing climate conditions and the COVID-19 pandemic continue to condemn more people into further poverty. Additionally growth in income and wealth inequality are worrying. There is however enthusiasm for the possibilities of addressing many of the global needs through concerted human development efforts like the Sustainable Development Goals (SDGs).

Note(s): Junior class standing required.

EC 4140 Fundamentals of Investments (3.00 credit hours)

Studies the relationship between risk and return in the management of investment portfolios including the analysis of stocks bonds and other securities.

Prerequisite(s): AC 3200 AC 3210 and BA 4100.

EC 4149 Business Cycles and Financial Crises (3.00 credit hours)

Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of financial crises and of other deviations from the growth trend. Cross-listing: BA 4149.

Prerequisite(s): EC 3200 and EC 3300.

EC 4158 Money and Banking (3.00 credit hours)

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 3200 EC 3300 and BA 4100 or EC 4158.

EC 4163 International Finance (3.00 credit hours)

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 3200 EC 3300 BA 4100 and MT 330 or MT 360A.

Education (ED)

ED 204 Foundations of Ed for Diverse Learners (3.00 credit hours)

Surveys theory and practice in American education based on analyses of current practices and future projections historical contributions philosophical approaches and sociological foundations.

Note(s): Students will tutor throughout the semester in a Denver area school assigned by the Education Department.

ED 204G Modified Foundations of Education (3.00 credit hours)

Surveys theory and practice in American education based on analyses of current practices and future projections historical contributions philosophical approaches and sociological foundations. This modified section is for students enrolled in the GLOBAL Inclusive Program only.

Note(s): Students will tutor throughout the semester in a Denver area school assigned by the Education Department.

ED 207A Fall Tutoring Lab (0.00 credit hours)

Tutoring in a prearranged school two times each week.

ED 207B Spring Tutoring Lab (0.00 credit hours)

Tutoring in a prearranged school two times each week.

ED 300 Physical & Cultural Geography (3.00 credit hours)

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 306 Assessment of Learning (3.00 credit hours)

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.

Note(s): Students will tutor throughout the semester in a Denver area school assigned by the Education Department.

ED 380E-W Field Experience (0.00 credit hours)

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 experience will be arranged by the Education Department.

Note(s): Students should only register for one section of field experience in any given semester.

ED 401 Introduction to Special Education (3.00 credit hours)

Provides a survey of current knowledge on individuals with disabilities and inclusive practices. It is a course requirement for all Education and Special Education majors and minors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Content includes historical factors legislation characteristics high leverage practices UDL existing and emerging technologies I.E.P. and transition services and other support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality including both high incidence (LD EBD ASD and CI) and low incidence disabilities.

Prerequisite(s): ED 204.

ED 403A Teaching Reading and Writing (3.00 credit hours)

Participants deepen understanding and application of Colorado READ Act and READ Plan the science of reading and the five essential elements of elementary grades evidence-based reading instruction and assessment: phonemic awareness phonics fluency vocabulary and comprehension. Instruction is explicit systematic and diagnostic. Two competencies focus the course including foundational decoding skills and language comprehension. Coursework involves readings discussions demonstrations planning and teaching lessons administering and evaluating assessments that guide instruction case studies and written analyses of field experience data. Field Experience required.

Prerequisite(s): ED 204.

Note(s): Official acceptance into the Teacher Licensure Program by COTER.

ED 403B Disciplinary Literacy (3.00 credit hours)

Participants build background knowledge and apply instructional strategies and assessments designed to promote student's 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(s): Fieldwork required in an assigned Metro Denver area school.

ED 403C Emergent Literacy (3.00 credit hours)

Provides the foundation for applying evidence-based principles and practices of early language and literacy development the science of reading and structured literacy with an emphasis on early reading. Focal topics include phonetics phonology orthography morphology syntax and semantics. Instruction is systematic explicit multimodal and diagnostic. Topics include the READ Act and READ Plan and identification of early signs of reading difficulties such as dyslexia. Coursework involves readings discussions demonstrations planning and teaching lessons administering and evaluating assessments that guide instruction case studies and written analyses of fieldwork data. Field Experience in local Kindergarten or 1st grade is required and is assigned by the Education Department.

Prerequisite(s): ED 204 and ED 306.

Note(s): Admission to Teacher Licensure Program to COTER or minors who have completed ED 204 and ED 306.

ED 407 Social Studies for Elementary Teachers (3.00 credit hours)

Prepares elementary pre-service teachers to plan teach and assess topics in the Colorado Academic Standards. Topics in content areas include government civics political science and U.S. history.

Note(s): Pass/No-Pass grading only.

ED 410 Writing Instruction- Elem Educators (3.00 credit hours)

Participants apply evidence-based theories and practices of language study guided by the science of reading. The course consolidates phonetics phonology morphology orthography semantics and syntax. Instruction is direct structured explicit and systematic and is informed by assessment. Topics include writing development writing processes text lessons administering and analyzing assessments to guide instruction case studies and written analyses of field experience data. Field Experience required.

Note(s): Official acceptance into the Teacher Licensure Program by COTER.

ED 416 Elementary Student Teaching-5th Yr Stdnt (3.00-5.00 credit hours)

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. 16 weeks in a school observing assisting planning teaching and conferring under the direction of the cooperating teacher required.

Prerequisite(s): Completion of all education courses and COTER approval.

Note(s): Fee required pass/no pass grading only.

ED 417 Elementary Student Teaching (11.00 credit hours)

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.

ED 418 Wellness:A Personal Commitment (3.00 credit hours)

Studies the concepts of physical social emotional intellectual and spiritual wellness developing an information base from which to make effective decisions.

ED 419 Integrated Elementary Methods (6.00 credit hours)

Surveys methods materials and concepts related to teaching mathematics science and social studies. Combines the knowledge of content area and integrates the skills and approaches pertinent to elementary instruction. Class Standing: Juniors and Seniors only.

Note(s): Official acceptance by COTER required; registration for Field Experience required (ED 380E-W).

ED 421 Secondary English Cont/Instr/Assmt (3.00 credit hours)

Presents the materials methods and practices in secondary English courses. Analyzes grammar composition the short story the novel drama poetry and communications. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 425 Sec Foreign Lang Cont/Inst/Assmt (3.00 credit hours)

Studies methods of teaching a foreign language (French German or Spanish) at the secondary level. Fee required. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 427 Sec Mathematics Cont/Inst/Assmt (3.00 credit hours)

Examines methods and materials appropriate for teaching middle and high school mathematics. Emphasizes classroom small group and individualized instruction and new curricular approaches. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 427A Secondary Business Cont/Inst/Assmt (3.00 credit hours)

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. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 429 Secondary Science Cont/Inst/Assmt (3.00 credit hours)

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. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 431 Sec Soc Studies Cont/Inst/Assmt (3.00 credit hours)

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. Field Experience required.

Note(s): Official acceptance into Teacher Licensure Program by COTER required.

ED 432 Secondary Student Teaching-5th Yr Stdnt (3.00-5.00 credit hours)

Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in a secondary school in the Metro Denver area under the direction of a cooperating teacher. Co-requisite(s): ED 495. 16 weeks in a school observing assisting planning teaching and conferring under the direction of the cooperating teacher required.

Prerequisite(s): Completion of all education courses and COTER approval.

Note(s): Fee required pass/no pass grading only.

ED 433 K-12 Art Content Instruction & Assessmt (3.00 credit hours)

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. Field Experience required.

Note(s): Official acceptance to the Teacher Licensure program by COTER required.

ED 433B K-12 Music Contnt Instructio Assessmen (3.00 credit hours)

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. Field Experience required.

Note(s): Official acceptance to the Teacher Licensure Program by COTER required.

ED 434 Secondary Student Teaching (11.00 credit hours)

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.

ED 435 Asset Based Classrooms 7-12 (3.00 credit hours)

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. Field Experience required.

Note(s): Acceptance in Teacher Licensure Program by COTER required.

ED 436 Technology in the Classroom (1.00 credit hours)

Examines a variety of new and emerging technologies and information related to K-12 classrooms. Pass/No Pass grading only.

Note(s): Majors/minors only junior class standing required.

ED 438 K-12 Student Teaching (8.00-11.00 credit hours)

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.

ED 439 Field Exp Culturally Linguistically Div (0.00 credit hours)

35 hours field work with CLD learners.

ED 447 Reading Multicultural Lit Elem Classrm (3.00 credit hours)

Explores historical and contemporary literature for elementary students that represents various genres and diverse people places and perspectives. Introduces the science of reading the Colorado READ Act close reading for comprehension and disciplinary literacy across content areas. Coursework includes readings demonstrations discussions planning and teaching lessons and a unit field trips and written analyses of fieldwork data.

Note(s): Field Experience required.

ED 485 Strategies TESOL/TEFL/CLD (3.00 credit hours)

Provides research-based methods and strategies for teaching culturally and linguistically diverse students including English as a Second Language to speakers of other languages. This course explores curriculum materials appropriate to the development of English language learners and discusses and demonstrates specific teaching methodology including sheltered approaches to develop academic English and the SIOP model. This course will provide explicit strategies for teaching all levels of English language learners and includes practice teaching. This course will also explore the different educational programs available for culturally and linguistically diverse students the effectiveness of those programs and parental and community involvement. Students in this course will work with linguistically and culturally diverse children in field placements. Field component of 2 hours per week (20 hours total) required. This course is a prerequisite for the CLD teacher licensure and the TESOL/TEFL certificate.

ED 490E-W Indep. Study/Education: (1.00-3.00 credit hours)

Pursues independent exploration of areas of interest under the supervision of a department member.

ED 495 Student Teacher Seminar (0.00-1.00 credit hours)

Examines current educational practices addresses student teaching issues classroom management Teacher Work Sample and Teacher Portfolio.

Note(s): Approval by COTER required.

ED 498E-W Internship/Education (3.00 credit hours)

Provides internships in education taken under the supervision of a department member.

Education: Elementary (EDEL)**EDEL 441 Child & Adolescent Literature (3.00 credit hours)**

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 445 Teaching Math and Science (3.00 credit hours)

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 areas.

EDEL 450 Assessment of Learning (3.00 credit hours)

Provides information and means for future classroom teachers to assess student learning. Appropriate practical and relevant assessment techniques and evaluation guidelines will be provided.

EDEL 460 Inquiry-Based Science & Soc Studies (3.00 credit hours)

Explores inclusive literacy-integrated inquiry-based science and social studies. Develops skills in standards and research-based instructional planning strategies and assessment. Applies learning to observing teaching and assessing diverse learners in practicum classrooms.

EDEL 461 Teaching Rigorous Math (3.00 credit hours)

Explores and applies theories of learning conceptual mathematical knowledge and instructional strategies relevant to delivering rigorous mathematics with special attention to identifying and utilizing acceleration and intervention strategies to meet all students' needs.

EDEL 470 Classroom Management (3.00 credit hours)

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 401.

EDEL 490 Student Teaching Elementary (10.00 credit hours)

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: Foundational (EDFD)**EDFD 400 Foundations of Education (3.00 credit hours)**

This introductory foundation course in American education will examine the quest for equity of educational opportunity in today's society. The school is seen as a social system which transmits culture encounters external forces and fosters social change. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society.

EDFD 402 Craft of Writing for Educators (3.00 credit hours)

Examines strategies for teaching student writing while also improving self writing skills. Addresses organization of thought writing conventions journal use and a variety of styles and approaches.

EDFD 403 Diversity Equity and Social Justice (3.00 credit hours)

Teacher candidates will explore and reflect on multicultural perspectives issues of social justice and societal structures that impact the success of individual students and programs. Issues of discrimination in schools the curriculum and within the classroom will be addressed as well as your own beliefs and how these impact your roles as educators.

Prerequisite(s): EDFD 400.

EDFD 409 World Geography in Education (3.00 credit hours)

Provides an introductory overview of geographic concepts themes and elements designed to help pre-service Education students better understand and analyze the world from a geographic perspective. Examines the Earth's physical and human elements and systems the unique qualities of world regions and the spatial interaction of people elements and regions as well as major regional and global problems and prospects.

EDFD 411E-W Topics in Education: (1.00-6.00 credit hours)

Pursues specific topics in education focusing on student research writing and product development offered in Directed Study format.

EDFD 430 Lifespan Development (3.00 credit hours)

Addresses human developmental stages from the perspectives of major theories of development-cognitive learning humanistic and psychoanalytic.

EDFD 482A Field Practicum I (0.00 credit hours)

Students will complete 100 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 482B Field Practicum II (0.00 credit hours)

Students will complete 100 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 482C Field Practicum III (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 482D Field Practicum IV (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 482E Field Practicum V (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only.

Note(s): Students should only register for one section of fieldwork in any given term.

EDFD 482F Field Practicum VI (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only.

Note(s): Students should only register for one section of fieldwork in any given term.

EDFD 497 Student Teaching Seminar (2.00 credit hours)

Course taken in tandem with 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.

Education: Culturally and Linguistically Diverse Education (EDLD)**EDLD 403 Assessment in the Inclusive Classroom (3.00 credit hours)**

Explores the principles purposes and processes of assessment used in the evaluation and progress monitoring of exceptional learners and English Language Learners within a multi-tiered system of support. It is a course requirement for all Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors).

EDLD 413 Teaching Lit/English Language Learners (3.00 credit hours)

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.

EDLD 433A Culture in Context (1.00 credit hours)

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 Diversity Equity and Social Justice (3.00 credit hours)

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 the diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes.

EDLD 475 Linguistics TESOL/TEFL/CLD (3.00 credit hours)

Explores theories of 1st and 2nd language acquisition and will discover how these theories have impacted different teaching methodologies. Students will also study the form and function of the English language and will review manners of teaching the English language to speakers of other languages. This course is designed to meet the requirements for the Colorado CLD endorsement and the TESOL/TEFL certificate.

EDLD 476 Linguistics & Language Acquisition (3.00 credit hours)

Provides the participant with information concerning first and second language acquisition theory and language development. Explores the structure and function of the English language including linguistics applied linguistics psycholinguistics and sociolinguistics. Applies the major theories concepts and research related to language acquisition and development for Multi-lingual learners* (MLLs) in order to support academic access and opportunity for MLL populations. Promotes culturally responsive academic language development and translanguaging practices.

EDLD 477 Strategies for Diverse Populations (3.00 credit hours)

Participants will be instructed in research-based methods and examine effective content-based instructional strategies for teaching English to Multilingual Learners (MLL). Participants will also examine the interrelationship of culture language and identity and how these influence learning. Sheltered teaching methodologies and differentiation techniques to develop academic English will be discussed and demonstrated.

EDLD 485 Strategies TESOL/TEFL/CLD (3.00 credit hours)

Provides research-based methods and strategies for teaching culturally and linguistically diverse students including English as a Second Language to speakers of other languages. This course explores curriculum materials appropriate to the development of English language learners and discusses and demonstrates specific teaching methodology including sheltered approaches to develop academic English and the SIOP model. This course will provide explicit strategies for teaching all levels of English language learners and includes practice teaching. This course will also explore the different educational programs available for culturally and linguistically diverse students the effectiveness of those programs and parental and community involvement. Students in this course will work with linguistically and culturally diverse children in field placements. Field component of 2 hours per week (20 hours total) required. This course is a prerequisite for the CLD teacher licensure and the TESOL/TEFL certificate. Co-requisite(s): ED 439.

EDLD 490E-W Ind Stdy: Linguistical Diverse Ed (1.00-6.00 credit hours)

Pursues independent exploration of areas of interest under the supervision of faculty.

Education: Literacy (EDLT)**EDLT 405 Literacy Intervention- Special Education (3.00 credit hours)**

Focuses on researched-bases approaches strategies assessment tools and issues related to effective literacy instructions for students 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 assessment to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Cross listing(s): EDSP 405.

EDLT 415 Reading Towards Social Justice (3.00 credit hours)

Centers young adult (YA) literature as a way to represent diverse voices/ identities challenge inequity and broaden the construction of knowledge/ power. Students will examine YA texts using literary/rhetorical analysis and critical literacy approaches.

Note(s): Junior standing or completion of Distributive Core required.

Education: Reading (EDRG)

EDRG 444 Teaching Reading and Writing (3.00 credit hours)

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: Special Education (EDSP)

EDSP 380 Special Education Practicum (0.00 credit hours)

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. Pass/No Pass grading only.

Note(s): Students should only register for one section of fieldwork in any given semester.

EDSP 401 Introduction to Special Education (3.00 credit hours)

Provides a survey of current knowledge on individuals with disabilities and inclusive practices. It is a course requirement for all Education and Special Education majors and minors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Content includes historical factors legislation characteristics high leverage practices UDL existing and emerging technologies I.E.P. and transition services and other support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality including both high incidence (LD EBD ASD and CI) and low incidence disabilities.

Prerequisite(s): ED 204.

EDSP 402 Collaboration and Partnerships (3.00 credit hours)

Provides students with the knowledge and skills needed to work with others to develop successful inclusive education programs. It is a course requirement for all Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Includes working with parents special educators and related services personnel on behalf of exceptional students.

Prerequisite(s): ED 401 or EDSP 401.

Note(s): Admission to the Department not required for students intending to Minor in Special Education.

EDSP 403 Assessment in the Inclusive Classroom (3.00 credit hours)

Explores the principles purposes and processes of assessment used in the evaluation and progress monitoring of exceptional learners and English Language Learners within a multi-tiered system of support. It is a course requirement for all Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors).

EDSP 404 Methods & Strategies- Special Education (3.00 credit hours)

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(s): Admission to the Department not required for students intending to minor in Special Education.

EDSP 405 Literacy Intervention- Special Education (3.00 credit hours)

Focuses on researched-bases approaches strategies assessment tools and issues related to effective literacy instructions for students 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 assessment to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Cross listing(s): EDLT 405.

EDSP 406 Social and Behavioral Interventions (3.00 credit hours)

Provides a basis for understanding and addressing the social emotional and behavioral needs of diverse learners. It explores foundations of PBIS and SEL—principles policies and practices theoretical perspectives on the nature of challenging behavior function based and trauma informed 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 420 Introduction to Special Education (3.00 credit hours)

Provides a survey of current knowledge on individuals with disabilities and inclusive practices. It is a course requirement for all Education and Special Education majors and minors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Content includes historical factors legislation characteristics high leverage practices UDL existing and emerging technologies I.E.P. and transition services and other support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality including both high incidence (LD EBD ASD and CI) and low incidence disabilities.

EDSP 443 Math for Special Educators (3.00 credit hours)

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 Literacy Intervention- Special Education (3.00 credit hours)

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): EDRG 644 and all foundational course work.

Note(s): Contains a practicum component.

EDSP 460 Methods for the Typical Classroom (3.00 credit hours)

Provides an overview of curriculum teaching methods and classroom management in the regular classroom. Course is 16 weeks.

Note(s): Contains a practicum component.

EDSP 461 Assessment in the Inclusive Classroom (3.00 credit hours)

Explores the principles purposes and processes of assessment used in the evaluation and progress monitoring of exceptional learners and English Language Learners within a multi-tiered system of support. It is a course requirement for all Secondary and Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors).

Prerequisite(s): Completion of all foundational courses.

Note(s): Contains a practicum component.

EDSP 462 Methods & Strategies - Special Education (3.00 credit hours)

Examines educational strategies and relevant research to address the skill deficits (language arts and mathematics) manifested in students with disabilities. Includes general classroom accommodations for students with disabilities.

Prerequisite(s): EDSP 420.

EDSP 464 Social and Behavioral Interventions (3.00 credit hours)

Provides a basis for understanding and addressing the social emotional and behavioral needs of diverse learners. It explores the foundations of PBIS and SEL within a multi-tiered system of support. The principles policies and practices as well as western and indigenous theoretical perspectives on the nature of challenging behavior behavior assessment and support planning and positive youth development will be explored.

Prerequisite(s): EDSP 420.

EDSP 465 Collaboration and Partnerships (3.00 credit hours)

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 students who qualify for services under IDEA.

EDSP 467 Adaptive Technology (3.00 credit hours)

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.

EDSP 468 Assessment Intervention & Program Plng (3.00 credit hours)

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.

Note(s): Field experience includes elementary and secondary levels.

EDSP 471 Characteristics/Pupils Who Have Autism (3.00 credit hours)

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 (3.00 credit hours)

Examines the process of language acquisition as well as addressing specific information about certain language disabilities.

EDSP 478 Methods/Strategies Tchng Pupils/Autism (3.00 credit hours)

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 490E-W Independent Study in Special Education (1.00-6.00 credit hours)

Pursues independent exploration of areas of interest under the supervision of faculty.

EDSP 492 Student Teaching Sped Generalist (10.00 credit hours)

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.

English (EN)**EN 203 Intermediate Composition (3.00 credit hours)**

Studies expository writing. Concentrates on critical and argumentative essays of 500-1 000 words.

Note(s): Reasonable competency in basic writing and word processing required.

EN 250 Literature Matters (3.00 credit hours)

Introduces the literary genres of poetry fiction and drama. Students will write a series of analytical essays including at least one research essay.

EN 250C Literature Matters (3.00 credit hours)

Introduces the literary genres of poetry fiction and drama. Students will write a series of analytical essays including at least one research essay.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EN 300 Literary Analysis (3.00 credit hours)

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. Intended for Majors Minors and Honors students.

EN 300H Honors English (3.00 credit hours)

Undertakes detailed analysis of primary texts offers the opportunity for research in a specific area of study. Explores aesthetic ethical and social values; engages texts through inquiry critical thinking analysis and evaluation.

Note(s): Honors students only.

EN 323 American Literature Survey to 1900 (3.00 credit hours)

Surveys significant works of American literature from first exploration to the 20th Century. Examines representative authors literary works styles and movements within a historical context. Includes authors such as Bradstreet Ines de la Cruz Irving Poe Hawthorne Emerson Thoreau Davis Jacobs Whitman and Dickinson.

Note(s): English Majors only.

EN 324 American Literature Survey 1900-Present (3.00 credit hours)

Surveys significant works of American literature from 1900 to the present. Examines representative authors literary works styles and movements within a historical context. Includes poetry prose and plays from canonical and emergent authors.

Note(s): English Majors only.

EN 325 Research Writing (3.00 credit hours)

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 353 British Literature Survey to 1789 (3.00 credit hours)

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 Pope and Johnson.

Note(s): English Majors only.

EN 354 British Literature Survey 1789-Present (3.00 credit hours)

Surveys significant works of British literature form 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.

Note(s): English Majors only.

EN 388 Creative Writing: Multi-Genre (3.00 credit hours)

Provides a workshop in fiction non-fiction and poetry emphasizing discussion of students' original work. Includes analysis of the elements of writing and techniques used by a variety of modern and contemporary writers. Does not count as upper-division writing course required for the English major or as upper-division English major elective.

Note(s): Counts for Writing Minor and Writing Concentration requirements.

EN 400H Honors English Advanced (3.00 credit hours)

Undertakes advanced analysis of primary texts offers the opportunity for research in a specific area of study. Explores aesthetic ethical and social values; engages texts through advanced level inquiry critical thinking analysis and evaluation.

Note(s): Honors students only.

EN 401 Strangers At Home: American Lit 1 (3.00 credit hours)

Surveys significant works of American literature from first exploration to the 20th Century. Examines representative authors and literary works' styles and movements within a historical context. Includes authors such as Bradstreet Ines de la Cruz Irving Poe Hawthorne Emerson Thoreau Davis Jacobs Whitman and Dickinson.

Prerequisite(s): EN 250 or EN 300.

EN 410E-W Women in Literature (3.00 credit hours)

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 250 or EN 300.

EN 412 Rhetoric: the Art of Persuasive Writing (3.00 credit hours)

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): EN 250 or EN 300.

EN 414 Publishing and Editing (1.00-3.00 credit hours)

Students will work with faculty to collect information to design and produce at least two journals. Students will read and judge submissions work with layout create templates and communicate with printers.

Prerequisite(s): EN 250 or EN 300.

EN 416 Cather Cather (3.00 credit hours)

Studies the life and works of Willa Cather.

Prerequisite(s): EN 250 or EN 300.

EN 420 Contemporary African American Literature (3.00 credit hours)

Explores African American literature primarily fiction of the past 50 years including writers such as Morrison Whitehead Ward Adiche and Butler.

Prerequisite(s): EN 250 or EN 300.

EN 421 American Women Writers of Color (3.00 credit hours)

Examines American women writers of color of the 20th and 21st centuries. Readings will focus on fiction and other genres including the works of Kinston Lahiri Erdrich Garcia Castill and Morrison. Cross listing(s): WGS 410J.

Prerequisite(s): EN 250 or EN 300.

EN 423 True Crime (3.00 credit hours)

Explores the captivity narrative and descendant forms of "true crime" in American literature and documentary media from the 17th century to the present. Authors may include Rowlandson Jacobs Riis Capote Morris Koenig Wright Rankine. Cross listing(s): WGS 410M.

Prerequisite(s): EN 250 or EN 300.

EN 423E-W Interdisciplinary Studies American Lit (3.00 credit hours)

Examines themes in American literature from an interdisciplinary perspective.

Prerequisite(s): EN 250 or EN 300.

EN 425E-W American Literature to 1865: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Hawthorne and Melville Whitman and Dickinson The American Renaissance Early American Women Writers).

Prerequisite(s): EN 250 or EN 300.

EN 426E-W American Literature 1865-1918: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Twain American Realism and Naturalism Multi-Cultural Literature before World War I).

Prerequisite(s): EN 250 or EN 300.

EN 427E-W American Literature 1918-Pres: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Twain American Realism and Naturalism Multi-Cultural Literature before World War I).

Prerequisite(s): EN 250 or EN 300.

EN 428 Literature of the Atomic Age (3.00 credit hours)

Examines literature of the Cold War period up to the present focusing on the paranoia and fragmentation of the atomic age.

Prerequisite(s): EN 250 or EN 300.

EN 429 Ellison and Morrison (3.00 credit hours)

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 (Song of Solomon Jazz Beloved). Cross listing(s): WGS 410K.

Prerequisite(s): EN 250 or EN 300.

EN 430 Faulkner (3.00 credit hours)

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 250 or EN 300.

EN 431 Chaucer (3.00 credit hours)

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 250 or EN 300.

EN 432 Chaucer vs. Langland (3.00 credit hours)

Chaucer and Langland wrote the two masterworks of medieval English literature poems that oppose each other in every conceivable way. We will explore how each attempts to seize control of the future of English literature.

Prerequisite(s): EN 250 or EN 300.

EN 432E-W Shakespeare (3.00 credit hours)

Involves the study of Shakespeare's poetry plays life and age.

Prerequisite(s): EN 250 or EN 300.

EN 433 James Joyce (3.00 credit hours)

Studies James Joyce's works including Dubliners A Portrait of the Artist as a Young man and Ulysses.

Prerequisite(s): EN 250 or EN 300.

EN 435 Angela Carter's Surrealist Literature (3.00 credit hours)

Explores the novels essays and short stories of Angela Carter one of the most important and influential contemporary British writers. Investigates her works' relation to several traditions including surrealism psychoanalysis feminism and contemporary Gothic literature. Cross listing(s): WGS 410L.

Prerequisite(s): EN 250 or EN 300.

EN 436 Emily Dickinson (3.00 credit hours)

A study of Dickinson's life and poetry.

Prerequisite(s): EN 250 or EN 300.

EN 438 Tolkien and the Medieval Imagination (3.00 credit hours)

J.R.R. Tolkien built the fantasy world of Middle Earth as a foil for modern cultures he considered spiritually bankrupt. Deeply informed by medieval ideas about the relationships of created beings to land God and mortality that world offers a sacramental space in which readers encounter sin redemption cowardice heroism home sacrifice and love as landmarks of the human adventure. This class explores Tolkien's critical and creative works as reflections on these landmarks and their roots in the medieval imagination--an imagination for Tolkien that offers an alternative to the contemporary epistemologies that produced such horrors as world wars and genocides amidst an epidemic of loneliness and alienation.

Prerequisite(s): EN 250 or EN 300.

EN 439 Contemporary Literature (3.00 credit hours)

Examines novels in contemporary fiction and other genres. Includes works by such authors as Faranzen DeLillo Auster Murakami Zadie Smith Chabon Morrison Lahiri Nabokov and Alexie.

Prerequisite(s): EN 250 or EN 300.

EN 442 Princess Brides (3.00 credit hours)

Studies the tradition of Renaissance romance that makes The Princess Bride (both novel and film) possible.

Prerequisite(s): EN 250 or EN 300.

EN 443 Old English (3.00 credit hours)

Focusing on the masterful elegies and riddles of the Exeter book this course explores how Anglo-Saxon communities composed and performed poetry. Students will learn to read and recite Old English verse in its cultural context.

Prerequisite(s): EN 250 or EN 300.

EN 445 Radical Pastoral (3.00 credit hours)

Examines pastoral literature from the English Renaissance while nodding back to classical precedents and forward to modern examples.

Prerequisite(s): EN 250 or EN 300.

EN 447 Austen (3.00 credit hours)

Studies the works of Jane Austen.

Prerequisite(s): EN 250 or EN 300.

EN 449 Sense and Sensibility (3.00 credit hours)

Studies the competing notions of rationalism and sensibility in the fiction poetry and drama of eighteenth-century Britain with a special focus on Jane Austen's Sense and Sensibility.

Prerequisite(s): EN 250 or EN 300.

EN 450 Romantics on the Mind (3.00 credit hours)

Involves the study of major figures of British Romanticism (Blake Coleridge Wordsworth Keats Shelley Austen etc..) particularly their ideas about and literary representations of the human mind.

Prerequisite(s): EN 250 or EN 300.

EN 452 William Wordsworth (3.00 credit hours)

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 Hartman.

Prerequisite(s): EN 250 or EN 300.

EN 453 Modernist British Literature (3.00 credit hours)

Examines literature in the British Isles from 1900 to 1950.

Prerequisite(s): EN 250 or EN 300.

EN 454 Linguistic Approaches to Literature (3.00 credit hours)

Introduces historical and comparative linguistics semantics syntax phonology stylistics and pragmatics and emphasizes their application in the analysis of literary texts.

Prerequisite(s): EN 250 or EN 300.

EN 455 Victorian Literature (3.00 credit hours)

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 250 or EN 300.

EN 458 Landscapes of Loss and Longing (3.00 credit hours)

Examines reciprocal influences between people and natural environments. Students will learn various ecocritical approaches and apply them to works that illustrate a range of imagined landscapes.

Prerequisite(s): EN 250 or EN 300.

Note(s): Majors and minors only.

EN 460 American Modernist Poetry (3.00 credit hours)

Involves the reading and analysis of such major American poets as Eliot Frost Pound Stevens Williams.

Prerequisite(s): EN 250 or EN 300.

EN 461 Modern & Contemporary American Poetry (3.00 credit hours)

Explores poetry by modern and contemporary American poets considering diverse aesthetics and lines of influence. Includes authors such as H.D. Hughes Moore Jordan Rich Chin Harjo and Herrera.

Prerequisite(s): EN 250 or EN 300.

EN 463 Hispanic Literature (3.00 credit hours)

Explores 20th/21st century literature from American writers of Hispanic/Latin American descent including Mexico Puerto Rico the Dominican Republic and South America.

Prerequisite(s): EN 250 or EN 300.

EN 464 Postcolonial World Literature (3.00 credit hours)

Investigates writings in and about previously colonized countries throughout the 20th century paying close attention to the lingering effects of colonialism on the writings of the time. Literature includes works from India the Caribbean Africa and Latin America.

Prerequisite(s): EN 250 or EN 300.

EN 465 History of the English Language (3.00 credit hours)

Examines the linguistic history of English from its beginnings to the present day in order to explore how language change shapes how communities make and read literature and articulate their cultural experiences.

Prerequisite(s): EN 250 or EN 300.

EN 466 Literary Theory (3.00 credit hours)

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 250 or EN 300.

Note(s): Junior standing or permission of instructor.

EN 467 Textual Criticism and Manuscript Studies (3.00 credit hours)

Approaching texts as cultural artifacts grounded in and transformed by their material contexts this course examines the processes that shape the production transmission and reception of texts from manuscripts and printed editions to hypertext.

Prerequisite(s): EN 250 or EN 300.

EN 468 Cognitive Literary Studies (3.00 credit hours)

Introduces the related fields of Cognitive Literary Studies and Empirical Literary Studies concentrating on theoretical and experimental developments concerning production representation and reception in the major literary genres of drama lyric and narrative.

Prerequisite(s): EN 250 or EN 300.

EN 470 Postmodern Literature and Film (3.00 credit hours)

Investigates the contemporary genre of philosophically-informed novels and films. Authors include Paul Auster Julian Barnes Angela Carter Salman Rushdie and Tom Stoppard.

Prerequisite(s): EN 250 or EN 300.

EN 471 Introduction to Film Studies (3.00 credit hours)

Teaches students how and why to analyze and appreciate films. Topics include formal analysis narrative structure genre film theory and criticism.

Prerequisite(s): EN 250 or EN 300.

EN 472 Advanced Grammar (3.00 credit hours)

Covers advanced topics in English syntax and morphology.

Prerequisite(s): EN 250 or EN 300.

Note(s): Required course for the TEFL/TESOL certificate program.

EN 474E-W Comparative Literature: (3.00 credit hours)

Studies significant works in English translations in the context of their interrelation with various traditions in English and American literature.

Prerequisite(s): EN 250 or EN 300.

EN 475 Business Writing (3.00 credit hours)

Introduces strategies and styles used in preparing effective business communication including memoranda letters reports and proposals. Issues related to proper composition style grammar tone electronic information physical presentation will be covered.

Prerequisite(s): EN 203.

EN 478 Creative Writing: Playwriting (3.00 credit hours)

Provides a workshop in playwriting emphasizing discussion of students' plays. Includes analysis of the elements of playwriting and techniques used by a variety of modern and contemporary writers.

Prerequisite(s): EN 250 or EN 300.

EN 479 Creative Writing: Screenwriting (3.00 credit hours)

Provides a workshop in screenwriting emphasizing discussion of students' screenplays. Includes analysis of the elements of screenwriting and techniques used by a variety of modern and contemporary screenwriters.

Prerequisite(s): EN 250 or EN 300.

EN 483 Creative Writing: Fiction (3.00 credit hours)

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 250 or EN 300.

EN 486 Creative Writing: Poetry (3.00 credit hours)

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 250 or EN 300.

EN 487 Creative Writing: Advanced Fiction (3.00 credit hours)

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 250 or EN 300.

EN 488 Creative Writing: Advanced Poetry (3.00 credit hours)

Advanced instruction in craft of poetry; 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 250 or EN 300.

EN 489 Creative Writing: Non-Fiction (3.00 credit hours)

Provides a workshop in creative non-fiction emphasizing discussion of students' non-fiction. Includes analysis of the elements of non-fiction and techniques used by a variety of modern and contemporary writers.

Prerequisite(s): EN 250 or EN 300.

EN 490E-W Independent Study in English (0.00-3.00 credit hours)

Emphasizes independent exploration of a student's area of interest under the direction of a department member.

Prerequisite(s): EN 250 or EN 300.

EN 492E-W Special Topics in Literature: (3.00 credit hours)

Involves the reading and analysis of selected topics in literature. Focuses on selected literary issues periods or theoretical problems (e.g. After the Apocalypse Writing in the Nuclear Age Teaching Banned Books The Small Town in Literature).

Prerequisite(s): EN 250 or EN 300.

EN 495E-W Themes in Literature (3.00 credit hours)

Provides an opportunity for concentration on a single theme a single author or combination of authors in an intensive study (e.g. Epic Failures Arthurian Legend Princess Brides Freaks and Geeks: The Abnormal in Contemporary Literature and Literature of the Unconscious).

Prerequisite(s): EN 250 or EN 300.

EN 498E-W Internship/Writing (3.00 credit hours)

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. Approval of Department Chair and Director of Experiential Education.

Prerequisite(s): EN 250 or EN 300 and junior or seniorclass standing.

Note(s): 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.

EN 499 Senior Capstone - English (3.00 credit hours)

Provides a capstone in English including reflection professionalization a summative public presentation and instruction in multimedia design tools.

Note(s): Senior class standing English majors only.

Environmental Studies (ENVS)**ENVS 250 Introduction to Environmental Science (3.00 credit hours)**

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. Corequisite(s): ENVS 251. Designed for non-science majors to meet the Natural Science Core requirement when taken with ENVS 251.

Note(s): Required for Environmental Studies majors and minors.

ENVS 251 Environmental Science Laboratory (1.00 credit hours)

Involves laboratory and field exercises accompanying and reinforcing lecture topics. May require a field trip outside of class time. Corequisite(s): ENVS 250.

ENVS 402 Principles of Ecology (3.00 credit hours)

Develops student knowledge of ecological principles in the context of the primary scientific literature. Develops student facility in working with biological primary literature and understanding ecological investigations. Cross listing(s): BL 402.

Prerequisite(s): BL 258 BL 260 and MT 272.

ENVS 403 Quantitative Ecology Laboratory (1.00 credit hours)

Involves ecological research design and the collection evaluation and statistical analysis of ecological data in the laboratory and in the field. Cross listing(s): BL 403.

Prerequisite(s): BL 259 BL 261 and MT 272.

ENVS 406 Climate Change-Science Society & Action (3.00 credit hours)

Explores the scientific basis for human-caused climate change and examines how information about climate is generated disseminated and informs societal action.

Prerequisite(s): Completion of natural science core and junior standing or permission of instructor.

ENVS 408 Consumption Contentment Climate Change (3.00 credit hours)

Explores the relationship between consumption happiness and climate change probing the assumption that economic growth promotes happiness and considering alternatives to mainstream economics. Cross listing(s): PEC 446.

Note(s): Junior class standing or completion of distributive core required.

ENVS 410 Aquatic Ecology (3.00 credit hours)

Develops student knowledge of freshwater ecology in its physical and chemical context. Emphasizes aquatic communities and includes exploration of the impacts of human activities on aquatic systems. May require participation in field trips outside of class time. Cross listing(s): BL 410.

Prerequisite(s): BL 258 and BL 260.

ENVS 411 Eco-Theology (3.00 credit hours)

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. Cross listing(s): CAS 411 and RT 401E.

Note(s): Junior standing or completion of Distributive Core required.

ENVS 415 Environmental Ethics (3.00 credit hours)

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.

ENVS 418 Environmental Economics and Law (3.00 credit hours)

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. Cross listing(s): PEC 448.

Prerequisite(s): EC 200 or EC 3200.

ENVS 419 Wilderness: Passion & Perseverance (3.00 credit hours)

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.

Note(s): Junior standing or permission of instructor required.

ENVS 424 Justice-Oriented Farming Practices (3.00 credit hours)

Examines and experiences agricultural theories and practices that empower people to harvest ecologically-sound food and explores the revitalization of traditional practices that support the well-being of human and nonhuman lives. Students will volunteer at off-campus urban farms. Cross listing(s): PJ 480.

Note(s): Junior standing or permission of instructor required.

ENVS 428 Conservation Biology (3.00 credit hours)

Introduces the fundamental principles of conservation biology including patterns of global biological diversity biogeography population genetics extinction restoration ecology management and conservation policy.

Cross listing(s): BL 428.

Prerequisite(s): BL 258 and BL 260.

Note(s): Junior standing or completion of Distributive Core required.

ENVS 429 SEED Fellow I: Sustainable Mindsets (3.00 credit hours)

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. Cross listing(s): BA 4300.

Note(s): Junior class standing or higher and instructor consent is required.

ENVS 431 Seed Fellowship II: Leading for Change (3.00 credit hours)

Accelerate your leadership skills to promote social and environmental sustainability. In Part II of the SEED Fellowship you will learn to communicate clearly and effectively form and motivate teams and leverage the science of behavior change in order to bring about social and environmental sustainability. By implementing the tools of social marketing you will create a real impact in your community. Cross listing(s): BA 4431.

Note(s): Junior class standing or higher and instructor consent is required.

ENVS 437 Environmental Justice: Race & Class (3.00 credit hours)

Explores how race and class intersect with natural disasters toxic waste dumps pollution inadequate sanitation pesticides childhood lead poisoning and asthma epidemics inequities in public transportation and a wide range of ongoing social movements and success stories. Cross listing(s): CJ 437 PJ 437 SO 437.

Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor.

ENVS 438 That's Garbage! Making Digital Stories (3.00 credit hours)

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.

Note(s): Junior class standing required.

ENVS 441 Sustainable Communities (3.00 credit hours)

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. Cross listing(s): PJ 441 and SO 441.

Prerequisite(s): SO 200 or SO 203.

ENVS 445 Comparative Public Policy (3.00 credit hours)

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. Cross listing(s): POL 445.

Prerequisite(s): EC 200 or EC 3200.

ENVS 446 Marine Biology (3.00 credit hours)

Develops student knowledge of the biology of the world ocean emphasizing marine diversity and ecology in oceanographic context. Introduces students to issues of commercial fisheries mariculture and oceanic pollution and helps students develop integrative positions. Cross listing(s): BL 446.

Prerequisite(s): BL 258 and BL 260.

ENVS 450 Environmental Impact Assessment (3.00 credit hours)

Focuses on the theory and methods of creating environmental impact assessment reports. Explores various perspectives including ecology chemistry geology economics and environmental justice.

Prerequisite(s): Junior class standing or completion of distributive core.

ENVS 451 Marketing Social Change in Uganda (3.00 credit hours)

Explores extreme poverty in Africa through immersion experience; integrates multiple perspectives on extreme poverty and economic development as students conduct service projects with organizations that work to alleviate poverty in Uganda. Cross listing(s): BA 4488 PJ 451W WGS 485W.

Prerequisite(s): Junior standing.

Note(s): Travel to Uganda is required.

ENVS 455 Modelling Sustainability (3.00 credit hours)

Sustainability can be defined in many different ways. 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 Behavioral Ecology (3.00 credit hours)

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. Cross listing(s): BL 458.

Prerequisite(s): BL 258 and BL 260.

ENVS 459 Animal Behavior Laboratory (1.00 credit hours)

Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Cross listing(s): BL 459.

Prerequisite(s): BL 259 and BL 261.

ENVS 460 Forest Ecology (3.00 credit hours)

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 258 BL 260 and MT 272 or equivalent.

Note(s): May require participation in field trips outside of class time.

ENVS 462 Primate Ecology and Behavior (3.00 credit hours)

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. May require participation in field trips outside of class time. Cross listing(s): BL 462.

Prerequisite(s): BL 258 and BL 260.

ENVS 469A Ecology Evolution & Behavior Rsrch Lab (1.00 credit hours)

Explores biological research through whole-class work on a faculty-member directed research project in the area of ecology and/or evolution. Develops student research abilities via reading the primary literature consideration or research questions data collection and data analysis. May require participation in field trips outside of class time. Cross listing(s): BL 469A.

Prerequisite(s): BL 259 BL 261 and MT 272 or permission of instructor.

ENVS 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): AN 471 CJ 471 PJ 471 SO 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

ENVS 474 Geographic Information Science (3.00 credit hours)

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(s): Completion of natural science core requirement or permission of instructor required.

ENVS 481E-W Special Topics in Env Studies (1.00-4.00 credit hours)

Explores selected topics in environmentally focused topics not normally covered in regular course offerings.

ENVS 490E-W Indep Study in Env Studies: (1.00-3.00 credit hours)

Offers an opportunity for advanced study in independent research projects in environmental studies.

ENVS 495A Portfolio Development I (1.00 credit hours)

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.

Prerequisite(s): ENVS 250.

Note(s): Senior class standing required.

ENVS 495B Portfolio Development II (1.00 credit hours)

Involves completion and assessment of an academic portfolio.

Prerequisite(s): ENVS 250.

Note(s): Majors only.

ENVS 498E-W Internship in Environmental Studies: (3.00 credit hours)

Develops skills related to real-life working situations in major-related field.

Fine Arts: Arts (FAA)**FAA 215 Introduction to Digital Art (3.00 credit hours)**

Introduces students to the foundations practice history and techniques of digital art. Students will look at a variety of artists to inform their own digital practices while exploring technology science contemporary art society culture and historical context. This course utilizes Adobe Creative Suite Master Collection as well as free open source programs.

Note(s): Course counts toward the Fine Arts Core.

FAA 220 Introduction Three-Dimensional Printing (3.00 credit hours)

Familiarizes student with contemporary art practices related to 3D printing processes for digital fabrication. Students create 3D prototypes and objects that relate cultural context to themes related to their own practices. No prior computer skills are required.

Note(s): Course counts toward the Fine Arts Core.

FAA 240 Introduction to Photography (3.00 credit hours)

Students will explore photography and picture making for personal expression. Course will cover camera controls Photoshop image editing inkjet printing and explore ideas about visual language and the tradition of fine art photography. Course counts toward the Fine Arts Core.

Note(s): Course materials fee required.

FAA 250 Introduction to Painting (3.00 credit hours)

Designed as an introduction to the acrylic painting process. Throughout the course students will explore the use of color composition and mark making. This hands-on course highlights a variety of subjects that are designed for the novice to develop their painting skills.

Note(s): Course counts toward the Fine Arts Core.

FAA 260 Introduction to Sculpture (3.00 credit hours)

Introduces the basics of materials exploration of tools and varying processes in sculpture. Students will discover self expression research and developing visual vocabulary and critical methods for evaluating and responding to art.

Note(s): Course counts toward the Fine Arts Core.

FAA 270 Introduction to Drawing (3.00 credit hours)

Covers the fundamental elements of drawing from observation. Throughout the course we will address a variety of drawing concepts including line quality historical/contemporary drawing practices proportion sighting perspective mark making and shading. A majority of the in-class time will be dedicated to drawing from still life set-ups.

Note(s): Course counts toward the Fine Arts Core.

FAA 290 Introduction to Printmaking (3.00 credit hours)

Introduces students to the fundamentals of printmaking. Printmakers carve and scribe images into a flat plate of plexiglass or linoleum apply ink and transfer the resulting image to paper using a hand operated press. This hands-on course emphasizes development of compelling personal imagery with projects designed for the novice to the experienced artist.

Note(s): Course counts toward the Fine Arts Core.

FAA 330 Design Foundation (3.00 credit hours)

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.

Note(s): Course counts toward the Fine Arts Core.

FAA 331 Graphic Design Foundation (3.00 credit hours)

Covers foundational information historical context and processes in graphic design including typography page layout design software logo development and motion graphics. Students will utilize Adobe Creative Suite and other open source programs. This class is open to students of all ability levels related to art and knowledge of computers.

Note(s): Course counts toward the Fine Arts Core.

FAA 420 Advanced Digital Art (3.00 credit hours)

Students create a series of digital artworks based on themes developed through research exposure to a variety of contemporary artists and ideation while exploring technology science contemporary art society culture and historical context. This course utilizes Adobe Creative Suite Master Collection as well as free open source programs.

Prerequisite(s): FAA 215 or permission of instructor.

FAA 421E-W Digital Art Studio (3.00 credit hours)

Class builds off of knowledge gained in Advanced Digital Art. Students will develop a collection of digital art works based upon personalized themes and content. Students work independently to develop their portfolio and may incorporate contemporary art practices into their work. Students will draw inspiration from lectures readings and constructive class critiques.

Prerequisite(s): FAA 215 and FAA 420 or permission of instructor.

FAA 422 Experimental Storytelling (3.00 credit hours)

An interdisciplinary approach to making narrative art. The playful nature of the class does not require students to have an advanced motion graphics background; instead students will use observational methods for developing storytelling through ideation and iteration. Cross listing(s): COM 485I.

FAA 443 Advanced Photography (3.00 credit hours)

Explores several particular photographic genera and then develop a portfolio of photographs exploring personally meaningful technical and conceptual content. Students will develop their creative concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 240 or permission of instructor.

FAA 446E-W Photography Studio (3.00 credit hours)

Focuses on developing a series of photographs that explore a particular concept or theme that is meaningful on a personal social political or environmental level. Students will develop their concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 443 or permission of instructor.

FAA 450 Advanced Painting (3.00 credit hours)

Designed to develop painting practices beyond those introduced in beginning level courses. The advanced painting course offers more specialized studies building upon the experiences of the creative process. Students will develop their creative concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 250 or equivalent or permission of instructor.

FAA 451E-W Painting Studio (3.00 credit hours)

Emphasizes theme development advanced techniques and process. This course format gives students time to focus thought and energy on a cohesive series of paintings. Each student will develop an individual direction and a set of aesthetic values that support his or her artistic goals. Students will develop their creative concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 450 or permission of instructor.

FAA 460 Advanced Sculpture (3.00 credit hours)

Students will practice sculpture beyond the beginning level with emphasis in advancing techniques composition and further exploration of both traditional and non-traditional materials. Other professional practices and theoretical issues will be discussed through one on one critiques and office hours in order to develop student portfolios.

Prerequisite(s): FAA 260 or permission of instructor.

FAA 461E-W Sculpture Studio (3.00 credit hours)

Students will create a series of personalized sculptural artworks. This class will involve further development of critical thinking about art making. Students will engage in both written and hand drawn brainstorming to develop deeper artistic concepts. Through one on one critiques field trips to art exhibits and group discussion students will develop confidence and independence in their artistic expression.

Prerequisite(s): FAA 460 or permission of instructor.

FAA 472 Advanced Drawing: Drawing Human Figure (3.00 credit hours)

Builds off of the knowledge set from Intro to Drawing by applying observational drawing skills to the human figure. A majority of class time will be spent drawing from the human figure in the form of live models and anatomical figurines. Projects will become more independent and self guided as the semester progresses.

Prerequisite(s): FAA 270 or permission of instructor.

FAA 474E-W Drawing Studio (3.00 credit hours)

Building off of the technical and conceptual progress students made previously in Advanced Drawing students will create several of their own thematic drawings to culminate in a portfolio of works. A majority of class time will be spent working on projects. Students will view lectures and visit the campus gallery to enrich their artistic education.

Prerequisite(s): FAA 472.

FAA 480 Advanced Printmaking (3.00 credit hours)

Explores advanced concepts and techniques in the art of printmaking. Students will begin to develop particular themes that are meaningful to them and create a portfolio of prints exploring technical and conceptual content. Students will develop their creative concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 290 or permission of the instructor.

FAA 481E-W Printmaking Studio: (3.00 credit hours)

Focuses on developing a series of prints that explore a particular concept or theme that is meaningful on a personal social political or environmental level. Students will develop their concepts through individual guidance from the instructor and feedback provided by students in class critiques.

Prerequisite(s): FAA 480 or permission of instructor.

FAA 490E-W Independent Study/Art: (1.00-3.00 credit hours)

Explores and pursues areas of interest.

FAA 497 Senior Art Studio (3.00 credit hours)

First of a two part professional development course sequence (FAA 497 & FAA 499) open to all art majors and art minors. The primary goal of the course is to make a portfolio of new artworks. Additional course goals include learning about professional opportunities in the arts exploring new ideas and inspiration and developing critical thinking/writing/ speaking skills.

Prerequisite(s): One of the following: FAA 420 FAA 443 FAA 450 FAA 460 FAA 472 or FAA 480 NOTE: Open to senior Visual Art majors and senior Visual Art minors.

FAA 498E-W Internship in Art (3.00 credit hours)

Provides practical experience and intellectual guidance in an area of art.

FAA 499 Senior Thesis (3.00 credit hours)

Second course in a two part professional development sequence for visual artists (FAA 497 & FAA 499). Students will continue to learn valuable artistic professional opportunities and skill sets and develop their abilities to promote their artwork. The course will culminate in a public exhibition of each student's work and a public talk by each student.

Prerequisite(s): Visual Arts majors or minors.

Fine Arts: Core (FAC)**FAC 201E Visual Art in Culture (3.00 credit hours)**

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.

FAC 201E-W Topics in Fine Arts Core (3.00 credit hours)

Topics Fine Arts Core provides an introduction to the historical cultural and aesthetic contexts of visual art and/or music. Emphasizes the ability to articulate and express relevant observations and ideas about the arts through objective critical thought and meaningful dialogue.

FAC 201F Exploring Music (3.00 credit hours)

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 201G Art As Activism (3.00 credit hours)

Examines historical and contemporary examples of activist artwork. Throughout the semester we will explore the various ways artists bring important social political and environmental issues to light.

FAC 201GC Art As Activism (3.00 credit hours)

Examines historical and contemporary examples of activist artwork. Throughout the semester we will explore the various ways artists bring important social political and environmental issues to light. Throughout the course students undertake a series of oral presentations highlighting artists from any time period who have used art as a tool for social and environmental change. The course culminates in students' oral presentation of an artwork or art-focused project such as a podcast or digital story map designed to highlight or impact change in an area of social or environmental justice. Final oral presentations will be given as a public campus talk in the O'Sullivan Art Gallery.

FAC 201H Music in the Counterculture Era (3.00 credit hours)

Introduces music as an expression of the unique culture of the United States and develops critical methods for evaluating and responding to American music. Topics explored in this course may include popular religious traditional art music or folk music of the various ethnic groups that comprise American society.

FAC 201I Gender in Visual Culture (3.00 credit hours)

Considers the historical and contemporary representations of gender in visual culture. We will examine how visual culture can reinforce or negate normative gender roles. We will look at a range of media including traditional oil paintings and contemporary advertisements.

FAC 201J R.O.C.K. in the U.S.A. (3.00 credit hours)

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 201K Art of the Southwest (3.00 credit hours)

Explores the visual arts of the southwest United States. The blending of peoples cultures and histories living in a distinctive landscape provides a model for study of the arts.

FAC 201L Soundscapes in a Changing World (3.00 credit hours)

Studies musical practices of world cultures such as Latin America Indonesia and India including instrumental and vocal styles dance drama and ceremonies. Our case study investigations allow students to understand music's role in human ritual politics and identity formation.

FAC 201M Encounters With Contemporary Art (3.00 credit hours)

Decoding modern art influences exploring current directions in art discovering art in community forming critical discernment focus on discussion and experiential activities.

FAC 201N American Musical Theater Studies (3.00 credit hours)

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 201NC American Musical Theater (3.00 credit hours)

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 2010 Questions in Contemporary Music (3.00 credit hours)

Western classical musicians in the twentieth and early twenty-first centuries responded to world events with musical styles that questioned the foundations of traditional musical language. In this course we will explore these wide-ranging styles while discussing the philosophical and aesthetic issues facing contemporary musicians and audiences.

FAC 2010C Questions in Contemporary Music (3.00 credit hours)

Western classical musicians in the twentieth and early twenty-first centuries responded to world events with musical styles that questioned the foundations of traditional musical language. In this course we will explore these wide-ranging styles while discussing the philosophical and aesthetic issues facing contemporary musicians and audiences.

Note(s): Enrollment is limited to students that completed the linked RCC 200 course in the fall.

FAC 201P American Music and Identity (3.00 credit hours)

Introduces music as an expression of the unique culture of the United States and develops critical methods for evaluating and responding to American music. Topics explored in this course may include popular religious traditional art music or folk music of the various ethnic groups that comprise American society.

FAC 201Q Mexican Music: Identity and Purpose (3.00 credit hours)

With a focus on group music-making pre-/post-conquest this course links musical production and consumption in the United Mexican States to issues of identity and purpose. Among those aspects of identity considered are race nation religion class and gender. Likewise considerations within purpose are modern performance and interpretation. This course investigates the concert music identity of ensemble art (classical) music in the United Mexican States.

FAC 211 Art History: Prehistory to 1400 (3.00 credit hours)

Investigates ancient art and archaeology through a global perspective while also focusing on art and visual culture's relationship to social and environmental justice. Discusses major works figures archaeological sites and world events as they relate to human artistic expression. Cross listing(s): FAHS 211.

FAC 212 Global Art History: 1400 to Present (3.00 credit hours)

Examines the style content and context of works of art from 1400 to the present using a global lens. Specifically discusses major works of art and visual culture as they relate to society and world events with a special emphasis on art and visual culture's relationship to social and environmental justice. Cross listing(s): FAHS 212.

FAC 251 United States Folk Pop and Jazz (3.00 credit hours)

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 256C Music in American Culture (3.00 credit hours)

Introduces music as an expression of the unique culture of the United States and develops critical methods for evaluating and responding to American music. Topics explored in this course may include popular religious traditional art music or folk music of the various ethnic groups that comprise American society.

FAC 257 Jazz in American Culture (3.00 credit hours)

Surveys various jazz styles cultivated in the United States 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.

Fine Arts: History (FAHS)**FAHS 211 Art History: Prehistory to 1400 (3.00 credit hours)**

Investigates ancient art and archaeology through a global perspective while also focusing on art and visual culture's relationship to social and environmental justice. Discusses major works figures archaeological sites and world events as they relate to human artistic expression. Cross listing(s): FAC 211.

FAHS 212 Global Art History: 1400 to Present (3.00 credit hours)

Examines the style content and context of works of art from 1400 to the present using a global lens. Specifically discusses major works of art and visual culture as they relate to society and world events with a special emphasis on art and visual culture's relationship to social and environmental justice. Cross listing(s): FAC 212.

FAHS 408E-W Themes in Art History: (3.00 credit hours)

A revolving seminar examining specialized topics in art history.

FAHS 410 Modern Art: Neo-Classicism to 1945 (3.00 credit hours)

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 147modernism148.

FAHS 415 Contemporary Art: 1945 to Present (3.00 credit hours)

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.

FAHS 420 Early Modern Art 1300-1800 (3.00 credit hours)

Examines the art of Europe from the proto-Renaissance to the Enlightenment with focus on the institutional and ideological shifts that lead to our modern conception of art. Topics include Renaissance Baroque Rococo Neoclassicism and Romanticism.

Prerequisite(s): FAC 200 or FAC 201E.

FAHS 430 Asian Art (3.00 credit hours)

Explores the artistic and cultural developments of South Southeast and East Asia from prehistory to present with a special emphasis on cultural and artistic exchange among Asian cultures and the West.

Prerequisite(s): FAC 200 or FAC201E.

FAHS 434 Race Gender and Art (3.00 credit hours)

Examines the representation of race and gender in visual art. Throughout the semester students will explore global and historical representations of race and gender through a cross cultural lens. Cross listing(s): WGS 434.

Prerequisite(s): Junior standing or completion of Distributive Core.

FAHS 435 Images/Women in Art & Popular Media (3.00 credit hours)

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.

FAHS 436 Decolonizing African Art (3.00 credit hours)

Surveys the rich tradition of art practice from the African continent and its diasporas with a specific focus on the ways in which African art is related to identity cultural agency and social justice. In this course students will work closely with Regis University's African art collection to create an exhibition on "Decolonizing African Art." A combination of lecture discussion and experiential learning provide students in this course with a foundation in African art traditions global diasporas in African identity and cultural agency and exhibition practices that support more decolonized ways to present and discuss African art and culture.

FAHS 440 American Art: Colonial to Present (3.00 credit hours)

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.

FAHS 445 History of Photography (3.00 credit hours)

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.

FAHS 450 Medieval Art (3.00 credit hours)

Examines art from the late Roman period to the proto-renaissance. Topics include Early Christian Byzantine Medieval Romanesque and Gothic art and architecture.

FAHS 453E-W Special Topics in Music and Art: (3.00 credit hours)

Emphasizes the interconnectedness of art and music by stressing their similarities in style content and context.

FAHS 460 New Mexico Santos Tradition (3.00 credit hours)

Exploration of identity through an understanding of how Catholicism history and the arts have shaped the diverse experiences of Hispanics in southern Colorado and Northern New Mexico. Central to this course is the 300-year-old artistic and religious tradition of the New Mexico santos (saints). Course includes sessions devoted to lectures discussions story tellers videos the Regis santo collection meetings with local artists as well as studio sessions. The Regis Santo collection the largest teaching collection of santos in the United States is an integral part of the course. Through lectures discussions and research students will explore the social cultural and Catholic traditions that have influenced the New Mexico santo tradition. The course culminates in a final research and studio painting project on a New Mexico santo resulting in the student creation of a retablo. Cross listing(s): CAS 410.

Prerequisite(s): Junior standing or completion of Distributive Core.

FAHS 466 Art of the Borderlands (3.00 credit hours)

Discusses the art and architecture produced within borderlands from a global perspective. In this course borderlands are defined as physical divides and liminal spaces separating people from places and/or one another. The course culminates with a discussion of how art and artists have responded to the refugee and migrant crisis at the U.S./Mexico border.

Prerequisite(s): Junior standing or completion of Distributive Core.

FAHS 470 Sacred Landscapes of the Native Americas (3.00 credit hours)

Explores the rich Indigenous artistic and architectural traditions of the Ancient Americas before the 15th century focusing specifically on the ways Indigenous American visual culture intersects with the natural landscape. In the course students will engage with philosophies of Indigenous environmental preservation and sustainability and explore how Indigenous cosmology and worldview were materialized in ancient cities and ritual centers. Cross listing(s): PJ 436E.

Prerequisite(s): Junior standing or completion of Distributive Core.

FAHS 490E-W Independent Study in Art History (1.00-3.00 credit hours)

Explores and pursues areas of interest.

FAHS 497 Senior Art History Thesis Research (3.00 credit hours)

This is the first component of thesis research and writing for senior Art History Majors. In this course students will begin researching and drafting their individual thesis in consultation with their instructor.

Note(s): Majors only.

FAHS 499 Senior Art History Thesis (3.00 credit hours)

Provides the final step for a degree in Art History. Students write individual thesis in consultation with the Program Director.

Fine Arts: Music (FAM)**FAM 200E-W Popular Music Ensemble (0.00-2.00 credit hours)**

Establishes a setlist of popular songs - any and all styles welcome - as chosen by the students. With the guidance of the instructor students will study and rehearse each song throughout the semester with the culmination of one or more live performances. PA amps keyboards and drums are provided but other instruments are not. Vocalists are also welcome. Auditions are not required but some experience playing the instruments/singing previously is required.

FAM 202E-W University Choir (0.00-3.00 credit hours)

Students will study prepare and sing in performance choral literature from the Gothic to the present.

FAM 203 Beginning Class Voice (2.00 credit hours)

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 (2.00 credit hours)

Continuation of FAM 203. Intermediate level vocal technique and music reading. Studies very easy classical or popular repertoire.

FAM 205 Beginning Class Guitar (2.00 credit hours)

Introduces the guitar and music reading for non-music minors or majors with little or no prior guitar experience. Studies very easy classical or popular repertoire.

FAM 206 Intermediate Class Guitar (2.00 credit hours)

Continuation of FAM 205. Focuses on development of music reading. Studies technical patterns and exercises. Easy classical or popular repertoire and improvisation.

FAM 214E-W Applied Music: Violin (1.00-2.00 credit hours)

Provides individual instruction in violin.

FAM 216E-W Applied Music: Viola (1.00-2.00 credit hours)

Provides individual instruction in viola.

FAM 218E-W Applied Music: Cello (1.00-2.00 credit hours)

Provides individual instruction in cello.

FAM 220E-W Chapel Choir (0.00-1.00 credit hours)

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 (1.00-2.00 credit hours)

Provides individual instruction in flute.

FAM 223E-W Applied Music: Oboe (1.00-2.00 credit hours)

Provides individual instruction in oboe.

FAM 225E-W Applied Music: Bassoon (1.00-2.00 credit hours)

Provides individual instruction in bassoon.

FAM 227E-W Applied Music: Recorder (1.00-2.00 credit hours)

Provides individual instruction in recorder.

FAM 230E-W Collegium Musicum (0.00-3.00 credit hours)

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.

FAM 235 Foundations of Music (3.00 credit hours)

Introduces the fundamental concepts of Western music theory: notation clefs meter and rhythm major and minor scales key signatures intervals chords Roman numerals and basic composition.

FAM 236 Basic Musicianship (1.00 credit hours)

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 239E-W World Music Ensemble (0.00-2.00 credit hours)

Explores the music of Zimbabwe covering a variety of styles with a focus on their rich history of marimba music. All levels of musical experience welcome.

FAM 240 Beginning Class Piano (2.00 credit hours)

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 (2.00 credit hours)

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!

FAM 246E-W Applied Music: Voice (1.00-2.00 credit hours)

Provides individual instruction in voice.

FAM 247E-W Applied Music: Piano (1.00-2.00 credit hours)

Provides individual instruction in piano.

FAM 248E-W Applied Music: Guitar (1.00-2.00 credit hours)

Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation.

FAM 252E-W Applied Music: Banjo (1.00-2.00 credit hours)

Provides individual instruction in banjo.

FAM 254E-W Musical Theater Ensemble (0.00-3.00 credit hours)

Provides an applied opportunity for students to engage in a music production with an emphasis on music and music performance. Studies staging choreography lighting costumes and other production aspects. Culminates in a musical theater performance(s).

FAM 255E-W Applied Music: Mandolin (1.00-2.00 credit hours)

Provides individual instruction in Mandolin

FAM 256E-W Applied Music: Modified (0.00-3.00 credit hours)

Provides an applied opportunity for students to engage in a course with an emphasis on music and music performance.

Note(s): This course is for students in the GLOBAL Inclusive Program only.

FAM 259E-W Jazz Ensemble (0.00-3.00 credit hours)

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 260E-W Band (0.00-3.00 credit hours)

Explores quality band literature covering a variety of styles and time periods. Ensemble is open to woodwind brass and percussion instruments.

FAM 261E-W Applied Music: Clarinet (1.00-2.00 credit hours)

Provides individual instruction in clarinet.

FAM 265E-W Applied Music: Jazz Piano (1.00-2.00 credit hours)

Provides instruction in jazz piano concepts and techniques. This includes melodic improvisation chord voicing accompaniment styles in both solo and ensemble settings and playing by ear.

FAM 269E-W Chamber Ensemble (0.00-2.00 credit hours)

The Regis Chamber Ensemble explores music from 1750 to today concentrating on the wealth of literature for strings woodwinds and percussion.

FAM 278E-W Applied Music: Bass (1.00-2.00 credit hours)

Provides individual instruction on double bass and/or electric bass guitar.

FAM 280E-W Applied Music: Saxophone (1.00-2.00 credit hours)

Provides individual instruction in saxophone.

FAM 282E-W Applied Music: Trumpet (1.00-2.00 credit hours)

Provides individual instruction in trumpet.

FAM 284E-W Applied Music: Trombone (1.00-2.00 credit hours)

Provides individual instruction in trombone.

FAM 286E-W Applied Music: Percussion (1.00-2.00 credit hours)

Provides individual instruction on percussion.

FAM 288E-W Applied Music: Harp (1.00-2.00 credit hours)

Provides individual instruction on harp.

FAM 294E-W Applied Music: Composition (1.00-2.00 credit hours)

Covers techniques of music composition.

FAM 400E-W Advanced Popular Music Ensemble (0.00-2.00 credit hours)

Establishes a setlist of popular songs - any and all styles welcome - as chosen by the students. With the guidance of the instructor students will study and rehearse each song throughout the semester with the culmination of one or more live performances. PA amps keyboards and drums are provided but other instruments are not. Vocalists are also welcome. Auditions are not required but some experience playing the instruments/singing previously is required. Advanced Popular Music Ensemble students perform more complex and challenging literature.
Prerequisite(s): FAM 200E-W.

FAM 402E-W Concert Choir (0.00-3.00 credit hours)

Advanced choral ensemble work including more complex and challenging literature as well as on- and off-campus performance.

FAM 409A Applied Voice: Techs & Perf I (1.00-2.00 credit hours)

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.

FAM 409B Applied Voice: Techs & Perf II (1.00-2.00 credit hours)

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.

FAM 409C Applied Voice: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 409D Applied Voice: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 414E-W Applied Music: Adv Violin (1.00-2.00 credit hours)

Provides advanced individual instruction in violin. Offers opportunities for on- and off-campus performance.

FAM 415A Applied Violin: Tech & Perf I (1.00-2.00 credit hours)

Private instruction on the violin 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.

FAM 415B Applied Violin: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 415C Appl Violin: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 415D Applied Violin: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 416E-W Applied Music: Adv Viola (1.00-2.00 credit hours)

Provides advanced individual instruction in viola. Offers opportunities for on- and off-campus performance.

FAM 417A Applied Viola: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 417B Applied Viola: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 417C Applied Viola: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 417D Applied Viola: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 418E-W Applied Music: Adv Cello (1.00-2.00 credit hours)

Provides advanced individual instruction in cello. Offers opportunities for on- and off-campus performance.

FAM 419A Applied Cello: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 419B Applied Cello: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 419C Applied Cello: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 419D Applied Cello: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 421E-W Applied Music: Adv Flute (1.00-2.00 credit hours)

Provides advanced individual instruction in flute. Offers opportunities for on- and off-campus performance.

FAM 422A Applied Flute: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 422B Applied Flute: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 422C Applied Flute: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 422D Applied Flute: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 423E-W Applied Music: Adv Oboe (1.00-2.00 credit hours)

Provides advanced individual instruction in oboe. Offers opportunities for on- and off-campus performance.

FAM 424A Applied Oboe: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 424B Applied Oboe: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 424C Applied Oboe: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 424D Applied Oboe: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 425E-W Applied Music: Adv Bassoon (1.00-2.00 credit hours)

Provides advanced individual instruction in bassoon. Offers opportunities for on- and off-campus performance.

FAM 426A Applied Bassoon: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 426B Appl Bassoon: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 426C Appl Bassoon: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 426D Appl Bassoon: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 427E-W Applied Music: Adv Recorder (1.00-2.00 credit hours)

Provides advanced individual instruction in recorder. Offers opportunities for on- and off-campus performance.

FAM 428A Appl Recorder: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 428B Appl Recorder: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 428C Appl Recorder: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 428D Appl Recorder: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 430E-W Concert Collegium Musicum (0.00-3.00 credit hours)

Explores an array of literature from Gregorian Chant through the works of J.S. Bach. Advanced participants perform on- and off-campus.

FAM 442E-W Piano Ensemble (0.00-2.00 credit hours)

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.

FAM 443A Applied Piano: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 443B Applied Piano: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 443C Applied Piano: Tech & Perf III (1.00-2.00 credit hours)

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 demonstrates an upper intermediate to advanced technical proficiency on the keyboard. Culminates in end-of-semester student recital.

FAM 443D Applied Piano: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 448E-W Guitar Ensemble (0.00-2.00 credit hours)

Emphasizes styles of music dynamics rhythm and harmonic structure in an acoustic ensemble.

FAM 449A Applied Guitar: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 449B Applied Guitar: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 449C Appl Guitar: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 449D Applied Guitar: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 452E-W Applied Music: Adv Banjo (1.00-2.00 credit hours)

Provides advanced individual instruction on the banjo. Offers opportunities for on- and off-campus performance.

FAM 453A Applied Banjo: Tech & Perf I (1.00-2.00 credit hours)

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.

FAM 453B Applied Banjo: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 453C Applied Banjo: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 453D Applied Banjo: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 454E-W Advanced Musical Theater Ensemble (0.00-3.00 credit hours)

Provides an advanced applied opportunity for students to engage in a music production with an emphasis on music and music performance. Studies staging choreography lighting costumes and other production aspects. Culminates in a musical theater performance(s).

FAM 455E-W Applied Music: Advanced Mandolin (1.00-2.00 credit hours)

Provides advanced individual instruction in Mandolin.

FAM 456A Applied Mandolin-Tech & Perf I (1.00-2.00 credit hours)

Private instruction on the Mandolin designed for students with prior fret board training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.
Prerequisite(s): FAM 455E.

FAM 456B Applied Mandolin-Tech & Perf II (1.00-2.00 credit hours)

Private instruction on the Mandolin designed for students with prior fret board training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.
Prerequisite(s): FAM 455E.

FAM 456C Applied Mandolin-Tech & Perf III (1.00-2.00 credit hours)

Private instruction on the Mandolin designed for students with prior fret board training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.
Prerequisite(s): FAM 455E.

FAM 456D Applied Mandolin-Tech & Perf IV (1.00-2.00 credit hours)

Private instruction on the Mandolin designed for students with prior fret board training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.
Prerequisite(s): FAM 455E.

FAM 459E-W Concert Jazz Ensemble (0.00-3.00 credit hours)

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.

FAM 460E-W Concert Band (0.00-3.00 credit hours)

Explores quality band literature covering a variety of styles and time periods. Ensemble is open to woodwind brass and percussion instruments.

FAM 461E-W Applied Music: Advanced Clarinet (1.00-2.00 credit hours)

Provides advanced individual instruction in clarinet. Offers opportunities for on- and off-campus performance.

FAM 462A Applied Clarinet: Tech and Perf I (1.00-2.00 credit hours)

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.

FAM 462B Applied Clarinet: Tech & Perf II (1.00-2.00 credit hours)

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.

FAM 462C Applied Clarinet: Tech & Perf III (1.00-2.00 credit hours)

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.

FAM 462D Applied Clarinet: Tech & Perf IV (1.00-2.00 credit hours)

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.

FAM 465E-W Applied Music: Advanced Jazz Piano (1.00-2.00 credit hours)

Provides advanced instruction in jazz piano concepts and techniques. This includes advanced topics in melodic improvisation chord voicing and reharmonization.

FAM 466E-W Applied Music: Advanced Voice (1.00-2.00 credit hours)

Advanced vocal instruction including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance.

FAM 467E-W Applied Music: Advanced Piano (1.00-2.00 credit hours)

Advanced piano instruction including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance.

FAM 468E-W Applied Music: Advanced Guitar (1.00-2.00 credit hours)

Advanced instruction including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance.

FAM 469E-W Concert Chamber Ensemble (0.00-2.00 credit hours)

The Regis Concert Chamber Ensembles are performing ensembles that explore literature from 1750 with an emphasis on material that demands a high level of performance technique and mastery.

Prerequisite(s): FAM 269E-W or permission of instructor.

FAM 478E-W Applied Music: Advanced Bass (1.00-2.00 credit hours)

Provides advanced individual instruction in double bass and/or electric bass guitar. Offers opportunities for on- and off-campus performance.

FAM 480E-W Applied Music: Advanced Saxophone (1.00-2.00 credit hours)

Provides advanced individual instruction on the saxophone. Offers opportunities for on- and off-campus performance.

FAM 481A Applied Saxophone: Tech and Perf I (1.00-2.00 credit hours)

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.

FAM 481B Applied Saxophone: Tech and Perf II (1.00-2.00 credit hours)

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.

FAM 481C Applied Saxophone: Tech and Perf III (1.00-2.00 credit hours)

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.

FAM 481D Applied Saxophone: Tech and Perf IV (1.00-2.00 credit hours)

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.

FAM 482E-W Applied Music: Advanced Trumpet (1.00-2.00 credit hours)

Provides advanced individual instruction on the trumpet. Offers opportunities for on- and off-campus performance.

FAM 483A Applied Trumpet: Tech and Perf I (1.00-2.00 credit hours)

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.

FAM 483B Applied Trumpet: Tech and Perf II (1.00-2.00 credit hours)

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.

FAM 483C Applied Trumpet: Tech and Perf III (1.00-2.00 credit hours)

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.

FAM 483D Applied Trumpet: Tech and Perf IV (1.00-2.00 credit hours)

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.

FAM 484E-W Applied Music: Advanced Trombone (1.00-2.00 credit hours)

Provides advanced individual instruction on the trombone. Offers opportunities for on- and off-campus performance.

FAM 485A Applied Trombone: Tech and Perf I (1.00-2.00 credit hours)

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.

FAM 485B Applied Trombone: Tech and Perf II (1.00-2.00 credit hours)

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.

FAM 485C Applied Trombone: Tech and Perf III (1.00-2.00 credit hours)

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.

FAM 485D Applied Trombone: Tech and Perf IV (1.00-2.00 credit hours)

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.

FAM 486E-W Applied Music: Advanced Percussion (1.00-2.00 credit hours)

Provides advanced individual instruction in percussion. Offers opportunities for on- and off-campus performance.

FAM 487A Applied Percussion: Techniques & Perf I (1.00-2.00 credit hours)

Private instruction in percussion designed for students with prior percussion training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.

Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAM 487B Applied Percussion: Techniques & Perf II (1.00-2.00 credit hours)

Continuation of FAM 487A. Private instruction in percussion designed for students with prior percussion training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for students' level of proficiency.

Prerequisite(s): FAM 487B.

FAM 487C Applied Percussion: Technique & Perf III (1.00-2.00 credit hours)

Continuation of FAM 487B. Private instruction in percussion for students with prior percussion training. Focuses on two pieces from different style period that demonstrate an upper-intermediate to advanced technical proficiency in percussion. Culminates in end-of-semester student recital.

Prerequisite(s): FAM 487B.

FAM 487D Applied Percussion: Techniques & Perf IV (1.00-2.00 credit hours)

Continuation of FAM 487C. Private instruction in percussion. Offers students with substantial percussion training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital.

Prerequisite(s): FAM 487C.

FAM 488E-W Applied Music: Advanced Harp (1.00-2.00 credit hours)

Provides advanced individual instruction in harp. Offers opportunities for on- and off-campus performance.

FAM 490E-W Independent Study/Music: (1.00-3.00 credit hours)

Explores area of special interest.

Prerequisite(s): Approval of Department co-chair music program director.

FAM 494E-W Applied Music: Advanced Composition (1.00-2.00 credit hours)

Advanced private music composition lessons.

FAM 498E-W Internship in Music: (3.00 credit hours)

Provides practical experience and intellectual guidance in an area of music.

FAM 499 Senior Thesis: Music in the Arts (3.00 credit hours)

Offers sequence of practical activities covering topics such as professional music internships archival research scholarly collaboration public musicology and music entrepreneurship skills.

Note(s): Fourth year music majors only.

Fine Arts: Music History (FAMH)**FAMH 450E-W World Music Literature: (3.00 credit hours)**

Studies musical practices of diverse cultures including instrumental and vocal styles dance drama and ceremonies with an emphasis on research.

FAMH 451 History of Us Folk Pop & Jazz (3.00 credit hours)

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.

FAMH 452 European Music Literature (3.00 credit hours)

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.

FAMH 453E-W Special Topics in Music and Art: (3.00 credit hours)

Emphasizes the interconnectedness of art and music by stressing their similarities in style content and context.

FAMH 454 Hist/perfm of American Musical Theater (3.00 credit hours)

Provides students with a historical and cultural background to the major developments of American Musical Theatre.

Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 455E-W Topics in Music History (3.00 credit hours)

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.

FAMH 457 Women in Music (3.00 credit hours)

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(s): Sophomore standing or completion of Distributive Core required.

Fine Arts: Music Recital (FAMR)**FAMR 200A Freshman Recital Hour A (0.00 credit hours)**

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.

FAMR 200B Freshman Recital Hour B (0.00 credit hours)

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.

FAMR 300A Sophomore Recital Hour A (0.00 credit hours)

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.

FAMR 300B Sophomore Recital Hour B (0.00 credit hours)

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.

FAMR 400A Junior Recital Hour A (0.00 credit hours)

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.

FAMR 400B Junior Recital Hour B (0.00 credit hours)

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.

FAMR 402 Music Minor Recital (0.00 credit hours)

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(s): Presentation of music minor recital requires successful "hearing" at least one month before recital date.

FAMR 403 Junior Recital (0.00 credit hours)

All music majors with an emphasis in performance are required to perform at least a 30-minute recital that demonstrates the students 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.

FAMR 404 Senior Recital (0.00 credit hours)

All music majors with an emphasis in performance are required to perform a Senior Recital in their senior year; at least 45 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. Pass/ No-Pass grading only.

Prerequisite(s): Majors only and Senior class standing.

FAMR 405 Elective Recital (0.00 credit hours)

For music major students not pursuing the Music Performance Major an optional recital of at least 20 minutes that demonstrates ability to perform in several style periods. Elective Recitals are typically given in a student's junior or senior year. Pass/No Pass grading only. NOTE: Majors only and junior class standing required.

Note(s): Presentation of an Elective Recital requires successful "hearing" at least one month before recital date.

FAMR 450A Senior Recital Hour A (0.00 credit hours)

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.

FAMR 450B Senior Recital Hour B (0.00 credit hours)

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.

Fine Arts: Music Theory/Technology (FAMT)**FAMT 200 Music Theory I (3.00 credit hours)**

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.

FAMT 201 Aural Skills I (1.00 credit hours)

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. Co-Requisite: FAMT 300

FAMT 210 Songwriting and Composition (2.00 credit hours)

Introductory course in music composition and songwriting. Students will develop multiple projects over the course of the semester and receive feedback from the professor and fellow students. Music notation ability preferred but not required.

FAMT 230 Intro to Music Technology (3.00 credit hours)

Introduces the fundamental techniques of recording generating and editing sounds using a digital audio workstation. Topics include the physics of sound microphones speakers mixing mastering and MIDI.

FAMT 300 Music Theory II (3.00 credit hours)

A continuation of concepts and materials learned in Music Theory I. Emphasizes chromatic harmony various types of modulation more complex forms and extended tonality. Co-requisite: FAMT 201.

Prerequisite(s): FAMT 200.

FAMT 301 Aural Skills II (1.00 credit hours)

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. Co-Requisite: FAMT 350

FAMT 350 Music Theory III (3.00 credit hours)

A continuation of Music Theory II. Study structures and systems used in music throughout the late nineteenth and twentieth centuries including extended tonality modality set theory and serialism contemporary rhythmic and metrical techniques and other contemporary compositional trends. Includes composition. Co-requisite: FAMT 301.

Prerequisite(s): FAMT 300 or permission of instructor.

FAMT 400 Orchestration Arranging and Conducting (3.00 credit hours)

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.

FAMT 401 Counterpoint (3.00 credit hours)

Studies 16th century and 18th century counterpoints. Evaluation materials include both analysis and composition.

FAMT 431 Music Technology for Today's World (3.00 credit hours)

Teaches recording techniques: generating and editing sounds using a digital audio workstation and the presentation of music content on the Internet. Topics include the physics of sound microphones speakers mixing mastering MIDI and live and studio production. Contains significant hands-on component in a recording studio.

FAMT 432 Recording Arts/ Live Production I (3.00 credit hours)

Students master basic recording arts; sound acoustics & design; microphones; digital audio & digital audio workstations; ProTools; and operation of the Regis Recording Studio & Claver Recital Hall.

FAMT 442 Recording Arts/ Live Production II (3.00 credit hours)

Continuation of FAMT 432 (Live and Studio Digital Recording I) where more advanced recording arts students will continue to hone their recording mixing promotion and performance skills in the recording arts.

Prerequisite(s): FAMT 432.

FAMT 452 Recording Arts/ Live Production III (3.00 credit hours)

This hands-on course taking place in the Clarke Recording Studio and Claver Recital Hall offers students advanced training in recording techniques audio mixing and the chance for professional training during the Music Program's many live performances. The final project is a class album.

Prerequisite(s): FAMT 442.

Geology (GE)**GE 204E-W Topics in Geology (3.00 credit hours)**

Develops course content around a central geological theme on selected topics chosen by the instructor.

GE 205E-W Topics in Geology Laboratory (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics.

GE 208 Introduction to Geology (3.00 credit hours)

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. Approved to satisfy the core natural science requirement.

GE 209 Introduction to Geology Laboratory (1.00 credit hours)

Introduces students to scientific inquiry through participation in field and laboratory activities. Involves exercises reinforcing lecture content. **Corequisite(s):** GE 208.

GE 481E-W Special Topics in Geology (1.00-4.00 credit hours)

Explores selected topics in the field of Earth science. Course format varies according to topic selected.

History (HS)**HS 200 Sustainability & Collapse in World Hist (3.00 credit hours)**

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.

HS 201 Planet in Crisis: A History (3.00 credit hours)

Takes an evidence based case study theoretical and integrative approach to the global contemporary epoch of human influence over the environment and the accompanying nuclear and climate crisis. Our course draws from the disciplines of history politics/political economy literature and film studies.

HS 213 Europe to 1789 (3.00 credit hours)

Studies the evolution of Europe from Greece/Rome through Age of Absolutism. Includes major themes on the formation of the great religions which have influenced the West Classical culture the Middle Ages the Renaissance the Reformation and the Wars of Religion.

HS 214 Europe Since 1789 (3.00 credit hours)

Traces the evolution of modern Europe and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on 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 1865 (3.00 credit hours)

Surveys the development of United States civilization from the era of discovery exploration and settlement to the end of Reconstruction.

HS 224 History of U.S. Since 1865 (3.00 credit hours)

Surveys the development of United States civilization from Reconstruction to the present.

HS 224C History of U.S. Since 1865 (3.00 credit hours)

Studies the evolution of modern industrial United States from the end of the Civil War to the present.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 231 World History to 1500 (3.00 credit hours)

Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations the Middle East India China and the Americas through classical civilizations and Europe.

HS 232 World History Since 1500 (3.00 credit hours)

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 Middle East to 1800 (3.00 credit hours)

Examines the political economic religious and social history of the Middle East from the rise of Islam through the fall of the Islamic empires: the Ottomans Safavids and Mughals.

HS 239 The Middle East Since 1800 (3.00 credit hours)

Examines the political economic religious and social history of the Modern Middle East with a special emphasis on the Arab-Israeli conflict.

HS 240E-W Western Civilization: (3.00 credit hours)

Examines specified historical eras to gain a better understanding of political geographical and social history of life in the 21st century.

HS 242C The Israel-Palestine Conflict (3.00 credit hours)

Seeks to understand the multiple facets of the Israel-Palestine conflict which is one of the most complicated and controversial conflicts affecting the Middle East and the world today.

Note(s): Communication-intensive course enrollment is limited to students who took paired RCC 200 in the fall.

HS 245E-W United States History: (3.00 credit hours)

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 250 Africa to 1800 (3.00 credit hours)

Examines the power complexity and sophistication of pre-colonial African kingdoms and empires while investigating Africans' roles in making the modern world. Topics include globalization innovation slavery and the growth of racial thought.

HS 251 Africa Since 1800 (3.00 credit hours)

Examines the political economic religious and social history of Modern Africa with emphases on complexity diversity global interactions and African voices. Topics include pre-colonial states imperialism decolonization and post-colonial challenges and prospects.

HS 253 Premodern East Asia (3.00 credit hours)

Surveys the history of East Asia (China Japan and Korea) from earliest times to the arrival of Western imperialism.

HS 254 Modern East Asia (3.00 credit hours)

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 254C Modern East Asia (3.00 credit hours)

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.

Note(s): Communication-intensive course enrollment is limited to students who took paired RCC 200 in the fall.

HS 255 Democracy & Development in Taiwan (3.00 credit hours)

Explores the forces that have shaped contemporary Taiwan through an interdisciplinary approach that places Taiwan's development in historical perspective as part of larger developments in East Asia and the world.

Note(s): Summer travel learning seminar to Taiwan.

HS 255C Democracy and Development in Taiwan (3.00 credit hours)

Explores the forces that have shaped contemporary Taiwan through an interdisciplinary approach that places Taiwan's development in historical perspective as part of larger developments in East Asia and the world.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 260 Colonial Latin America (3.00 credit hours)

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 Modern Latin America (3.00 credit hours)

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 261C Modern Latin America (3.00 credit hours)

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.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 262 Latin America in Film and Text (3.00 credit hours)

Studies films produced by underrepresented voices in Latin America such as Indigenous communities women and Afrodescendants. Students will learn how films represent historical and political issues that affect our communities in modern times.

HS 262C Latin America in Film and Text (3.00 credit hours)

Studies films produced by underrepresented voices in Latin America such as Indigenous communities women and Afrodescendants. Students will learn how films represent historical and political issues that affect our communities in modern times.

Note(s): HS 262C 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.

HS 401A World Humanities I (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HU 400A.

HS 401B World Humanities II (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HU 400B.

HS 412 Immigration in American History (3.00 credit hours)

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(s): PJ 412.

HS 425 Civil War and Gilded Age America (3.00 credit hours)

Examines 19th century America focusing on the roots of the American Civil War and the dazzling changes of the Gilded Age (1789-1900).

HS 430 History of Colorado (3.00 credit hours)

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 433 History-Caribbean & the Atlantic World (3.00 credit hours)

Examines the various social cultural economic and political contacts and interactions that shaped the culture of the Atlantic World focusing on Africans Native Americans and Europeans.

HS 441 Culture of Politics and Public Memory (3.00 credit hours)

Students will examine the constructed nature of our national memories by posing questions regarding the "authenticity" of memorial representations the "ownership" of public histories and the rhetorical functions memory texts serve for society.

Prerequisite(s): COM 380.

Cross listing(s): COM 456 and PJ 416E.

HS 442 Oral History: Theory & Methods (3.00 credit hours)

Examines the theory and methods of collecting and using individual narratives to create synthesized historical accounts. Students learn the scholarly skills necessary to implement best practices in oral history documentation and production.

Note(s): Sophomore class standing.

HS 450 Christianity: An Evolving Movement (3.00 credit hours)

An investigation of the origins of Christianity and an exploration of the relationship between Christianity and culture examining how it has been influenced by internal and external forces. Topics include doctrinal debates cultural technological environmental and feminist issues Cross listing(s): RC 450.

HS 452 Modern Japan (3.00 credit hours)

Explores the transformation of Japan from a semi-feudal system to its rise as a world economic power focusing on the trajectory of its conflict and cooperation with the West in the 19th and 20th centuries.

HS 454 Modern China (3.00 credit hours)

Investigates the long-term divergence of state and society beginning in the imperial period which shaped the development of late imperial and modern Chinese society culture and politics particularly during the age of Western imperialism.

HS 455 Stories From Wartime (3.00 credit hours)

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. Cross listing(s): PJ 451P.

HS 456 Judaism: Faith History Culture (3.00 credit hours)

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(s): RC 458.

HS 458 The History of Chinese Food (3.00 credit hours)

Explores the role that Chinese cuisine has played in the development of society culture and identity in the United States over the past 150 years among Asian-American especially Chinese-American and European-American communities.

Note(s): Sophomore standing required.

HS 459 Islam: Faith/ History/ Contemp Issues (3.00 credit hours)

Alongside an introduction to Islamic scripture beliefs and practices this course investigates contemporary issues throughout the diverse Muslim world including Sunni-Shi'i sectarianism women and gender politics and conflict and contemporary democratic movements. Cross listing(s): RC 459.

HS 460 Hinduism and Buddhism (3.00 credit hours)

Introduces the basic concepts histories and practices of Hindu and Buddhist religious traditions around the world. Examines primary-source texts as well as practices and customs Cross listing(s): RC 460.

HS 475E-W Topics in World History (3.00 credit hours)

Provides an in-depth analysis of world historical issues. Topics vary from term to term.

HS 476 Human Rights-Africa and the Middle East (3.00 credit hours)

Examines the history of the human rights movement and humanitarianism in Africa and the Middle East over the last 150 years. Case studies will focus on aid refugees and minority and women's rights. Cross listing(s): PJ 451S.

HS 478 Inter-Religious Relations-Middle East (3.00 credit hours)

Examines the long history of inter-religious relationships among the major religions of the region and their sects including Judaism Zoroastrianism Christianity and Islam from the rise of Christianity to the present. Cross listing(s): RT 430E.

HS 480 Religion and Politics in Modern Africa (3.00 credit hours)

Examines the intersection of faith and politics in Africa since 1830 by focusing on the complex relationships between African faiths (Islam Christianity and African Traditional Religions) and colonialism nationalism apartheid democracy and terrorism. Cross listing(s): RT 430F.

HS 482 The Indian Ocean World (3.00 credit hours)

Examines the long history of interconnections between the people and cultures surrounding the Indian Ocean. Topics include: piracy migration slavery intellectual and religious exchange maritime technology commerce imperialism decolonization and the Non-Aligned Movement.

HS 484E-W Topics in History: Topical/ Thematic (3.00 credit hours)

Provides and in-depth analysis of topics or themes in history. Content varies from year to year.

Note(s): Junior standing or permission of instructor.

HS 485E-W Topics in History: National/ Regional (3.00 credit hours)

Provides and in-depth analysis of a significant national or regional topic. Content varies from year to year.

Note(s): Junior standing or permission of instructor.

HS 487E-W Themes in Historical Perspective (3.00 credit hours)

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.

HS 490E-W Independent Study/History: (1.00-3.00 credit hours)

Offers an opportunity for independent exploration of areas of interest under the direction of a department member.

Prerequisite(s): Approval of Department Chair.

HS 494 Research Apprenticeship (3.00 credit hours)

Offers students the opportunity to develop and hone their historical research skills by assisting in the supervising faculty member's research project as directed.

Note(s): Senior standing and/or permission of instructor.

HS 498E-W Internship/History (3.00 credit hours)

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.

HS 499A Capstone I: Theory and Methods (3.00 credit hours)

Explores historical theory and method as well as the philosophy and history of the discipline. Throughout the semester students will put these ideas and skills to work in preparation for the senior thesis.

Note(s): Senior standing or permission of instructor.

HS 499B Capstone II : The Senior Thesis (3.00 credit hours)

The second of two capstones the course draws on historical theory and methods from History 499A. Students meet collectively and work independently to complete a summative research project with advising from History faculty.

Note(s): Senior standing or permission of instructor.

Honors

Integrative Seminars (RCC)

RCC 200 First Year Writing (3.00 credit hours)

This course focuses on critical thinking by developing college-level skills in reading and writing. It also introduces students to their advisor and a core community of fellow students; students will take a paired first-year seminar in the spring with this same community of peers.

RCC 200H Honors Writing Seminar: Idea/University (3.00 credit hours)

As the foundational offering in a five-semester honors sequence this course opens a dialogue about what constitutes a university education. It is a first in a series of seminars designed to bring the traditions of classical learning into fruitful engagement with newer developments in science and the humanities. 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(s): Honors students only.

RCC 400D Diversity & Culture Tradition (3.00 credit hours)

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.

Prerequisite(s): Sophomore class standing required.

RCC 400H Honors: Diversity Tradition Innovation (3.00 credit hours)

As the second course in a series of five honors seminars Diversity Tradition and Innovation is rooted in questions regarding the creative tension between our formative relationships to the past and the ways in which we seek to create novel futures between tradition and innovation. It involves an integrative blend of literature philosophy history science religion film art and music

Prerequisite(s): RCC 200H or equivalent or permission of instructor.

Note(s): Honors Only.

RCC 410E Global Environmental Awareness (3.00 credit hours)

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 410H Honors: Environment and Society (3.00 credit hours)

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 place in the natural world.

Prerequisite(s): RCC 200H & RCC 400H or equivalent or permission of instructor.

Note(s): Honors students only.

RCC 420H Honors Seminar: Justice for All (3.00 credit hours)

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. This course examines historical and contemporary notations of peace and justice as it cultivates an international perspective on fundamental questions of peace security and justice. *

Prerequisite(s): RCC 410H or equivalent or permission of instructor.

Note(s): Honors Only.

RCC 420J Justice and the Common Good (3.00 credit hours)

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 430H Honors Sem. Magis & Search for Meaning (3.00 credit hours)

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 420H or permission of instructor.

RCC 430M Search for Meaning (3.00 credit hours)

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 440A Cultures of Self and Other (1.00 credit hours)

Contextualizes upcoming international experiences within a scholarly framework in order to set intentions for meaningful experiences abroad and in life. Develops critical analysis tools to engage in meaningful intercultural interactions as members of local and global communities. RCC 440A is completed prior to the study abroad semester RCC 440B is completed during the study abroad semester and RCC 440C is completed following the study abroad semester.

Note(s): RCC 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the RCC 430 Meaning requirement.

RCC 440B Intercultural Reflection (1.00 credit hours)

Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays.

Note(s): RCC 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the RCC 430 Meaning requirement.

RCC 440C Culture and Meaning (1.00 credit hours)

Fosters intercultural development and personal discernment by helping students process contextualize and articulate insights about culture identity power meaning and well-being gained through individual international experiences.

Note(s): RCC 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the RCC 430 Meaning requirement.

RCC 450A Arrupe Science Mentorship A (0.00-1.00 credit hours)

Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

RCC 450B Arrupe Science Mentorship B (0.00-1.00 credit hours)

Continuation of RCC 450A. Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate.

Prerequisite(s): RCC 450A.

RCC 450H Arrupe Science Mentorship A (0.00-1.00 credit hours)

Students will support Arrupe Jesuit High School senior complete their Science Capstone projects. Regis students do not need to be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

RCC 451H Arrupe Science Mentorship B (0.00-1.00 credit hours)

Continuation of RCC 450H. Students will support Arrupe Jesuit High School seniors complete their Science Capstone projects. Regis students do not need to be science majors to participate.

Prerequisite(s): RCC 450H.

Note(s): Permission of Instructor is required.

RCC 490E-W Integrative Core (3.00 credit hours)

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.

Honors (HO)

HO 440A Cultures of Self and Other (1.00 credit hours)

Contextualizes upcoming international experiences within a scholarly framework in order to set intentions for meaningful experiences abroad and in life. Develops critical analysis tools to engage in meaningful intercultural interactions as members of local and global communities. HO 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the RCC 420H requirement. HO 440A is completed prior to the study abroad semester HO 440B is completed during the study abroad semester and HO 440C is completed following the study abroad semester.

Note(s): Honors Students only.

HO 440B Intercultural Reflection (0.00-2.00 credit hours)

Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays. HO 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the HO 420H requirement.

Note(s): Honors Students only.

HO 440C Culture and Meaning (1.00 credit hours)

Fosters intercultural development and personal discernment by helping students process contextualize and articulate insights about culture identity power meaning and well-being gained through individual international experiences. HO 440 A B and C are mandatory for study abroad participants and in conjunction with a Regis-sponsored study abroad program satisfy the RCC 420H requirement.

Note(s): Honors Students only.

HO 490E-W Independent Study in Honors (1.00-3.00 credit hours)

Offers an opportunity to explore an idea issue problem or project from an interdisciplinary perspective with the consent and collaboration of an instructor.

HO 493A Honors Thesis Research Seminar A (0.00-2.00 credit hours)

Focuses on the application of research methodology appropriate to the student's thesis topic. Students conduct research prepare an annotated bibliography complete a literature review and present a specific proposal for their thesis.

Prerequisite(s): Junior standing.

HO 493B Honors Thesis Research Seminar B (0.00-2.00 credit hours)

A continuation of HO 493A. Focuses on the application of research methodology appropriate to the student's thesis topic. Students conduct research and complete a draft of their thesis.

Prerequisite(s): Senior standing.

HO 499 Honors Thesis (0.00-2.00 credit hours)

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 publication in the library archives and make a public presentation of their work. Senior standing.

Prerequisite(s): HO 493A and HO 493B.

Honors Distributive Core

BL 259H Honors Organismic Biology Laboratory (1.00 credit hours)

Introduces study design primary literature data interpretation and written presentation of results. Reinforces lecture content and explores broader themes of history and philosophy of biology. Includes fieldwork and one dissection. Includes one three hour laboratory per week. Honors students only or permission of instructor. Corequisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 261H Honors Molecular/Cellular Biology Lab (1.00 credit hours)

Introduces study design primary literature data interpretation and oral presentation of results. Reinforces lecture content and explores broader themes of history and philosophy of biology. Includes work with recombinant DNA. Includes one three hour lab per week. Honors students only or permission of instructor. Co-requisite(s): BL 260 excepts for student with AP credit for BL 260.

COM 250H Honors - Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): Enrollment is limited to students in the Honors program.

EC 200H Honors- Econ for Responsible Citizenship (3.00 credit hours)

Explores the interdisciplinary nature and historical evolution of economic theory and policy with particular emphasis on its impact on attitudes politics society and the environment. Highlights the pressing problems of inequality and climate change as they relate to economics. Provides students with basic quantitative economic and financial literacy.

EN 300H Honors English (3.00 credit hours)

Undertakes detailed analysis of primary texts offers the opportunity for research in a specific area of study. Explores aesthetic ethical and social values; engages texts through inquiry critical thinking analysis and evaluation.

Note(s): Honors students only.

PL 270H Honors Philosophical Explorations (3.00 credit hours)

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(s): Honors Students only.

PSY 250H Honors General Psychology (3.00 credit hours)

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(s): Honors or Psychology Majors/Minor only.

RT 201H Honors Religion & the Human Quest (3.00 credit hours)

Cultivates curiosity about what it means to be human in the face 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 only or Permission of Instructor

Humanities (HU)

HU 366 Leading Lives That Matter (3.00 credit hours)

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 400A World Humanities I (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HS 401A.

HU 400B World Humanities II (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HS 401B.

HU 421E-W Humanities in Contemporary Culture: (3.00 credit hours)

Examines modern culture topics in the Humanities- art literature architecture film music painting sculpture philosophy and religion.

HU 435E-W Voices of Humanity: (3.00 credit hours)

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 474 Conservation Psychology (3.00 credit hours)

Brings to light the mutual influences between human beings and the natural environment. Through the lenses of psychology and literature students will explore topics such as the interdependence of humans with the natural world; the relationship between the environment illness and well-being; psychosocial aspects of conservation; environmental identity. Cross listing(s): PY 464.

HU 475 Our Common Home: Rel Anmls Envrnmnt (3.00 credit hours)

A comparative exploration of religious teachings with the aim of cultivating compassion and identifying our obligations to each other the environment and animals in an age of exploitation climate change and animal extinction. Cross listing(s): RC 475.

HU 476 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing(s): PL 477.

HU 480 Forgiving Others Forgiving Ourselves (3.00 credit hours)

Students explore the nature and process of forgiveness benefits to self and relationships seeking and granting forgiveness apology reconciliation and how to promote forgiveness in family friends and community Cross listing(s): COM 480 and PY 480.

HU 487 Environmental History (3.00 credit hours)

A worldwide survey of the interaction between humans and the natural world over time examining how these two forces have shaped and influenced each other in order to learn from the unintended consequences of the past and be more thoughtful moving into the future. Cross listing(s): HS 487M.

HU 490E-W Indep. Study/Humanities: (1.00-6.00 credit hours)**HU 492E-W Topics in Humanities: (3.00 credit hours)**

Provides a value-based approach to explore special topics focusing on the integration of literature humanities and the arts.

Learning Support (LS)**LS 201 Strategies for Success (1.00 credit hours)**

Explores students' relationship to learning and university life. Focuses on the development and mastery of skills related to comprehending and analyzing college-level texts. Assists in the development of effective study strategies.

LS 202 Strategies for Success II (1.00 credit hours)

Continuation of LS 201. Explores students' relationship to learning and university life. Focuses on the development and mastery of skills related to comprehending and analyzing college-level texts. Assists in the development of effective study strategies.

LS 205 GLOBAL Inclusive Learning Support (1.00-2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 206 GLOBAL Inclusive Learning Support II (1.00-2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 207 GLOBAL Inclusive Learning Support III (1.00-2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 208 GLOBAL Inclusive Learning Support IV (1.00-2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 209 GLOBAL Inclusive Learning Support V (2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 210 GLOBAL Inclusive Learning VI (2.00 credit hours)

Designed for students in the GLOBAL Inclusive Program to enhance their learning and thriving in the Regis community. We will be focusing on strategies for college success.

Note(s): Course is only open to students enrolled in the GLOBAL Inclusive Program.

LS 230 Writers Workshop (1.00 credit hours)

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 (1.00 credit hours)

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.

Mathematics (MT)

MT 201 College Algebra (3.00 credit hours)

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 (3.00 credit hours)

Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic matrices probability exponentials graph theory linear programming game theory and problem-solving skills usable by a productive citizen.

Prerequisite(s): Placement by Department.

MT 204G Modified Contemporary Mathematics (3.00 credit hours)

Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic matrices probability exponentials graph theory linear programming game theory and problem-solving skills usable by a productive citizen.

Note(s): This is for students enrolled in the GLOBAL Inclusive Program only and placement by department is required.

MT 205 Contemporary Math- Liberal Arts Students (3.00 credit hours)

Presents contemporary mathematics for liberal arts students. It emphasizes the use of mathematics in the natural world using concepts such as social choice networking scheduling symmetry in art and nature fractals growth the Golden Ratio music and poetry.

Note(s): Students cannot receive credit for MT 204 and MT 205.

MT 206 Contemporary Math- Business Students (3.00 credit hours)

Presents topics in contemporary mathematics for business students. It emphasizes the use of mathematics in everyday life using real world applications such as set relationships percentages statistics probability personal finance and business applications.

Note(s): Students cannot receive credit for MT 204 and MT 206.

MT 225 Mastery of Foundational Mathematics (3.00 credit hours)

Makes connections between K-12 experiences in math and college-level abstract mathematical foundations.

MT 250 Quantitative Skills and Reasoning (3.00 credit hours)

Emphasizes processing information applying quantitative skills and reasoning and interpreting conclusions in context. Topics include numeracy quantitative reasoning problem solving and algebraic reasoning in scientific and business contexts.

MT 260 Pre-Calculus (4.00 credit hours)

Reviews the fundamental topics from Algebra and Trigonometry that are necessary for success in calculus. Topics include graphs polynomials rational functions trigonometric functions exponentials and logs. Department.

Prerequisite(s): C- or higher in MT 201 or MT 250 ACT Math 22 or greater SAT Math 540 or greater or ALEKS score of 61 or greater.

Note(s): Course fee required.

MT 270 Introduction to Statistics (3.00 credit hours)

Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics probability distributions estimations hypothesis testing linear regression and correlation and other topics.

MT 270C Introduction to Statistics (3.00 credit hours)

Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics probability distributions estimations hypothesis testing linear regression and correlation and other topics.

Note(s): This course carries a communication focus in the course assignments and enrollment is limited to students who took the paired/linked RCC*200 course in the fall.

MT 271 Statistics Recitation (0.00-1.00 credit hours)

Supplements introductory statistics courses by providing time and space for additional help instruction and practice with the material. Corequisite(s): MT 270 MT 270C MT 272 or MT 272C.

MT 272 Statistics for the Life Sciences (3.00 credit hours)

Presents introductory statistics emphasizing applications 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.

MT 272C Statistics for the Life Sciences (3.00 credit hours)

Presents introductory statistics emphasizing applications 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.

Note(s): This course carries a communication focus in the course assignments and enrollment is limited to students who took the paired/linked RCC*200 course in the fall.

MT 274 Intro to Stats for Health Professions (3.00 credit hours)

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 320 Introduction to Discrete Mathematics (3.00 credit hours)

Introduces mathematical tools used by computer scientists with an emphasis on developing problems-solving abilities. Topics include machine logic set theory Boolean algebra mathematical induction and data structures.

Prerequisite(s): C- or higher in MT 201 or MT 260.

MT 330 Business Calculus (3.00 credit hours)

Introduces standard topics of 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. Course fee required.

Prerequisite(s): C- or higher in MT 201 or MT 250 ACT Math 22 or greater SAT Math 540 or greater or ALEKS score of 61 or higher.

MT 360A Calculus I (4.00 credit hours)

Treats standard topics of single variable calculus including limits continuity derivatives applications of derivatives and elements of integration.

Prerequisite(s): At least one of: C- or higher in MT 260 or equivalent ACT Math 26 or greater SAT Math 610 or greater or ALEKS score of 76 or greater.

Note(s): Course fee required.

MT 360B Calculus II (4.00 credit hours)

Continues treatment of single variable calculus including definite and indefinite integrals applications of integrals transcendental functions techniques of integration and infinite series.

Prerequisite(s): C- or higher in MT 360A or placement by the department.

MT 360C Calculus III (4.00 credit hours)

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): C- or higher in MT 360B or placement by the department.

MT 401 Logic and Proof (3.00 credit hours)

Provides an introduction to mathematical reasoning and proof writing. Topics include set theory logic and methods of proof.

Note(s): MT360B must be completed with a grade of C- or higher.

MT 405 Numerical and Computational Methods (3.00 credit hours)

Uses Python or MATLAB in solving linear and nonlinear equations approximation theory numerical integration and differentiation numerical solutions of differential equations and linear programming.

Note(s): C- or higher in MT 360B MT 415 and MT 463 or permission of instructor.

MT 415 Linear Algebra (3.00 credit hours)

Studies vector spaces linear transformations matrices determinants systems of equations eigenvalues and characteristic matrices.

Note(s): C- or higher in MT 360A or placement by department.

MT 423A Abstract Algebra I (3.00 credit hours)

Provides an axiomatic treatment of basic concepts of groups rings and fields.

Prerequisite(s): C- or higher in MT 401 and MT 415 or permission of instructor.

MT 426 History and Foundations of Mathematics (3.00 credit hours)

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.

Note(s): C- or higher required in MT 360B.

MT 435 Applied Combinatorics (3.00 credit hours)

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. C- or higher in MT 360B.

Note(s): Required for students preparing to teach secondary mathematics.

MT 437 Cryptography (3.00 credit hours)

Includes a brief history of code making and code breaking modern private key systems (AES) and public key cryptosystems.

Note(s): C- or higher in MT 415.

MT 441 Modern Geometry (3.00 credit hours)

Studies Euclidean and non-Euclidean geometries such as: Mobius hyperbolic elliptic absolute and projective geometries. Geometries are studied using analytic methods. Required for students preparing to teach secondary mathematics.

Note(s): C- or higher in MT 360B.

MT 445 Advanced Linear Algebra (3.00 credit hours)

Continues the study of matrices determinants systems of equations eigenvalues characteristics matrices and sparse matrices.

Note(s): C- or higher in MT 415.

MT 454 Real Analysis (3.00 credit hours)

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.

Note(s): C- or higher in MT 401.

MT 463 Differential Equations (3.00 credit hours)

Studies solutions of 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. Required for students preparing to teach secondary mathematics.

Note(s): C- or higher in MT 360B.

MT 470A Mathematical Statistics I (3.00 credit hours)

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.

Note(s): C- or higher in MT 360B.

MT 470B Mathematical Statistics II (3.00 credit hours)

A continuation of MT 470A.

Note(s): C- or higher in MT 470A or MT 472.

MT 472 Probability and Statistics (3.00 credit hours)

Introduces probability and statistics and the underlying mathematical theory discrete and continuous distributions sampling distributions estimation hypothesis testing and regression.

Note(s): C- or higher in MT 360B.

MT 475 Statistical Computing (3.00 credit hours)

Introduces Python computer programming concepts principles and practices. Continues with the use of Python to compute descriptive statistics and visualize data. Introduces computations for hypothesis testing sampling conditional probability and other statistical quantities. Concludes with machine learning for clustering and classification.

MT 480 Complex Analysis (3.00 credit hours)

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.

Note(s): C- or higher in MT 360B.

MT 490E-W Independent Study/Math: (1.00-3.00 credit hours)

Provides an opportunity for independent exploration of areas of interest.

MT 495E-W Advanced Topics in Mathematics (1.00-3.00 credit hours)

Provides an intensive examination of the theory and methods of a particular mathematical area of study.

MT 498E-W Internship/Mathematics (3.00 credit hours)

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.

Modern and Classical Languages and Literatures

Chinese (CHN)

CHN 209A Elementary Chinese I (4.00 credit hours)

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.

CHN 209B Elementary Chinese II (4.00 credit hours)

A continuation of CHN 209A.

CHN 290E-W Elementary Independent Study in Chinese (3.00 credit hours)

CHN 309A Intermediate Chinese I (3.00 credit hours)

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.

CHN 309B Intermediate Chinese II (3.00 credit hours)

A continuation of CHN 309A.

CHN 409 Advanced Chinese I (3.00 credit hours)

Provides an intensive review of Chinese 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 linguistic practices of the Chinese speaking world.

Prerequisite(s): CHN 309B.

CHN 410 Advanced Chinese II (3.00 credit hours)

Continues an intensive review of Chinese 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 linguistic practices of the Chinese speaking world.

Prerequisite(s): CHN 409.

CHN 411 Advanced Chinese III (3.00 credit hours)

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): CHN 410.

CHN 490E-W Independent Study in Chinese (1.00-3.00 credit hours)

Provides independent exploration of topics of interest in Chinese language culture and/or Chinese authors.

Prerequisite(s): CHN 309B and/or permission of department chair.

French (FR)

FR 209A Elementary French I (4.00 credit hours)

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 (4.00 credit hours)

A continuation of FR 209A.

FR 290E-W Direct Study in French (0.00-4.00 credit hours)

Offers an opportunity for independent exploration of topics of interest in French or Francophone literature and art.

Note(s): Requires permission of Department Chair.

FR 309A Intermediate French I (3.00 credit hours)

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.

FR 309B Intermediate French II (3.00 credit hours)

A continuation of FR 309A.

FR 409 Advanced French I (3.00 credit hours)

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.

FR 410 Advanced French II (3.00 credit hours)

Provides an intensive review of French grammar focused primarily on French cultural history and politics.

FR 411 Advanced French III (3.00 credit hours)

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.

FR 415 French Politics and Culture (3.00 credit hours)

Analyzes the political and cultural evolution of France and francophone countries and the European Union.

FR 416 Gaia: Rethinking our Planet (3.00 credit hours)

This course rethinks the environmental crisis by introducing our planet as Gaia: a spiritual entity that helps us understand climate change in a personal and intimate manner. Students will investigate new forms of ecologies through films books field trips video games discussions and self-reflections. The class will also offer new theories of environmental justice with the goal of developing ethical and political responses to contemporary issues.

FR 423 Translation/Interp/Cmpstn (3.00 credit hours)

Offers practice in advanced composition translation and stylistic analysis in French to develop grammar vocabulary and analytic skills in a contemporary and realistic context.

FR 426 Advanced French Conversation I (3.00 credit hours)

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.

FR 427 Advanced French Conversation II (3.00 credit hours)

Phonetics-based advanced-level discussion of contemporary French and francophone social political and cultural issues. Emphasizes development of oral proficiency.

FR 429 French Lit:Medieval thrgh 17th Century (3.00 credit hours)

Examines major French writers and literary movements from the medieval through the classical periods.

FR 435 Survey of French Theater (3.00 credit hours)

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.

FR 439 Diversity in the French-Speaking World (3.00 credit hours)

Multi-disciplinary study of representative works from the Francophone world including Canada France North and sub-Saharan Africa Haiti Martinique and Guadeloupe.

FR 460 Sociolinguistics (3.00 credit hours)

Explores how linguistics plays a major role in our minds and our society. By examining the role of linguistic ideologies dynamics of power domination and standardization. This course also delves into how languages are formed and destroyed as well as how a language can be revitalized but also become extinct. We will focus on world languages with an emphasis on historical and contemporary languages in the United States; we will also study languages from physical as well as virtual environments. The goal of this course is to understand the role of languages in our reality. Students will learn terms such as linguistic variation linguistic change standard vs. non-prestigious language varieties bilingualism diglossia code-switching language attitudes and ideologies and the close ties between language and identity.

Prerequisite(s): FR 309B.

FR 490E-W Independent Study in French (1.00-3.00 credit hours)

Offers an opportunity for independent exploration of topics of interest in French or Francophone literature and art.

FR 495E-W Seminar in French & Francophone Studies (3.00 credit hours)

Provides an intensive study of French and francophone authors genres or literary movements.

FR 498E-W Internship in French (3.00 credit hours)

Provides practical on-site experience in the use of French and an opportunity to enhance reading writing speaking and listening skills.

FR 499 Senior Seminar (1.00 credit hours)

Individualized reading and writing assignments based on courses previously taken.

German (GR)**GR 209A Elementary German I (4.00 credit hours)**

Provides an intensive review of basic grammatical structures and conversation and introduces some of the most important cultural traits of the German speaking world.

GR 209B Elementary German II (4.00 credit hours)

A continuation of GR 209A.

GR 309A Intermediate German I (3.00 credit hours)

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. Emphasizes the use of German linguistic skills to gain a more in-depth understanding of the histories and cultural practices products and perspectives of the German speaking world.

GR 309B Intermediate German II (3.00 credit hours)

A continuation of GR 309A.

GR 490E-W Independent Study/German: (3.00 credit hours)

Provides independent exploration of topics of interest and of German authors.

Prerequisite(s): Approval of Department Chair.

Latin (LT)**LT 201A Introductory Latin I (4.00 credit hours)**

Studies Latin vocabulary grammar and syntax for students beginning in Latin.

LT 201B Introductory Latin II (4.00 credit hours)

A continuation of LT 201A.

LT 290E-W Introductory Independent Study/ Latin (3.00 credit hours)

Offers and independent study of Latin vocabulary grammar and syntax for students beginning in Latin.

Prerequisite(s): Approval of the Department Chair.

LT 301A Intermediate Latin I (3.00 credit hours)

Introduces classical Latin literature prose and poetry with readings from Cicero Catullus Horace and Virgil and further study of Latin grammar.

LT 301B Intermediate Latin II (3.00 credit hours)

A continuation of LT 301A.

LT 390E-W Intermediate Ind Study/Latin (0.00-3.00 credit hours)

Offers and independent exploration of topics of interest and of Latin authors.

Prerequisite(s): Approval of the Department Chair.

LT 401A Advanced Latin - Love Poetry (3.00 credit hours)

Students will aim to become fluent and sophisticated readers of Love Poetry in the Roman Golden Age as exemplified in the writings of Catullus Horace and Ovid. We will focus primarily on mastery of the language with a strong secondary emphasis on cultural interpretation and historical background.

Prerequisite(s): LT 301B.

LT 482 Myth and Sexuality in Ancient Rome (3.00 credit hours)

The Roman gods are a mess. Jupiter's a cad; his son Apollo is a chad. Even the "Great Mother" drives her acolytes through dark forests in a gender-confused frenzy. But behind all the blood sex misogyny and magic hides some of the most sublime reflections on love and identity in any language. Cross listing(s): WGS 482.

LT 483 Advanced Latin - Virgil's Aeneid (3.00 credit hours)

Students will aim to become fluent and sophisticated readers of Virgil's Latin epic the Aeneid. This is an advanced language course focusing primarily on translating Latin into English.

Prerequisite(s): LT 301A.

LT 485 The First Caesars: A New Rome (3.00 credit hours)

Examines philosophical cultural and political trends in Rome as-following the actions of Julius and (later) Augustus Caesar-the longest-lasting popular government in history gradually eroded into a monarchical 'principate'.

LT 490E-W Independent Study/Latin: (1.00-3.00 credit hours)

Offers an independent exploration of topics of interest and of Latin authors.

LT 499 Senior Seminar (1.00 credit hours)

Provides a capstone experience for senior Latin majors. Requires extensive reading writing and research in a Latin-related topic.

Spanish (SP)

Note: All 400-level Spanish courses are taught exclusively in Spanish unless otherwise indicated.

SP 209A Elementary Spanish I (4.00 credit hours)

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 (4.00 credit hours)

A continuation of SP 209A.

SP 309A Intermediate Spanish I (3.00 credit hours)

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.

SP 309B Intermediate Spanish II (3.00 credit hours)

A continuation of SP 309A.

SP 320 Spanish for Med/Health Workers (4.00 credit hours)

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.

SP 408A Advanced Spanish I for Heritage Speakers (3.00 credit hours)

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.

SP 408B Spanish for Heritage Speakers II (3.00 credit hours)

Continuation of SP 408A.

Prerequisite(s): SP 408A.

SP 409 Advanced Spanish I (3.00 credit hours)

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.

SP 410 Advanced Spanish II (3.00 credit hours)

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.

SP 411 Advanced Spanish III (3.00 credit hours)

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.

SP 415 Spanish Civilization (3.00 credit hours)

Studies the development of Spain from prehistoric times to the present. Includes the art literature and music of the Spanish culture.

SP 417 Business Comm & Culture in Spanish (3.00 credit hours)

Familiarizes students with basic business concepts in Spanish and provides an overview of commerce in a global economy with a focus on sustainable business practices in Latin America and Spain.

Prerequisite(s): SP 309B NOTE: Students should have at least two years of college level Spanish or permission of the instructor.

SP 423 Translation/Interp/Cmpstn (3.00 credit hours)

Offers practice in advanced composition translation and stylistic analysis in Spanish to develop grammar vocabulary and analytic skills in a contemporary and realistic context.

SP 424 Spanish for Medical/Health Care Workers (3.00 credit hours)

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.

SP 430A Survey of Spanish Literature (3.00 credit hours)

Studies advanced composition centered on a survey of Spanish literature.

SP 430B Survey of Lat American Lit (3.00 credit hours)

Studies advanced composition centered on a survey of Latin American literature.

SP 435 Latin American/Latino Lit/Clttr/Society (3.00 credit hours)

Provides a multi-disciplinary study of contemporary Latin American society represented in literature from the United States and Latin America emphasizing social economic and political issues.

Note(s): Course does not count towards the Core language requirement.

SP 436 Native Latin American Literature (3.00 credit hours)

The course is an introduction to Indigenous literature and cultural production within the Spanish colonies in the Americas. It includes texts from the colonial period to the present.

SP 437 Writing By and About Hispanic Women (3.00 credit hours)

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.

SP 439 Theatrical Performance in Spanish (3.00 credit hours)

Explores dramatic works from Spain and Latin America. Students will perform these works and examine the cultural and historical contexts in which they were first performed. Conducted in Spanish.

Prerequisite(s): SP 309B or permission of instructor.

SP 445 Spanish Phonetics and Phonology (3.00 credit hours)

Introduction to practical and theoretical aspects of phonetics and phonology. Analyzes important contrasts between sounds of Spanish and English by means of phonetic transcription.

SP 460 Sociolinguistics (3.00 credit hours)

Explores how linguistics plays a major role in our minds and our society. By examining the role of linguistic ideologies dynamics of power domination and standardization. This course also delves into how languages are formed and destroyed as well as how a language can be revitalized but also become extinct. We will focus on world languages with an emphasis on historical and contemporary languages in the United States; we will also study languages from physical as well as virtual environments. The goal of this course is to understand the role of languages in our reality. Students will learn terms such as linguistic variation linguistic change standard vs. non-prestigious language varieties bilingualism diglossia code-switching language attitudes and ideologies and the close ties between language and identity.

Prerequisite(s): SP 309B.

SP 461 Latin American Civilization (3.00 credit hours)

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.

SP 490E-W Independent Study/Spanish: (1.00-3.00 credit hours)

Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors.

SP 495E-W Hispanic Studies: (3.00 credit hours)

Provides an intensive study of individual authors works periods or literary movements.

SP 496 Senior Project (1.00 credit hours)

Provides a capstone experience for senior Spanish majors. Requires extensive reading writing and research in a Spanish topic and an oral comprehensive examination.

SP 498E-W Internship in Spanish: (3.00 credit hours)

Provides practical on-site experience in the use of Spanish and an opportunity to enhance reading writing speaking and listening skills.

Neuroscience (NS)**NS 260 Introduction to Brain and Behavior (3.00 credit hours)**

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. Corequisite(s): NS 261.

NS 260C Introduction to Brain and Behavior (3.00 credit hours)

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. Corequisite(s): NS 261.

Note(s): Contains a communication focus in the course assignments and enrollment is limited to students who took the paired/linked RCC 200 course in the fall.

NS 260H Honors Introduction to Brain & Behavior (3.00 credit hours)

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. Considers the philosophical and ethical implications of neuroscience. Corequisite(s): NS 261.

NS 261 Intro to Brain and Behavior Laboratory (1.00 credit hours)

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. Corequisite(s): NS 260.

NS 410 Neurological Disorders (3.00 credit hours)

Applies a biopsychological approach to understanding brain-behavior relationships through the study of diseases of the nervous system.

Prerequisite(s): NS 260.

Note(s): A background in neuroscience or psychology while helpful is not essential for this course.

NS 450 Neuroscience Methods (3.00 credit hours)

Examines historical and cutting-edge neuroscience research methodology and design. Students will explore research techniques data analysis and interpretation of experimental results in the context of ongoing work in the field. Corequisite(s): NS 451.

Prerequisite(s): MT 272 NS 480 and NS 481.

NS 451 Neuroscience Methods Laboratory (1.00 credit hours)

Explores current neuroscience research techniques for monitoring behavior investigating drug effects examining anatomy and observing cellular activity in the nervous system. Corequisite(s): NS 450.

Prerequisite(s): MT 272 NS 480 and NS 481.

NS 466 Neuropharmacology (3.00 credit hours)

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 BL 258 and BL 260.

NS 470 Neuroethics (3.00 credit hours)

Explores ethical legal and societal implications and challenges arising from our continued understanding of the nervous system.

Prerequisite(s): NS 260.

NS 472 Neuroplasticity (3.00 credit hours)

Explores the role of neuroplasticity in learning memory aging and recovery from brain injury. This course will emphasize in-depth critical analysis of current literature covering molecular cellular genetic electrophysiological and behavioral studies.

Prerequisite(s): BL 258 BL 260 and NS 260.

NS 474 Neurodevelopment (3.00 credit hours)

Explores the development of the nervous system including the cellular and molecular mechanisms that are crucial for the formation of the brain and spinal cord and the establishment maintenance and remodeling of neuronal connections. We will also examine the experimental approaches used to study neural development.

Prerequisite(s): BL 258 BL 260 and NS 260.

NS 480 Cellular and Molecular Neuroscience (3.00 credit hours)

Examines current questions and experimental approaches in cellular and molecular neuroscience including the ionic basis of electrical signaling the biochemistry of synaptic transmission mechanisms of learning and memory and selected current topics in the field. Corequisite(s): BL 481.

Prerequisite(s): NS 260 BL 258 and BL 260.

NS 481 Cellular and Molecular Neuroscience Lab (1.00 credit hours)

Provides a broad exposure to classic and current experimental approaches in cellular and molecular neuroscience. Utilized approaches will include anatomical physiological and biochemical methods for investigating the structure and function of neurons. Corequisite(s): BL 480.

NS 485 Neuroanatomy and Neurophysiology (3.00 credit hours)

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. Corequisite(s): NS 486.

Prerequisite(s): BL 258 BL 260 and NS 260.

NS 486 Neuroanatomy and Neurophysiology Lab (1.00 credit hours)

Involves laboratory experiments and computer simulations of neural functions as well as gross dissection and historical study of neuroanatomy. Corequisite(s): NS 485.

NS 490E-W Independ Study/Neuroscience: (1.00-3.00 credit hours)

Offers an opportunity for advanced study in independent research in neuroscience.

NS 491E-W Research in Neuroscience: (1.00-3.00 credit hours)

Offers an opportunity for collaborative research in neuroscience under faculty direction.

NS 495E-W Sem/Curr Tpcs in Neuroscience: (3.00 credit hours)

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.

NS 498E-W Internship in Neuroscience (3.00 credit hours)

Involves a placement that draws on skills related to neuroscience such as a clinical or research agency for advanced neuroscience students. Approval of director of Academic Internship Program is required.

Prerequisite(s): Junior standing and minimum GPA of 2.8.

NS 499 Senior Thesis (2.00 credit hours)

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 is approved by the faculty examination committee.

Paracurricular (PC)**PC 200A Leadership Seminar: MAGIS Program (0.00-1.00 credit hours)**

Surveys basic leadership skills and issues for students entering the Regis College Leadership Program.

PC 200B Leadership Seminar: MAGIS Program (0.00-1.00 credit hours)

Surveys basic leadership skills and issues for students entering the Regis College Leadership Program.

Prerequisite(s): PC200A.

Note(s): Enrollment limited to MAGIS program students only.

PC 200E-W GLOBAL Inclusive Career Development (1.00 credit hours)

GLOBAL Inclusive Career Development is designed for students enrolled in the GLOBAL Inclusive Program focused on career development and preparation.

PC 204E-W Leadership Development Program (1.00 credit hours)

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 205 Introduction to Research and Scholarship (1.00-2.00 credit hours)

Designed for students interested in the Summer Bridge program. Students will learn how to cultivate their personal voice explore new ways of thinking and become confident in themselves as writers and learners.

PC 210A Best Practices Wrkng W/ Student Writers Writing Center Theory and Practice (0.00-1.00 credit hours)

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 215 Best Practices With Student Dialogue (0.00-1.00 credit hours)

Provides an introduction to dialogue theory and reviews practical issues connected with dialogue facilitation. Prepares students to work with fellow discussants by examining peer mentoring techniques. Permission of instructor required.

PC 220 Careers and Your Calling (0.00-1.00 credit hours)

Designed for students who have not yet declared a major and/or are revisiting a major decisions by connecting academic choices with career decision making. Throughout the course we will navigate the question 'how ought we to live?' by diving critically into your vocational discernment meaning making and purpose.

PC 231A Service/Comm Based Learning A (0.00-2.00 credit hours)

Students become a contributing member of an established Denver social-service agency with weekly responsibilities for the entire semester. Students will be asked to draw connections between their experiential learning off-campus and their classroom learning by fostering habits of observation reflection and deliberation.

Note(s): Offered Fall semester.

PC 231B Service/ Comm Based Learning B (0.00-2.00 credit hours)

Students become a contributing member of an established Denver social-service agency with weekly responsibilities for the entire semester. Students will be asked to draw connections between their experiential learning off-campus and their classroom learning by fostering habits of observation reflection and deliberation.

Note(s): Offered Spring semester.

PC 231C Service/ Comm Based Learning C (0.00-2.00 credit hours)

Students become a contributing member of an established Denver social-service agency with weekly responsibilities for the entire semester. Students will be asked to draw connections between their experiential learning off-campus and their classroom learning by fostering habits of observation reflection and deliberation.

Note(s): Permission of instructor required.

PC 231D Service/ Comm Based Learning D (0.00-2.00 credit hours)

Students become a contributing member of an established Denver social-service agency with weekly responsibilities for the entire semester. Students will be asked to draw connections between their experiential learning off-campus and their classroom learning by fostering habits of observation reflection and deliberation.

Note(s): Permission of instructor required.

PC 232 In the Service of Others (1.00 credit hours)

Provides opportunities for students to experience analyze and reflect upon the intellectual and spiritual benefits of direct community service.

PC 233 In the Service of Others II (1.00 credit hours)

A continuation of PC 232. Provides opportunities for students to experience analyze and reflect upon the intellectual and spiritual benefits of direct community service.

Note(s): Commitment Program students only.

PC 240 Fr. Woody Service Learning Seminar (1.00 credit hours)

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(s): Service learning component required.

PC 241 Fr. Woody Service Learning Seminar II (1.00 credit hours)

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.

Note(s): Service Learning component required.

PC 242 Fr. Woody Service Learning Seminar III (1.00 credit hours)

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.

Note(s): Service Learning component.

PC 243 Collegiate Experience Seminar (1.00 credit hours)

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(s): Service learning component required.

PC 244 Collegiate Experience Seminar II (1.00 credit hours)

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(s): Service learning component required.

PC 245A First Scholars Leadership Seminar I (0.00-1.00 credit hours)

Provides the opportunity to experience analyze and reflect upon the Jesuit mission of Regis University to define student success and identify resources to support that success and to recognize one's strengths and leadership qualities. Students must be accepted through the formal application process.

Note(s): Permission of instructor required.

PC 245B First Scholars Leadership Seminar II (0.00-1.00 credit hours)

Provides the opportunity to apply learning from PC 245A the previous semester and to enhance one's leadership capacities within the context of the campus community. Students will design and implement a project over the semester with the goal of enriching the first-generation student experience at Regis.

Prerequisite(s): PC 245A.

Note(s): Permission of instructor required.

PC 260E-W Peer Assistant Training (0.00-2.00 credit hours)

Includes an examination of psychological educational and health concerns of college students. Emphasizes techniques and strategies for coping with life demands.

PC 298E-W GLOBAL Inclusive Internship (1.00 credit hours)

GLOBAL Inclusive Internship is designed for students enrolled in the GLOBAL Inclusive Program focused on career development and preparation.

PC 345A First Scholars Leadership Seminar III (0.00-1.00 credit hours)

Building on PC 245A and B this seminar continues to develop leadership skills by focusing on discerning personal and collective strengths and putting those strengths in service of the common good.

Prerequisite(s): PC 245A and B or by permission of instructor.

PC 345B First Scholars Leadership Seminar IV (0.00-1.00 credit hours)

Provides an opportunity for students to continue their exploration of Ignatian Spirituality and Leadership. They will use the tools of Ignatian Spirituality to examine moral leadership and their responsibilities as students on a Jesuit University campus. Students will create a personal narrative to guide them as they begin to fashion goals for a values-centered life.

Prerequisite(s): PC 345A or by permission of instructor.

PC 390E-W Field Experience (3.00 credit hours)

Offers an opportunity for placement in industry nonprofit 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 experience and student interest. Available to all majors.

Prerequisite(s): Sophomore standing approval of instructor and director of the Academic Internship Program.

Note(s): Ten - fifteen hours per week at placement site required.

PC 410 Travel Learning Immersion (1.00 credit hours)

Students who wish to participate in the Travel Learning portion of an applicable course also will register for this one-credit paracurricular course. Please note that an additional Travel Fee will be required in addition to the cost of the course. Trip to France is required. Travel Learning application is due March 1 2022. Additional fee required. This course is restricted to students who are taking HS 475F RC 400F RCC 430M X01 MARS 601 The Middle Sea: Religion.

PC 439 Community-Based Lrng Synthesis/Action (1.00-3.00 credit hours)

Students participating in international intercultural experiential learning opportunities process and synthesize their learning acting as agents for social change.

PC 445A First Scholar Leadership Seminar V (0.00-1.00 credit hours)

Building on PC 345A and B this seminar continues to develop leadership skills by focusing on discerning personal and collective strengths and putting those strengths in service of the common good.

Prerequisite(s): PC 345A and PC 345B or by permission of instructor.

PC 445B First Scholar Leadership Seminar VI (0.00-1.00 credit hours)

Building on PC 445A this seminar continues to develop leadership skills by focusing on discerning personal and collective strengths and putting those strengths in service of the common good.

Prerequisite(s): PC 445A or by permission of instructor.

PC 490E-W Independent Study in Leadership Studies (3.00 credit hours)

Upper division course in Leadership Studies developed conjointly with the advanced leadership studies student.

PC 497E-W Healthcare Interest Program (1.00 credit hours)

Provides practical experience and mentoring to pre-med students in a clinical setting off campus. Students must be accepted through the formal application process. Contact the Academic Internship Program for information. Course takes place at Denver Health.

Prerequisite(s): Sophomore standing permission of instructor and approval of director of the Academic Internship Program.

PC 498E-W Leadership Internship (1.00-3.00 credit hours)

Through experiential education 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. Majors or minors only. Approval of Program Director and Director of Experiential Education required.

Prerequisite(s): CCS 200 or CCS 300 or CCS 400.

PC 499 Leadership Capstone: Public Scholarship (3.00 credit hours)

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.

Peace and Justice Studies (PJ)

PJ 200 Introduction to Peace & Justice (3.00 credit hours)

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 200C Introduction to Peace and Justice (3.00 credit hours)

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 200G Modified: Introduction Peace & Justice (3.00 credit hours)

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.

Note(s): This modified section is for students enrolled in the GLOBAL Inclusive Program only.

PJ 400 Foundations of Peace/Justice (3.00 credit hours)

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.

PJ 401 Research & Writing in the Community (3.00 credit hours)

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. Cross listing(s): WGS 402.

Prerequisite(s): PJ 200.

Note(s): This is a writing-intensive course and includes community-based learning.

PJ 403 International Law & Human Rights (3.00 credit hours)

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.

PJ 404 Nonviolent Resistance (3.00 credit hours)

Examines the philosophies history theories and practice of nonviolent civil resistance through an interdisciplinary and intersectional analysis of social justice movements and their campaigns strategies and tactics. Focuses on experiential learning and practical application. Cross listing(s): WGS 404.

Prerequisite(s): PJ 200 or WGS 400.

PJ 408A Leading Dialogues Across Difference (3.00 credit hours)

Engage with models of dialogue in order to facilitate inclusive constructive conversations and address conflict by examining difference across social identities such as religion race and gender with attention to how students view themselves in relation to "the other." Co-facilitate dialogues for first-year students in the spring semester. Cross listing(s): CAS 460M and RT 400F.

Note(s): PJ 408B in the spring semester is a required practicum with this course.

PJ 408B Practicum in Dialogue Facilitation (0.00-1.00 credit hours)

Design and implement peer-facilitated educational workshops and dialogues for example in first-year classrooms drawing directly on the learning from their previous semester's coursework.

PJ 411 The Politics of Mass Incarceration (3.00 credit hours)

The US makes up almost 5% of the global population and comprises 25% of the world's prison population. This course investigates the reasons explaining this exceptional feature of American politics and explores proposals for transforming it. Cross listing(s): POL 416.

PJ 412 Immigration in American History (3.00 credit hours)

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(s): HS 412.

PJ 413 Divisive Discourses & Difficult Cnvrstns (3.00 credit hours)

Examines the dynamics of histories discourses and narratives through theoretical lenses and looks at how public discourse impacts conflict group and interpersonal communication. Explores some difficulties in negotiating high-stakes or emotional terrain and practical approaches for imagining conducting and participating in productive dialogues. Cross listing(s): COM 413.

Prerequisite(s): COM 380.

PJ 415 Discourses of Conflict Resolution (3.00 credit hours)

Explores the genealogy and discourses of conflict resolution by analyzing and critiquing key theories and approaches to research and practice in three different epochs each tied to their historical context and events of the day. Cross listing(s): COM 485F

PJ 416E-W Topics in Peace & Justice and Commnctn (3.00 credit hours)

Explores historical and contemporary issues and problems as they relate to the intersection of speech communication and culture.

PJ 418 Peace & Justice/Catholic Social Thought (3.00 credit hours)

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.

Note(s): Junior standing required.

PJ 419E-W Themes in Christianity: (3.00 credit hours)

Examines peace and justice themes in Christianity. Explores such themes historically (e.g. Biblical themes on peace and social justice) or analytically (e.g. contemporary Catholic or Christian thoughts in topics of peace and social justice).

PJ 420 Segregation in United States History (3.00 credit hours)

How has segregation limited freedom and equality for different groups of Americans over time? This course takes up this question by comparatively tracing histories of segregation informed by race gender class sexuality immigration and colonialism.

Prerequisite(s): Sophomore class standing or permission of instructor.

PJ 422 Diversity In the US Society (3.00 credit hours)

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.

PJ 423 Organizational Communication (3.00 credit hours)

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.

PJ 431 The Roots of Black Lives Matter (3.00 credit hours)

Focuses on literary and cultural expressions of Black Americans prior to and leading up to the Black Lives Matter movement.

PJ 432E-W Reading Seminar in Peace and Justice (3.00 credit hours)

Introduces scholarly reading in the field of peace and justice studies.

PJ 436E-W Special Topics: Arts and Justice (3.00 credit hours)

Explores historical and contemporary issues as they related to the relationship between the arts and justice-based issues.

PJ 437 Environmental Justice: Race & Class (3.00 credit hours)

Explores how race and class intersect with natural disasters toxic waste dumps pollution inadequate sanitation pesticides childhood lead poisoning and asthma epidemics inequities in public transportation and a wide range of ongoing social movements and success stories. Cross listing(s): CJ 437 ENV 437 SO 437.

Prerequisite(s): One 200-level Anthropology or Sociology course or permission of instructor.

PJ 437E-W Topics in Environment and Justice (3.00 credit hours)

Explores historical and contemporary issues and problems as they relate to the intersection of justice and the environment.

Prerequisite(s): Junior standing or completion of distributive core required.

PJ 438 US Foreign Policy Since WW II (3.00 credit hours)

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.

PJ 440 Gender Sexuality & Communication (3.00 credit hours)

Explores connections between communication gender and sexuality in close relationships organizations and the media. Course involves readings dialogues films field trips and group projects. Cross listing(s): COM 440 and WGS 440.

Prerequisite(s): COM 380.

PJ 441 Sustainable Communities (3.00 credit hours)

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.

PJ 445 Gender and Globalization (3.00 credit hours)

This class asks: what questions are raised by global flows of people culture and capital and how do these flows relate to the problems faced by men and women in different parts of the world? Cross listing(s): AN 445 SO 445 and WGS 445.

Prerequisite(s): One 200-level anthropology or sociology course.

PJ 446 Women and Gender in the Middle East (3.00 credit hours)

Focuses on women's rights and LGBTQ rights in the Middle East. Often women and differing sexualities in the Middle East tend to be represented stereotypically without attention to context and historical background. Focuses on the everyday lives of Muslim women and men in the Middle East and their daily struggles. Cross listing(s): AN 446 SO 446 and WGS 446.

Prerequisite(s): One 200-level Anthropology or Sociology course.

PJ 451E-W Global Issues in Peace and Justice (3.00 credit hours)

Explores global issues through the lens of justice peace building and social change.

PJ 452 Punishment and Corrections (3.00 credit hours)

Provides an historical political and economic analysis of the penal system in the United States. Cross listing(s): CJ 452 and SO 452.

Prerequisite(s): One 200-level Sociology or Anthropology course.

PJ 456 Liberation & Dynamics of Transformation (3.00 credit hours)

Explores the concept of liberation in the context of personal and social change through text and field work with agencies working for change in the Denver area.

Note(s): One 200-level PL course and Junior standing or completion of Distributive Core required.

PJ 461 Justice: Economic Systems & Gender (3.00 credit hours)

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.

PJ 463 Punk As Social Movement (3.00 credit hours)

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.

PJ 464 Stand Up & Fight: Community Organizing (3.00 credit hours)

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(s): SO 464.

PJ 468E-W Topics in Justice/ Common Good (3.00 credit hours)

Explores topics central to the study of justice and the common good using an interdisciplinary and integrative approach.

Prerequisite(s): Junior class standing or completion of the distributive core.

PJ 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): AN 471 CJ 471 ENV 471 and SO 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

PJ 471E-W Topics in Spirituality: (3.00 credit hours)

Investigate spirituality focusing on modern Christian spirituality spiritual leaders including Ignatius of Loyola and prayer in the Christian tradition.

PJ 473 Environmental Ethics (3.00 credit hours)

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.

PJ 479 Spiritualities and the Call to Act (3.00 credit hours)

Why do we work for justice and how do we persist through the struggles? Explore belief systems offering visions of justice and calls to action as well as spiritualities offering tools for action and resilience.

PJ 482E-W Topics in Political Theory: (3.00 credit hours)

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.

PJ 487 Transnational Feminisms (3.00 credit hours)

Develops a gendered historical and contextual understanding of transnationalism solidarity social justice feminist activism and globalization as specific processes. It will encourage acting on global issues in more ethically and politically conscious ways. Cross listing(s): AN 487 SO 487 and WGS 487.

Prerequisite(s): One 200-level Anthropology or Sociology course.

PJ 490E-W Ind Study/peace and Justice: (1.00-3.00 credit hours)

Offers independent exploration of areas of interest beyond the current curriculum.

PJ 495E-W Select Topics in Peace and Justice: (3.00 credit hours)

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 Integrative Capstone (3.00 credit hours)

Capstone course for interdisciplinary majors. Students will explore their emerging sense of vocation reflect critically on their experiences within their major and fulfill requirements for a modified internship experience. Cross listing(s): WGS 499.

Prerequisite(s): PJ 200 or WGS 400.

PJ 498E-W Internship in Peace & Justice (3.00 credit hours)

Provides an intensive work experience appropriate to concerns for peace and justice.

Philosophy (PL)**PL 209 Social & Political Philosophy (2.00 credit hours)**

Explores how modern and contemporary philosophy have approached the relationships among the individual the community and economic and political structures. John Vianney Theological Seminary students only. Permission of instructor required.

Note(s): Course intended for St.

PL 225 Thinking Critically Living Creatively (3.00 credit hours)

Explores critical thinking problem solving the structures and fallacies of argument and analysis of different types of argument including ethical legal and scientific.

PL 250 Introduction to Philosophy (3.00 credit hours)

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 270 Philosophical Explorations (3.00 credit hours)

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.

PL 270C Philosophical Explorations (3.00 credit hours)

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.

PL 270G Modified Philosophical Explorations (3.00 credit hours)

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. The modified section is for students in the GLOBAL Inclusive Program only.

PL 270H Honors Philosophical Explorations (3.00 credit hours)

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(s): Honors Students only.

PL 270P Philosophical Explorations (3.00 credit hours)

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy.

PL 360 Ethics (3.00 credit hours)

Examines and assesses philosophical justifications for morality. It investigates ethical theories and their application to contemporary moral problems.

PL 404 Classical Greek Philosophy (3.00 credit hours)

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.

PL 406 Later Classical Philosophy (3.00 credit hours)

Explores the movements of philosophy in the post-classical Greek and Roman periods with special emphasis on Stoicism Epicureanism and Neo-Platonism.

PL 411 Medieval Philosophy (3.00 credit hours)

Explores Western philosophy from Augustine to the later Middle Ages.

PL 415 17th Century Philosophy (3.00 credit hours)

Examines key philosophers and key topics of the 17th Century. Authors examined may include: Descartes Hobbes Spinoza and Princess Elizabeth. Topics may include: emotion the existence of God providence and connections to previous philosophers from the Classical Later Classical and Medieval periods.

Prerequisite(s): One 200-level Philosophy course.

PL 417 The Emergence of Modernity (3.00 credit hours)

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.

PL 418 The Philosophy of the Enlightenment (3.00 credit hours)

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.

PL 419 19th Century Philosophy (3.00 credit hours)

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.

PL 420 Contemporary Currents (3.00 credit hours)

Summarizes key schools and movements on the contemporary philosophical scene. May emphasize analytic movement Marxism phenomenology and existentialism and post modern movement.

PL 428 The Phenomenological Tradition (3.00 credit hours)

Traces the evolution of Continental philosophy in from pure phenomenology to existential-phenomenology and more recent developments. Among the thinkers to be discussed may be Husserl Heidegger Merleau-Ponty Sartre Camus Foucault and Derrida.

PL 435E-W Asian Philosophies/Religions: (3.00 credit hours)

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.

PL 437 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): PY 437 and RC 437.

PL 438 Ethics (3.00 credit hours)

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 440E-W Selected Topics in Metaphysics (3.00 credit hours)

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).

PL 441 Theory of Knowledge (3.00 credit hours)

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 a historical perspective and to elicit a personal stand.

PL 442 Philosophy of Science (3.00 credit hours)

Studies origins nature and development of scientific knowledge. Includes scientific method and the status of scientific conclusion.

PL 443 Philosophy of Religion (3.00 credit hours)

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 443E-W Philosophy and Religion: (3.00 credit hours)

Surveys philosophical discussions of religion and religious ideas from both a classical and contemporary perspective.

PL 445 Philosophy of Art (3.00 credit hours)

Examines the good and the beautiful the relation of the beautiful to the artistic and the scientific and the growth of human moral good.

PL 448E-W Special Topics in Ethics: (3.00 credit hours)

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).

PL 450 Political Philosophy (3.00 credit hours)

Explores basic issues in political philosophy such as the relation of individual and society freedom and authority and justice and equality.

PL 452 Philosophy of Law (3.00 credit hours)

Explores various issues in the philosophy of law such as the relation of law to morality the of natural law and the nature and purpose of human law. Cross listing(s): CJ 456.

Prerequisite(s): PL 250 or PL 270.

PL 454E-W Philosophy and Social Issues: (3.00 credit hours)

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.

PL 456E-W Philosophy in Literature: (3.00 credit hours)

Explores the philosophical themes reflected in literature of specific authors or genres.

PL 457 Topics in Pol Theory: Ancient Thought (3.00 credit hours)

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 or one 200-level Philosophy course.

PL 458 Topics Political Theory: Modern Thought (3.00 credit hours)

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.

PL 460 Critical Thinking (3.00 credit hours)

Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning unclear or misleading language and manipulative techniques in various forms of human communication.

PL 470 Feminist Theory (3.00 credit hours)

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 within feminist thinking (e.g. Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Cross listing(s): PJ 4820 and WGS 470.

PL 476 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing(s): HU 477.

PL 481 The Art of Argumentation (3.00 credit hours)

Focuses on analysis and construction of arguments and the identification of different arguments types. Provides an introduction to the Philosophy of Law and arguing in a legal context.

PL 485E-W Themes in Religion & Philosophy: (3.00 credit hours)

Examines aspects of philosophical thinking about religion. May focus on philosophy of God belief and unbelief the problem of evil etc.

PL 490E-W Independent Study/Philosophy: (1.00-3.00 credit hours)

Provides an opportunity for independent study in an area of philosophical interest.

PL 491E-W Selected Thinkers/Philosophy: (3.00 credit hours)

Explores selected thinkers from ancient medieval modern or contemporary periods of philosophy.

PL 492E-W Selected Themes in Philosophy (3.00 credit hours)

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.

PL 494 Philosophical Practicum (3.00 credit hours)

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.

PL 498E-W Internship in Philosophy: (3.00 credit hours)

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. Approval of department chair and director of the Academic Internship Program.

Prerequisite(s): One 200-level philosophy course junior class standing and minimum GPA of 2.80.

Note(s): Majors and minors only.

Physical Education (PE)

PE 207 Yoga (1.00 credit hours)

Explores various Yoga techniques and incorporates a series of static stretching postures performed in specific sequences. Breathing patterns and body awareness will be used for relaxation and stress management.

PE 210 Weight Training (1.00 credit hours)

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 (1.00 credit hours)

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(s): Travel required.

PE 220 Ice Climbing (1.00 credit hours)

Introduces basic techniques and safety skills for ice climbing. Includes two on campus meetings with instruction followed by three off campus ice climbing experiences.

PE 223 Golf I (1.00 credit hours)

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(s): Travel required.

PE 237 Rock Climbing II (1.00 credit hours)

Provides advanced experience in rock climbing techniques. Emphasizes the safety aspects of the sport. Taught concurrently with PE 217.

Note(s): Travel required.

PE 333 First Aid Emergency Response (3.00 credit hours)

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 413 Pncpls Exercise Perf/Sport Nutrition (3.00 credit hours)

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 415 Exploring Wellness Through Hiking (3.00 credit hours)

Offers the student a unique opportunity to connect with themselves others and the natural surroundings that exist in Colorado. Explores the relationship between being in the outdoors and effects it has on the dimensions of wellness. Off campus hikes on Saturday.

Note(s): Transportation required by student.

PE 416 Nutrition for Wellness (3.00 credit hours)

Examines the relationship between a individuals nutritional habits and the effects on one's overall health and well-being.

PE 418 Wellness: A Personal Commitment (3.00 credit hours)

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.

PE 420 Outdoor Recreation Leadership (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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/Prevntn of Athl Injuries (3.00 credit hours)

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(s): Students may be responsible for additional course supplies.

PE 437 Sport Ethics (3.00 credit hours)

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 (3.00 credit hours)

Examines current trends and practices in management and administration. Explores areas in public relations communication law and risk management.

PE 490E-W Indep. Study/Physical Ed: (1.00-3.00 credit hours)

Provides an opportunity for independent explorations of areas of interest.

PE 495E-W Seminar in Physical Education: (1.00-3.00 credit hours)

Offers seminars on current topics in areas of physical education.

PE 496E-W Seminar in Recreation: (1.00-3.00 credit hours)

Offers seminars on current topics in areas of recreation.

PE 497E-W Seminar in Coaching: (1.00-3.00 credit hours)

Offers seminars on current topics in areas of coaching.

PE 498E-W Internship/Physical Education (3.00 credit hours)

Provides an opportunity for an internship in physical education under the supervision of a department member.

Physics (PH)

PH 202A Gen Physics w/Trigonometry I (3.00 credit hours)

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. Corequisite(s): PH 205A.

Prerequisite(s): MT 260 or placement into MT 360A.

PH 202B General Physics W/trigonometry II (3.00 credit hours)

A continuation of PH 202A focusing on electricity magnetism and waves. Includes and introduction to quantum mechanics.

PH 203A General Physics w/Trig I Recitation (1.00 credit hours)

Additional hour of Physics is designed as a recitation aimed to build problem-solving skills in both math and physics focusing on increasing problem-solving repetition identification and organization. Utilizing dynamic team-based learning students will learn to collaborate effectively and efficiently. Grading will be primarily completion credit with a heavy weighting on participation in team-based problem-solving as well as credit for bravery in attempting problems before presenting them to colleagues. Corequisite(s): PH 202A.

PH 203B General Physics w/Trig II Recitation (0.00-1.00 credit hours)

Additional hour of Physics is designed as a recitation aimed to build problem-solving skills in both math and physics focusing on increasing problem-solving repetition identification and organization. Utilizing dynamic team-based learning students will learn to collaborate effectively and efficiently. Grading will be primarily completion credit with a heavy weighting on participation in team-based problem-solving as well as credit for bravery in attempting problems before presenting them to colleagues.

PH 205A General Physics Lab w/Trigonometry I (1.00 credit hours)

Complements PH 202A providing practical hands-on experience primarily with experiments related to mechanics.

PH 205B General Physics Lab w/Trigonometry II (1.00 credit hours)

Complements PH 202B providing practical hands-on experience primarily with experiments related to electricity magnetism and introductory modern physics.

PH 303A General Physics w/Calc I Recitation (1.00 credit hours)

Additional hour of Physics is designed as a recitation aimed to build problem-solving skills in both math and physics focusing on increasing problem-solving repetition identification and organization. Utilizing dynamic team-based learning students will learn to collaborate effectively and efficiently. Grading will be primarily completion credit with a heavy weighting on participation in team-based problem-solving as well as credit for bravery in attempting problems before presenting them to colleagues. Corequisite(s): PH 304A.

PH 303B General Physics w/Calc II Recitation (0.00-1.00 credit hours)

Additional hour of Physics is designed as a recitation aimed to build problem-solving skills in both math and physics focusing on increasing problem-solving repetition identification and organization. Utilizing dynamic team-based learning students will learn to collaborate effectively and efficiently. Grading will be primarily completion credit with a heavy weighting on participation in team-based problem-solving as well as credit for bravery in attempting problems before presenting them to colleagues.

PH 304A General Physics with Calculus I (3.00 credit hours)

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(s): PH 305A and MT 360A.

PH 304B Gen Physics with Calculus II (3.00 credit hours)

A continuation of PH 304A focusing on electricity magnetism and waves. Includes an introduction to quantum mechanics.

PH 305A General Physics with Calculus I Lab (1.00 credit hours)

Compliments PH 304A providing practical hands-on experience primarily with experiments related to mechanics.

PH 305B General Physics Lab with Calculus II (1.00 credit hours)

Compliments PH 304B providing practical hands-on experience primarily with experiments related to mechanics.

PH 408 Analytical Mechanics/Special Relativity (3.00 credit hours)

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): PH 304A and MR 463.

PH 410 Electricity and Magnetism (3.00 credit hours)

Studies Coulombs law through the electromagnetic field of moving charge. Develops electrostatic fields in vacuum and in dielectrics magnetic fields associated with constant and variable currents in vacuum and in magnetic materials Maxwell's synthesis and the propagation of electromagnetic waves in vacuum in dielectrics and in good conductors.

PH 420 Electronics (4.00 credit hours)

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.

Prerequisite(s): PH 202B or PH 304B or permission of instructor.

Note(s): One three-hour lab per week.

PH 425 Optics with Laboratory (4.00 credit hours)

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.

PH 447 Optics Observations & Analysis (4.00 credit hours)

Reviews geometric optics and builds upon them explore the details of applied optical systems such as modern research telescopes. The course introduces the statistical techniques needed to model and analyze data arising from such systems including techniques such as Bayesian inference and Monte Carlo sampling which are explored via data analysis labs.

Prerequisite(s): PH 304B.

PH 451 Modern Physics Laboratory & Seminar (2.00 credit hours)

Exploration of quantum and relativistic phenomena application of statistical methods to experimental data and discussion of ethical considerations in physics research.

PH 460 Quantum Theory & Spectroscopy (3.00 credit hours)

Studies chemical kinetics electrochemistry kinetic molecular theory photochemistry atomic and molecular structure. Cross listing(s): CH 430B.

Prerequisite(s): PH 304B CH 230 and MT 360B or permission of instructor.

PH 465 Statistical Mechanics & Thermodynamics (3.00 credit hours)

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 (3.00 credit hours)

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.

PH 471 Introduction to Atmospheric Physics (3.00 credit hours)

Provides an overview of the physics of the Earth's atmosphere. Discusses topics related to thermodynamics radiative transfer processes and atmospheric motion.

Prerequisite(s): MT 360B and PH 304B.

PH 475 Physics Capstone Seminar (1.00 credit hours)

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.

PH 490E-W Independent Study/Physics: (1.00-4.00 credit hours)

Offers an opportunity for advanced independent research.

PH 498E-W Internship in Physics (3.00 credit hours)

Involves placement of advanced physics students in industry government or other agencies. Faculty approval supervision and evaluation of students' work required.

Political Economy (PEC)**PEC 320 Principles of Macroeconomics (3.00 credit hours)**

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. Cross listing(s): EC 3200.

PEC 330 Principles of Microeconomics (3.00 credit hours)

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. Cross listing(s): EC 3300.

PEC 400 Research Methods (3.00 credit hours)

Introduces various methodologies for conducting research in political economy. Students will learn to identify research gaps and learn how to formulate research questions. An overview of various quantitative and qualitative research methods will also be provided.

PEC 402 Poverty Inequality and Development (3.00 credit hours)

Explores the wealth and poverty of nations through the lens of political economy. The complex interactions between history politics and economics that reproduce the conditions of poverty and underdevelopment are examined.

Prerequisite(s): One 200-level politics course or PJ 200.

Cross listing(s): POL 402 and PJ 432S.

PEC 410 Intermediate Economic Theory (3.00 credit hours)

Delves into the principles of micro and macroeconomic theory. Topics include consumer choice theory of the firm and general equilibrium. At the macro level aggregate production and distribution unemployment and general price levels will be discussed.

Prerequisite(s): EC 3200 and EC 3300.

PEC 411 Macroeconomic Theory (3.00 credit hours)

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 3200 and MT 360A.

PEC 412 Econometrics (3.00 credit hours)

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 PEC 410 and PEC 411.

PEC 420 Feminist Political Economy (3.00 credit hours)

Using an intersectional political economy framework this course aims to understand the nature and persistence of global gender inequality. This includes analyzing the rules governing institutions that determine women's socio-economic status and measurements of gender inequality. Cross listing(s): WGS 420.

PEC 421 Social Reproduction (3.00 credit hours)

With an increasing dependence on markets our social reproduction rests on cumulative vulnerabilities. This course interrogates the ideologies and systems that determine and undermine our social reproductive activities in areas such as education and healthcare among others.

PEC 430 Behavioral Economics (3.00 credit hours)

Examines psychological phenomena affecting economic behavior via a survey of prominent studies in the fields of behavioral and neuro-economics. Focuses on insights of human motivation and bounded rationality and implications for economic theory and public policy.

Prerequisite(s): EC 3300.

PEC 432 Modern Mega-Monopolies (3.00 credit hours)

Modern monopolies bear little resemblance to those of the past. This course applies a political economy lens in examining anti-competitive practices particularly digital platforms in the context of antitrust law regulations and the changing landscape of ownership wealth and inequality.

Prerequisite(s): EC 200 or EC 3200 and EC 3300.

PEC 441 Measuring What Matters (3.00 credit hours)

Metrics matter for creating a more sustainable world because they influence social and economic institutions. This class will use case studies to explore measuring sustainability through the lens of businesses cities countries and the globe.

Prerequisite(s): EC 200 or EC 3200.

PEC 446 Consumption Contentment Climate Change (3.00 credit hours)

Explores the relationship between consumption happiness and climate change probing the assumption that economic growth promotes happiness and considering alternatives to mainstream economics. Cross-listing: ENVS 408.

Note(s): Junior class standing or completion of distributive core required.

PEC 448 Environmental Economics and Law (3.00 credit hours)

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. Cross listing(s): ENVS 418.

Prerequisite(s): EC 200 or EC 3200.

PEC 450 Asian Political Economy Through Film (3.00 credit hours)

Using the medium of film this course will delve into the political economy of selected countries within Asia. Some of the themes that will be explored include nationhood colonialities and contemporary economic systems.

PEC 460 International Economics (3.00 credit hours)

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. Cross listing: BA 4177.

Prerequisite(s): EC 3200 EC 3300 and either PEC 410 or PEC 411.

PEC 463 Comparative Economic Systems (3.00 credit hours)

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.

PEC 473 Public Finance and Public Policy (3.00 credit hours)

Examines the basic principles of public finance. Considers the role of government in the economy and how government might approach solving social issues through a political economy lens. Topics include the moral economy 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 budgeting and public debt.

Prerequisite(s): EC200 or EC 3200 and EC 3300.

Cross listing(s): BA 4173.

PEC 482E-W Topics in Political Economy (3.00 credit hours)

Provides an in-depth analysis of a significant topic in Political Economy. Content varies year to year.

Note(s): Junior standing or permission of instructor.

PEC 490E-W Independent Study in Political Economy (1.00-3.00 credit hours)

Offers an opportunity for independent exploration of areas of interest under the direction of a department member.

Prerequisite(s): Approval of department chair.

PEC 494A Research Apprenticeship I (1.00-3.00 credit hours)

Offers students the opportunity to develop and apply their political economy research skills by assisting a supervising faculty member with a research project as directed.

Note(s): Senior standing or permission of instructor.

PEC 494B Research Apprenticeship II (1.00-3.00 credit hours)

Offers students the opportunity to develop and apply their political economy research skills by assisting a supervising faculty member with a research project as directed.

Note(s): Senior standing or permission of instructor.

PEC 498E-W Internship in Political Economy (3.00 credit hours)

Provides practical experience in applied political economy. Students are placed according to their interests and learning goals at public nonprofit or private organizations or institutions. Progress is guided and monitored by the site supervisor and the faculty sponsor. See Regis College Academic Internship Program for important guidelines.

Prerequisite(s): Approval of department chair and director of Academic Internship Program.

Note(s): minimum of 120-hours required.

PEC 499A Capstone I: Approaches-Pol and Econ Anal (3.00 credit hours)

The first of two capstone courses required of all Politics and Political Economy majors. Focuses on critical analysis of selected political and economic themes and theories and facilitates preparation for the second capstone seminar in the sequence. The capstone may be team-taught by members of the Politics and Political Economy faculty. Cross listing(s): POL 499A.

Note(s): Senior standing or permissions of instructor.

PEC 499B Capstone II : Integrated Experience (3.00 credit hours)

The second of two capstones the course draws on historiography and theory from disciplines of History Politics and Economics. Students meet collectively and work independently to complete a summative research project with advising from History Politics and Political Economy faculty. Cross-listing(s): POL 499B.

Note(s): Senior standing or permission of instructor.

Politics (POL)**POL 206 Introduction to United States Politics (3.00 credit hours)**

A critical introduction to US politics. Topics may include democracy and power; the constitutional system; inequality democracy and capitalism; immigration membership and exclusion; party systems and realignment; ascriptive identities such as race gender and sexuality.

POL 231 Introduction to International Relations (3.00 credit hours)

Wide-ranging introduction to understanding and analysis of contemporary International Relations. Focus on description explanation and prediction of political economic and security interactions between nation-states and other important trans-national and sub-national actors.

POL 241 Intro to Comparative Politics & Governmt (3.00 credit hours)

Wide-ranging introductory comparative description and evaluation of political economic and government performance in contemporary nation-states. Reviews and assesses issues of political culture economic and governmental structure and criteria of evaluation.

POL 281 Introduction to Political Philosophy (3.00 credit hours)

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 281C Introduction to Political Philosophy (3.00 credit hours)

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.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

POL 400 Constitutional Law (3.00 credit hours)

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.

POL 402 Poverty Inequality and Development (3.00 credit hours)

Explores the wealth and poverty of nations through the lens of political economy. The complex interactions between history politics and economics that reproduce the conditions of poverty and underdevelopment are examined.

Prerequisite(s): One 200-level politics course or PJ 200.

Cross listing(s): PEC 402 and PJ 432S.

POL 403 Courts & the Judicial Process (3.00 credit hours)

Explores administration of justice emphasizing United States systems. Focuses on judicial decision-making and procedures in federal and state judicial systems.

POL 404 International Law & Human Rights (3.00 credit hours)

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 231 POL 241 or POL 281.

POL 410 United States Public Policy (3.00 credit hours)

Analyzes the politics institutions norms and actors involved in the creation of U.S. public policy including the policy making process and tools of policy analysis. Considers specific substantive policy areas. Cross listing(s): PJ 482N.

Prerequisite(s): POL 231 POL 241 or POL 281.

POL 413 United States Elections (3.00 credit hours)

Examines US elections in historical and theoretical perspective. Emphasizes party systems and realignment representation and political identity state building political economy and normative theories of democracy.

Prerequisite(s): Junior class standing or permission of instructor.

POL 415 20 Century United States Politics (3.00 credit hours)

Examines themes in US political development beginning in the 20th century such as the role of class political economy race gender and sexuality in party systems state and institution building realignments federalism sectionalism and democratic inclusion and exclusion.

Prerequisite(s): POL 206 HS 223 or HS 224.

POL 416 The Politics of Mass Incarceration (3.00 credit hours)

The US makes up almost 5% of the global population and comprises 25% of the world's prison population. This course investigates the reasons explaining this exceptional feature of American politics and explores proposals for transforming it. Cross listing(s): PJ 411.

POL 439 US Foreign Policy Since WW II (3.00 credit hours)

Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers policies adopted by the U.S. to deal with the perceived international system including intended outputs and actual outcomes of policy and contemporary challenges.

POL 445 Comparative Public Policy (3.00 credit hours)

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. Cross listing(s): ENVS 445.

Prerequisite(s): EC 200 or EC 3200.

POL 481 Theories of International Relations (3.00 credit hours)

Explores primary theoretical approaches to understanding international relations including individual state and systemic levels of analysis analyzed from realists idealists and radical perspectives. Compares and analyzes theories such as assumptions major assertions and empirical manifestations and implications for present and future international relations.

POL 482E-W Topics in Political Theory: (3.00 credit hours)

Provides an intensive examination of the nature and aims of various forms of political theory specific periods of political thought major political thinkers or significant topics in political theory.

POL 483 Abolition Democracy (3.00 credit hours)

Explores core themes in US political thought such as freedom and slavery republic and empire race and citizenship wage labor and self-determination in 19th century abolitionism and in contemporary debates around prison and border abolition. Cross Listing(s): PJ 482F.

Prerequisite(s): POL 281 PJ 200 or permission of instructor.

POL 490E-W Indep. Study/Polit. Science: (1.00-3.00 credit hours)

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 Sem./International Politics: (3.00 credit hours)

Provides an intensive study of selected issues and problems of international politics emphasizing individual research interests. Includes preparation and presentation of a major research project.

Prerequisite(s): Junior standing.

POL 494E-W Sem./Comparative Politics: (3.00 credit hours)

Provides an intensive study of selected issues problems and regions in comparative politics emphasizing individual research interests. Includes preparation and presentation of a major research project.

Prerequisite(s): Junior standing.

POL 495E-W Seminar in Political Science: (3.00 credit hours)

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 U.S. Politics: (3.00 credit hours)

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 (3.00 credit hours)

Provides students interested in a legal career the opportunity to study and consult with their professor pre-law advisor and legal practitioners in preparation for graduate studies and vocations related to law.

Prerequisite(s): Any Social Science course (AN ED PJ POL PY or SO).

POL 498E-W Internship in Politics/Law (3.00 credit hours)

Offers an opportunity for placement in a governmental organization or private institution involved in political processes. Progress is guided and monitored by the site supervisor and the faculty sponsor. Site selection emphasizes the best combination of prior academic learning and on-the-job experience.

Prerequisite(s): Approval of Departmental Chair and Director of Experiential Education.

POL 499A Capstone I: Approaches-Pol and Econ Anal (3.00 credit hours)

The first of two capstone courses required of all Politics and Political Economy majors. Focuses on critical analysis of selected political and economic themes and theories and facilitates preparation for the second capstone seminar in the sequence. The capstone may be team-taught by members of the Politics and Political Economy faculty. Cross listing(s): PEC 499A.

Note(s): Senior standing or permissions of instructor.

POL 499B Capstone II : Integrated Experience (3.00 credit hours)

The second of two capstones the course draws on historiography and theory from disciplines of History Politics and Economics. Students meet collectively and work independently to complete a summative research project with advising from History Politics and Political Economy faculty. Cross-listing(s): PEC 499B.

Note(s): Senior standing or permission of instructor.

Psychology (PSY)**PSY 250 General Psychology (3.00 credit hours)**

Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PSY 250C General Psychology (3.00 credit hours)

Introduces the science of behavior and mental processes through a systematic study on representative areas of psychology.

PSY 250G Modified General Psychology (3.00 credit hours)

Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

Note(s): This is for the GLOBAL Inclusive Students only.

PSY 250H Honors General Psychology (3.00 credit hours)

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(s): Honors or Psychology Majors/Minor only.

PSY 350 Prof Dev & Careers in Psychology (3.00 credit hours)

Gives students an overview of careers and opportunities in the field of psychology. Topics include the sub-specialties and professions within psychology career options for psychologists and graduate school and/or bachelor's level employment. Students learn the differences between psychology sub-specialties and the educational requirements for entering different specialties. In addition students learn professional skills such as creating a resume creating a personal statement using professional etiquette searching research databases and writing in APA style. Course is for Psychology majors only.

Prerequisite(s): PSY 250.

Note(s): Should enroll the first fall semester after declaring major.

PSY 358 Lifespan Human Development (3.00 credit hours)

Studies biological psychological and social factors in human development from conception to later adulthood.

PSY 404 Educational Psychology (3.00 credit hours)

Explores the core principles and theories of learning and instruction which have evolved through research in the fields of education and psychology. Major topics include: current theories of neuroscience learning and cognitive development academic motivation social and emotional development and assessment.

Prerequisite(s): PSY 250.

PSY 418 Industrial and Organizational Psychology (3.00 credit hours)

Studies principles of psychology as applied to selected problems in the area of business and industry.

PSY 422 Research Methods & Behavioral Statistics (3.00 credit hours)

First of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics and includes an individual research project. PSY 423 and PSY 424 should be taken in the spring of the same academic year as this course.

Note(s): It is recommended students take this course in their Sophomore or Junior year.

PSY 423 Research Methods & Behavioral Stats II (3.00 credit hours)

Second of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics.

Note(s): This course should be taken in the same academic year as PSY 422.

PSY 424 Research Methods & Behavioral Stats Lab (1.00 credit hours)

Provides an opportunity for completion of individual research projects related to appropriate experimental and statistical design.

PSY 425 Health Psychology (3.00 credit hours)

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): PSY 250.

Cross listing(s): HES 418.

Note(s): Permission of instructor required for all non-majors.

PSY 434 Behavioral Genetics (3.00 credit hours)

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): PSY 250.

PSY 437 Community Psychology (3.00 credit hours)

Explores the use of psychology as one method for working toward social justice especially in the service of oppressed populations. Emphasizes the perspective of understanding people within their social cultural political and historical contexts. Topics may include: epistemic (in)justice; meanings of community; wellbeing empowerment and liberation of oppressed communities; and community-engaged research.

Prerequisite(s): PSY 250.

PSY 438 Social Psychology (3.00 credit hours)

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): PSY 250.

PSY 439 Social Psychology Lab (1.00 credit hours)

Hands on laboratory teaching the foundational skills necessary to conduct social psychological science. Specific focus on social cognition and intergroup relations.

Prerequisite(s): PSY 250.

PSY 440 Psychology of Racism (3.00 credit hours)

Focuses on how individual-level psychological processes are structured and patterned to perpetuate and maintain systems of racist oppression. We will discuss the relationships between participation in racially oppressive societal structures and numerous psychological and behavioral processes for both members of racially dominant/oppressive groups and for individuals from groups subjected to racial oppression. Interventions that reduce prejudice in racially powerful groups will be explored alongside interventions that target the well-being self-defense and success of targets of racial oppression. Additionally cultural global and historical perspectives are necessary to understand the modern racist system of oppression and this course will ensure that these topics are examined. All students will leave this class with tools necessary to effect change to our systems of racist oppression; students will also gain experience actively reducing racism in our world. Cross listing(s): CIL 440.

Prerequisite(s): PSY 250.

PSY 442 Learning and Memory (3.00 credit hours)

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.

PSY 450 Psychology of Gender (3.00 credit hours)

Explores gender influences on individual and group behavior as well as the social biological cognitive and behavioral bases of sex gender sexuality and gender identity. Considers the role of intersecting identities and power privilege and oppression in the gendered experiences of people. Cross listing(s): WGS 450.

Prerequisite(s): PSY 250 or WGS 400.

PSY 453 Clinical and Counseling Psychology (3.00 credit hours)

Considers theory and application of basic therapeutic techniques to bring about behavioral change. Focuses on the science of therapy ethical considerations and controversies and the relationship between one's own world view and the change process. Includes role-play of basic counseling skills.

Prerequisite(s): PSY 250 and at least sophomore class standing.

PSY 454 Cognitive Psychology (3.00 credit hours)

Focuses on psychological processes such as attention memory concept formation problem solving and language. Examines current research data theories and applications.

Prerequisite(s): PSY 250.

PSY 455 Cognitive Psychology Laboratory (1.00 credit hours)

Experiments and hands-on activities that explore human cognitive processes such as attention memory language and problem solving.

Prerequisite(s): PSY 250.

PSY 457 Developmental Psychology I (3.00 credit hours)

The first of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from conception to mid adolescence. Includes the theories and methodologies used to assess human development over time.

Prerequisite(s): PSY 250.

PSY 457G Modified Developmental Psychology I (3.00 credit hours)

The first of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from conception to mid adolescence. Includes the theories and methodologies used to assess human development over time. The modified section is for students in the GLOBAL Inclusive Program only.

PSY 458 Developmental Psychology II (3.00 credit hours)

The second of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from late adolescence through late adulthood. Includes the theories and methodologies used to assess human development over time.

Prerequisite(s): PSY 250 and PSY 457.

PSY 462 Developmental Psychology Laboratory (1.00 credit hours)

Experiments and hands-on activities that explore human development across the lifespan. Prerequisite or Corequisite: PSY 457.

Prerequisite(s): PSY 250.

PSY 465 Cultural Psychology (3.00 credit hours)

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.

PSY 467 Human Sexuality (3.00 credit hours)

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.

PSY 468 Developmental Disabilities (3.00 credit hours)

Covers a range of developmental differences and disorders in children. We discuss learning disabilities including Dyslexia intellectual disabilities including Down Syndrome and behavioral disorders such as ADHD. We will also learn about how psychological diagnoses such as depression and bipolar disorder present in childhood.

Prerequisite(s): PSY 250.

PSY 470 Psychology of Personality (3.00 credit hours)

Studies theories of development and organization of personality including representative examples of classical and modern theories.

PSY 471 Psychological Disorders (3.00 credit hours)

Emphasizes psychological disorders encountered in clinical practice including their diagnostic criteria typical variations etiology controversies and treatment. Students are asked to reflect on culture social context and the environment as it relates to mental health and what we as a society define as "normal" or "abnormal" behavior. Professional and ethical issues in diagnosis are discussed.

Prerequisite(s): PSY 250.

PSY 482 Sensation and Perception (3.00 credit hours)

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. Corequisite: PSY 479 or PSY 483.

PSY 483 Sensation and Perception Laboratory (1.00 credit hours)

Hands on activities that explore the concepts related to sensation and perception including visual processing auditory processing and the chemical senses of taste and smell. Co-requisite(s): PSY 482.

Prerequisite(s): PSY 250.

Note(s): Majors and minors only.

PSY 484 Forensic Psychology (3.00 credit hours)

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.

PSY 487 Clinical Neuropsychology (3.00 credit hours)

Neuropsychology is a subfield of clinical psychology that focuses on disorders of higher cognitive function or injuries impacting memory language and communication executive function and attention. Students will learn neuroanatomy neurophysiology and neurodevelopment within the context of each disorder or injury. Neuropsychological tests and their use in educational and psychological settings will be reviewed as they apply to patients across the lifespan. Controversies and special topics will also be explored including multilingual and culturally-relevant assessment concussions and CTE and ethics and professional issues in the field.

Prerequisite(s): PSY 250.

PSY 488 Clinical Neuropsychology Laboratory (1.00 credit hours)

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.

Prerequisite(s): PSY 250.

PSY 489A Arrupe Science Mentorship A (0.00-1.00 credit hours)

Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

PSY 490E-W Independent Study/Psychology: (1.00-3.00 credit hours)

Offers an opportunity for advanced study in psychology under the direction of a department faculty member.

Prerequisite(s): PY 250 or PY 251 permission of instructor Junior standing and approval of Department Chair.

PSY 491E-W Research in Psychology: (1.00-3.00 credit hours)

Offers an opportunity for collaborative research in psychology under faculty direction. Requires oral or poster presentation.

PSY 493 Senior Capstone (3.00 credit hours)

Provides the culminating experience of the major focusing on integration and application of theory. Must be completed as graded course work at Regis University.

PSY 498E-W Internship in Psychology: (3.00 credit hours)

Involves a placement that draws on skills related to psychology such as a clinical or research agency for advanced psychology students. Approval of department chair and director of the Academic Internship Program.

Prerequisite(s): Junior standing and minimum GPA of 2.80.

PSY 499 Senior Thesis (2.00 credit hours)

Students meet regularly with their thesis advisor to prepare for the defense of the research before a panel of faculty to present the research in a public forum and submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. *Note- Approval of department chair required.

Religion and Theology (RT)**RT 201 Religion and the Human Quest (3.00 credit hours)**

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy.

RT 201C Religion and the Human Quest (3.00 credit hours)

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy.

RT 201G Modified Religion and the Human Quest (3.00 credit hours)

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy. This modified section is for students in the GLOBAL Inclusive Program only.

RT 201H Honors Religion & the Human Quest (3.00 credit hours)

Cultivates curiosity about what it means to be human in the face 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 only or Permission of Instructor

RT 201P Religion and the Human Quest (3.00 credit hours)

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy.

RT 302 Faith and Justice in World Christianity (3.00 credit hours)

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.

RT 303 Mystics Saints and Radicals (3.00 credit hours)

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.

RT 304 Flourishing and Catholic Ethics (3.00 credit hours)

What does human flourishing and well-being look like? Who is the human person? These questions will be examined in light of reason informed by Catholic Christian faith with emphasis upon Jesus the virtues and their relevance for contemporary moral life.

Prerequisite(s): RT 201.

RT 305 Belief and Unbelief (3.00 credit hours)

Explores questions of belief and doubt from Christian and secular perspectives for example regarding science philosophy and the experience of suffering.

RT 306 Jesuit Spirituality (3.00 credit hours)

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.

RT 307 Catholic Social Justice (3.00 credit hours)

Examines the living tradition of Catholic social thought with respect to social and economic justice war and peace and other major issues and themes.

Note(s): Course has a required service learning component.

RT 308 Catholic Christianity (3.00 credit hours)

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.

RT 309 Western Spiritual Paths (3.00 credit hours)

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.

RT 313 Christian Love and Marriage (3.00 credit hours)

Investigates the nature of Christian love focusing on the Christian understanding of marriage.

RT 315 Latino/a Catholicism (3.00 credit hours)

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.

RT 316 Theology and Sexuality (3.00 credit hours)

Explores historical and theological understandings of sexuality intimacy relationships and the body.

RT 318 The Gospels (3.00 credit hours)

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.

RT 320 Theology Politics & Religion-Global Age (3.00 credit hours)

Examines the place of political theology within the Christian tradition the role of religion in America and the impact of the resurgence of religion within today's global political context.

Prerequisite(s): RT 201.

RT 321 Suffering and Christian Life (3.00 credit hours)

Life abounds with questions about why there is suffering what meaning suffering might have and how to deal with the suffering around us. This course explores biblical traditional and contemporary Christian responses to these questions.

Prerequisite(s): RT 201 or RT 201C.

RT 322 Catholic Environmental Justice (3.00 credit hours)

Examines the call to work for environmental justice especially through the lens of Catholic Social Teaching and Pope Francis' Laudato Si. Through required service learning student will make an impact in the local community.

Prerequisite(s): RT 201 or RT 201C.

Note(s): Required service learning component.

RT 323 Catholic Imagination-Literature and Film (3.00 credit hours)

Explores characteristically Catholic ways of imagining the world and wrestling with important human questions through literature and film. Cross-listing: CAS 323.

Prerequisite(s): RT 201.

RT 324 Interfaith Cases in American Religion (3.00 credit hours)

Explores case studies in which religious spiritual and worldview differences affect public spaces such as in health care education and business. Students gain skills and knowledge necessary to become interfaith leaders in their chosen profession.

Prerequisite(s): RT 201.

RT 325 Christian Dynamics of Leadership (3.00 credit hours)

Exploration of Christian theories and theologies of service and leadership with attention to practical strategies.

Note(s): Course is designed for students with meaningful experience in service ministry or leadership.

RT 326 Music Art and Theology (3.00 credit hours)

Explores the power of music and art as vehicles of communion with the sacred and as forces for spiritual and social transformation; a case studies approach with special attention to Ignatian theological perspectives.

RT 327 Jesus (3.00 credit hours)

Engaging both historical and theological questions this course considers the meaning of the Christian faith in Jesus Christ and the implications of that faith for human life.

Prerequisite(s): RT 201.

RT 328 African Diaspora Religions (3.00 credit hours)

Explores the development of African-derived religions in the Americas specifically how spiritual traditions were preserved and reimagined in light of the experiences of slavery diasporic consciousness and encounters with Christianity.

Prerequisite(s): RT 201.

RT 329 Bible and Qur'an (3.00 credit hours)

Examines areas of commonality between the Bible and the Qur'an. In so doing we hope to explain important portions of both the Bible and the Qur'an while at the same time illuminating central teachings of Christianity.

Prerequisite(s): RT 201.

RT 329G Modified: Bible and Qur'an (3.00 credit hours)

Examines areas of commonality between the Bible and the Qur'an. In so doing we hope to explain important portions of both the Bible and the Qur'an while at the same time illuminating central teachings of Christianity.

Note(s): This modified section is for students enrolled in the GLOBAL Inclusive Program only.

RT 400E-W Religion and Diversity (3.00 credit hours)

Explores the connections between religion and diversity integrating different perspectives and/or disciplinary approaches.

RT 401E-W Religion and the Environment (3.00 credit hours)

Explores the connections between religion and the environment integrating different perspectives and/or disciplinary approaches.

RT 402E-W Religion and Justice (3.00 credit hours)

Explores the connections between religion and justice integrating different perspectives and/or disciplinary approaches.

RT 403E-W Religion and Meaning (3.00 credit hours)

Explores the connections between religion and meaning integrating different perspectives and/or disciplinary approaches.

RT 410E-W Topics in Biblical Studies (3.00 credit hours)

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.

RT 412 Gospels (3.00 credit hours)

Investigates the four canonical gospels as well as touching on some important non-canonical gospels.

RT 420E-W Topics in Theology (3.00 credit hours)

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.

RT 426 Classics of Christian Thought (3.00 credit hours)

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.

RT 430E-W Topics in the History of Christianity (3.00 credit hours)

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.

RT 440E-W Topics in Ethics & Moral Theology (3.00 credit hours)

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.

RT 450E-W Topics in World Religions (3.00 credit hours)

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: Philosophy of Religion (3.00 credit hours)

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.

RT 465E-W Topics in Religion & Culture (3.00 credit hours)

Investigates the dynamic relationship between human culture and religion. Topics can include death and dying love art literature violence politics technology and economics.

RT 469E-W Topics in Religion & Social Sciences (3.00 credit hours)

Explores the study of religion using social science methods.

RT 470E-W Topics in Spirituality (3.00 credit hours)

Investigates the dimensions of Christian spiritualities 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.

RT 480E-W Topics in Christian Life & Leadership (3.00 credit hours)

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.

RT 490E-W Independent Study in Religious Studies (1.00-3.00 credit hours)

Provides focused research on a topic in religious studies not covered in regular course offerings.

Note(s): Specific assignments and meeting times are arranged with the instructor.

RT 491E-W Directed Research (1.00-3.00 credit hours)

Provides individualized scholarly research in a topic in religious studies.

RT 492E-W Service Learning in Religious Studies (0.00-1.00 credit hours)**RT 493E-W Travel Learning in Religious Studies (0.00-1.00 credit hours)****RT 498E-W Internship (3.00 credit hours)**

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.

RT 499A Senior Project A (1.00 credit hours)

Explores proposed area of research with a supervisor and two outside readers. Includes project proposal annotated bibliography or list of resources crucial to the project and short paper on a central theme of the research.

RT 499B Senior Project B (2.00 credit hours)

Continuation of RT 499A. Requires completion of the research project designed in RT 499A and a public presentation of research results.

Note(s): Second part of a two-semester research project required for all religious studies majors.

ROTC

Air Force Aerospace Studies (AIRR)

AIRR 2010 Team & Leadership Fundamentals I (1.00 credit hours)

This course is designed to provide a fundamental understanding of both leadership and team building. This course teaches students that there are many layers to leadership including aspects that are not always obvious. Such things include listening understanding themselves being a good follower and problem solving efficiently.

AIRR 2020 Tema & Leadership Fundamentals II (1.00 credit hours)

A continuation of AIRR 2010. This course is designed to discuss different leadership perspectives when completing team building activities and discussing things like conflict management. This course also provides students with the ability of demonstrating their basic verbal and written communication skills. Active cadets will apply these lessons at Field Training which follows the AS200 level.

AIRR 3010 Leading People/ Effective Comm I (3.00 credit hours)

This course is designed to build on the leadership fundamentals taught in the AS200 level. The cadets will have the opportunity to utilize their skills as they begin a broader leadership role in the detachment. The goal is for cadets and students to have a more in-depth understanding of how to effectively lead people and provide them with the tools to use throughout their detachment leadership roles.

AIRR 3020 Leading People/ Effective Comm II (3.00 credit hours)

A continuation of AIRR 3010. This course is designed to help cadets hone their writing and briefing skills. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor.

AIRR 4010 Natl Sec/ Ldrshp/ Commissioning Prep I (3.00 credit hours)

This course is designed to address the basic elements of national security policy and process. The cadet will comprehend the air and space power operations as well as understand selected roles of the military in society and current domestic and international issues affecting the military profession.

AIRR 4020 Natl Sec/ Ldrshp/ Commissioning Prep II (3.00 credit hours)

A continuation of AIRR 4010. This course is designed to prepare cadets for life as a second lieutenant. Cadets should comprehend the responsibility authority and functions of an Air Force commander and selected provisions of the military justice system.

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 2031 Methods of Leadership/Management 1 (2.00 credit hours)

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/Mgmt 2 (2.00 credit hours)

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/Opertns/Training 1 (3.00 credit hours)

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. Lab fee required.

Prerequisite(s): Approval of the Professor of Military Science.

MILR 3062 Military Oprtns/Training 2 (3.00 credit hours)

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. Lab fee required.

Prerequisite(s): Approval of the Professor of Military Science.

MILR 4072 Adaptive Leadership (3.00 credit hours)

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. Lab fee required.

Prerequisite(s): Approval of the Professor of Military Science.

MILR 4082 Leadership in a Complex World (3.00 credit hours)

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.

Naval Science-U.S. Navy (NAVR)**NAVR 2020 Seapower and Maritime Affairs (3.00 credit hours)**

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 I (3.00 credit hours)

Comprehensively studies 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 (3.00 credit hours)

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 within the military justice system.

Sociology (SO)**SO 200 Introduction to Sociology (3.00 credit hours)**

Studies sociological perspectives focusing on social groups and social interaction. Presents basic sociological terms and concepts and examines a variety of social institutions and processes.

SO 200C Introduction to Sociology (3.00 credit hours)

Studies sociological perspectives focusing on social groups and social interaction. Presents basic sociological terms and concepts and examines a variety of social institutions and processes.

SO 201 World Economic Issues (3.00 credit hours)

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. Cross-listing GST 201.

SO 203 Social Problems (3.00 credit hours)

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 (3.00 credit hours)

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 300 Writing Culture (3.00 credit hours)

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.

Prerequisite(s): One 200-level AN or SO course.

Note(s): Majors and Minors only.

SO 341 Comparative Foreign Policy (3.00 credit hours)

Examines different patterns of political development change and power relationships in contemporary nation-states. Introduces tools theories and concepts to analyze sources of the domestic political environment (national priorities and objectives policy-making processes individual policy-makers) international factors and future challenges.

SO 402 Ethnographic Research Methods (3.00 credit hours)

Examines methods anthropologists and sociologists use to gain access develop rapport collect and analyze data and interpret findings when studying culture and society. Cross-Listing: AN 402 and CJ 402.

SO 403 Sociological Theory (3.00 credit hours)

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.

Note(s): Junior standing or permission of instructor.

SO 404 Surveys for Social Change (3.00 credit hours)

Students learn to design and analyze surveys and explore how quantitative research can be used to facilitate social change.

Prerequisite(s): One 200-level Sociology or Anthropology course.

SO 414 Exploring Culture Through Film (3.00 credit hours)

Examines major anthropological concepts through an analysis of visual and written representations of societies throughout the world. Discussions will probe issues of identity language culture change and power and resistance through a critical synthesis of ethnographic theoretical and popular films/videos and texts. Cross listing(s): AN 414 and COM 464K.

SO 416 Deviance (3.00 credit hours)

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.

Note(s): One 200-level Sociology or Anthropology course required.

SO 419E-W Culture and Consciousness (3.00 credit hours)

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.

SO 420 Latinx in American Society (3.00 credit hours)

A Sociological analysis of the lived experiences of Latinas and Latinos and their role in reshaping the United States today.

Prerequisite(s): One 200 level Sociology or Anthropology course.

SO 422 Diversity in U.S. Society (3.00 credit hours)

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.

SO 425 Native Americans (3.00 credit hours)

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.

Cross listing(s): PJ 432N.

SO 432 Urban Studies (3.00 credit hours)

Focuses on urbanization why cities exist how they develop and how they affect individuals and social relationships. Cross-listing: AN 459G.

SO 434 Spirit Possession (3.00 credit hours)

Provides a cross-cultural lens for the analysis and understanding of beliefs and practices such as mediumship and trance. We will examine what questions these practices raise about gender race sexuality and more. Cross listing(s): AN 434.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 435 Poverty Race Gender & Social Conflict (3.00 credit hours)

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 437 Environmental Justice: Race & Class (3.00 credit hours)

Explores how race and class intersect with natural disasters toxic waste dumps pollution inadequate sanitation pesticides childhood lead poisoning and asthma epidemics inequities in public transportation and a wide range of ongoing social movements and success stories. Cross listing(s): ENVS 437 PJ 437 CJ 437.

Prerequisite(s): One 200-level Anthropology or Sociology course or permission of instructor.

SO 438 Who's and What's Queer (3.00 credit hours)

Studies cross-cultural variations in the expression of sexuality and gender and how societies treat these expressions. It engages with conversations around desire bodies and pleasure and tackles larger questions about power violence aesthetics popular culture and human relations. Cross listing(s): AN 438 and WGS 486F.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 441 Sustainable Communities (3.00 credit hours)

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.

SO 445 Gender and Globalization (3.00 credit hours)

This class asks: what questions are raised by global flows of people culture and capital and how do these flows relate to the problems faced by men and women in different parts of the world? Cross listing(s): AN 445 PJ 445 and WGS 445.

Prerequisite(s): One 200-level anthropology or sociology course.

SO 446 Women and Gender in the Middle East (3.00 credit hours)

Focuses on women's rights and LGBTQ rights in the Middle East. Often women and differing sexualities in the Middle East tend to be represented stereotypically without attention to context and historical background. Focuses on the everyday lives of Muslim women and men in the Middle East and their daily struggles. Cross listing(s): AN 446 PJ 446 and WGS 446.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 450 Criminology (3.00 credit hours)

Analyzes social political and economic dynamics of crime including: corporate and government crime racism and sexism in the criminal justice system and imprisonment.

SO 451 Juvenile Justice (3.00 credit hours)

Investigates juvenile justice 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 deviance youth justice and assorted historical and contemporary manifestations of juvenile crime and deviance.

Prerequisite(s): One 200-level Sociology or anthropology course or permission of instructor.

Cross listing(s): CJ 451.

SO 452 Punishment and Corrections (3.00 credit hours)

Provides an historical political and economic analysis of the penal system in the United States. Cross listing(s): CJ 452 and PJ 452.

Prerequisite(s): One 200-level Sociology or Anthropology course.

SO 453 Violence and Power (3.00 credit hours)

Interdisciplinary course that explores the relationship between inequality power and violence. The course examines how power and violence are co-constructed in various contexts-including the family culture law & governmental institutions medical institutions and the mass media-and considers how people respond to and resist violence. Cross listing(s): AN 453 and CJ 453.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 454 Hate Crimes in America (3.00 credit hours)

Delves into the complex and pressing issue of hate crimes in the United States offering a comprehensive exploration of the historical roots sociological factors legal frameworks and contemporary manifestations of bias-motivated offenses. Students will critically examine the impact of hate crimes on individuals communities and society at large with a focus on fostering a nuanced understanding of the underlying dynamics. Cross listing(s): CJ 454.

SO 455 Drugs Health and Culture (3.00 credit hours)

Rooted in medical anthropology and ethnography analyzes the cultural meanings associated with health and illness: biomedicine and health care medical knowledge production and medical decision-making. Cross listing(s): AN 455 CJ 455 PJ 455 and WGS 455.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 458E-W Special Topics in Anthropology (3.00 credit hours)

Special topics in Anthropology are explored.

SO 459E-W Topics in Crime and Justice (3.00 credit hours)

Selected courses will focus on issues related to crime police the court system punishment social control rehabilitation etc.

SO 464 Stand Up & Fight: Community Organizing (3.00 credit hours)

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(s): PJ 464.

SO 465 Anarchy and Anarchism (3.00 credit hours)

Relying on case studies and ethnographies examines anarchism as a social cultural and political practice one rooted largely in the left-wing critique of the liberal state and capitalism. Cross listing(s): AN 465 CJ 465 and PJ 465.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 468E-W Topics in Cultural Anthropology (3.00 credit hours)

Analysis of cultural social and political changes and challenges in contemporary and ancient cultures.

SO 469E-W Topics in Culture (3.00 credit hours)

Analysis of origins development and changes/challenges of ancient and/or modern cultures.

SO 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): AN 471 CJ 471 ENV 471 and PJ 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 472 Wealth and Power (3.00 credit hours)

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. Cross-listing: GST 472.

SO 485 Witches Ghosts and Belief (3.00 credit hours)

How do people come to believe what they do and how do they hold on to their beliefs even in the face of contradiction or ambiguity? Cross-Listing: AN 485 RT 469E

Prerequisite(s): RT 201 and one 200-level Sociology or Anthropology course.

SO 487 Transnational Feminisms (3.00 credit hours)

Develops a gendered historical and contextual understanding of transnationalism solidarity social justice feminist activism and globalization as specific processes. It will encourage acting on global issues in more ethically and politically conscious ways. Cross listing(s): AN 487 PJ 487 and WGS 487.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 489 Practicum in Crime and Justice (3.00 credit hours)

Explores readings and work in the community related to crime and justice issues. Cross listing(s): CJ 489.

Prerequisite(s): SO 200.

SO 490E-W Independent Study in Sociology (1.00-3.00 credit hours)

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.

SO 496E-W Topics in Sociology: (3.00 credit hours)

Offers selected topics including sociology of medicine community and urban studies.

SO 497E-W Practicum in Sociology (3.00 credit hours)

Students will participate in community learning experiences related to crime and Criminology and discuss these experiences and related readings in class. Cross-listing: CR 497E-W

Prerequisite(s): SO 200 SO 203 AN 200 or permission of instructor.

Note(s): Junior class standing required.

SO 498E-W Internship in Sociology (1.00-3.00 credit hours)

Integrates practical experience and intellectual guidance based on employment or volunteer work. Junior standing and minimum GPA of 2.80.

Prerequisite(s): one 200 level course and one methods course.

Note(s): Requires approval of Sociology department chair and director of Academic Internship Program.

SO 499 Majors Seminar (3.00 credit hours)

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. Cross listing(s): AN 499 and CJ 499.

Note(s): Majors and Minors only and senior class standing.

Undergraduate Research (URC)**URC 250 Intrdiscplnry Research Methods and Ethics (3.00 credit hours)**

Exposes students to interdisciplinary and evolving methods for discovery and knowledge construction in the sciences arts and humanities. The course will provide an opportunity for students to establish or advance their understanding of research through critical exploration of research language ethics and approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their field of interest and develop their own research project in collaboration with a faculty mentor.

URC 491E-W Undergraduate Research (1.00-3.00 credit hours)

Offers an opportunity for collaborative research under faculty mentorship.

URC 495 Comm & Dissemination of Research (3.00 credit hours)

Provides fundamental training in research communication and dissemination focusing on presentation to both professional and lay audiences. Students will be expected to analyze and understand best practices in research communication across a variety of modalities.

Prerequisite(s): URC 250.

Women's and Gender Studies (WGS)**WGS 400 Introduction to Women's & Gender Studies (3.00 credit hours)**

Presents an interdisciplinary study of how gender and other categories of identity (e.g. sexuality race social class) interact with structures of inequality to shape human experience. Applies concepts and methods from the field of Women's and Gender Studies to prepare students to be active citizens who promote equality mutual understanding and human flourishing.

Note(s): Requires sophomore class standing.

WGS 402 Research and Writing in the Community (3.00 credit hours)

Practical introduction to community-based research methodologies and feminist epistemologies. Cross listing(s): PJ 401. **Prerequisite(s):** WGS 400. **NOTE:** This is a writing-intensive course and includes community-based learning.

Prerequisite(s): WGS 400.

Note(s): This is a writing-intensive course and includes community-based learning.

WGS 404 Nonviolent Resistance (3.00 credit hours)

Examines the philosophies history theories and practice of nonviolent civil resistance through an interdisciplinary and intersectional analysis of social justice movements and their campaigns strategies and tactics. Focuses on experiential learning and practical application. Cross listing(s): PJ 404.

Prerequisite(s): PJ 200 or WGS 400.

WGS 410E-W Women in Literature: (3.00 credit hours)

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.

WGS 420 Feminist Political Economy (3.00 credit hours)

Using an intersectional political economy framework this course aims to understand the nature and persistence of global gender inequality. This includes analyzing the rules governing institutions that determine women's socio-economic status and measurements of gender inequality. Cross listing(s): PEC 420.

WGS 430 Manhood and Meaning (3.00 credit hours)

From athletes and politicians to coal miners and migrant workers how do U.S. men make meaningful lives? This course explores the potential good of manhood with the goal of building student resilience connection and purpose. Prerequisite(s); WGS 400.

WGS 434 Race Gender and Art (3.00 credit hours)

Examines the representation of race and gender in visual art. Throughout the semester students will explore global and historical representations of race and gender through a cross cultural lens. Cross listing(s): FAHS 434.

Prerequisite(s): Junior standing or completion of Distributive Core.

WGS 435 Images of Women in Art & Popular Media (3.00 credit hours)

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.

WGS 437 Writing by and About Hispanic Women (3.00 credit hours)

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 & Communication (3.00 credit hours)

Explores connections between communication gender and sexuality in close relationships organizations and the media. Course involves readings dialogues films field trips and group projects. Cross listing(s): COM 440 and PJ 440.

Prerequisite(s): COM 380.

WGS 441 Performances of Self and Society (3.00 credit hours)

Explores performance through sociological anthropological and literary/artistic and experiential lenses. Engaging through readings film role-plays immediate live and online performances (and the analysis thereof) dialogue writing and other production of texts and critique students come to understand this most pragmatic of human communicative behaviors. Cross listing(s): COM 411. COM 380 for COM majors only.

Prerequisite(s): COM 250 and sophomore class standing.

WGS 445 Gender and Globalization (3.00 credit hours)

This class asks: what questions are raised by global flows of people culture and capital and how do these flows relate to the problems faced by men and women in different parts of the world? Cross listing(s): AN 445 PJ 445 and SO 445.

Prerequisite(s): One 200-level anthropology or sociology course.

WGS 446 Women and Gender in the Middle East (3.00 credit hours)

Focuses on women's rights and LGBTQ rights in the Middle East. Often women and differing sexualities in the Middle East tend to be represented stereotypically without attention to context and historical background. Focuses on the everyday lives of Muslim women and men in the Middle East and their daily struggles. Cross listing(s): AN 446. PJ 446 and SO446.

Prerequisite(s): One 200-level Anthropology or Sociology course.

WGS 450 Psychology of Gender (3.00 credit hours)

Explores the psychological perspectives on gender including the social behavioral cognitive and biological basis of gender sexuality and gender identity. Students will critically assess psychological research on gender and its implications for researchers practitioners and the common good. Cross listing(s): PSY 450.

Prerequisite(s): PSY 250 and WGS 400.

WGS 455 Drugs Health and Culture (3.00 credit hours)

Rooted in medical anthropology and ethnography analyzes the cultural meanings associated with health and illness: biomedicine and health care medical knowledge production and medical decision-making. Cross listing(s): AN 455 CJ 455 PJ 455 and SO 455.

Prerequisite(s): One 200-level Anthropology or Sociology course.

WGS 460E-W Women and Religion: (3.00 credit hours)

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.

WGS 467 Human Sexuality (3.00 credit hours)

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.

WGS 470 Feminist Theory (3.00 credit hours)

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. Cross listing(s): PL 470 and PJ 4820.

WGS 480E-W Gender and Sexuality in History (3.00 credit hours)

Selected topics in Women's and Gender Studies from a historical perspective.

WGS 482 Myth and Sexuality in Ancient Rome (3.00 credit hours)

The Roman gods are a mess. Jupiter's a cad; his son Apollo is a chad. Even the "Great Mother" drives her acolytes through dark forests in a gender-confused frenzy. But behind all the blood sex misogyny and magic hides some of the most sublime reflections on love and identity in any language. Cross listing(s): LT 482.

WGS 485E-W Topics: Women's and Gender Studies (3.00 credit hours)

Offers and discusses selected topics in Women's and Gender Studies.

WGS 486E-W Topics in Gender Culture and Justice (3.00 credit hours)

Explores topics of culture and justice in Women's and Gender Studies.

WGS 487 Transnational Feminisms (3.00 credit hours)

Develops a gendered historical and contextual understanding of transnationalism solidarity social justice feminist activism and globalization as specific processes. It will encourage acting on global issues in more ethically and politically conscious ways. Cross listing(s): AN 487 PJ 487 and SO 487.

Prerequisite(s): One 200-level Anthropology or Sociology course.

WGS 490E-W Select Top in Feminist Theory: (3.00 credit hours)

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.

WGS 495E-W Ind Study/Women's and Gender Studies (3.00 credit hours)

Provides an opportunity for independent study in an area of interest in women's and gender studies.

WGS 498E-W Internship in Women's and Gender Studies (3.00 credit hours)

Provides intensive and practical work experience related to Women's and Gender Studies.

WGS 499 Integrative Capstone (3.00 credit hours)

Capstone course for interdisciplinary majors. Students will explore their emerging sense of vocation reflect critically on their experiences within their major and fulfill requirements for a modified internship experience. Cross listing(s): PJ 496.

Prerequisite(s): PJ 200 or WGS 400.

Graduate Biology (BL)

BL 610A Biomedical Scncs Sem I: Skills Dvlpmnt (1.00 credit hours)

Explores biomedical ethics and develops student skills to facilitate success in their biomedical education.

Note(s): Admission to the MS in Biomedical Sciences program is required.

BL 610B Seminar II: Colloquium/ Prjct/ Extrnshp (2.00 credit hours)

Develops student familiarity with biological and biomedical literature and communication in the context of research seminars. Increases familiarity with biomedical ethics. Begins work on the written Master's project and program externship.

Note(s): Requires attendance at the Department of Biology seminar series.

BL 610C Seminar III: Project. Ethics & Stats (1.00 credit hours)

Reviews prior program content and introduces ethical and statistical content in preparation for the next semester. Includes continuing work on the written Master's project.

Prerequisite(s): BL 610B.

BL 610D Seminar IV: Colloquium and Project (1.00 credit hours)

Continues student work with biological and biomedical literature and communication in the context of research seminars. Includes completion of the final written master's project conforming to program requirements.

Prerequisite(s): BL 610B.

Note(s): Requires attendance at the Department of Biology seminar series.

BL 613A Biomed Human Anatomy Lab & Seminar (2.00 credit hours)

Develops student knowledge of normal human gross anatomy via anatomical models human skeletal materials and cadaver examination.

BL 613B Biomed Human Anatomy Lab & Seminar II (2.00 credit hours)

Develops student knowledge of normal human gross anatomy via anatomical models human skeletal materials and histological slides.

Prerequisite(s): BL 613A.

BL 614 Biomedical Genetics (3.00 credit hours)

Develops student knowledge of molecular genetics and human genetics. Introduces biomedical ethical controversies with roots in genetics and molecular biology.

BL 616 Biomedical Biochemistry (3.00 credit hours)

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 (4.00 credit hours)

Develops student knowledge of normal human physiology at the cellular tissue organ and system levels. Includes some pathophysiology.

BL 619 Biomedical Human Physiology Laboratory (1.00 credit hours)

Develops student knowledge of normal human physiology via electrophysiological measurement.

BL 620 Biomedical Microbiology (3.00 credit hours)

Develops student knowledge of microbiological principles pathogenic microorganisms infectious diseases microbial metabolism and classes and actions of antimicrobial drugs.

Prerequisite(s): BL 614 and BL 616.

BL 621 Biomed Microbio/Immuno Lab (1.00 credit hours)

Develops student knowledge of microbiological laboratory and immunological techniques commonly used in biomedical research and laboratory diagnosis.

BL 624 Biomedical Immunology (3.00 credit hours)

Develops student knowledge of immunological principles immunopathology immunization and classes and actions of immunologically active drugs.

Prerequisite(s): BL 614 BL 616 and BL 618.

BL 626 Biomedical Ethics Seminar (1.00 credit hours)

Develops student knowledge of biomedical ethical issues and student ability to respond to those issues.

BL 628 Biomedical Ethics and Externship (2.00 credit hours)

Discusses biomedical ethics in the context of case studies. Places the students' research or clinical externship experiences into academic and ethical context.

Prerequisite(s): BL 610B.

BL 630 Biomedical Sciences Certificate Seminar (1.00 credit hours)

Reviews program pre-requisite background. Provides an overview of program course content and introduces relevant bioethical consideration. Includes career advising.

Note(s): Admission to the Biomedical Sciences Certificate Program required.

BL 638 Biomedical Public Health (3.00 credit hours)

Develops student knowledge of biomedical public-health principles including epidemiological perspectives the populational and community context of health and disease and the complex biological and social factors that determine individual and community health.

BL 650A Env Bio Colloq/ Grant Writing (3.00 credit hours)

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.

BL 650B Enviro Bio Colloquium/ Project (3.00 credit hours)

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.

BL 651A Intro to Environmental Biology Skill (1.00 credit hours)

Introduces Colorado field-work data-collection statistical and data analysis skills. Develops student skills to facilitate success in their environmental education.

BL 651B Enviro Biology Fieldwork (1.00 credit hours)

Develops fieldwork 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.

BL 652 Env Biostats/ Research Design (3.00 credit hours)

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.

BL 654 Advanced Ecological Modeling (3.00 credit hours)

Introduces students to modern ecological models used to analyze species distribution and abundance and describes the structure and dynamics of populations and communities.

Prerequisite(s): BL 652.

BL 656 Advanced Ecology (3.00 credit hours)

Advanced study of the ecological factors governing the structure and function of populations communities and ecosystems. Develops skills in applying foundational literature to conservation and management of ecological systems. **Corequisite(s):** BL 657.

BL 657 Advanced Field Ecology Laboratory (1.00 credit hours)

Develops student knowledge of data collection and ecological assessment techniques in a range of habitats.

BL 658 Advanced Behavioral Ecology (3.00 credit hours)

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 Ecol Appl of Geog Info Systems (4.00 credit hours)

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.

BL 660P Geographic Information Systems Project (1.00 credit hours)

Involves use of geographic information systems (GIS) in the development of an ecologically focused GIS project. Includes in-depth examination of GIS in the primary ecological literature.

BL 662 Aquatic Ecology & Bioassessment (3.00 credit hours)

Introduces students to the abiotic and biotic factors that structure freshwater aquatic ecosystems. Includes an in-depth analysis of modern bioassessment methods using aquatic communities.

BL 664A Wetland Delineation Laboratory (1.00 credit hours)

Introduces wetland designation and delineation via data collection and review of regulatory documents and reports. Includes basic wetland delineation process.

BL 664B Environmental Cnsrvtn & Rstrtn Seminar (1.00 credit hours)

Introduces wildlife conservation and ecological restoration via review of primary literature and reports. Includes a discussion of values in wildlife conservation and restoration effectiveness.

BL 668 Environmental Bio Externship (2.00 credit hours)

Provides faculty-directed study in a laboratory and/or field environment. Includes discussion of environmental ethics and pedagogy.

Corequisite(s): BL 650B.

Prerequisite(s): BL 650A and BL 652.

BL 690E-W Independent Graduate Study (1.00-4.00 credit hours)

Independent graduate level study in a topic of the student's choice with permission of instructor.

BL 691 Graduate Research in Biology (2.00 credit hours)

Provides faculty-directed study in a laboratory and/or field environment. Includes discussion of environmental ethics and pedagogy.

Development Practice (DP)**DP 600 Sustainable & Regenerative Development (3.00 credit hours)**

History and theory of development with introduction to different disciplinary entry points. Development models are integrated through several disciplines including health engineering anthropology policy business and environment.

DP 606 Gender Inclusion and Development (3.00 credit hours)

How does gender factor into global development policy and paradigms? How do gender and the range of other culturally and demographically-based identifications play into development desires strategies and outcomes? This course will review key cases of gender-based oppression empowerment and development efforts at the global level as well as examining the complex ways that dimensions of identity intersect to create challenges and opportunities for community engagement in participatory development.

DP 608 Markets and Enterprise (3.00 credit hours)

Provides students with an overview of the state of practice in two modern approaches to micro-economic development: market systems development (MSD) and social enterprise promotion. Students will learn the opportunities for impact and the challenges presented by each approach in order to be able to critically apply aspects of each in their work.

DP 609 Participatory Grassroots Planning & Actn (3.00 credit hours)

Introduces students to theory concepts and practices for participatory planning and community engagement. Explores identifying stakeholders incorporating local knowledge capacity building and analyzing capacities priorities and needs.

DP 610 Global Health and Development (3.00 credit hours)

Explores the combined social physical mental ecological and climatic sciences affecting individual and collective health in development context.

DP 611 Climate Resilience and Development (3.00 credit hours)

Explores the interconnectedness of climate change adaptation techniques impact reduction and sustainable development. It reviews climate science ecosystem effects and adaptation/mitigation options emphasizing social justice human rights and inclusive systems' responses.

DP 612 Grassroots and Indigenous Activism (3.00 credit hours)

Focuses on some of the many ways development has been driven by people working on their own behalf rather than by outside development professionals. We will explore movements and practices from contexts across several regions examining definitions and strategies for development and asking "What motivates activism?" How does the development practitioner effectively interact (or not) with grassroots and indigenous movements? What can the development sector learn from such movements?

DP 620 Research & Learning for Social Dev (3.00 credit hours)

Focuses on various research techniques necessary for an effective investigation of social and organizational concerns in the social sector. Students develop their research topic literature review and methodology as part of their capstone process.

Prerequisite(s): Course is better taken in preparation for the capstone or after completing 27 graduate credit hours.

DP 630 Food Water Energy and Climate Nexus (3.00 credit hours)

Examines the inextricable linkages trade-offs and synergies among water food and energy in context of a changing climate. Introduces a systems approach through nexus thinking to integrate what is typically addressed in isolation. Climate change as well as population growth urbanization dietary changes and resource degradation are considered at household community state and global levels. Taught in rotation with development practice electives; open to students in the 2nd and 3rd years of the program.

DP 660 Communications for Development Practice (3.00 credit hours)

Explores concepts and methods of communication as a critical dimension of all levels of all development projects; internal for community engagement and behavior change; external for partnership relationships especially with government; and the wider public for generating awareness and educating and managing donors.

DP 661 Humanitarian Development Nexus (3.00 credit hours)

Provides an in-depth view of the history challenges and way forward for humanitarian emergency and disaster response. Utilizing interdisciplinary and multi-sectoral lenses we examine international humanitarian coordination integration with development practices and intersections with current world affairs. Case studies from both local and global emergencies US and international will be regularly involved. Additionally this course provides practice and knowledge in inter-sectoral guidelines standards and rubrics with which to enhance and embolden the future of humanitarian response worldwide.

DP 670 Education for Sustainability (3.00 credit hours)

Explores formal non-formal and community-based educational systems that are essential to sustainable and just development. Examines how learner-based education goes beyond literacy numeracy and critical thinking to reciprocity in learning leading to employment health and individual well-being.

DP 681 Skills: Monitoring and Evaluation I (1.00 credit hours)

Explores skills essential for developing monitoring and evaluation frameworks including developing indicators and data collection design. This course emphasizes a set of skills that are directly applicable in a range of organizations including government non-government and non-profit and charitable foundations.

DP 682 Skills: Monitoring and Evaluation II (1.00 credit hours)

Builds on lessons from Monitoring and Evaluation I going more in depth on effective theories of change and criteria for developing the appropriate indicators to measure them. Students will learn the technical aspects of quality indicators and the processes involved in their development.

DP 683 Skills: Qualitative Data Collection (1.00 credit hours)

Introduction to the principles and techniques of qualitative data collection with a particular focus on the researcher as the instrument. Students will be able to customize class projects to their own context by completing either interviews or focus groups. Course content will touch on topics such as positioning yourself as a learner and active listener asking effective questions and reading verbal and non-verbal cues. Participants will develop the personal mindset and self-presentation needed to cultivate relevant and nuanced interactions. The goal of this course is to teach the art of qualitative data collection to produce data filled with generative insights.

DP 684 Skills: Qualitative Data Assessment (1.00 credit hours)

Introduction to the principles and process of qualitative data analysis. Participants will learn the art of iterative analysis that both addresses the research or evaluation goals and maintains the voice and perspective of participants. Class projects will include analysis of rich qualitative data (e.g. transcripts documents) without requiring expensive software and students will receive helpful feedback to inform future projects. Course content will touch on topics such inductive and deductive analysis formulating finding statements and triangulating findings with quantitative data. The goal of this course is to teach the art of qualitative data assessment to produce useful and rigorous finding statements.

DP 686 Skills: Data Visualization (1.00 credit hours)

In an increasingly data-rich world visualization is more important than ever for communicating trends in global development. This course will cover the basics of data visualization including interpretation and best practices for designing graphs maps and other visualization approaches. Students will learn to evaluate the effectiveness of visualization designs and think critically about each design decision. Students will create their own data visualizations and learn to use Open Source data visualization tools and data sources. Students will learn to better interpret and improve on visualizations they encounter and to create clear and informative visualizations for use in development practice.

DP 687E-W Topics in Integrative Studies (3.00 credit hours)

Special topics with opportunities for students to work with faculty on participatory research.

DP 692 Independent Study for Field Placement (3.00 credit hours)

Culminating project of the second year of classroom study. Students apply concepts learned in a Field Placement at an overseas or domestic development organization. Intended for students whose field opportunity falls outside the regularly scheduled course.

DP 693 Capstone Design and Writing (3.00 credit hours)

Development of the Capstone project including research and writing culminating in submitting the Capstone.

DP 694 Capstone Planning II (0.00 credit hours)

Development of the Capstone project including research and writing culminating in submission of the Capstone Outline. Pass/fail. Enrollment restriction: Satisfactory completion of DP 693.

DP 695 Independent Project Development & Writing (3.00 credit hours)

Development of the Capstone project including research and writing culminating in submission of the complete Capstone draft. Enrollment restriction. Satisfactory completion of DP 694.

DP 695B Capstone Writing (0.00 credit hours)

Development of the Capstone project including research and writing culminating in submission of the complete Capstone draft. Enrollment restriction: completion of DP 695.

DP 696 Capstone Submission & Comm Forum (0.00 credit hours)

Final preparation and submission of the Capstone paper and presentation at the MDP Community Forum. Enrollment restriction: Program approval of Capstone work in DP 693 DP 694 and DP 695.

DP 696A Capstone Extension (0.00 credit hours)

Provides additional time for students who require it in order to complete their Capstone project.

DP 699 Field Practicum and Leadership (3.00 credit hours)

Culminating project of the second year of classroom study. Students apply concepts learned in a Field Placement at an overseas or domestic development organization note that students may fulfill the practicum requirement at their own organization. The course includes a focused exploration of leadership and what it means for us as individuals and practitioners and how it can serve to frame and organize our efforts within community-driven development.

Education

ED 603 Assessment for the Diverse Learner (3.00 credit hours)

Explores the principles purposes and processes of assessment used for the evaluation of exceptional learners and English Language learners. Includes how assessment results can be used to develop appropriate education programs for diverse students.

ED 603A Elm Reading/Writing: Cont/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 603B Secondary Literacy: Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 604 Foundations of Educ in American Schools (2.00 credit hours)

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.

Note(s): Must be admitted to Excel Program at Regis College: Graduate Teacher Licensure plus Master of Arts in Education Program.

ED 606 Assessment of Learning (2.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 610 Language/Literacy/Linguistics for Educ (3.00 credit hours)

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 617 Elementary Student Teaching (2.00-4.00 credit hours)

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 semester experience. COTER approval required. Course Fee \$250.00 Co-Requisite(s): ED 695.

Note(s): Student teaching for graduate licensure students only.

ED 618A Elementary Science: Cnt/Inst/Assmt (3.00 credit hours)

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.

Note(s): Fieldwork required in an assigned Metro Denver area school.

ED 618B Elementary Math: Cnt/Inst/Assmt (3.00 credit hours)

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.

Note(s): Fieldwork required in an assigned Metro Denver area school.

ED 618D Elm Soc Std: Cnt/Inst/Assmt (3.00 credit hours)

Surveys methods materials and concepts related to teaching social studies. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component.

Note(s): Fieldwork required in an assigned Metro Denver area school.

ED 619 Integrated Elementary Methods (6.00 credit hours)

Surveys methods materials and concepts related to teaching mathematics science and social studies. Combines the knowledge of content area and integrates the skills and approaches pertinent to elementary instruction.

Note(s): Fieldwork is required in an assigned Metro Denver area school.

ED 621 Sec Eng: Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 625 Sec Wrld Lang: Cnt/Inst/Assmt (2.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 627 Sec Math: Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 628 Sec Bus Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 629 Sec Science: Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 631 Sec Soc Studies Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 633 K-12 Art Cnt/Inst/Assmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 634 Secondary Student Teaching (2.00-4.00 credit hours)

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 semester experience. COTER approval required. Required fee - \$250.00. Co-Requisite(s): ED 695.

Note(s): Student teaching for graduate licensure students only.

ED 635 Sec Curr Planning & Classroom Mgmt (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 636 Technology in the Classroom (1.00 credit hours)

Examines a variety of new and emerging technologies and information related to K-12 classrooms.

ED 647 Multicult Literature/Literacy Elem Cur (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 651 Multicultural Perspectives (2.00 credit hours)

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. 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.

Prerequisite(s): Must be admitted to Master of Arts in Education: Graduate Teacher Licensure Program.

Note(s): Service work in diverse schools is required.

ED 680E-W Fieldwork in Schools (1.00-2.00 credit hours)

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 course work with classroom experience. School placement will be arranged by the Education Department. Fee required.

Note(s): Students should register for one section of fieldwork in any given term.

ED 685 Theories/Strategies/Assessment CLD K-12 (3.00 credit hours)

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(s): Fieldwork required in an assigned Metro Denver area school.

ED 690E-W Independent Study in Education (1.00-3.00 credit hours)

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/Lrng Diverse Schools (1.00 credit hours)

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. Approval of program director required.

Prerequisite(s): Good standing in program.

Note(s): Fieldwork required in an assigned Metro Denver area school.

ED 699 Capstone Licensure Presentation/Review (0.00 credit hours)

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.' Pass/No Pass grading only.

Prerequisite(s): Approval of program director required.

Note(s): Candidates will be concurrently registered in MAE 665K-LDL Practicum I.

Education: Educational Leadership (EDLS)

EDLS 614 Educational Research for Leaders (3.00 credit hours)

Essential for educational leaders to have the knowledge of effective research practices to lead a variety of school improvement initiatives. Learners will evaluate current research on effective leadership practices in educational settings. Learners will gain knowledge about the validity and reliability of effective educational research.

EDLS 643 Capstone: Educational Leadership (1.00 credit hours)

Students prepare an applied project examining a school program or problem that aligns to the learning outcomes of the program. Pass/No Pass grading only.

EDLS 660 Fiscal Leadership (3.00 credit hours)

The development and management of a school budget is predicated on fiscally sound practices and leadership. Learners will gain knowledge and understandings of these practices and other fiscal management tools needed to lead in an education setting. Gains an understanding of fiscal transparency and collaborative discussions and development when applicable.

EDLS 661 HR/Personnel for Educational Leaders (3.00 credit hours)

The recruiting hiring and supervision of staff is the most important responsibility of the school leader. Examines the nature and challenge of personnel management including recruiting hiring retention onboarding and corrective action. Provides a framework for evaluating teachers and supervising personnel for the benefit of student achievement.

EDLS 662 Instructional Leadership & Data Analysis (3.00 credit hours)

Explores and applies elements of data literacy and instructional leadership that provide powerful shifts and sustainability in a building. Students will engage in readings discussions and direct teaching of data processes state reporting state and district systems learning communities and key elements in teams and relationships among staff and administration that move the school towards the highest priority goals.

EDLS 663 Leading in Diverse Schools (3.00 credit hours)

Educational leaders will take a deeper and more robust dive into the role of the administrator in a school that serves communities identified as Title One and/or having significant numbers of Multilingual Learners (MLLs). This course will solidify foundational knowledge and systems needed to be successful in schools such as these. Budget law policy and best practices will be woven together to create a meaningful practical learning experience.

Note(s): Restricted to students admitted to the graduate Educational Leadership program within the Division of Education.

EDLS 665 CLD Fndtns for Educational Leaders (3.00 credit hours)

Provides an overview of the social political and historical contexts related to CLD learners in American schools and how school leaders develop systems to meet the needs for CLD learners. Philosophical and theoretical assumptions informing policy programs and instructional practice for the CLD learner will be discussed. Strategies for collaboration with and advocacy for diverse students and their families will be explored. How leaders develop systems of accountability to ensure CLD best practice strategies are implemented throughout the school setting will be an outcome.

EDLS 689 School Law (3.00 credit hours)

School Law is intended to provide the administrator with the foundational knowledge that is necessary to ensure that school practices and policies are within the requirements of federal state and local legal frameworks. Moreover as decisions are made regarding student discipline teacher freedoms and employment the knowledgeable leader can ensure that the rights of individuals are maintained as well as the safety of the school.

EDLS 690 School Strategy & Sustainability (3.00 credit hours)

Learners will analyze 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. Learners will gain a greater understanding of self and leadership style to have a greater impact on sustaining a strong organizational culture in an educational setting.

EDLS 694 Education Policy & Org Leadership (3.00 credit hours)

Examines educational policy debates reform efforts at both the federal and state levels and issues such as teacher policy and leadership teacher unions and historical and recent reform efforts in schools across the nation.

EDLS 696 Equity Leadership (3.00 credit hours)

Examines ethical dilemmas 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 699 Internship: Educational Leadership (2.00 credit hours)

Students complete project-based Internships to provide relevant and engaging experiences for students to apply the theoretical understandings of leadership from the seven core courses. All students are to complete 300 hours of internship experiences as part of the Principal Licensure requirement for the state of Colorado. Pass/No Pass grading only.

Education: Elementary (EDEL)

EDEL 650 Assessment of Learning (3.00 credit hours)

Provides information and means for future classroom teachers to assess student learning. Appropriate practical and relevant assessment techniques and evaluation guidelines will be provided.

Prerequisite(s): EDFD 601.

Cross listing(s): EDSC 650.

EDEL 660 Inquiry-Based Science & Soc Studies (3.00 credit hours)

Explores inclusive literacy-integrated inquiry-based science and social studies. Develops skills in standards and research-based instructional planning strategies and assessment. Applies learning to observing teaching and assessing diverse learners in practicum classrooms.

Prerequisite(s): EDEL 650.

EDEL 661 Elementary Methods II (3.00 credit hours)

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 Teaching Science and Health (3.00 credit hours)

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.

Prerequisite(s): EDEL 650.

EDEL 663 Teaching Rigorous Math (3.00 credit hours)

Explores and applies theories of learning conceptual mathematical knowledge and instructional strategies relevant to delivering rigorous mathematics with special attention to identifying and utilizing acceleration and intervention strategies to meet all students' needs.

EDEL 670 Classroom Management (3.00 credit hours)

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.

EDEL 690 Student Teaching: Elementary (2.00-8.00 credit hours)

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.

Education: Foundational Courses (EDFD)**EDFD 600 Foundations of Education (3.00 credit hours)**

Introductory foundation course in American education will examine the quest for equity of educational opportunity in today's society. The school is seen as a social system which transmits culture encounters external forces and fosters social change. Students explore the foregoing in relationship to the historical and philosophical roots of education in today's democratic society.

EDFD 603 Diversity Equity and Social Justice (3.00 credit hours)

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 the diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes.

Prerequisite(s): EDFD 601.

EDFD 615 Trends and Issues in Education (3.00 credit hours)

Focuses on current issues research and implications for learning in K-12 education. *Note-Non-licensure students only

EDFD 641 Children's/Adlscnt Literature (3.00 credit hours)

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 (3.00 credit hours)

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 675 Teacher Leadership (3.00 credit hours)

Examines the dispositions roles and challenges of teacher leadership. Candidates explore topics such as characteristics and styles of leadership functions of leadership and the influence of teacher leadership on school culture and student outcomes.

EDFD 682A Field Practicum I (0.00 credit hours)

Students will complete 100 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 682B Field Practicum II Field Practicum II (0.00 credit hours)

Students will complete 100 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 682C Field Practicum III Field Practicum II (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 682D Field Practicum IV Field Practicum IV (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 682E Field Practicum V Field Practicum IV (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 682F Field Practicum VI Field Practicum IV (0.00 credit hours)

Students will complete 50 hours of field experience 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. Pass/No Pass grading only. **Note(s):** Students should only register for one section of fieldwork in any given term.

EDFD 697 Student Teaching Seminar (2.00 credit hours)

Course taken in tandem with 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.

Education: Linguistically Diverse Education (EDLD)**EDLD 675 Linguistics for Teachers of CLD Studnts (2.00 credit hours)**

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.

EDLD 676 Linguistics & Language Acquisition (3.00 credit hours)

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 diverse learners will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled.

EDLD 677 Strategies for Diverse Populations (3.00 credit hours)

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.

Prerequisite(s): EDLD 676 and a course in Assessment.

Education: Reading (EDRG)**EDRG 602 Reading Comprehension and Writing (3.00 credit hours)**

Focuses on evidence-based writing instruction to include using writing to support text comprehension. Includes a service learning component.

Note(s): Field experience component included.

EDRG 603 Emergent Literacy (3.00 credit hours)

Investigates the foundational aspects of reading for young learners. Emphasizes evidence-based emergent reading strategies and developmental skills.

Note(s): Field experience component included.

EDRG 604 Literacy for the Diverse Learner (3.00 credit hours)

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(s): Field experience included.

EDRG 606 Reading Assessment and Intervention (3.00 credit hours)

Literacy assessment and diagnostic tools will be utilized and strategies for remediation implemented. Students will create clinical reports based on assessment experiences. Explores affective factors and current issues.

Prerequisite(s): EDRG 603 EDRG 604 and EDRG 644 **NOTE:** Field experience included.

EDRG 608 Evidence-Based Reading Tech for Dyslexia (3.00 credit hours)

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.

Prerequisite(s): EDRG 603 EDRG 604 EDRG 606 and EDRG 644 or permission of instructor.

Note(s): Field experience required.

EDRG 635 Reading Strategies/Secondary Student (3.00 credit hours)

Reviews basic literacy instructional practices to help all secondary learners in their content areas as well as age appropriate remediation strategies for struggling readers.

Prerequisite(s): EDRG 602 EDRG 603 and EDRG 644.

Note(s): Field experience included.

EDRG 640 Org/Mgmt of Schl Literacy Prgms (3.00 credit hours)

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(s): Field experience required.

EDRG 644 Teaching Reading and Writing (3.00 credit hours)

Provides students with scientifically-based methods for teaching reading and writing. Emphasizes current methodologies research-based instructional practices and ongoing assessment. Includes application of the essential components of reading instruction.

Note(s): Field experience required.

EDRG 653 Literacy Intervention- Special Education (3.00 credit hours)

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(s): Field experience required.

EDRG 694 Practicum Reading Teacher (3.00 credit hours)

Immerses students in literacy leadership scenarios. Experiential involvement reflection and application of skills and concepts gleaned from previous classes will be emphasized.

Prerequisite(s): EDRG 602 EDRG 603 EDRG 604 EDRG 606 EDRG 608 EDRG 635 EDRG 640 EDRG 644 EDRG 653.

Note(s): Field Experience required.

EDRG 695 Practicum Reading Specialist (3.00 credit hours)

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.

Prerequisite(s): EDRG 602 EDRG 603 EDRG 604 EDRG 606 EDRG 608 EDRG 635 EDRG 640 EDRG 644 EDRG 653.

Note(s): Field Experience required.

EDRG 697 Research Capstone (3.00 credit hours)

Students will review current research in the field of education to help them develop an applied project that improves teaching intervention practices curriculum or the professional community.

Education: Educational Research (EDRS)**EDRS 600 Educational Research (3.00 credit hours)**

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.

Prerequisite(s): EDFD 601.

Education: Secondary (EDSC)**EDSC 650 Assessment of Learning (3.00 credit hours)**

Provides information and means for future classroom teachers to assess student learning. Appropriate practical and relevant assessment techniques and evaluation guidelines will be provided.

EDSC 652 Disciplinary Literacy (3.00 credit hours)

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. Field experience required.

EDSC 661 Secondary Methods/Business (3.00 credit hours)

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 663 Secondary Methods/English (3.00 credit hours)

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/Foreign Lang (3.00 credit hours)

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/Math (3.00 credit hours)

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/Science (3.00 credit hours)

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 Mthds/Social Studies (3.00 credit hours)

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 670 Assets-Based Classrooms 7-12 (3.00 credit hours)

When students' assets are harnessed and recognized in the classroom teachers create a culture that fosters learning and inclusivity. This course teaches a combination of instructional strategies culturally responsive pedagogy and restorative practices that create asset based classrooms where all students can thrive. In such classrooms behavioral distractions are minimized through preventative strategies and relationship building. Students learn to proactively co-create high expectations with their secondary students provide high levels of support and teach social emotional learning embedded in academic content. Mindfulness for teachers is also integrated to provide teachers with the inner capacity to model a safe and grounded presence for their students.

EDSC 690 Student Teaching: Secondary (2.00-8.00 credit hours)

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.

Education: Special Education (EDSP)**EDSP 610 Collaboration and Partnerships (3.00 credit hours)**

Provides students with the knowledge and skills needed to work with others to develop successful inclusive education programs. It is a course requirement for all Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Includes working with parents special educators and related services personnel on behalf of exceptional students.

EDSP 620 Introduction to Special Education (3.00 credit hours)

Provides a survey of current knowledge on individuals with disabilities and inclusive practices. It is a course requirement for all Education and Special Education majors and minors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors). Content includes historical factors legislation characteristics high leverage practices UDL existing and emerging technologies I.E.P. and transition services and other support services for individuals with disabilities ranging from mild to severe. Students examine various areas of exceptionality including both high incidence (LD EBD ASD and CI) and low incidence disabilities.

Prerequisite(s): EDFD 601 and EDFD 603.

EDSP 663 Assessment in the Inclusive Classroom (3.00 credit hours)

Explores the principles purposes and processes of assessment used in the evaluation and progress monitoring of exceptional learners and English Language Learners within a multi-tiered system of support. It is a course requirement for all Elementary/Special Education majors and is also recommended as a supplemental course for those planning on working with people with special needs (i.e. Sociology Psychology etc. minors/majors).

Prerequisite(s): EDFD 601 and EDSP 620.

EDSP 664 Social and Behavioral Interventions (3.00 credit hours)

Provides a basis for understanding and addressing the social emotional and behavioral needs of diverse learners. It explores the foundations of PBIS and SEL within a multi-tiered system of support. The principles policies and practices as well as western and indigenous theoretical perspectives on the nature of challenging behavior behavior assessment and support planning and positive youth development will be explored.

Prerequisite(s): EDSP 620.

EDSP 670 Methods in Special Education (3.00 credit hours)

Examines educational strategies and relevant research to address the skill deficits (language arts and mathematics) manifested in students with disabilities. Includes general classroom accommodations for students with disabilities.

Prerequisite(s): EDSP 620.

EDSP 692 Student Teaching Special Educ Generalist (2.00-8.00 credit hours)

Participation in a student teaching experience assessing teaching and program planning for students with special needs.

Note(s): Students must have experience with students with a variety of needs.

Environmental Science (ENVS)**ENVS 650 Enviro Reg & Impact Assessment (3.00 credit hours)**

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.

Note(s): Prior undergraduate or graduate course in statistics required.

Master of Arts in Education (MAE)**MAE 605E-W Discover Your Own Literacy: (2.00 credit hours)**

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 605M Diversity Equity and Social Justice (3.00 credit hours)

Participants will explore and reflect on multicultural perspectives issues of social justice and societal structures which impact the success of individual students and programs. This class prepares participants to address issues of discrimination in schools the curriculum and within the classroom and asks participants to examine their own beliefs and how these impact their roles as educators This class asks participants to reflect on the questions "How ought we to teach and live as teachers?" "How ought education to progress in a diverse society?" This class meets the state requirements for the CLD endorsement.

MAE 610 Connect Beliefs Theory and Practice (3.00 credit hours)

By synthesizing the content from throughout the program participants develop personal beliefs explore how these beliefs are supported by educational theorists and published research and demonstrate how their beliefs manifest in classroom practice. This course culminates with a Culminating Academic Program (CAP) Review which serves as a summative assessment to a Master of Education CLDE.

Note(s): All program requirements must be completed prior to taking this course.

MAE 618 Comparative Education (3.00 credit hours)

Explores a diverse range of educational approaches and systems in an international context and develops skills to analyze educational development policies and ideologies that impact student learning. Focuses on preparing students to work within broader systems of education particularly with students from immigrant and refugee populations.

MAE 621 Curriculum Eval Theory & Application (3.00 credit hours)

Students engage in the inquiry process to study and apply how concept-based curriculum especially inquiry and constructivism is developed in student-centered classrooms. Distinctions between adopting adapting and creating curricula around the Colorado Academic Standards are examined. A variety of assessment and evaluation procedures are studied and applied as an integral part of curriculum design and instructional practice. Students design a concept-based backward designed unit and a balanced assessment/evaluation plan for their classroom. As a central component of this course students reflect upon the effect on student learning as the learning in this course is applied in their classrooms.

MAE 640I Leading Professional Learning (3.00 credit hours)

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 (3.00 credit hours)

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 & Equity (3.00 credit hours)

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 Leading With Data in Mind (3.00 credit hours)

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 educators will engage in trust-building negotiation and teamwork to advocate for professional learning and become effective change agents.

MAE 650E-W Language Learning Strand: (1.00-4.00 credit hours)

Provides an opportunity to practice process learning philosophy research and theory to develop language (listening speaking reading and writing) as a critical thinking tool. Students learn that language learning like mathematics learning is a process of construction. Emphasizes literature as a major resource for learning across all content areas. Candidates plan implement and evaluate activities in which students use and consider the functions of language for a variety of relevant learning programs.

MAE 665E Teaching Strategies for CLD Educators (3.00 credit hours)

Participants will be instructed in research-based methods and examine effective content-based instructional strategies for teaching English to culturally and linguistically diverse (CLD) learners. Participants will adapt curriculum materials and learn differentiation techniques. Sheltered teaching methodologies to develop academic English will be discussed and demonstrated.

MAE 665E-W Linguistically Diverse Strand: (1.00-5.00 credit hours)

The courses for this strategy strand are designed to lead to endorsement in Colorado for Bilingual Education or English as a Second Language (ESL). Model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Learning for the Linguistically Different Strategy Strand may qualify a student to be recommended for endorsement.

MAE 665F Biliteracy Dev in Spanish/English (3.00 credit hours)

Provides current and emerging philosophies and research-based methods of teaching for biliteracy with a focus on the metalinguistic awareness needed for cross-language transfer. Students will explore the various components of teaching reading in Spanish. Includes a framework for teaching reading writing and oracy through strategic use of two languages.

Note(s): Course is taught in Spanish and English and is designed for the bilingual educator.

MAE 665G Linguistics I: Lang Acquisition (3.00 credit hours)

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 for CLD Educators (3.00 credit hours)

Provides an overview of the social political and historical contexts related to CLD learners in American schools. Philosophical and theoretical assumptions informing policy programs and instructional practice for the CLD learner will be discussed. Strategies for collaboration with and advocacy for diverse students and their families will be explored.

MAE 665I Assessment for CLD Education (3.00 credit hours)

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 CLD Education (1.00-5.00 credit hours)

Supports candidates in linking course theories to classroom practices. With mentor support candidates will demonstrate their skills and knowledge of teaching CLD learners. Additional areas which contribute to the success of CLD learners will be documented through professional development and community involvement activities.

Note(s): Pass/No Pass Grading only.

MAE 665R Linguistics II: Form & Function (3.00 credit hours)

Develops teachers' pedagogical language knowledge through close study of advanced grammar topics and the exploration of the five components of language: Pragmatics Phonology. Orthography Morphology and Syntax. Emphasis will be on synthesizing linguistic theory and on making connections to English Language Development and appropriate instruction.

MAE 690E-W Independent Study in Process Learning (1.00-6.00 credit hours)

Addresses a topic in process learning not covered in a course offered in the Bulletin or addresses a unique field experience related to a candidate's degree goals. An independent study involving field experience must be submitted at least sixty (60) days prior to the start of the experience for approval by the Program Director. An independent study may substitute for up to six (6) hours of Strategy Strand courses.

Prerequisite(s): Permission of a candidate's mentor/advisor the instructor and the Program Director.

Master of Fine Arts (MFA)**MFA 601 Residency I (3.00 credit hours)**

Students will attend a morning writing workshop an advisement session with a co-director afternoon seminars and evening readings by program faculty visiting writers and graduating students. Fee required.

MFA 602 Residency II (3.00 credit hours)

In addition to morning writing workshops and advisement sessions afternoon seminars and evening readings the second residency will feature meetings with second semester mentors and meetings with the program directors.

Prerequisite(s): MFA 601.

Note(s): Fee required.

MFA 602D Dual-Genre Residency (3.00 credit hours)

Third residency for dual-genre students only.

Prerequisite(s): MFA 601 and MFA 602.

MFA 602R Residency II - Remote Residency (3.00 credit hours)

In addition to morning writing workshops and advisement sessions afternoon seminars and evening readings the second residency will feature follow-up meetings with first-semester mentors interviews with faculty mentors and meetings with the program directors. Fee required.

Prerequisite(s): MFA 601 **NOTE:** Course fee required.

MFA 603 Residency III (3.00 credit hours)

The third residency will feature meetings with third semester mentors and meetings with the program directors as well as seminars on Writing in the World Action Plan.

Prerequisite(s): MFA 602.

Note(s): Fee required.

MFA 603R Residency Iii-Remote Residency (3.00 credit hours)

The third residency will feature follow-up meetings with second-semester mentors interviews with faculty mentors and meetings with the program directors as well as seminars on Writing in the World Action Plan. Fee required.

Prerequisite(s): MFA 602.

Note(s): Course fee required.

MFA 604 Residency IV (3.00 credit hours)

The fourth residency will feature meetings with fourth semester mentors and meetings with the program directors.

Prerequisite(s): MFA 603.

Note(s): Fee required.

MFA 604R Residency IV - Remote Residency (3.00 credit hours)

The fourth residency will feature follow-up meetings with third-semester mentors interviews with faculty mentors and meetings with the program directors. Fee required.

Prerequisite(s): MFA 603.

Note(s): Course fee required.

MFA 605 Residency V (3.00 credit hours)

The fifth residency will feature follow-up meetings with thesis advisors formal submissions of the MFA Thesis the Thesis Defense and public readings. Fee required.

Prerequisite(s): MFA 604.

MFA 605R Residency V - Remote Residency (3.00 credit hours)

The fifth residency will feature follow-up meetings with thesis advisors formal submissions of the MFA Thesis the Thesis Defense and public readings. Fee required.

Prerequisite(s): MFA 604.

Note(s): Course fee required.

MFA 651 Writing Semester I (9.00 credit hours)

In their first semester of study students will continue to generate original work while also revising work completed during the first semester.

MFA 651A Writing Semester IA (6.00 credit hours)

This will be the first of a two-course sequence (the other is MFA 651B 3 credits) at the undergraduate level that will serve as the equivalent of MFA 651 (9 credits). One student will be taking these two courses (as a pilot approved by the dean and provost) as we propose the BA/MFA degree to CCCC and RUAC this fall.

MFA 651B Writing Semester IB (3.00 credit hours)

In the second semester of the BA/MFA program students will continue to generate new work in their genre.

MFA 652 Writing Semester II (9.00 credit hours)

In their second semester of study students will continue to generate original work while also revising work completed during the first semester.

MFA 652D Writing Semester II - Dual-Genre (9.00 credit hours)

In their second semester of study students will continue to generate original work while also revising work completed during the first semester. This course is reserved for dual-genre students only (Intensive study of a secondary genre).

MFA 653 Writing Semester III (9.00 credit hours)

In their third semester of study students will in consultation with their faculty mentors begin preliminary work on the book-length project that will become their MFA thesis.

Prerequisite(s): MFA 652.

MFA 654 Writing Semester IV (9.00 credit hours)

In their fourth and final semester of study students will in concert with their faculty mentors/thesis advisors and thesis readers write revise and perfect the book-length manuscripts that will be presented as their MFA thesis.

Prerequisite(s): MFA 653.

MFA 655 Residency V: Thesis Continuation (9.00 credit hours)

The fifth semester of study is available for students to continue revising their MFA Thesis Manuscript for approval by their thesis advisor.

MFA 670 Writing in the World Action Plan (0.00 credit hours)

Writing in the World Action Plan will map out how students will make use of their writing talents to engage and serve their communities whether through volunteerism or employment.

MFA 680 Critical Essay (1.00 credit hours)

MFA students must submit a twenty-page critical essay on a topic in their genre.

MFA 690 MFA Thesis (2.00 credit hours)

The MFA Thesis a book-length manuscript written revised and approved by the fourth-semester faculty mentor who serves as the student's thesis advisor is the culmination of the student's work during the four residencies and semesters.

Prerequisite(s): MFA 604 and MFA 654.

MFA 698 Independent Study (3.00-9.00 credit hours)

Course focused on aiding students in completion of program residence writing semester critical essays writing in the world projects and/or thesis projects.

MFA 699 Independent Study (0.00-6.00 credit hours)

Focuses on aiding students in completion of program residency writing semester critical essays writing in the world projects and/or thesis projects.

Master Nonprofit Management

MNM 6010 Hist/Theory/Future of Social Sector (3.00 credit hours)

Addresses types and characteristics of social sector organizations and trends and projections for the future of the third sector. Examines origins and societal roles of nonprofit and nongovernmental organizations in a global environment including social political economic cultural and ideological issues.

MNM 6030 Conflict Resolution for Leaders (3.00 credit hours)

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.

Prerequisite(s): MNM 6010.

MNM 6070 Advocacy Social Justice & Civil Society (3.00 credit hours)

Examines the wide range of meanings of social justice using perspectives of philosophy and religion economics and politics. We explore the nonprofit sector's role in growing an equitable and inclusive Common Good by addressing complex social issues including diversity human rights and poverty through advocacy and action.

MNM 6100 Legal and Ethical Issues for Nonprofits (3.00 credit hours)

Introduces critical legal and ethical 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 6010.

MNM 6240 Philanthropy and Grant Development (3.00 credit hours)

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.

Prerequisite(s): MNM 6010.

MNM 6440 Financial Management of Nonprofit Orgnzt (3.00 credit hours)

Focuses on using financial information management for budgeting finance and investment decision-making in nonprofit organizations. Topics includes 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.

Prerequisite(s): MNM 6010.

MNM 6470 Design/Mon/Eval & Accountability (3.00 credit hours)

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.

Prerequisite(s): MNM 6010.

MNM 6480 Strategic Governance & Org Leadership (3.00 credit hours)

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 6010.

MNM 6510 Research & Learning for Social Dev (3.00 credit hours)

Focuses on various research techniques necessary for an effective investigation of social and organizational concerns in the nonprofit sector. Recommended

Prerequisite(s): Course is better taken in preparation for the capstone or after completing 27 graduate credit hours.

MNM 6550 Leading From Within (3.00 credit hours)

Explores the role of mindfulness in leadership. Investigates various practices that connect your beliefs and behaviors as it relates to your leadership.

Prerequisite(s): MNM 6010.

MNM 6700 Financial Resource Development (3.00 credit hours)

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.

Prerequisite(s): MNM 6010.

MNM 6770 Service Oriented Field Experience (3.00 credit hours)

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): Course cannot be taken until 30 graduate credit hours have been completed.

MNM 6890E-W Graduate Seminar (1.00-3.00 credit hours)

Concentrates on contemporary literature and trending topics within the field of nonprofit management. Content varies by term based on topic's relevance to current nonprofit trends and happenings.

Prerequisite(s): MNM 6010.

MNM 6900E-W Indpdnt Stdy in Nonprft Mngmnt (1.00-4.00 credit hours)

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(s): Offered as special study course only.

MNM 6970 Professional Project (3.00 credit hours)

Forms the capstone experience representing the creation development improvement or evaluation of a product or program or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world.

Prerequisite(s): Course cannot be taken until 30 graduate credit hours have been completed.

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Anthropology, Sociology and Criminal Justice

Dr. Jude Fokwang, Associate Professor, Chairperson

Dr. Damla Isik, Professor

Dr. Eve Passerini, Associate Professor

Dr. Katie Rogers, Assistant Professor

Mr. James Bullington, Lecturer

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Anthropology Major Degree Requirements

Code	Title	SHs
Major Requirements		
Lower Division Requirements		
AN/SO 204	Introduction to Cultural Anthropology	3.00
AN 300	Writing Culture	3.00
BL 208	Biological Anthropology	3.00
SO 200 or SO 203	Introduction to Sociology Social Problems	3.00
Upper Division Requirements		
AN/CJ/SO 402	Ethnographic Research Methods	3.00
SO 403	Sociological Theory	3.00
AN 499	Majors Seminar	3.00
Upper Division (400-level) Anthropology Electives		15.00
Total SHs		36

Animals, Society, and Culture Minor Degree Requirements

Code	Title	SHs
Major Requirements		
BL 258	General Biology I: Organismic	3.00

BL 259	Organismic Biology Lab	1.00
AN/SO 469E		3.00
BL 458	Behavioral Ecology	3.00
Plus six semester hours selected from the following upper division courses: ¹		6.00
BL 428	Conservation Biology	
BL 446	Marine Biology	
BL 462	Primate Ecology and Behavior	
BL 481V		
Total SHs		16

¹ Some section offerings of RCC 410E Global Environmental Awareness and RCC 420J Justice and the Common Good may fulfill elective requirements, please check with advisor to determine eligible section offerings. Our Common Home: Religion, Animals, and the Environment (RC 475 Our Common Home: Rel Anmls Envrnmnt/HU 475 Our Common Home: Rel Anmls Envrnmnt) and Web of Life: Environmental Ethics (PL 476 Web of Life: Environmental Ethics/HU 476 Web of Life: Environmental Ethics) may fulfill elective credits with advisor approval.

Anthropology Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
Lower Division Requirements		
AN/SO 204	Introduction to Cultural Anthropology	3.00
Upper Division Requirements		
Upper Division (400-level) Anthropology Electives		12.00
Total SHs		15

Criminal Justice Major

Criminal Justice 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.

Degree Requirements

Code	Title	SHs
Major Requirements		
Lower Division Requirements		
SO 200	Introduction to Sociology	3.00
AN/SO 204	Introduction to Cultural Anthropology	3.00
SO 300	Writing Culture	3.00
Upper Division Requirements		
AN/CJ/SO 402	Ethnographic Research Methods	3.00
or AN 404	Surveys for Social Change	
or SO 404	Surveys for Social Change	
CJ/SO/PJ 422	Diversity in U.S. Society	3.00
CJ 450	Criminology	3.00
SO 403	Sociological Theory	3.00
Upper Division (400-level) Criminal Justice Electives		9-12

Nine to twelve additional upper division semester hours of Criminal Justice selected with the approval of the major advisor.		
CJ 499	Majors Seminar	3.00
Total SHs		33-36

Criminal Justice Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
Select one of the following:		3.00
SO 200	Introduction to Sociology	
AN/SO 204	Introduction to Cultural Anthropology	
Upper Division Requirements		
CJ 450	Criminology	3.00
Nine additional upper division semester hours of Criminal Justice selected with the approval of the major advisor.		9.00
Total SHs		15

Sociology Major Degree Requirements

Code	Title	SHs
Major Requirements		
Lower Division Requirements		
SO 200/200C	Introduction to Sociology	3.00
SO 204	Introduction to Cultural Anthropology	3.00
SO 300	Writing Culture	3.00
Upper Division Requirements		
Twenty-seven upper division semester hours of Sociology courses, which must include:		
AN/CJ/SO 402	Ethnographic Research Methods	3.00
SO 403	Sociological Theory	3.00
SO 404	Surveys for Social Change	3.00
SO 499	Majors Seminar	3.00
Upper Division Sociology Electives		15.00
Total SHs		36

Sociology Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
Lower Division Requirements		
SO 200/200C	Introduction to Sociology	3.00
Upper Division Requirements		
Twelve upper division semester hours of Sociology courses selected with the approval of the major advisor.		2.00
Total SHs		15

Biology

Dr. Kristofor Voss, Associate Professor, Chairperson

Dr. Jay Campisi, Professor

Dr. Michael Ghedotti, Professor

Dr. John Sakulich, Professor

Dr. Amy Schreier, Professor

Dr. Bethany Lucas, Associate Professor

Dr. Gena Nichols, Associate Professor

Dr. Allyson Spence, Associate Professor

Dr. Karin Streifel, Associate Professor

Dr. Allison Hall, Assistant Professor

Dr. Tyler Imfeld, Assistant Professor

Dr. M. Daniela Rivarola, Assistant Professor

Dr. Melanie Badtke, Senior Term Professor

Mr. Matthew Peetz, Senior Term Professor

Dr. Lea Stenerson, Senior Term Professor

The biology department offers two degrees, a Bachelor of Science and a Bachelor of Arts in Biology. 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 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, education, 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.

- Biology Major (Bachelor of Science) (p. 215)
- Biology Major (Bachelor of Arts) (p. 215)
- Biology Minor (p. 217)

Biology Major (Bachelor of Science)

Degree Requirements

Code	Title	SHs
Major Requirements		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00

CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
CH 420	Organic Chemistry II	4.00
CH 421	Organic Chemistry II Laboratory	1.00
MT 272/272C	Statistics for the Life Sciences	3.00

Select one of the following eight semester hour options of physics: 8.00

Option One

PH 202A & PH 205A Gen Physics w/Trigonometry I and General Physics Lab w/Trigonometry I

PH 202B & PH 205B General Physics W/trigonometry II and General Physics Lab w/Trigonometry II

Option Two

PH 304A & PH 305A General Physics with Calculus I and General Physics with Calculus I Lab

PH 304B & PH 305B Gen Physics with Calculus II and General Physics Lab with Calculus II

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

BL 402	Principles of Ecology	3.00
BL 403	Quantitative Ecology Laboratory	1.00
BL 414	Principles of Genetics	3.00
BL 415	Genetics Laboratory	1.00
BL 494	Seminar in Biology Society and Ethics ¹	1.00
BL 495	Seminar in Evolutionary Biology ¹	1.00
BL 496	Seminar in Biology Research ¹	1.00

One of the following research-based courses 1.00

BL 469A Ecology Evolution & Behavior Rsrch Lab

BL 469B Molecular & Cellular Bio Research Lab

BL 491E-W Undergraduate Research in Biology

Upper Division Biology Electives or Completion ² 13.00

Total SHs 64

¹ These courses should be taken in sequential course-number order.

² BL 498E-W Internship in Biology will not count toward upper division biology elective hours for the B.S. in Biology.

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

Biology Major (Bachelor of Arts)

Code	Title	SHs
Major Requirements		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00

CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
MT 272/272C	Statistics for the Life Sciences	3.00
A minimum of 25 upper division semester hours of biology which must include:		
BL 402	Principles of Ecology	3.00
BL 403	Quantitative Ecology Laboratory	1.00
BL 414	Principles of Genetics	3.00
BL 415	Genetics Laboratory	1.00
BL 494	Seminar in Biology Society and Ethics ¹	1.00
BL 495	Seminar in Evolutionary Biology ¹	1.00
BL 496	Seminar in Biology Research ¹	1.00
Upper Division Biology Electives ²		14.00
Total SHs		46

¹ These courses must be taken in sequential course-number order.

² The upper division electives must include a minimum of one upper division laboratory course. BL 498E-W Internship in Biology may fulfill upper division biology elective hours for the B.A. in Biology.

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.

Specializations (Optional)

A specialization is optional for either the B.S. in Biology or the B.A. in Biology and is a specified set of courses taken within the 14 semester hours of upper division biology electives for a biology major.

Ecology and Evolution

Students may complete this specialization with any Biology degree. Student completing this specialization must complete the following upper division biology course.

Code	Title	SHs
Specialization Requirements		
BL 464	Evolution	3.00
Upper Division Biology General Electives		3.00
Plus, a minimum of eight semester hours selected from the following 8.00 upper division biology courses, which must include at least one Laboratory:		
BL 406	Human and Comparative Anatomy	
BL 407	Human and Comparative Anatomy Laboratory	
BL 410	Aquatic Ecology	
BL 428	Conservation Biology	
BL 436	Human and Comparative Physiology	
BL 437	Human & Comparative Physiology Lab	
BL 446	Marine Biology	
BL 458	Behavioral Ecology	
BL 460	Forest Ecology	
BL 462	Primate Ecology and Behavior	
Total SHs		14

Molecular Biology and Genetics

Students may complete this specialization with any Biology degree. Students completing this specialization must complete the following upper division biology courses:

Code	Title	SHs
Specialization Requirements		
BL 426	Molecular Biology	3.00
BL 427	Molecular Biology Laboratory	1.00
Upper Division Biology General Electives		3.00
Plus a minimum of seven semester hours selected from the following 7.00 upper division biology courses:		
BL 412	Developmental Biology	
BL 416	Molecular & Cellular Biochemistry	
BL 418	Microbiology	
BL 419	Microbiology Laboratory	
BL 424	Cell and Cancer Biology	
BL 466	Immunology	
Total SHs		14

Degree Requirements

Code	Title	SHs
Major Requirements		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: M/c/r & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
MT 272/272C	Statistics for the Life Sciences	3.00
A minimum of 25 upper division semester hours of biology which must include:		
BL 402	Principles of Ecology	3.00
BL 403	Quantitative Ecology Laboratory	1.00
BL 414	Principles of Genetics	3.00
BL 415	Genetics Laboratory	1.00
BL 494	Seminar in Biology Society and Ethics ¹	1.00
BL 495	Seminar in Evolutionary Biology ¹	1.00
BL 496	Seminar in Biology Research ¹	1.00
One of the following researched-focused courses		1.00
BL 469A	Ecology Evolution & Behavior Rsrch Lab	
BL 469B	Molecular & Cellular Bio Research Lab	
BL 491E-W	Undergraduate Research in Biology	
Upper Division Biology Electives ²		13.00
Total SHs		46

¹ These courses should be taken in sequential course-number order.

² BL 498E-W Internship in Biology may fulfill upper division biology elective hours for the B.A. in Biology.

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.

Specializations (Optional)

A specialization is optional for either the B.S. in Biology or the B.A. in Biology and is a specified set of courses taken within the 13 semester hours of upper division biology electives for a biology major.

Ecology and Evolution

Students may complete this specialization with any Biology degree. Student completing this specialization must complete the following upper division biology course.

Code	Title	SHs
Specialization Requirements		
BL 464	Evolution	3.00
Upper Division Biology General Electives		2.00
Plus, a minimum of eight semester hours selected from the following 8.00 upper division biology courses, which must include at least one Laboratory:		
BL 406	Human and Comparative Anatomy	
BL 407	Human and Comparative Anatomy Laboratory	
BL 410	Aquatic Ecology	
BL 428	Conservation Biology	
BL 436	Human and Comparative Physiology	
BL 437	Human & Comparative Physiology Lab	
BL 446	Marine Biology	
BL 458	Behavioral Ecology	
BL 460	Forest Ecology	
BL 462	Primate Ecology and Behavior	
Total SHs		13

Molecular Biology and Genetics

Students may complete this specialization with any Biology degree. Students completing this specialization must complete the following upper division biology courses:

Code	Title	SHs
Specialization Requirements		
BL 426	Molecular Biology	3.00
Upper Division Biology General Electives		2.00
Plus a minimum of eight semester hours selected from the following 8.00 upper division biology courses:		
BL 412	Developmental Biology	
BL 416	Molecular & Cellular Biochemistry	
BL 418	Microbiology	
BL 419	Microbiology Laboratory	
BL 424	Cell and Cancer Biology	
BL 438	Virology	
BL 466	Immunology	
Total SHs		13

Biology Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
Upper Division Requirements		
A minimum of 12 upper division semester hours of biology which must include one upper division course with accompanying laboratory or BL 491E-W Undergraduate Research in Biology.		12.00
Total SHs		20

Catholic Studies

Dr. Michael Baxter, Term Instructor, Program Director

A major in Catholic Studies is not available.

The Program of Catholic Studies is designed to support students in learning about the beliefs, practices, and intellectual vision of Catholicism. It sponsors speakers, discussions, socials, and field trips for students, faculty, and staff at Regis University. The Minor in Catholic Studies requires one central course, "Catholic Christianity" (RT 308 Catholic Christianity), plus four other 400-level courses from various academic departments in Regis College, approved by the Director(s). The overall purpose of the Program of Catholic Studies is to provide students with a solid understanding and deep appreciation of the Catholic faith and tradition, including its role in the arts, literature, philosophy, science, social teaching, history, its ecumenical and inter-religious relationships, and its various cultural manifestations around the world.

- Catholic Studies Minor (p. 217)

Catholic Studies Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CAS 300E-W	Foundation of Catholic Traditions:	3.00
Upper Division Requirements		
Twelve upper division semester hours of Catholic Studies courses selected with the approval of the major advisor and in consultation with the program director. Students interested in a minor in Catholic Studies should contact the Director of the Catholic Studies Program.		12.00
Total SHs		15

Chemistry

Dr. Rona McCall, Professor, Chairperson

Dr. Kateri Ahrendt, Professor

Dr. Maria Bohorquez, Professor

Dr. Stacy Chamberlain, Professor

Dr. John Jean, Professor

Dr. Nicholas Kallan, Associate Professor

Dr. Lynetta Mier, Associate Professor

Dr. Irene Ogutu, Assistant Professor

Dr. Sarah Stevens, Laboratory Manager and Lecturer

Dr. Sarah Kohler, Term Professor

Dr. Niels Schonbeck, Senior Term Professor

Dr. Surendra Mahapatro, Professor Emeritus

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 4 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.

- Chemistry Major (p. 218)
- Chemistry Minor (p. 218)
- Biochemistry Major (p. 219)

Chemistry Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CH 210	General Chemistry I ¹	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
MT 360A	Calculus I ²	4.00

MT 360B	Calculus II	4.00
PH 304A	General Physics with Calculus I	3.00
PH 305A	General Physics with Calculus I Lab	1.00
PH 304B	Gen Physics with Calculus II	3.00
PH 305B	General Physics Lab with Calculus II	1.00

Upper Division Requirements

Twenty-six upper division semester hours of chemistry courses, which must include: 26.00

CH 410	Quantitative Analysis	
CH 420	Organic Chemistry II	
CH 421	Organic Chemistry II Laboratory	
CH 428	Synthesis and Characterization Lab	
CH 431	Physical/Computational Chemistry Lab	
CH 430A	Thermodynamics and Kinetics	
CH 430B	Quantum Theory & Spectroscopy	
CH 440	Instrumental Analysis	
CH 441	Instrumental Analysis Lab	
CH 466	Modern Inorganic Chemistry	
CH 485	Junior Chemistry Seminar	
CH 495	Senior Chemistry Seminar	

Total SHs 57

¹ Prerequisite: ACT score 22 or greater or a C- or better in CH 209 Introductory College Chemistry

² Prerequisite may be required depending on mathematics placement.

Chemistry-ACS Certified

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

Code	Title	SHs
CH 452A	Biochemistry I	3.00
CH 499A	Research in Chemistry or Biochemistry	1.00

Total SHs 4

Chemistry Minor Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CH 210	General Chemistry I ¹	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00

Upper Division Requirements

Twelve upper division semester hours of chemistry courses, which must include: 12.00

CH 420	Organic Chemistry II	
CH 421	Organic Chemistry II Laboratory	

Total SHs 27

¹ Prerequisite: ACT score 22 or greater or a C- or better in CH 209 Introductory College Chemistry

Biochemistry Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
BL 258	General Biology I: Organismic ¹	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I ¹	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
MT 360A	Calculus I ²	4.00
MT 360B	Calculus II	4.00
PH 304A	General Physics with Calculus I	3.00
PH 305A	General Physics with Calculus I Lab	1.00
PH 304B	Gen Physics with Calculus II	3.00
PH 305B	General Physics Lab with Calculus II	1.00
Upper Division Requirements		
CH 410	Quantitative Analysis	2.00
CH 420	Organic Chemistry II	4.00
CH 421	Organic Chemistry II Laboratory	1.00
CH 428	Synthesis and Characterization Lab	2.00
or CH 431	Physical/Computational Chemistry Lab	
CH 430A	Thermodynamics and Kinetics	3.00
CH 440	Instrumental Analysis	2.00
CH 441	Instrumental Analysis Lab	2.00
CH 452A	Biochemistry I	3.00
CH 452B	Biochemistry II	3.00
CH 453	Biochemistry Laboratory	2.00
CH 485	Junior Chemistry Seminar	1.00
CH 495	Senior Chemistry Seminar	1.00
Select one of the following Biology lecture courses		3.00
BL 412	Developmental Biology	
BL 414	Principles of Genetics	
BL 418	Microbiology	
BL 424	Cell and Cancer Biology	
BL 426	Molecular Biology	
BL 436	Human and Comparative Physiology	
BL 466	Immunology	
Select one of the following Biology laboratory courses		1.00
BL 419	Microbiology Laboratory	
BL 415	Genetics Laboratory	
BL 437	Human & Comparative Physiology Lab	

BL 469B	Molecular & Cellular Bio Research Lab ³	
Total SHs		69

¹ Prerequisite: ACT score 22 or greater or a C- or better in CH 209 Introductory College Chemistry

² Prerequisite may be required depending on mathematics placement.

³ If lecture course does not have a corequisite laboratory, then BL 469B must be used to fulfill the laboratory requirement.

Biochemistry-ACS Certified

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

Code	Title	SHs
CH 466	Modern Inorganic Chemistry	3.00
CH 499A	Research in Chemistry or Biochemistry	1.00
Total SHs		4

Communication

Dr. Susan Sci, Associate Professor, Chairperson

Dr. Robert Margesson, Associate Professor

Dr. Meghan Cohen, Associate Professor

Dr. Emily Stones, Associate Professor

Dr. Camilo Perez Quintero, Assistant Professor

Dr. April Samaras

Departmental Information

In today's society when truths are distorted by many popular but biased media sources, when people spend more time on devices than they do connecting face-to-face, and when conflict characterizes our cultural narratives—we need, more than ever, a dimensional understanding of communication in all of its interdependent aspects.

The Communication major at Regis puts students in the same rooms with an outstanding faculty of scholars and cultural critics, experienced broadcast producers, international public relations specialists, media activists, business communication professionals, conflict management experts, scriptwriters and storytellers, accomplished masters of debate and argumentation, and other public speakers.

Students take courses within a comprehensive curriculum designed to excite interest in all aspects and forms of communication with focal areas of Human Communication and Conflict, Public Relations and Civic Engagement, and Media and Society. Graduating seniors leave our program well-equipped for family, social, and professional life. Some advance to graduate programs while others begin rewarding careers in marketing, public relations, media production, audio production, social media management, education, business and nonprofit management, law, real estate, community service, sports, sales, health care, event planning, and the arts—and other paths too numerous to mention.

Majors choose from among three areas of emphasis:

A Media and Society emphasis educates and guides students so that they may be informed, ethical and creative practitioners, leaders,

critics and consumers in the professions and industries of media and technology. Emphasizing practical application through community engagement and production, students have opportunities to create online content (i.e., podcasts, videos, websites, etc.); write for our school newspaper, *The Highlander*; write critical-cultural reviews of popular culture texts to present at conferences, work for the school radio station KRCX, and much more.

The Public Relations industry is growing all across the globe, including in developing nations and emerging markets like India and Kenya. There are opportunities for skilled PR practitioners to work in a wide variety of industries and geographic regions. A Public Relations and Civic Engagement emphasis at Regis focuses on ethical and transparent public relations that works for social good. While we approach PR primarily from an advocacy lens, students are equipped with the theoretical and practical skills needed to tell stories to a wide variety of people across a range of platforms.

Studying in the Human Communication and Conflict emphasis area means understanding human experiences as systemic, co-created, emergent, narrative, and performed. Students look at which aspects of communication can be quantified and predicted; which can be understood as being about meaning and emotion, and which are best grasped in the contexts of power and justice. They explore consequences of a conflict-obsessed society. Studying human communication develops knowledge and practices that (unique in their centrality to everything we do) can transform the quality of our lives. Students learn to think with greater insight, complexity and nuance about performed behavior, relationships, and how people make meaning.

A learning portfolio and professional website are developed over a three-course "Career Foundations" sequence. All majors must complete an internship and simultaneously complete COM 498E-W Internship in Communication before graduating.

- Communication Major (p. 220)
- Communication Minor (p. 220)

Communication Major

Degree Requirements

Code	Title	SHs
Required Courses – All emphasis areas		
COM 300	Career and Professional Portfolio	3.00
COM 380	Com: Questions Contexts & Theory	3.00
COM 381	Research Methods in Communication	3.00
COM 427	Communication Ethics	3.00
COM 495	Senior Capstone Experience	3.00
COM 498E-W	Internship in Communication	3.00
Specialization		
Select one of the following specialization areas:		6.00
Human Communication and Conflict (HC)		
COM 423A	Interpersonal Communication	
COM 423B	Organizational Communication	
Media and Society (MS)		
COM 409A	Digital Storytelling	
COM 409B	Critical Media Studies	
Public Relations and Civic Engagement (PR)		

COM 416A	Principles of Public Relations
COM 416B	Strategic Public Relations
Upper Division Electives	
Select fifteen upper division semester hours of the following courses ¹	
COM 400	Intercultural Communication
COM 402	Media Aesthetics
COM 404	Community Storytelling
COM 405	Interpersonal Conflict Studies
COM 411	Performances of Self and Society
COM 413	Divisive Discourses & Difficult Cnvrstns
COM 415	Writing for the Media
COM 421	Persuasion and Argumentation
COM 424	New Communication Technologies
COM 425	Video Production
COM 428	Media and Politics
COM 429	Audio Technology
COM 432	Advertising Theory and Practice
COM 433	Deliberative Democracy
COM 440	Gender Sexuality and Communication
COM 443	Freedom of Speech
COM 445	TV Programming and Criticism
COM 456	Culture of Politcs and Public Memory
COM 457E-W	Special Topics: Communication/ Diversity
COM 458E-W	Special Topics: Communication/ Envirnmnt
COM 459E-W	Special Topics: Communication/ Justice
COM 460E-W	Special Topics: Communication/ Meaning
COM 464E-W	Film Criticism:
COM 471	Int'l Comm & Comparative Media Systems
COM 484A	Media Technology I
COM 484B	Media Technology II
COM 484C	Media Technology III
COM 485E-W	Special Topics/Communications:
COM 490E-W	Independent Study in Communication

Total SHs **39**

¹ Students may count one Integrative Core course as a COM elective if course was taught by a Communication Faculty member.

Communication Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
COM 380	Com: Questions Contexts & Theory	3.00
Upper Division Requirements		
Twelve upper division semester hours of Communication courses selected with the approval of the major advisor.		12.00
Total SHs		15

Education

Undergraduate and graduate fields of study in Education are offered through the Regis College Division of Education. For additional information, refer to this section of the *Catalog* under the 'Division of Education' heading.

English

Dr. Nicholas Myklebust, Associate Professor, Chairperson

Dr. Scott Dimovitz, Professor

Dr. Lara Narcisi, Professor

Dr. Daryl Palmer, Professor

Alyse Knorr, Associate Professor

Dr. Kate Partridge, Assistant Professor

Dr. Frank McGill, Senior Term Professor

Departmental Information

The English major is designed to offer a broad and balanced approach to the discipline. Course requirements are flexibly structured to emphasize genres, periods, and a diversity of literary traditions. Major requirements provide a substantive foundation upon which to base further reading and critical inquiry. Courses focus not only on primary texts, but on essential cultural, historical, and theoretical contexts as well. The English major takes a Diversity Across the Curriculum approach, so most courses discuss aspects of historical or current oppression and marginalization.

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 (p. 221)
- English Minor (p. 221)
- Cognitive Literary Studies Minor (p. 222)
- English Film Studies Minor (p. 222)
- Linguistics Minor (p. 222)
- Writing Minor (p. 222)

Dual Degree Master of Fine Arts in Creative Writing

The BA/MFA dual-study degree allows undergrads to earn a semester's worth of credit towards their master's degree while completing undergraduate credits, so students can earn a master's degree in one year.

Prerequisites

- Three undergraduate creative writing courses with grades of B+ or better.
- Undergraduate Major or Minor in English or Writing, with 3.00 GPA or better in EN courses.

Program Features

- 12 undergraduate credits are applied to the MFA degree (6 for the first semester, 3 for the intervening 9-day residency, and 3 for the second semester) during the student's senior year.
- Student completes the MFA degree in three semesters instead of four and attends four residencies instead of five.
- *BA/MFA Application*: At the end of the student's junior year, the student will submit

(a) a five-page writing sample in the genre they will want to study in graduate school

(b) a one-page letter of interest; and

(c) a letter of recommendation from a Regis College English writing instructor

These materials will be reviewed by the program co-directors, and acceptance will be based on the applicant's writing proficiency and potential to succeed in an MFA program.

English Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
EN 300	Literary Analysis	3.00
Survey Courses		
EN 323	American Literature Survey to 1900	3.00
EN 324	American Literature Survey 1900-Present	3.00
EN 353	British Literature Survey to 1789	3.00
EN 354	British Literature Survey 1789-Present	3.00
Upper Division Requirements		
Select twenty-four upper division semester hours of English courses which must include:		
Writing course (poetry, fiction, rhetoric, etc.)		
One course on Major Author ¹		
EN 454	Linguistic Approaches to Literature	
or EN 466	Literary Theory	
or EN 468	Cognitive Literary Studies	
Select twelve semester hours of upper division English electives with the approval of the major advisor		
EN 499	Senior Capstone - English	
Total SHs		39

English Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
EN 300	Literary Analysis	3.00
Upper Division Requirements		
Select twelve semester hours of upper division English courses with the approval of the major advisor		
Total SHs		15

Cognitive Literary Studies Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
EN 300	Literary Analysis	3.00
Upper Division Requirements		
EN 468	Cognitive Literary Studies	3.00
Nine upper division semester hours of English courses with a cognitive emphasis.		9.00
Total SHs		15

Note: Three of the upper division semester hours may be fulfilled by an approved upper division course in another discipline. To count toward the Cognitive Literary Studies minor, an upper division course in English or any other discipline must meet three of the four following criteria:

- Course is about literature
- Course introduces a technical vocabulary related to cognitive studies.
- Course requires, or additionally assigns a textbook that includes cognitive perspectives on the course topic.
- Course requires, or additionally assigns a substantial assignment (e.g. a research paper, a public presentation, etc.) with a cognitive focus.

English Film Studies Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
Upper Division Requirements		
Twelve upper division semester hours of Film Studies courses selected with the approval of the English Department		12.00
Total SHs		12

Linguistics Minor

Degree Requirements

Code	Title	SHs
Minor Requirements		
Select twelve semester hours of the following:		12.00
EDLD 475	Linguistics TESOL/TEFL/CLD	
EN 431	Chaucer	
EN 443	Old English	
EN 454	Linguistic Approaches to Literature	
EN 465	History of the English Language	
EN 472	Advanced Grammar	
SP 423	Translation/Interp/Cmpstn	
SP 445	Spanish Phonetics and Phonology	
SP/FR 460	Sociolinguistics	
Total SHs		12

Writing Minor

The English Department offers a writing minor for students in any major. 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, especially majors in business administration, communication, natural science, and social science, for whom the ability to write well in graduate school or in a career will be of particular importance.

Degree Requirements

Code	Title	SHs
Upper Division Requirements		
Select twelve semester hours from the following:		12.00
EN 412	Rhetoric: the Art of Persuasive Writing	
EN 478	Creative Writing: Playwriting	
EN 479	Creative Writing: Screenwriting	
EN 483	Creative Writing: Fiction	
EN 486	Creative Writing: Poetry	
EN 487	Creative Writing: Advanced Fiction	
EN 488	Creative Writing: Advanced Poetry	
EN 489	Creative Writing: Non-Fiction	
EN 498E-W	Internship/Writing	
Total SHs		12

Communication majors may not take Communication courses towards the writing minor.

Environmental Studies

Dr. John Sakulich, Program Director, Bachelor of Science in Environmental Science

Dr. Eve Passerini, Program Director, Bachelor of Arts in Environmental Studies

Interest in environmental issues such as climate change, 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. The Bachelor of Arts in Environmental Studies major, housed in the Center for Integrative Learning, 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.

The Bachelor of Science in Environmental Science major, housed in the Department of Biology, 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, housed in the Center for Integrative Learning, 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.

- BS in Environmental Science Major (p. 223)
- BA in Environmental Studies Major (p. 223)
- Environmental Studies Minor (p. 223)

BS in Environmental Science Major

Degree Requirements

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.

Code	Title	SHs
Lower Division Requirements ¹		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
ENVS 250	Introduction to Environmental Science	3.00
ENVS 251	Environmental Science Laboratory	1.00
GE 208	Introduction to Geology	3.00
GE 209	Introduction to Geology Laboratory	1.00
MT 272/272C	Statistics for the Life Sciences	3.00
Upper Division Requirements		
ENVS 402	Principles of Ecology	3.00
ENVS 403	Quantitative Ecology Laboratory	1.00
ENVS 406	Climate Change-Science Society & Action	3.00
ENVS 474	Geographic Information Science	3.00
Environmental Studies Elective Requirement		
	Students must complete a minimum of twelve semester hours of additional 400-level ENVS courses in consultation with their academic advisor. ²	12.00
Total SHs		51

¹ It is recommended that Environmental Science students take SO 200 Introduction to Sociology as an elective or to fulfill the Social Science Core Requirement for Regis college.

² ENVS 498E-W Internship in Environmental Studies: is also recommended.

BA in Environmental Studies Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
ENVS 250	Introduction to Environmental Science	3.00
ENVS 251	Environmental Science Laboratory	1.00
Upper Division Requirements		

CIL 401	Surveys for Social Change	3.00
ENVS 415	Environmental Ethics	3.00
ENVS 418	Environmental Economics and Law	3.00
CIL 496	Integrative Capstone	3.00
Environmental Studies Electives (One ENVS elective must be an Environmental Justice or Policy course)		15.00
Total SHs		31

Environmental Studies Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
ENVS 250	Introduction to Environmental Science	3.00
ENVS 251	Environmental Science Laboratory	1.00
Upper Division Requirements		
Select 12 semester hours of Upper Division Requirements		12
Total SHs		16

Department of Fine and Performing Arts

Mr. William Sutton, Professor, Co-chairperson, Art

Dr. Trudi Wright, Associate Professor, Co-chairperson, Music

Dr. Mark Davenport, Professor

Dr. Loretta K. Notareschi, Professor

Mr. Anthony Ortega, Professor

Ms. Robin Hextrum, Associate Professor

Dr. Raul Dominguez, Assistant Professor

Dr. Khristin Montes, Assistant Professor

Dr. Barbara Coleman, Professor Emerita

Mr. Eugene Stewart, Professor Emeritus

Departmental Information

The Department of Fine and Performing Arts offers courses in visual arts, art history, music, music history, music theory, recording arts, applied music, music ensembles, and museums, gallery, and archives studies. The Bachelor of Arts degree is available with a major in Visual Arts, Art History, Music, Music Performance, and Music History and Literature. K-12 educational licensure is also available along with the Visual Art and Music majors. K-12 educational licensure is also available along with the Visual Art and Music degrees. Minors are available in Visual Art, Art History, and Music.

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, or 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 Arts Gallery, a widely recognized cultural center, and Peter Claver Recital Hall.

These events serve students in the Fine and Performing Arts Department as well as the entire Regis University and Denver area community.

Fine Arts: Visual Arts

The Visual Arts Program at Regis University offers a supportive and engaging learning environment where students can explore a diverse range of artistic practices. All Regis University students can take classes in Drawing, Painting, Sculpture, Photography, Printmaking, Digital Art, and Graphic Design. Visual Art Majors will take art classes in the areas of their choosing, along with coursework in Art History and Professional development. Our Art History courses emphasize diverse traditions of art making practices. Visual Art Majors learn how to think and write critically about art and how to contextualize their art making within a global visual tradition. We are also committed to supporting diverse voices, traditions, and approaches to art making. 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.

Our program aims to provide students with valuable skill sets and perspectives that they can apply to personal growth and to professional career paths. The Visual Art Major prepares students to work as including publications art educators, curators, professional fine artists, gallery owners, museum administrators, commercial artists, public relations, graphic designers and others. And, The the Bachelor of Arts in Visual Arts is also excellent preparation for MFA programs (graduate programs in Fine Arts).

All visual art majors gain practical experience working with archives, developing digital skills, installing artworks, and curating their own exhibitions. While studying at Regis, students are also eligible to work in the O'Sullivan Art Gallery where they can gain tangible experience learning administrative tasks that support a gallery, installing artwork, curating exhibitions, and lighting shows. This work has helped our alumni land key positions in the art world. A Visual Art Major at Regis University sets students up to have a variety of valuable marketable skill sets they can apply to their unique career path.

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 Visual Arts students must complete FAA 497 Senior art Studio and FAA 499

Senior Thesis, which culminates with a student exhibition in the O'Sullivan Arts Gallery Center.

Fine Arts: Art History

Art history at Regis University is grounded in social justice. We celebrate the ways that art and visual culture express diversity while honoring the connections we all share in our drive to be creative beings—beings that desire to materialize and communicate our own inner worlds and our shared worldviews. Ultimately, we understand and teach the history of art, throughout time and across the globe, as a way to celebrate the human condition in all of its manifestations.

Art history at Regis University is a global adventure and students will encounter art, architecture, and artifacts from places as diverse as ancient Egypt and the larger continent of Africa, Classical Greece, Rome, Renaissance Europe, the Medieval World, Western and Eastern Asia, and Indigenous cultures across the Americas. Students can also take thematic courses in Modern Art, Global Contemporary Art, Race Gender and Art; Decolonizing African Art, Sacred Landscapes of the Native Americas, and the Art of Borderlands. Our art history program also focuses heavily on local artistic practices and cultures native to the Denver and greater Colorado region. We offer courses dedicated to Chicano/a movements, the art and archaeology of the American Southwest, contemporary Native American art, Latin American art history, and our world-renowned Santos collection.

Art history at Regis University also supports and welcomes interdisciplinary interests and collaborations especially in areas of peace and justice, archaeology and anthropology, and in museum, gallery, and archive studies. The art history program offers significant opportunities for students to gain hands-on experience with art, artifacts, and collections both on campus and in Denver. Many art history courses are cross-listed with the core curriculum and other departments across campus. This gives students the opportunity to double-major or minor if they wish. Our majors and minors also engage in opportunities to build their professional resumes including taking part in teaching and research assistantships, internships, study abroad programs to international destinations, and speaking at professional conferences. During our majors' senior year, students undertake the thesis project which entails writing an original, publishable research paper useful in supporting students' in the next steps of their academic or professional careers.

Fine Arts: Music

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, music theory, and recording arts. Students who want to concentrate in more advanced studies in music may pursue a Bachelor of Arts or a music minor.

Students wishing to pursue the music major or minor should contact the music department co-chair/music program director. 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. Music education is also available via the K-12 Education Licensure program with the Department of Education. 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, performance, or a career 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, and instruments of the orchestral woodwind, brass, percussion, and string families. Auditions are required.

The 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. For those interested in music recording, a minor is also available in Music Recording Arts.

Note: All music majors must pass a keyboard proficiency exam.

- Art History Major (p. 225)
- Art History Minor (p. 225)
- Music History and Literature Major (p. 225)
- Music Major (p. 226)
- Music Minor (p. 226)
- Music Performance Major (p. 227)
- Music Recording Arts Minor (p. 227)
- Visual Arts Major (p. 228)
- Visual Arts Minor (p. 228)

Art History Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
FAHS/FAC 211	Art History: Prehistory to 1400	3.00
FAHS/FAC 212	Global Art History: 1400 to Present	3.00
Select one of the following:		3.00
FAA 215	Introduction to Digital Art	
FAA 220	Introduction Three-Dimensional Printing	
FAA 240	Introduction to Photography	
FAA 250	Introduction to Painting	
FAA 260	Introduction to Sculpture	
FAA 270	Introduction to Drawing	
FAA 290	Introduction to Printmaking	
FAA 330	Design Foundation	
Upper Division Requirements		
Select fifteen semester hours of the following courses:		15.00
FAHS 408E-W	Themes in Art History:	
FAHS 410	Modern Art: Neo-Classicism to 1945	
FAHS 415	Contemporary Art: 1945 to Present	

FAHS 430	Asian Art	
FAHS/WGS 434	Race Gender and Art	
FAHS 436	Decolonizing African Art	
FAHS 445	History of Photography	
FAHS 450	Medieval Art	
FAHS 453E-W	Special Topics in Music and Art:	
FAHS 460	New Mexico Santos Tradition	
FAHS 466	Art of the Borderlands	
FAHS 470	Sacred Landscapes of the Native Americas	
Six upper division (400 level) semester hours in consultation with an academic advisor		
FAHS 497	Senior Art History Thesis Research	3.00
FAHS 499	Senior Art History Thesis	3.00
Total SHs		36

Art History Minor Degree Requirements

Code	Title	SHs
Upper Division Requirements		
Twelve upper division semester hours of Art History courses selected with the approval of the major advisor.		
Total SHs		12

Music History and Literature Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Vernacular Traditions/American Music (choose one)		3.00
FAC 201H	Music in the Counterculture Era	
FAC 201J	R.O.C.K. in the U.S.A.	
FAC 201N/201NC	American Musical Theater Studies	
FAC 201P/256C	American Music and Identity	
Music Theory		
FAMT 200	Music Theory I ¹	3.00
FAMT 201	Aural Skills I ¹	1.00
FAMT 300	Music Theory II	3.00
FAMT 301	Aural Skills II	1.00
FAMT 350	Music Theory III	3.00
Applied Music (FAM 200-level)		
Applied Lesson		1.00
Applied Lesson		1.00
Applied Lesson		1.00
Applied Lesson		1.00
Music Ensemble (FAM 200-level)		
Ensemble		0-2
Ensemble		0-2
Ensemble		0-2
Ensemble		0-2

Recital Hour		
FAMR 200A	Freshman Recital Hour A	0.00
FAMR 200B	Freshman Recital Hour B	0.00
FAMR 300A	Sophomore Recital Hour A	0.00
FAMR 300B	Sophomore Recital Hour B	0.00
Note: Required every semester once the music major is declared.		
Music Electives (3 semester hours over 1-3 semesters) ²		3.00
Upper Division Requirements		
Advanced Music History		
FAMH 452	European Music Literature	3.00
FAMH 455E-W	Topics in Music History	3.00
Select six semester hours from the following: 6.00		
FAMH 450E-W World Music Literature:		
FAMH 451	History of Us Folk Pop & Jazz	
FAMH 453E-W Special Topics in Music and Art:		
FAMH 454	Hist/perfm of American Musical Theater	
Advanced Music Theory		
FAMT 400	Orchestration Arranging and Conducting	3.00
FAMT 401	Counterpoint	3.00
Recital Hour		
FAMR 400A	Junior Recital Hour A	0.00
FAMR 400B	Junior Recital Hour B	0.00
FAMR 450A	Senior Recital Hour A	0.00
FAMR 450B	Senior Recital Hour B	0.00
Senior Thesis: Music in the Arts		
FAM 499	Senior Thesis: Music in the Arts	3.00
Total SHs		42-50

¹ Prerequisites may be required depending upon music theory placement.

² May Be fulfilled with any combination of lower or upper division courses in FAM, FAMT, FAMH, or FAC. Electives intended to be courses outside of or supplementary to the main area of study.

Music Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Vernacular Traditions/American Music (choose one) 3.00		
FAC 201H	Music in the Counterculture Era	
FAC 201J	R.O.C.K. in the U.S.A.	
FAC 201N/201NC	American Musical Theater Studies	
FAC 201P/256C	American Music and Identity	
Music in World Cultures 3.00		
FAC 201L	Soundscapes in a Changing World	
Music Theory		
FAMT 200	Music Theory I ¹	3.00
FAMT 201	Aural Skills I ¹	3.00
FAMT 300	Music Theory II	3.00
FAMT 301	Aural Skills II	1.00

FAMT 350	Music Theory III	3.00
Applied Music (FAM 200-level)		
Applied Lesson 1.00		
Applied Lesson 1.00		
Music Ensemble (FAM-200 level)		
Ensemble 1.00		
Ensemble 1.00		
Recital Hour		
FAMR 200A	Freshman Recital Hour A	0.00
FAMR 200B	Freshman Recital Hour B	0.00
FAMR 300A	Sophomore Recital Hour A	0.00
FAMR 300B	Sophomore Recital Hour B	0.00
Note: Required every semester once the music major is declared.		
Music Electives ²		3.00
Upper Division Requirements		
Advanced Music History		
FAMH 452	European Music Literature	3.00
FAMH 455E-W	Topics in Music History	3.00
Advanced Music Theory		
FAMT 400	Orchestration Arranging and Conducting	3.00
Advanced Applied Music (FAM 400-level)		
Advanced Applied Lesson 1.00		
Advanced Applied Lesson 1.00		
Advanced Music Ensemble (FAM-400 level)		
Advanced Ensemble 1.00		
Advanced Ensemble 1.00		
Recital Hour		
FAMR 400A	Junior Recital Hour A	0.00
FAMR 400B	Junior Recital Hour B	0.00
FAMR 450A	Senior Recital Hour A	0.00
FAMR 450B	Senior Recital Hour B	0.00
Senior Thesis: Music in the Arts		
FAM 499	Senior Thesis: Music in the Arts	3.00
Total SHs		42

¹ Prerequisites may be required depending upon music theory placement.

² May be fulfilled with any combination of lower or upper division music courses in FAM, FAMT, FAMH, or FAC. Electives intended to be courses outside of or supplementary to the main area of study.

Music Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Vernacular Traditions/American Music (choose one) 3.00		
FAC 201H	Music in the Counterculture Era	
FAC 201J	R.O.C.K. in the U.S.A.	
FAC 201L	Soundscapes in a Changing World	
FAC 201N/201NC	American Musical Theater Studies	

FAC 201P/256C	American Music and Identity	
Music Theory		
FAM 235	Foundations of Music	3.00
FAM 236	Basic Musicianship	1.00
Note: These courses may be waived depending on music theory placement.		
Applied Music (FAM 200-level)	Applied Lesson	1.00
Music Ensemble (FAM 200-level)	Ensemble	0-2
Recital Hour		
FAMR 200A	Freshman Recital Hour A	0.00
FAMR 200B	Freshman Recital Hour B	0.00
FAMR 300A	Sophomore Recital Hour A	0.00
FAMR 300B	Sophomore Recital Hour B	0.00
Upper Division Requirements		
Advanced Music History		
FAMH 452	European Music Literature	3.00
Techniques and Performance (Applied Area)		
Techniques and Performance I		
		2.00
Techniques and Performance II		
		2.00
Techniques and Performance III		
		2.00
Advanced Ensemble		
Advanced Ensemble		0-2
Advanced Ensemble		0-2
Advanced Ensemble		0-2
Music Minor Recital		
FAMR 402	Music Minor Recital	0.00
Total SHs		17-25

Music Performance Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Vernacular Traditions/American Music (choose one)		3.00
FAC 201H	Music in the Counterculture Era	
FAC 201J	R.O.C.K. in the U.S.A.	
FAC 201N/201NC	American Musical Theater Studies	
FAC 201P	American Music and Identity	
Music in World Cultures		3.00
FAC 201L	Soundscapes in a Changing World	
FAC 201Q	Mexican Music: Identity and Purpose	
Music Theory		
FAMT 200	Music Theory I ¹	3.00
FAMT 201	Aural Skills I ¹	1.00
FAMT 300	Music Theory II	3.00
FAMT 301	Aural Skills II	1.00
FAMT 350	Music Theory III	3.00
Applied Music (FAM 200-level)		
Applied Lesson		1.00
Applied Lesson		1.00
Music Ensemble (FAM-200 level)		

Ensemble		0
Ensemble		0
Recital Hour		
FAMR 200A	Freshman Recital Hour A	0.00
FAMR 200B	Freshman Recital Hour B	0.00
FAMR 300A	Sophomore Recital Hour A	0.00
FAMR 300B	Sophomore Recital Hour B	0.00
Note: Required every semester once the music major is declared.		
Music Electives (3 semester hours over 1-3 semesters) ²		3.00
Upper Division Requirements		
Advanced Music History		
FAMH 452	European Music Literature	3.00
FAMH 455E-W	Topics in Music History	3.00
Advanced Music Theory		
FAMT 400	Orchestration Arranging and Conducting	3.00
Techniques and Performance in Applied Area		
Techniques and Performance I		
		2.00
Techniques and Performance II		
		2.00
Techniques and Performance III		
		2.00
Techniques and Performance IV		
		2.00
Music Major Recitals		
FAMR 403	Junior Recital	0.00
FAMR 404	Senior Recital	0.00
Advanced Music Ensemble (FAM-400 level)		
Advanced Ensemble		0-2
Advanced Ensemble		0-2
Advanced Ensemble		0-2
Advanced Ensemble		0-2
Note: Four semester hours required--sustained over four semesters.		
Recital Hour (Required every semester)		
FAMR 400A	Junior Recital Hour A	0.00
FAMR 400B	Junior Recital Hour B	0.00
FAMR 450A	Senior Recital Hour A	0.00
FAMR 450B	Senior Recital Hour B	0.00
Senior Thesis: Music in the Arts		
FAM 499	Senior Thesis: Music in the Arts	3.00
Total SHs		42-50

¹ Prerequisites may be required depending upon music theory placement.

² May be fulfilled with any combination of lower or upper division music courses in FAM, FAMT, FAMH, or FAC. Electives intended to be courses outside of or supplemental to the main area of study.

Music Recording Arts Minor Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Vernacular Traditions /American/World Music (choose one)		3.00
FAC 201H	Music in the Counterculture Era	
FAC 201J	R.O.C.K. in the U.S.A.	
FAC 201L	Soundscapes in a Changing World	

FAC 201N/201NC	American Musical Theater Studies	
FAC 201P	American Music and Identity	
Music Theory		
FAM 235	Foundations of Music	3.00
FAM 236	Basic Musicianship	1.00
Note: These courses may be waived depending on music theory placement.		
Applied Music (FAM 200-level) Applied Lesson		1.00
Music Ensemble (FAM 200-level) Ensemble		0-2
Recital Hour		
FAMR 200A	Freshman Recital Hour A	0.00
FAMR 200B	Freshman Recital Hour B	0.00
FAMR 300A	Sophomore Recital Hour A	0.00
FAMR 300B	Sophomore Recital Hour B	0.00
Upper Division Requirements		
Advanced Music History		
FAMH 452	European Music Literature	3.00
Recording Arts		
FAMT 432	Recording Arts/ Live Production I	3.00
FAMT 442	Recording Arts/ Live Production II	3.00
FAMT 452	Recording Arts/ Live Production III	3.00
Recording Arts Capstone		
Total SHs		20-22

Visual Arts Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Twenty-one lower division semester hours, which must include the following:		
FAA 330	Design Foundation	3.00
FAA 331	Graphic Design Foundation	3.00
FAHS 211	Art History: Prehistory to 1400	3.00
FAHS 212	Global Art History: 1400 to Present	3.00
Select three courses from the following:		9.00
FAA 215	Introduction to Digital Art	
FAA 240	Introduction to Photography	
FAA 250	Introduction to Painting	
FAA 260	Introduction to Sculpture	
FAA 270	Introduction to Drawing	
FAA 290	Introduction to Printmaking	
Upper Division Requirements		
Twenty-four upper division semester hours, which must include the following:		
Upper division Art Studio courses (must include two in a single medium, and at least one in another medium). Select from the following:		12.00
FAA 420	Advanced Digital Art	
FAA 421E-W	Digital Art Studio	
FAA 443	Advanced Photography	
FAA 446E-W	Photography Studio	

FAA 450	Advanced Painting	
FAA 451E-W	Painting Studio	
FAA 460	Advanced Sculpture	
FAA 461E-W	Sculpture Studio	
FAA 472	Advanced Drawing: Drawing Human Figure	
FAA 474E-W	Drawing Studio	
FAA 480	Advanced Printmaking	
FAA 481E-W	Printmaking Studio:	
Upper division in Art History		6.00
FAA 497	Senior Art Studio	3.00
FAA 499	Senior Thesis	3.00
Total SHs		45

Visual Arts Minor

Degree Requirements

Code	Title	SHs
Upper Division Requirements		
Twelve upper division semester hours of Studio Art and/or Art History courses selected with the approval of the major advisor.		12.00
Total SHs		12

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.

Health and Exercise Science

Dr. Erin Choice, Assistant Professor, Director

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. For additional information please refer to that section in this *Catalog*.

Hispanic Studies

A major in Hispanic Studies is available only through the Integrative Studies Major Program.

- Hispanic Studies Minor (p. 228)

Hispanic Studies Minor

Degree Requirements

Twelve upper division semester hours of Spanish courses that deal with Spanish literature or language, Hispanic civilization or Hispanic literature in translation.

History, Politics, and Economics and Public Policy

Dr. Robin Koenigsberg, Associate Professor, Chair

Dr. Nicki Gonzales, Professor

Dr. Lauren Hirshberg, Associate Professor

Dr. Robin Koenigsberg, Associate Professor

Dr. Mausumi Mahapatro, Associate Professor

Dr. Ethan Sanders, Associate Professor

Dr. Meaghan Shaughnessy, Associate Professor

Dr. Ian Zuckerman, Associate Professor

Dr. Heider Tun Tun, Assistant Professor

Dr. Daniel Clayton, Professor Emeritus

Dr. Suez Jacobson, Professor Emeritus

Dr. Terry Schmidt, Professor Emeritus

- History Major (p. 229)
- Asian Pacific Studies Minor (p. 229)
- History Minor (p. 230)
- Economics and Public Policy Major (p. 230)
- Economics and Public Policy Minor (p. 230)
- Politics Major (p. 230)
- Politics Minor (p. 231)
- Pre-Law Minor (p. 231)

History Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Fifteen lower division semester hours of History courses. Student must take sequential courses from two separate regions and any one course from a third region. 15.00		
Global Environmental History		
HS 200	Sustainability & Collapse in World Hist	
HS 201	Planet in Crisis: A History	
World History		
HS 231	World History to 1500	
HS 232	World History Since 1500	
Europe		
HS 213	Europe to 1789	
HS 214	Europe Since 1789	
America/United States		
HS 223	History of the United States to 1865	
HS 224	History of U.S. Since 1865	
Middle East		
HS 238	The Middle East to 1800	
HS 239	The Middle East Since 1800	
Africa		
HS 250	Africa to 1800	
HS 251	Africa Since 1800	
East Asia		

HS 253	Premodern East Asia	
HS 254	Modern East Asia	
Latin America and the Caribbean		
HS 260	Colonial Latin America	
HS 261	Modern Latin America	
Upper Division Requirements		
Regional or National Histories		
Select three of the following:		9.00
HS 430	History of Colorado	
HS 433	History-Caribbean & the Atlantic World	
HS 452	Modern Japan	
HS 454	Modern China	
HS 482	The Indian Ocean World	
HS 485E-W	Topics in History: National/ Regional	
HS 490E-W	Independent Study/History:	
HS 494	Research Apprenticeship	
Topical or Thematic		
Select three of the following:		9.00
HS 412	Immigration in American History	
HS 425	Civil War and Gilded Age America	
HS 441	Culture of Politics and Public Memory	
HS 442	Oral History: Theory & Methods	
HS 455	Stories From Wartime	
HS 458	The History of Chinese Food	
HS 476	Human Rights-Africa and the Middle East	
HS 478	Inter-Religious Relations-Middle East	
HS 480	Religion and Politics in Modern Africa	
HS 484E-W	Topics in History: Topical/ Thematic	
HS 490E-W	Independent Study/History:	
HS 494	Research Apprenticeship	
Capstone and Major Portfolio		
HS 499A	Capstone I: Theory and Methods	3.00
HS 499B	Capstone II : The Senior Thesis	3.00
Total SHs		39

Asian Pacific Studies Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Select one of the following:		3.00
HS 253	Premodern East Asia	
HS 254/254C	Modern East Asia	
HS 255/255C	Democracy & Development in Taiwan	
Upper Division Requirements		
Select twelve semester hours of the following:		12.00
HS 452	Modern Japan	
HS 454	Modern China	
HS 458	The History of Chinese Food	
HS 482	The Indian Ocean World	
PEC 402	Poverty Inequality and Development	
PL 435E-W	Asian Philosophies/Religions:	

RT 450E-W	Topics in World Religions	
Total SHs		15

History Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Three lower division semester hours	History Course	3.00
Upper Division Requirements		
Twelve upper division semester hours of History courses selected with the approval of the major advisor.		12.00
Total SHs		15

Economics and Public Policy Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
PEC 320/EC 3200	Principles of Macroeconomics	3.00
PEC 330/EC 3300	Principles of Microeconomics	3.00
MT 270/270C	Introduction to Statistics	3.00
Any 200-level POL course		3.00
Upper Division Major Requirements		
Twenty-seven upper division semester hours		
PEC 400	Research Methods	3.00
PEC 410	Intermediate Economic Theory	3.00
PEC 473	Public Finance and Public Policy	3.00
Select nine semester hours of the following, in consultation with Economics and Public Policy advisor.		9.00
PEC 402	Poverty Inequality and Development	
PEC 412	Econometrics	
PEC 420	Feminist Political Economy	
PEC 421	Social Reproduction	
PEC 430	Behavioral Economics	
PEC 432	Modern Mega-Monopolies	
PEC 441	Measuring What Matters	
PEC 446	Consumption Contentment Climate Change	
PEC 448	Environmental Economics and Law	
PEC 450	Asian Political Economy Through Film	
PEC 460	International Economics	
PEC 463	Comparative Economic Systems	
PEC 482E-W	Topics in Political Economy	
Optionally, three semester hours from the following may be applied toward the General Dimension electives:		
PEC 490E-W	Independent Study in Political Economy	
PEC 494A/494B	Research Apprenticeship I	
PEC 498E-W	Internship in Political Economy	
Capstone and Major Portfolio		
PEC 499A	Capstone I: Approaches-Pol and Econ Anal	3.00

PEC 499B	Capstone II : Integrated Experience	3.00
Total SHs		36

Economics and Public Policy Minor

Degree Requirements

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

Code	Title	SHs
Lower Division Requirements		
EC 200	Economics for Responsible Citizenship	3.00-6.00
or		
PEC 320/ EC 3200	Principles of Macroeconomics	
and		
PEC 330/ EC 3300	Principles of Microeconomics	
Upper Division Requirements		
Select twelve upper division semester hours of PEC courses selected with the approval of the major advisor.		12.00
Total SHs		15-18

Politics Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
POL 206	Introduction to United States Politics	3.00
POL 231	Introduction to International Relations	3.00
POL 241	Intro to Comparative Politics & Governmt	3.00
POL 281	Introduction to Political Philosophy	3.00
Upper Division Requirements		
Minimum of six (3 semester hour) courses selected from the following groups. One course must be selected from each of the three categories below. The remaining three courses may be chosen according to student interest.		18.00
Institutions and Political Behavior		
POL 402	Poverty Inequality and Development	
POL 413	United States Elections	
POL 493E-W	Sem./International Politics:	
POL 494E-W	Sem./Comparative Politics:	
POL 496I		
Justice, Power, and Ideology		
POL 415	20 Century United States Politics	
POL 416	The Politics of Mass Incarceration	
POL 439	US Foreign Policy Since WW II	
POL 481	Theories of International Relations	
POL 482E-W	Topics in Political Theory.	
POL 483	Abolition Democracy	
POL 496E-W	Seminar in U.S. Politics:	
Law and Policy Analysis		
POL 400	Constitutional Law	
POL 403	Courts & the Judicial Process	

POL 404	International Law & Human Rights	
POL 410	United States Public Policy	
POL 445	Comparative Public Policy	
POL 495E-W	Seminar in Political Science:	
Internship		
POL 498E-W	Internship in Politics/Law	3.00
Capstone		
POL 499A	Capstone I: Approaches-Pol and Econ Anal	3.00
POL 499B	Capstone II : Integrated Experience	3.00
Total SHs		39

Politics Minor Degree Requirements

Code	Title	SHs
Upper Division Requirements		
Select twelve upper division semester hours of Politics courses with the approval of the major advisor. 2.00		
Total SHs		12

Pre-Law Minor Degree Requirements

Code	Title	SHs
Minor Requirements		
POL 400	Constitutional Law	3.00
PL 460	Critical Thinking	3.00
POL 497	Vocation of Law	3.00
Select two of the following:		6.00
BA 4981	Business Law	
PL 452	Philosophy of Law	
POL 403	Courts & the Judicial Process	
POL 404	International Law & Human Rights	
POL 498E-W	Internship in Politics/Law	
SO 450	Criminology	
Total SHs		15

Honors Program

Dr. Amy Schreier, Program Director

Dr. Lara Narcisi, Associate Director

The Honors Program at Regis College and Anderson College of Business and Computing 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 three major components: a five-semester sequence of Integrative Seminars, a requirement for dedicated Distributive Core replacement courses (which can be offered by any department), and a required honors thesis.

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 (i.e. Diversity, Environment, Justice, Meaning) 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 Distributive 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.

Honors Theses: All honors students complete an honors thesis. This is an opportunity for students to delve deeply into a topic they are passionate about. Students begin this process in spring of their junior year when they develop their thesis topic. They write their thesis in fall of senior year, and defend it during a public presentation in spring of senior year.

The most accomplished students accepted into Regis College are invited each spring to apply to participate in this more rigorous and interdisciplinary curriculum. The Honors Program is competitive and normally limited to 30 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 an Honors Thesis 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 3.50 cumulative grade point average, complete at least 27 semester hours of dedicated honors courses, and complete an Honors Thesis. Students interested in the Honors Program should apply via the Honors Program website no later than March 10th of the year they intend to matriculate at Regis University. Honors scholarship consideration will be given to all honor applications received by March 10th.

The honors program is open to students from every major in Regis College and Anderson College of Business and Computing. However, the Honors Program is not compatible with programs in Pharmacy or Exercise Science in Rueckert-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. Often these students go on to complete the disciplinary "honors in nursing" program through RHCHP. It is important to note that nursing students 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:

Code	Title	SHs
RCC 200H	Honors Writing Seminar: Idea/University	3.00
RCC 400H	Honors: Diversity Tradition Innovation	3.00
RCC 410H	Honors: Environment and Society	3.00
RCC 420H	Honors Seminar: Justice for All	3.00
RCC 430H	Honors Sem. Magis & Search for Meaning	3.00

In addition to the Integrative seminars, all Honors students also take at least four other honors courses, which may include the following:

HO 490E-W	Independent Study in Honors	1-3
HO 493A	Honors Thesis Research Seminar A	0-2
HO 493B	Honors Thesis Research Seminar B	0-2
HO 499	Honors Thesis	0-2

Integrative Studies

Dr. Eve Passerini, Associate Professor

Mixing freedom and rigorous standards, the BA major and minor in Integrative Studies crosses and integrates disciplines, allowing students to design an academic path based on their unique interests, producing majors well equipped to apply information and skills in novel ways to new, complex and pressing questions and challenges. The student, with their advisors, develops a unique degree title and a course of study that does not officially exist at the university, but that can be supported by the university – usually by mixing courses from different disciplines and departments. No matter the subject, students gain skills in integrative thinking, communication, theory, research methods, and broad efficacy of action.

- Integrative Studies Major (p. 232)
- Integrative Studies Minor (p. 232)

Integrative Studies Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CIL 400	Integrative Theories and Tools	3.00
CIL 401	Surveys for Social Change	3.00
CIL 496	Integrative Capstone	3.00
Upper Division Requirements		
Fifteen upper division semester hours of selected with the approval of the major advisor.		15.00
Total SHs		24

Integrative Studies Minor

Degree Requirements

Minimum 12 upper division (400 level) built around a theme or topic for which there is no established minor at Regis University.

Leadership

Dr. Eve Passerini, Associate Professor

The Leadership Minor focuses on the interdisciplinary theory, skills, reflection, and spirit of effective leadership in the service of others. This minor pairs well with any major, as well as with a wide variety of leadership activities on and off campus.

- Leadership Minor (p. 232)

Leadership Minor

Degree Requirements

Code	Title	SHs
CIL 450	Emerging Leaders	3.00
CIL 451	Leadership and Social Change	0-1
CIL 452	Heroic Leadership	0-1
CIL 453	Organizational Leadership	0-1
CIL 454	Leadership Immersion	0-1
CIL 484	Integrative Practicum	3
CIL 496	Integrative Capstone	3.00
Select one Upper Division Elective in consultation with advisor		3.00
Total SHs		12-16

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.

Mathematics

Dr. Megan Patnott, Associate Professor, Chairperson

Dr. James Seibert, Professor

Dr. Timothy Trenary, Professor

Dr. Colton Sawyer, Associate Professor

Dr. Sally Duvall, Senior Term Professor

Mr. Sean Gravelle, Term Instructor

Departmental Regulations

- Mathematics Major (p. 232)
- Mathematics Minor (p. 233)

Mathematics Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements ¹		
MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00
MT 360C	Calculus III	4.00
Upper Division Requirements		
MT 401	Logic and Proof	3.00
MT 415	Linear Algebra	3.00
MT 423A	Abstract Algebra I	3.00
MT 454	Real Analysis	3.00
Select twelve upper division semester hours of mathematics courses		12.00
Total SHs		36

¹ Lower division major/minor requirements may not be required depending upon mathematics placement.

Secondary Education Specialization (Optional)

The Secondary Education specialization is optional, and is a specified set of courses taken within the 12 semester hours of upper division mathematics electives for a mathematics major. It is intended for students interested in secondary mathematics teaching.

Code	Title	SHs
MT 426	History and Foundations of Mathematics	3.00
MT 441	Modern Geometry	3.00
MT 470A	Mathematical Statistics I	3.00
Upper division elective		3.00
Total SHs		12

Mathematics Minor Degree Requirements

Code	Title	SHs
Lower Division Requirements ¹		
MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00
Upper Division Requirements		
Twelve upper division semester hours of Mathematics electives		12.00

¹ Lower division major/minor requirements may not be required depending upon mathematics placement.

Any Regis College Mathematics undergraduate student can apply for an Anderson College Master of Science Data Science degree while completing their undergraduate degree. Undergraduate students who meet the admission requirements and course prerequisites can take up to four MSDS courses as undergraduates to count toward a Masters of Data Science degree. These credits will count as general elective credits toward the Bachelor of Science degree. Review the Fast Forward Admission Criteria section under Anderson College of Business and Computing for more information.

Modern and Classical Languages and Literature

Dr. Kimberly Habegger, Professor, Chairperson

Dr. Gabriela Carrión, Associate Professor

Dr. Obdulia Castro, Professor

Dr. Elizabeth Medina, Professor

Dr. Wladimir Márquez, Assistant Professor

Dr. Fabrice Usman, Assistant Professor

- French Major (p. 233)
- French Minor (p. 233)

- Latin Minor (p. 233)
- Spanish Major (p. 233)
- Spanish Minor (p. 234)

French Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Select the equivalent of first-year proficiency in another foreign language or a six semester hour combination from the following:		6.00
Phonetics (if not already counted toward major)		
Coursework towards certification in English as a second language		
Coursework in bilingual education		
Spanish for health care practitioners (if not already counted toward major)		
Related coursework in other academic fields subject to departmental approval		
Full-time enrollment for a minimum of one semester in a non-English-based study abroad program		
Upper Division Requirements		
Select twenty-two upper division semester hours of French, which must include:		
FR 409	Advanced French I	3.00
FR 410	Advanced French II	3.00
FR 411	Advanced French III	3.00
FR 415	French Politics and Culture	3.00
FR 460	Sociolinguistics	3.00
FR 499	Senior Seminar	1.00
Upper division semester hours in a related field selected in consultation with the French advisor.		3.00
Upper Division French Electives		6.00
Total SHs		31

French Minor Degree Requirements

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

Latin Minor Degree Requirements

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

Spanish Major Degree Requirements

Code	Title	SHs
Lower Division Requirements		
Select the equivalent of first-year proficiency in another foreign language or a six semester hour combination from the following:		6.00
Phonetics (if not already counted toward major)		

Coursework towards certification in English as a second language

Coursework in bilingual education

Spanish for health care practitioners (if not already counted toward major)

Related coursework in other academic fields subject to departmental approval

Full-time enrollment for a minimum of one semester in a non-English-based study abroad program

Upper Division Requirements

Select twenty-five upper division semester hours of Spanish courses, which must include:

SP 408A	Advanced Spanish I for Heritage Speakers	3.00
or SP 409	Advanced Spanish I	
SP 408B	Spanish for Heritage Speakers II	3.00
or SP 410	Advanced Spanish II	
SP 411	Advanced Spanish III	3.00
SP 430A	Survey of Spanish Literature	3.00
SP 430B	Survey of Lat American Lit	3.00
SP 460	Sociolinguistics	3.00
Upper Division Spanish Elective		6.00
SP 496	Senior Project	1.00

Total SHs **31**

Note: The Modern Language Department highly recommends study abroad as an integral part of the Spanish major.

Spanish Minor

Degree Requirements

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

Majors or minors in languages other than French, Latin, and Spanish are only available through the Integrative Studies 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 Integrative Studies major/minor option.

Neuroscience

Dr. Amanda Milller, Professor, Chairperson

Dr. Mark Basham, Professor, Neuroscience Director

Dr. Brian Drwecki, Professor

Dr. Rona McCall, Professor

Dr. Rebecca Betjemann, Associate Professor

Dr. Jamey Maniscalco, Associate Professor

Dr. Katie Emery, Assistant Professor

Dr. Amanda Gibson, Assistant Professor

Dr. Robin Cloues, Lecturer/Lab Manager

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, 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 who 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, health and 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. 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 (p. 234)
- Neuroscience Minor (p. 235)

Neuroscience Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
NS 260/260C/260H	Introduction to Brain and Behavior	3.00
NS 261	Intro to Brain and Behavior Laboratory	1.00
PSY 250/250C/250H	General Psychology	3.00
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
MT 272	Statistics for the Life Sciences	3.00
Upper Division Requirements		
Methods and Application		
NS 410	Neurological Disorders	3.00
NS 450	Neuroscience Methods	3.00
NS 451	Neuroscience Methods Laboratory	1.00
NS 480	Cellular and Molecular Neuroscience	3.00

NS 481	Cellular and Molecular Neuroscience Lab	1.00
Advanced Neuroscience		
NS 485	Neuroanatomy and Neurophysiology	3.00
NS 486	Neuroanatomy and Neurophysiology Lab	1.00
NS 495E-W	Sem/Curr Tpcs in Neuroscience:	3.00
Elective Component		
Two electives courses with co-requisite laboratory, if offered, which must be from different focus areas. ¹		6-8
Biology-Focused Electives		
BL 412	Developmental Biology	
BL 414	Principles of Genetics	
BL 415	Genetics Laboratory	
BL 416	Molecular & Cellular Biochemistry	
BL 436	Human and Comparative Physiology	
BL 437	Human & Comparative Physiology Lab	
CH 452B	Biochemistry II	
Neuroscience-Focused Electives		
NS 466	Neuropharmacology	
NS 470	Neuroethics	
NS 472	Neuroplasticity	
NS 474	Neurodevelopment	
Psychology-Focused Electives		
PSY 434	Behavioral Genetics	
PSY 442	Learning and Memory	
PSY 454	Cognitive Psychology	
PSY 455	Cognitive Psychology Laboratory	
PSY 482	Sensation and Perception	
PSY 483	Sensation and Perception Laboratory	
PSY 487	Clinical Neuropsychology	
PSY 488	Clinical Neuropsychology Laboratory	
Additional NS Electives ²		
NS 491E-W	Research in Neuroscience:	
NS 498E-W	Internship in Neuroscience	
Total SHs		52-54

¹ A second section offering of NS 495E-W Sem/Curr Tpcs in Neuroscience: may be completed as an upper division neuroscience-focused elective with permission of the director of the Neuroscience Program.

² **Note:** These may substitute for an upper division neuroscience-focused elective with permission of the director of the Neuroscience Program.

Honors-in-Neuroscience Major

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 two semester hours of NS 491E-W Research in Neuroscience: (taken over two or more semesters) and two semester hours of Senior Thesis.

Code	Title	SHs
NS 491E-W	Research in Neuroscience:	2.00
NS 499	Senior Thesis	2.00
Total SHs		4

¹ 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.

- Maintenance of an overall grade point average (GPA) of 3.5 or higher at the times of thesis proposal.
- Select a thesis committee comprised of an advisor and reader, and submit a preliminary thesis proposal that must be approved by the committee.
- Obtain IRB or IACUC approval as necessary.
- Write and submit a grant proposal to URSC or another funding source to support the proposed thesis project.
- Complete the proposed research project in NS 491E-W Research in Neuroscience: (or equivalent). Credits may be spread across multiple semesters.
- Complete NS 499 Senior Thesis by
 - orally defending the thesis before the thesis committee and other interested parties;
 - presenting the research project in a public forum such as a lecture or a professional meeting;
 - submitting a final thesis that is approved by the thesis committee.

Note: Students in the Honors Program may substitute HO 499 Honors Thesis for NS 499 Senior Thesis. The Honors Program spring presentation will fulfill the **6 (a)**, but not **6 (b)**, requirement.

Neuroscience Minor Degree Requirements

Code	Title	SHs
Lower Division Requirements		
NS 260	Introduction to Brain and Behavior	3.00
NS 261	Intro to Brain and Behavior Laboratory	1.00
Upper Division Requirements		
NS 480	Cellular and Molecular Neuroscience	3.00
NS 481	Cellular and Molecular Neuroscience Lab	1.00
Select eight semester hours from the following list. Students must take corequisite lab when offered. ¹		8.00
NS 410	Neurological Disorders	
NS 450	Neuroscience Methods	
NS 451	Neuroscience Methods Laboratory	
NS 466	Neuropharmacology	
NS 470	Neuroethics	
NS 472	Neuroplasticity	
NS 474	Neurodevelopment	
NS 485	Neuroanatomy and Neurophysiology	
NS 486	Neuroanatomy and Neurophysiology Lab	
NS 491E-W	Research in Neuroscience:	
NS 495E-W	Sem/Curr Tpcs in Neuroscience:	
NS 498E-W	Internship in Neuroscience	
Total SHs		16

¹ No more than six semester hours of NS 491E-W Research in Neuroscience:-NS 498E-W Internship in Neuroscience may count toward the minor.

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.

Peace and Justice Studies

Dr. Eric Fretz, Professor, Chairperson

Dr. Geoffrey Bateman, Associate Professor

Dr. Linda Land-Closson, Assistant Professor

Peace and Justice Studies is an interdisciplinary program that provides students opportunities to explore complex political, cultural, and artistic issues from the perspective of multiple disciplines. Eleven departments contribute courses. The major introduces students to theories of justice and violence, conflict resolution and the practice of nonviolence, as well as social change theory and community organizing. Service learning and community internships are integrated into the academic program.

- Peace and Justice Major (p. 236)
- Peace and Justice Minor (p. 236)
- Conflict Transformation Minor (p. 236)

Peace and Justice Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
PJ 200/200C	Introduction to Peace & Justice	3.00
Upper Division Requirements		
PJ 400	Foundations of Peace/Justice	3.00
PJ 401	Research & Writing in the Community	3.00
PJ 464	Stand Up & Fight: Community Organizing	3.00
PJ 496	Integrative Capstone	3.00
Upper Division Peace and Justice Electives (must complete a minimum of fifteen semester hours of additional 400-level PJ courses in consultation with academic advisor)		15.00
Total SHs		30

Peace and Justice Minor

Degree Requirements

Code	Title	SHs
PJ 200/200C	Introduction to Peace & Justice	3.00
PJ 400	Foundations of Peace/Justice	3.00
PJ 496	Integrative Capstone	3.00
Upper Division Peace and Justice Elective (selected with the approval of the major advisor)		6.00
Total SHs		15

Conflict Transformation Minor

Degree Requirements

Code	Title	SHs
PJ 408A	Leading Dialogues Across Difference	3.00
PJ 408B	Practicum in Dialogue Facilitation	1.00
PJ 415/ COM 485F	Discourses of Conflict Resolution	3.00
PJ 416G/ COM 459G		3.00
PJ 496	Integrative Capstone	3.00
Upper Division Elective (selected with the approval of the major advisor)		3.00
Total SHs		16

Philosophy

Dr. Karen Adkins, Professor, Chairperson

Dr. Ronald DiSanto, Professor

Dr. Abigail Gosselin, Professor

Dr. Jason Taylor, Professor

Dr. Becky Vartabedian, Associate Professor

Dr. Ted Zenzinger, Associate Professor

Dr. Jeffrey Ogle, Assistant Professor, Master of Arts Program Coordinator

Dr. Gregory Grobmeier, Senior Term Professor

Ms. Marnia Pickens, Lecturer

Course Offerings

The Department offers courses at the 200 and 400 levels.

PL 270 Philosophical Explorations/PL 270C Philosophical Explorations: 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 Philosophical Explorations is a course that carries a communication focus in the course assignments and enrollment is limited to students who completed the paired/linked RCC 200 First Year Writing course in the fall semester.

Note: Enrollment in PL 270H Honors Philosophical Explorations is limited to students in the Regis College Honors Program.

400-level courses: Each of these courses are 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 (p. 237)
- Philosophy Minor (p. 237)
- Ethics, Politics and Society Minor (p. 237)

Philosophy Major Degree Requirements

Code	Title	SHs
Upper Division Requirements		
Twenty-four upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:		
Select one course on the history of philosophy of the following:		3.00
PL 404	Classical Greek Philosophy	
PL 406	Later Classical Philosophy	
PL 411	Medieval Philosophy	
Select one course on the history of philosophy of the following:		3.00
PL 415	17th Century Philosophy	
PL 417	The Emergence of Modernity	
PL 418	The Philosophy of the Enlightenment	
PL 419	19th Century Philosophy	
PL 420	Contemporary Currents	
PL 428	The Phenomenological Tradition	
Select two courses in Ethics, Politics, and Society of the following:		6.00
PL 438	Ethics	
PL 445	Philosophy of Art	
PL 448E-W	Special Topics in Ethics:	
PL 450	Political Philosophy	
PL 452	Philosophy of Law	
PL 454E-W	Philosophy and Social Issues:	
PL 457	Topics in Pol Theory: Ancient Thought	
PL 458	Topics Political Theory: Modern Thought	
PL 470	Feminist Theory	
PL 492E-W	Selected Themes in Philosophy	
PL 494	Philosophical Practicum	
Select four upper division courses with the approval of the major advisor		12.00
Total SHs		24

Philosophy Minor Degree Requirements

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 Degree Requirements

The courses that comprise this minor incorporate both philosophical perspectives and an applied perspective on problems at the intersection of ethics, politics, and society.

Code	Title	SHs
Twelve upper division semester hours of philosophy courses beyond the Core Studies requirement selected from the following:		
PL 438	Ethics	
PL 445	Philosophy of Art	
PL 448E-W	Special Topics in Ethics:	
PL 450	Political Philosophy	
PL 452	Philosophy of Law	
PL 454E-W	Philosophy and Social Issues:	
PL 457	Topics in Pol Theory: Ancient Thought	
PL 458	Topics Political Theory: Modern Thought	
PL 470	Feminist Theory	
PL 492E-W	Selected Themes in Philosophy	
PL 494	Philosophical Practicum	
Total SHs		12

Physical Education

Ms. Nan Williams, Program Director

A major in Physical Education is available only through the Integrative Studies 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 (p. 237)
- Physical Education: Coaching Minor (p. 237)

Physical Education Minor Degree Requirements

Code	Title	SHs
Prerequisite		
PE 333	First Aid Emergency Response	3.00
Upper Division Requirements		
Twelve upper division semester hours of Physical Education courses		
Total SHs		15

Physical Education: Coaching Minor Degree Requirements

Code	Title	SHs
Prerequisite		
PE 333	First Aid Emergency Response	3.00
Upper Division Requirements		

PE 413	Prncpls Exercise Perf/Sport Nutrition	3.00
PE 425	Principles of Coaching	3.00
PE 426	Care/Prevntn of Athl Injuries	3.00
PE 437	Sport Ethics	3.00
PE 438	Sport Administration	3.00
PE 498E-W	Internship/Physical Education	3.00

Total SHs 21

Physics and Astronomy

Dr. Frederick Gray, Professor, Chairperson

Dr. Jordi Casanova, Assistant Professor

Jennifer Jarrell, Term Professor

Christopher Knowles, Term Professor

The Physics and Astronomy 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. Physics and Astronomy address fundamental questions about the nature of the universe. How do conservation principles guide physical interactions? What is the structure of matter, space, energy, time, and information?

Astronomy

Astronomy is the scientific study of the universe, which includes celestial objects, such as stars, planets, and galaxies, both near and far. While a major is not available in this field, students who are interested in further advanced study in astronomy may pursue it within the physics major program.

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.

- Computational Physics Major (p. 238)
- Physics Major (p. 238)
- Physics Minor (p. 239)

Computational Physics Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CS 210	Introduction to Programming	3.00
CS 310	Data Structures	3.00
CS 324	Algorithms and Analysis	3.00
CS 390	Principles of Programming Languages	3.00
MT 320	Introduction to Discrete Mathematics	3.00
MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00
MT 360C	Calculus III	4.00
PH 304A	General Physics with Calculus I	3.00
PH 305A	General Physics with Calculus I Lab	1.00
PH 304B	Gen Physics with Calculus II	3.00
PH 305B	General Physics Lab with Calculus II	1.00
Upper Division Requirements		
MT 405	Numerical and Computational Methods	3.00
MT 463	Differential Equations	3.00
PH 408	Analytical Mechanics/Special Relativity	3.00
PH 410	Electricity and Magnetism	3.00
PH 451	Modern Physics Laboratory & Seminar	2.00
PH 460	Quantum Theory & Spectroscopy	3.00
PH 465	Statistical Mechanics & Thermodynamics	3.00
PH 475	Physics Capstone Seminar	1.00
Upper division electives - selected in consultation with the major advisor. May include 400-level computer science (CS) course or physics (PH) courses.		6.00
Total SHs		62

Physics Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CS 210	Introduction to Programming	3.00
MT 360A	Calculus I	4.00
MT 360B	Calculus II	4.00
MT 360C	Calculus III	4.00
PH 304A	General Physics with Calculus I	3.00
PH 305A	General Physics with Calculus I Lab	1
PH 304B	Gen Physics with Calculus II	3.00
PH 305B	General Physics Lab with Calculus II	1.00
Upper Division Requirements		
MT 463	Differential Equations	3.00
PH 408	Analytical Mechanics/Special Relativity	3.00
PH 410	Electricity and Magnetism	3.00

PH 420 or PH 425	Electronics Optics with Laboratory	4.00
PH 451	Modern Physics Laboratory & Seminar	2.00
PH 460	Quantum Theory & Spectroscopy	3.00
PH 465	Statistical Mechanics & Thermodynamics	3.00
Upper Division Physics/Astronomy Electives		3.00
PH 475	Physics Capstone Seminar	1.00
Total SHs		58

Physics Minor

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
PH 304A	General Physics with Calculus I	3.00
PH 305A	General Physics with Calculus I Lab	1.00
PH 304B	Gen Physics with Calculus II	3.00
PH 305B	General Physics Lab with Calculus II	1.00
MT 360A	Calculus I	4.00
Upper Division Requirements		
Twelve upper division (400-level) semester hours of Physics courses selected with approval of the major advisor. Additional laboratory hours may be required.		
Total SHs		24

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 258 General Biology I: Organismic/BL 259 Organismic Biology Lab; BL 260 General Biology II: Mlclr & Cellular/BL 261 Molecular & Cellular Biology Laboratory) and Chemistry courses (CH 210 General Chemistry I/CH 211 General Chemistry I Laboratory; CH 230 General Chemistry II/CH 231 General Chemistry II Laboratory) during their first year, often with mathematics such as Statistics for the Life Sciences (MT 272). 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. Many health science professions exist 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 (p. 239)
- Pre-Pharmacy Typical Prerequisites (p. 240)
- Pre-Physical Therapy Typical Prerequisites (p. 240)
- Pre-Physician Assistant Typical Prerequisites (p. 240)

Pre-Dental, Pre-Medical, and Pre-Veterinary Typical Prerequisites

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
CH 420	Organic Chemistry II	4.00
CH 421	Organic Chemistry II Laboratory	1.00
EN 250	Literature Matters	3.00
RCC 200	First Year Writing ¹	3.00
Select one of the following eight semester hour options of physics:		8.00
Option One		
PH 202A & PH 205A	Gen Physics w/Trigonometry I and General Physics Lab w/Trigonometry I	
PH 202B & PH 205B	General Physics W/trigonometry II and General Physics Lab w/Trigonometry II	
Option Two		
PH 304A & PH 305A	General Physics with Calculus I and General Physics with Calculus I Lab	
PH 304B & PH 305B	Gen Physics with Calculus II and General Physics Lab with Calculus II	
BL 416 or CH 452A	Molecular & Cellular Biochemistry Biochemistry I	3.00
PSY 250	General Psychology	3.00
SO 200	Introduction to Sociology	3.00

Two courses in Mathematics ²	6-8
Total SHs	57-59

¹ Some schools require one year of English and do not count First Year Writing (RCC 200 First Year Writing) as an English course.

² Including MT 272 Statistics for the Life Sciences

Pre-Pharmacy Typical Prerequisites

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
BL 274	Principles of Human Anatomy	3.00
BL 275	Human Anatomy Laboratory	1.00
BL 276	Principles of Human Physiology	3.00
BL 277	Human Physiology Laboratory	1.00
BL 418	Microbiology	3.00
BL 419	Microbiology Laboratory	1.00
RCC 200	First Year Writing	3.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
CH 420	Organic Chemistry II	4.00
CH 421	Organic Chemistry II Laboratory	1.00
COM 250	Speaking to Make a Difference	3.00
EC 200	Economics for Responsible Citizenship	3.00
MT 360A	Calculus I	4.00
PL 270	Philosophical Explorations	3.00
PSY 250	General Psychology	3.00
RT 201/201C	Religion and the Human Quest	3.00
SO 200	Introduction to Sociology	3.00
Social Science Elective		3.00
Total SHs		68

Pre-Physical Therapy Typical Prerequisites

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
BL 274	Principles of Human Anatomy	3.00
BL 275	Human Anatomy Laboratory	1.00
BL 276	Principles of Human Physiology	3.00

BL 277	Human Physiology Laboratory	1.00
BL 296	Introduction to Biomedical Terminology	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
HES 450	Biomechanics of Exercise	3.00
MT 272	Statistics for the Life Sciences	3.00
	or HES 311	Research Design & Statistics
MT 360A	Calculus I	4.00
RCC 200	First Year Writing	3.00
PSY 250	General Psychology	3.00
Select one of the following eight semester hour options of physics:		8.00
Option One		
PH 202A	Gen Physics w/Trigonometry I	
& PH 205A	and General Physics Lab w/Trigonometry I	
PH 202B	General Physics W/trigonometry II	
& PH 205B	and General Physics Lab w/Trigonometry II	
Option Two		
PH 304A	General Physics with Calculus I	
& PH 305A	and General Physics with Calculus I Lab	
PH 304B	Gen Physics with Calculus II	
& PH 305B	and General Physics Lab with Calculus II	
Select one or more of the following courses in Psychology:		2.00
PSY 457	Developmental Psychology I	
PSY 458	Developmental Psychology II	
PSY 471	Psychological Disorders	
Other recommended courses:		
HES 420	Kinesiology	
HES 421	Kinesiology Laboratory	
HES 430	Physiology of Exercise	
HES 431	Physiology of Exercise Lab	
HES 440	Concepts of Motor Behavior	
HES 441	Concepts of Motor Behavior Lab	
HES 450	Biomechanics of Exercise	
HES 451	Biomechanics of Exercise Lab	
Total SHs		53

Regis University specific PT program pre-requisites are listed under the program requirements.

Pre-Physician Assistant Typical Prerequisites

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
BL 406	Human and Comparative Anatomy	3.00
BL 407	Human and Comparative Anatomy Laboratory	1.00
BL 414	Principles of Genetics	3.00

BL 415	Genetics Laboratory	1.00
BL 418	Microbiology	3.00
BL 419	Microbiology Laboratory	1.00
BL 436	Human and Comparative Physiology	3.00
BL 437	Human & Comparative Physiology Lab	1.00
CH 210	General Chemistry I	4.00
CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00

Select one of the following eight semester hour options of physics: 8.00

Option One

PH 202A Gen Physics w/Trigonometry I
& PH 205A and General Physics Lab w/Trigonometry I

PH 202B General Physics W/trigonometry II
& PH 205B and General Physics Lab w/Trigonometry II

Option Two

PH 304A General Physics with Calculus I
& PH 305A and General Physics with Calculus I Lab

PH 304B Gen Physics with Calculus II
& PH 305B and General Physics Lab with Calculus II

RCC 200 First Year Writing 3.00

English Literature Electives 6.00

Select two courses in Mathematics ¹ 6-8

Total SHs 62-64

¹ Including MT 272 Statistics for the Life Sciences

Psychology

Dr. Amanda Miller, Professor, Chairperson

Dr. Mark Basham, Professor

Dr. Brian Drwecki, Professor

Dr. Rona McCall, Professor

Dr. Rebecca Betjemann, Associate Professor

Dr. Jamey Maniscalco, Associate Professor

Dr. Katie Emery, Assistant Professor

Dr. Amanda Gibson, Assistant Professor

Dt. Julie Sriken, Assistant Professor

Dr. Robin Cloues, Lecturer/Lab Manager

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 26 semester hours must be taken from the Required Breadth Courses (see Required Breadth Courses for all majors below).

The Department requires that nine upper division psychology courses plus two laboratories (29 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 (p. 241)
- Psychology Minor (p. 242)

Psychology Major Degree Requirements

Code	Title	SHs
Foundations of Psychological Science		
PSY 250/250C/250H	General Psychology	3.00
PSY 350	Prof Dev & Careers in Psychology (Course must be completed in the fall semester following declaring Psychology major)	3.00
NS 260/260C/260H	Introduction to Brain and Behavior	3.00
NS 261	Intro to Brain and Behavior Laboratory	1.00
PSY 422	Research Methods & Behavioral Statistics	3.00
PSY 423	Research Methods & Behavioral Stats II	3.00
PSY 424	Research Methods & Behavioral Stats Lab	1.00
Upper Division Requirements		
Required Breadth Courses (26 credits minimum)		
Students must take one class per Group (except Group A), and two laboratories. ¹		
Group A – Developmental Science		6.00
PSY 457	Developmental Psychology I	
PSY 458	Developmental Psychology II	
Group B – Cognitive and Behavioral Science		3.00
PSY 442	Learning and Memory	
PSY 454	Cognitive Psychology	
Group C - Biological Basis of Psychological Science		3.00
PSY 434	Behavioral Genetics	

PSY 482	Sensation and Perception	
NS 410	Neurological Disorders	
NS 466	Neuropharmacology	
NS 485	Neuroanatomy and Neurophysiology	
Group D - Person and Society Science		3.00
PSY 438	Social Psychology	
PSY 440	Psychology of Racism	
PSY 450	Psychology of Gender	
PSY 465	Cultural Psychology	
PSY 470	Psychology of Personality	
Group E - Applied Psychological Science		3.00
PSY 404	Educational Psychology	
PSY 418	Industrial and Organizational Psychology	
PSY 425	Health Psychology	
PSY 437	Community Psychology	
PSY 453	Clinical and Counseling Psychology	
PSY 467	Human Sexuality	
PSY 468	Developmental Disabilities	
PSY 471	Psychological Disorders	
PSY 484	Forensic Psychology	
PSY 487	Clinical Neuropsychology	
Group F - Professional Development		3.00
PSY 491E-W	Research in Psychology: ²	
PSY 493	Senior Capstone	
PSY 498E-W	Internship in Psychology:	
Laboratory Science		2.00
PSY 439	Social Psychology Lab	
PSY 455	Cognitive Psychology Laboratory	
PSY 462	Developmental Psychology Laboratory	
PSY 483	Sensation and Perception Laboratory	
PSY 488	Clinical Neuropsychology Laboratory	
NS 486	Neuroanatomy and Neurophysiology Lab	
Additional Psychological Science Courses		3.00
PSY 490E-W	Independent Study/Psychology: ²	
PSY 489A	Arrupe Science Mentorship A	
Additional course from groups A-E		
Total SHs		43

¹ 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.

² No more than 3 semester hours of PSY 490E-W Independent Study/Psychology: or PSY 491E-W Research in Psychology: can count towards the completion of the major.

Honors-in-Psychology Major

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Psychology major:

Code	Title	SHs
PSY 491E-W	Research in Psychology:	2.00
PSY 499	Senior Thesis	2.00
Total SHs		4

- Maintenance of an overall grade point average (GPA) of 3.5 or higher at the time of thesis proposal.
- Select a thesis committee comprised of an advisor and reader, and submit a preliminary thesis proposal that must be approved by the committee.
- Obtain IRB or IACUC approval as necessary.
- Write and submit a grant proposal to URSC or another funding source to support the proposed thesis project.
- Complete the proposed research project in PSY 491E-W Research in Psychology: (or equivalent). Credits may be spread across multiple semesters.
- Complete PSY 499 Senior Thesis by:
 - orally defending the thesis before the thesis committee and other interested parties;
 - presenting the research project in a public forum such as a lecture or a professional meeting;
 - submitting a final thesis that conforms to APA guidelines and is approved by the thesis committee.

Note: Students in the Honors Program may substitute HO 499 Honors Thesis for PSY 499 Senior Thesis. The Honors Program spring presentation will fulfill the 6 (a), but not 6 (b), requirement.

Psychology Minor Degree Requirements

Code	Title	SHs
Prerequisite		
PSY 250/250C/250H	General Psychology	3.00

Upper Division Requirements

Select twelve semester hours of upper division Psychology courses 12.00 with the approval of the major advisor. Minor cannot be fulfilled with PSY 422, PSY 423, or PSY 424. No more than six credits from PSY 490-PSY 498 can be used for minor.

Total SHs	15
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Racial Justice

Dr. Eve Passerini, Associate Professor

The Racial Justice Minor centers the concerns and experiences of US Black, Indigenous, Latinx, Asian and Pacific Islander, and other People of Color (POC), while also exploring the roots of whiteness because concepts of race and ethnicity are fundamental to the power of intersecting systems of both oppression and resistance. The minor focuses on Structural/Historical Racism, Interpersonal Racism/Bias, Identity and Social Construction, Resistance Movements, Antiracism, and Race/Religion/Jesuit Values - in an effort to dismantle racial hierarchies and build equitable communities. This minor deepens our understanding of, and commitment to, racial and ethnic justice, and will allow us to better project those values and solutions out into the world beyond Regis.

- Racial Justice Minor (p. 243)

Racial Justice Minor

Degree Requirements

Code	Title	SHs
Any RCC 400D or RCC 420J course focused on race		3.00
Three Upper Division Electives in consultation with advisor		9.00
Total SHs		12

Religious Studies

Dr. Russ Arnold, Associate Professor, Chairperson

Dr. J. Thomas Howe, Professor

Dr. Kari Kloos, Professor

Dr. Julia Brumbaugh, Associate Professor

Dr. Thomas Leininger, Associate Professor

Dr. Christopher Pramuk, Associate Professor, Chair of Ignatian Thought and Imagination

Dr. Fernando Alvarez-Lara, S.J., Assistant Professor

Dr. Erin Nourse, Assistant Professor

Dr. Michael Baxter, Term Instructor, Director of Catholic Studies

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 Senior Project A and RT 499B Senior Project 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 (p. 243)
- Religious Studies Minor (p. 243)
- Christian Leadership Minor (p. 243)

Religious Studies Major

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
RT 201/201C	Religion and the Human Quest	3.00
300-level RT Electives		6.00
Upper Division Requirements		
Twenty-four upper division semester hours of Religious Studies courses (RT), which must include the following:		24.00
RT 426	Classics of Christian Thought	
RT 499A & RT 499B	Senior Project A and Senior Project B	
Six 400-level RT courses ¹		
Total SHs		33

¹ minimum of one course (3 SH) in non-Christian religion or an interdisciplinary approach to the study of religion

Religious Studies Minor

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Recommended courses for Core Studies requirement include the following:		
RT 201/201C	Religion and the Human Quest	3.00
RT 300 level course		3.00
Upper Division Requirements		
Twelve upper division semester hours of Religious Studies courses selected with the approval of the major advisor.		12.00
Total SHs		18

Christian Leadership Minor

Degree Requirements

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.

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 and Army conduct courses in their respective areas leading to a regular reserve commission upon graduation. All programs are open to both men and women. ROTC programs are offered in a cross-town agreement with program classes and labs at the

University of Colorado-Boulder, although courses are often also available at Colorado School of Mines or Auraria Campus.

Undergraduate Research Certificate

Undergraduate research is a high-impact practice that deeply engages students with the university. This certificate was designed to make research opportunities more transparent and accessible to a wide range of students. Undergraduates pursuing this certificate will engage in collaborative research with a faculty mentor over the course of 2-3 years.

The certificate provides an opportunity for undergraduates to develop in-depth knowledge within their chosen field, engage in cross-disciplinary research, familiarize themselves with new technology, expand their qualitative and quantitative research skills, and foster meaningful relationships with their professors. Students pursuing the certificate will identify and cultivate their passion for a discipline as they grow into independent, self-motivated scholars in their field. Throughout this process, students will be challenged to discern and articulate their scholarly identity.

Designed to be completed alongside a student's traditional undergraduate degree, the certificate combines dedicated coursework in research methodology and communication with mentored research and advanced coursework in a student's chosen discipline. Interested students should contact the Director of the Undergraduate Research Certificate for more information and details on how to apply.

- Undergraduate Research Certificate (p. 244)

Undergraduate Research Certificate Degree Requirements

Code	Title	SHs
URC 250	Intrdiscplnry Research Methods and Ethics	3.00
URC 491E-W	Undergraduate Research	3.00
URC 495	Comm & Dissemination of Research	3.00
Select six upper division semester hours with the approval of faculty research mentor		6.00
Total SHs		15

Women's and Gender Studies

Dr. Kate Partridge, Assistant Professor, Program Director

The curriculum of Women's and Gender Studies housed in the Center for Integrative Learning, explores how gender and other categories of identity (e.g. sexuality, race, social class) interact with structures of inequality to shape human experience. Particular attention is given to changing social practices to promote greater equality, mutual understanding, and human flourishing.

- Women's and Gender Studies Major (p. 244)
- Women's and Gender Studies Minor (p. 244)

Women's and Gender Studies Major Degree Requirements

Code	Title	SHs
WGS 400	Introduction to Women's & Gender Studies	3.00
WGS 402	Research and Writing in the Community	3.00
WGS 499	Integrative Capstone	3.00
Upper Division Elective Requirements		
Select one WGS Humanities Course from the following:		3.00
WGS 410E-W	Women in Literature:	
WGS 430	Manhood and Meaning	
WGS 434	Race Gender and Art	
WGS 435	Images of Women in Art & Popular Media	
WGS 437	Writing by and About Hispanic Women	
WGS 460E-W	Women and Religion:	
WGS 470	Feminist Theory	
WGS 480E-W	Gender and Sexuality in History	
WGS 485E-W	Topics: Women's and Gender Studies	
WGS 486E-W	Topics in Gender Culture and Justice	
WGS 490E-W	Select Top in Feminist Theory:	
Select one WGS Social Science Course from the following:		3.00
WGS 404	Nonviolent Resistance	
WGS 440	Gender Sexuality & Communication	
WGS 441	Performances of Self and Society	
WGS 445	Gender and Globalization	
WGS 446	Women and Gender in the Middle East	
WGS 450	Psychology of Gender	
WGS 455	Drugs Health and Culture	
WGS 467	Human Sexuality	
WGS 487	Transnational Feminisms	
WGS 485E-W	Topics: Women's and Gender Studies	
Select five upper division courses with the approval of the major advisor from the courses listed above or additional courses listed below:		15.00
WGS 495E-W	Ind Stdy/Women's and Gender Studies	
WGS 498E-W	Internship in Women's and Gender Studies	
Total SHs		30

Women's and Gender Studies Minor Degree Requirements

Code	Title	SHs
WGS 400	Introduction to Women's & Gender Studies	3.00
Select 12 semester hours of Upper Division Women's and Gender Studies Electives (with the approval of the major advisor)		12.00
Total SHs		15

Note: WGS 400 Introduction to Women's & Gender Studies is prerequisite for all upper division Women's and Gender Studies courses.

Regis College Non-Traditional Undergraduate Programs

- Certificate in Applied Craft Brewing (p. 245)
- Comprehensive Higher Education Certificate (p. 246)

Certificate in Applied Craft Brewing

Mr. Matthew Peetz, Senior Term 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

The Certificate in Applied Craft Brewing in Regis College is designed for students who have taken undergraduate collegiate courses in basic biology and chemistry (one course each) or have experience in the brewing industry, and who seek to pursue or advance 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.

Learning Format

This program is offered as four eight-week, online asynchronous-synchronous courses with synchronous meetings one night per week and a sixteen-week independent internship administered online. Two courses each also require a one-weekend visit to campus for brewing, laboratory work, and brewery tours. The program may be completed in one year.

Faculty

The Applied Craft Brewing Certificate is distinguished by a faculty with expertise in the brewing industry.

Admission

Application Requirements

- An online application form.
- A short essay outlining student interest in the program submitted with the application.
- Official transcripts demonstrating completion of an undergraduate degree and/or completion of the two required collegiate courses. This may be waived by the Director for applicants with substantial experience in the brewing or distilling industry.
- Proof of age of 21 or older by beginning of first program course.
- Pass a criminal background check after admission.

Application Cycle

Application for admission for an August start date 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 for the August program start and will be considered through January 10th for the January program start.

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 2024-2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$621
General Fee (per semester hour)	\$61
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Home Brewing Supplies	\$250

¹ Opt-Out Available. Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

Academic Information

The Applied Craft Brewing Certificate Program follows the eight-week course schedule and the sixteen-week course schedule (for internship), Add/Drop and withdrawal deadlines coordinate with those in Regis College. The same policies regarding appeals of disputed grades, 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 term 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.

Degree Requirements

Code	Title	SHs
BREW 400	Biological Brewing Fundamentals	3.00
BREW 430	Business of Craft Brewing	3.00
BREW 496A	Applied Brewing Essentials	3.00
BREW 496B	Applied Brewing Principles	3.00
BREW 498	Brewing Internship	4.00
Total SHs		16

Comprehensive Higher Education Certificate

Overview

The GLOBAL Inclusive program provides meaningful inclusive college access to individuals with intellectual disabilities. The program prepares students for employment and independent living with the goal of self-sufficiency in adulthood.

Students in the GLOBAL Inclusive Program take courses alongside students without intellectual disabilities. All student enrolled in the GLOBAL Inclusive Program are eligible for accommodations through Student Disability Services. Some courses may be modified to meet the student's academic needs. When coursework is modified, it is noted on the student's transcript as a "modified course".

The GLOBAL Inclusive Program offers the Comprehensive Higher Education Certificate: Generalist, the Comprehensive Higher Education Certificate: Specialist, and the Career-Path Certificate.

Degree Requirements

Comprehensive Higher Education Certificate: Generalist

The Comprehensive Higher Education Certificate Generalist is typically completed in one year. It includes foundational courses in liberal arts, career development, and participation in First Year Experience courses.

Code	Title	SHs
FALL		
	First Year Experience	3.00
LS 205	GLOBAL Inclusive Learning Support	2.00
	Liberal Arts Foundations #1	3.00
	GLOBAL Career Development	1.00
SPRING		
	First Year Experience	3.00
LS 206	GLOBAL Inclusive Learning Support II	2.00
	Liberal Arts Foundations #2	3.00
	GLOBAL Career Development	1.00
Total SHs		18

Comprehensive Higher Education Certificate: Specialist

The Comprehensive Higher Education Certificate: Specialist is typically completed in two years. The second year incorporates additional liberal arts and internship coursework.

Code	Title	SHs
First Year		
FALL		
	First Year Experience	3.00
LS 205	GLOBAL Inclusive Learning Support	2.00
	Liberal Arts Foundations #1	3.00
	GLOBAL Career Development	1.00
SPRING		
	First Year Experience	3.00
LS 206	GLOBAL Inclusive Learning Support II	2.00
	Liberal Arts Foundations #2	3.00
	GLOBAL Career Development	1.00
Year 2		
FALL		
	Liberal Arts Foundations #3	3.00
	Liberal Arts Foundations #4	3.00
LS 207	GLOBAL Inclusive Learning Support III	2.00
	GLOBAL Inclusive Internship I	1.00
SPRING		
	Liberal Arts Foundations #5	3.00
	Liberal Arts Foundations #6	3.00
LS 208	GLOBAL Inclusive Learning Support IV	2.00
	GLOBAL Inclusive Internship II	1.00
Total SHs		36

Career Path Certificate: Health Professions

Code	Title	SHs
FALL		
	Healthcare Career Pathway Course #1	3.00
	Healthcare Career Pathway Course #2	1.00-3.00

LS 209	GLOBAL Inclusive Learning Support V	2.00
GLOBAL Inclusive Internship III		1.00
SPRING		
Healthcare Career Pathway Course #3		3.00
Healthcare Career Pathway Course #4		1.00-3.00
LS 210	GLOBAL Inclusive Learning VI	2.00
GLOBAL Inclusive Internship IV		1.00
Total SHs		14-18

Career-Path Certificate: Communication and Advocacy

Code	Title	SHs
FALL		
Communication and Advocacy Career-Pathway Course #1		3.00
Communication and Advocacy Career-Pathway Course #2		3.00
LS 209	GLOBAL Inclusive Learning Support V	2.00
GLOBAL Inclusive Internship III		1.00
SPRING		
Communication and Advocacy Career-Pathway Course #3		3.00
Communication and Advocacy Career-Pathway Course #4		3.00
LS 210	GLOBAL Inclusive Learning VI	2.00
GLOBAL Inclusive Internship IV		1.00
Total SHs		18

Regis College Graduate Programs

- Art Education (K-12) (p. 260)
- Bachelor of Arts in Elementary Education Post-Traditional Program (p. 262)
- Bilingual Education Specialist (p. 269)
- Certificate in Biomedical Sciences (p. 252)
- Culturally and Linguistically Diverse Education Endorsement Program (p. 268)
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- Secondary Education (p. 260)
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Biology

Dr. John Sakulich, Associate Professor, Biology Chair

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

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
- Biomedical Genetics and Genomics Certificate

Application Requirements

- An essay or personal statement submitted with the application.
- For admission to the Master of Science in Biomedical Sciences program, official score notification from the appropriate standardized examination service (e.g., MCAT, DAT, GRE) is required. Test scores are not required for the Master of Science in Environmental Biology, or students admitted via Regis University Guaranteed Admission Program or AJCU Priority Admission Program (see below).
- Official transcripts for all college/university coursework. Not required for students admitted via Regis University Guaranteed Admission Programs.
- For admission to the Master of Science in Biomedical Sciences program two letters of academic or professional recommendation are required. One letter must be written by a college or university instructor in the natural sciences or mathematics. Students may submit an optional additional letters 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

For August start programs, application for admission opens sometime between December 1st and 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.

For programs starting in January, application for admission opens sometime between January 15th and March 15th for the following year. The full consideration deadline is October 15th. Admission will continue on a rolling basis until the class is full. Based on availability of space, additional applications may be considered through December 15th.

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. Other probationary requirements may be stipulated at the time of admission.

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.

- 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).
- 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 the Registrar. An I-20 cannot be issued until the student has been admitted by the University and an academic program. Additional English instruction may be required upon or after admission to the program to ensure success in completing coursework.
- For the 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:

- Complete at least three years of full-time study (six regular semesters) through Regis University.
- 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 in the Guaranteed Admission request.)
- Must not have a record of academic misconduct on file in the appropriate Dean's Office.
- Must submit a Guaranteed Admissions request to the Biology Graduate Program Office by the deadline (March 31st of the year of desired program entry).
- 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.
- 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).

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 if they successfully meet all the following requirements:

- Complete at least three years of full-time study (six regular semesters) through an AJCU school or schools.
- 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.)
- Must not have a record of academic misconduct on file at the AJCU institution.
- Must submit a Priority Admissions Application form to the Biology Graduate Program Office by the deadline (March 31st of the year of desired program entry).
- Must submit one positive recommendation preferably from a natural-science faculty member at the AJCU school that provides evidence of student academic capacity, maturity, and fit with the program.
- 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.
- Have a cumulative AJCU-school grade point average of 3.00 or above in the required coursework listed below.

- Complete the *Environmental Biology Priority Admission Course Requirements* with minimum grades of a B or higher (unless otherwise indicated).
 - Year of introductory biology¹ 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 students¹ 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)
- 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.
- 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. program is 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 program, after completing the requirements for the undergraduate degree in Regis College while maintaining the above conditions of eligibility.

¹ 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.

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 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 exceed 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 or Genetics and Genomics graduate programs 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. In addition, only two courses with grades of C+ or C may count toward any graduate program requirements. 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 M.S. degree recipients is encouraged. The Office of the Registrar is notified through the Application for Graduation form of students' intent to participate in commencement.

- M.S. in Biomedical Sciences and Certificate in Biomedical Genetics and Genomics Guaranteed Admission Course Requirements (p. 250)
- M.S. Environmental Biology Guaranteed Admission Course Requirements (p. 250)
- Master of Science in Biomedical Sciences (p. 251)
- Certificate in Biomedical Sciences (p. 252)
- Master of Science in Environmental Biology (p. 252)

M.S. in Biomedical Sciences and Certificate in Biomedical Genetics and Genomics Guaranteed Admission Course Requirements

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic (B+ or higher) ¹	3.00
BL 259 or BL 259H	Organismic Biology Lab (B+ or higher) Honors Organismic Biology Laboratory	1.00
BL 260	General Biology II: Mlclr & Cellular (B+ or higher) ¹	3.00
BL 261 or BL 261H	Molecular & Cellular Biology Laboratory (B+ or higher) Honors Molecular/Cellular Biology Lab	1.00
BL 416 or CH 452A	Molecular & Cellular Biochemistry Biochemistry I	3.00
CH 210 & CH 211	General Chemistry I and General Chemistry I Laboratory ¹	5.00
CH 230 & CH 231	General Chemistry II and General Chemistry II Laboratory	5.00
CH 250 & CH 251	Organic Chemistry I and Organic Chemistry I Laboratory	5.00
CH 420 & CH 421	Organic Chemistry II and Organic Chemistry II Laboratory	5.00
MT 272	Statistics for the Life Sciences	3.00

Select one of the following options:

Option One

PH 202A & PH 203A	Gen Physics w/Trigonometry I and General Physics w/Trig I Recitation
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Option Two

PH 304A & PH 305A	General Physics with Calculus I and General Physics with Calculus I Lab
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Select one of the following options:

Option One

PH 202B & PH 203B	General Physics W/trigonometry II and General Physics w/Trig II Recitation
----------------------	---

Option Two

PH 304B & PH 305B	Gen Physics with Calculus II and General Physics Lab with Calculus II	
RCC 200 or RCC 200H	First Year Writing Honors Writing Seminar: Idea/University	3.00
Select at least two of the following upper-division courses with pre-requisite Laboratory if offered:		
BL 406 & BL 407	Human and Comparative Anatomy and Human and Comparative Anatomy Laboratory	
BL 414 & BL 415	Principles of Genetics and Genetics Laboratory	
BL 418 & BL 419	Microbiology and Microbiology Laboratory	
BL 436	Human and Comparative Physiology	
BL 466	Immunology	
BL 485 & BL 486	Neuroanatomy and Neurophysiology and Neuroanatomy and Neurophysiology Lab	

M.S. Environmental Biology Guaranteed Admission Course Requirements

Degree Requirements

Code	Title	SHs
BL 258	General Biology I: Organismic ¹	3.00
BL 259 or BL 259H	Organismic Biology Lab Honors Organismic Biology Laboratory	1.00
BL 260	General Biology II: Mlclr & Cellular ¹	3.00
BL 261 or BL 261H	Molecular & Cellular Biology Laboratory Honors Molecular/Cellular Biology Lab	1.00

Select one of the following options:

Option One

BL 402 & BL 403	Principles of Ecology and Quantitative Ecology Laboratory	4.00
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Option Two

ENVS 402 & ENVS 403	Principles of Ecology and Quantitative Ecology Laboratory	4.00
CH 210	General Chemistry I (C or higher) ¹	4.00
CH 211	General Chemistry I Laboratory (C or higher)	1.00
MT 272	Statistics for the Life Sciences	3.00
RCC 200 or RCC 200H	First Year Writing Honors Writing Seminar: Idea/University	3.00

Select 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.

¹ Introductory biology and chemistry lecture courses for which credit has been granted via AP, IB, or College Articulation agreements in high school are waived.

- 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 M.S. in Biomedical Sciences).

- 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 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.

Master of Science in Biomedical Sciences

Dr. Jay Campisi, Professor, Director

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www.regis.edu/biomedicalsciences (<http://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. Students can elect to complete the degree in two years with permission of the program director.

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

- Any baccalaureate degree earned from a US based regionally accredited college or university.
- Score from an appropriate standardized test (GRE, MCAT, DAT, PCAT, OAT, or VCAT), or meeting the criteria of the Regis University Guaranteed Admissions Program.
- 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.
- 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 2024 - 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$960
General Fee (per semester hour)	\$35
Application Fee (nonrefundable)	\$50
Wellness Offset Fee (per course, excludes online courses)	\$45

Technology Fee (per semester hour)	\$20
Course Material Fee (per semester) ¹	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Graduation Application Fee	\$50

¹ Opt-Out available

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

Degree Requirements

M.S. in Biomedical Sciences Degree Requirements

Code	Title	SHs
BL 610A	Biomedical Scncs Sem I: Skills Dvlpmnt	1.00
BL 610B	Seminar II: Colloquium/ Prjct/ Extrnshp	2.00
BL 610C	Seminar III: Project. Ethics & Stats	1.00
BL 610D	Seminar IV: Colloquium and Project	1.00
BL 613A	Biomed Human Anatomy Lab & Seminar	2.00
BL 613B	Biomed Human Anatomy Lab & Seminar II	2.00
BL 614	Biomedical Genetics	3.00
BL 616	Biomedical Biochemistry	3.00
BL 618	Biomedical Human Physiology	4.00
BL 619	Biomedical Human Physiology Laboratory	1.00
BL 620	Biomedical Microbiology	3.00
BL 621	Biomed Microbio/Immuno Lab	1.00
BL 624	Biomedical Immunology	3.00
BL 628	Biomedical Ethics and Externship	2.00
BL 638	Biomedical Public Health	3.00
Total SHs		32

Certificate in Biomedical Sciences

Introduction

The Graduate Certificate in Biomedical Sciences 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). The certificate is an excellent way to gain academic confidence and professional experience, which can help to solidify career direction. Certificate program provides professional advising and credential enhancement focused on the area of Biomedical Sciences.

Learning Format

This program includes six courses that may be completed in nine months. Courses are designed to accommodate daytime work or internship schedules in one week, sixteen-week, and hybrid classroom-online courses.

Admission

Admissions criteria and procedures are the same as for the M.S. in Biomedical Science except that they do not include the standardized test requirement.

Biomedical Sciences Program Charges for the 2024– 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$960
General Fee (per semester hour)	\$35
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Graduation Application Fee	\$50

¹ Opt-Out available

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

Degree Requirements

Certificate Requirements

Biomedical Sciences Certificate Requirements

Code	Title	SHs
BL 613A	Biomed Human Anatomy Lab & Seminar	2.00
BL 613B	Biomed Human Anatomy Lab & Seminar II	2.00
BL 614	Biomedical Genetics	3.00
BL 626	Biomedical Ethics Seminar	1.00
BL 630	Biomedical Sciences Certificate Seminar	1.00
BL 638	Biomedical Public Health	3.00
Total SHs		12

Master of Science in Environmental Biology

Dr. Tyler Imfeld, Assistant Professor, Director

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Phone: 303-458-3594

www.regis.edu/environmentalbiology (<http://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 who seek to pursue careers in Environmental Science. This program provides focused study of the environment with an emphasis on developing skills in study design, data analysis, environmental assessment, and scientific writing. Additionally, all students complete an integrated field-based project with local partner agencies and a direct externship or research experience in an area of interest to the student. Students also integrate their diverse program experiences with their coursework in the production of the final four-chapter master's 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 the same courses spread over two years. 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 program is better suited for students working more than 15 hours per week or who choose to pursue a research project in collaboration with Program faculty. Courses are classroom, laboratory, or field based. The M.S. degree requires completion of a written final project comprising four chapters written in two colloquium courses, completion of one externship course, and completion of a year-long field project requiring fieldwork through the fall and spring semesters.

Faculty

The Environmental Biology Program is distinguished by a faculty with doctoral degrees in scientific disciplines and expertise in environmental biology.

Admission

- Any baccalaureate degree earned from a US based regionally accredited college or university, or international equivalent.
- Complete online graduate application.
- 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.
- One academic or professional recommendation submitted with the application. A recommendation form completed by a college or university instructor in the natural sciences or mathematics, or by a recent employer or supervisor in a related field, is preferred, if available. Character references from friends or family will not fulfill this requirement.
- Completion of the following pre-requisite collegiate coursework with a grade of C- or higher from a regionally accredited college or university:
 - One year of general or introductory biology for science students with laboratories
 - One semester of ecology (must be a course with ecology content and with an introductory biology pre-requisite)
 - One semester of general and/or inorganic chemistry for science students with laboratories
 - One semester of collegiate statistics
 - One 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.

- Ability to complete field work, including the ability to complete a one-mile hike on uneven ground.

Environmental Biology Program Charges for the 2024– 2025 Academic Years

Charge	Amount
Tuition (per semester hour)	\$780
General Fee (per semester hour)	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee	\$20
Course Material Fee (per semester hour) ¹	\$35
Graduation Application Fee	\$50
Estimated field cost ²	\$500-\$800

¹ Opt-Out Available.

² for BL 651A Intro to Environmental Biology Skill & BL 651B Enviro Biology Fieldwork

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

Degree Requirements

M.S. in Environmental Biology Degree Requirements

Code	Title	SHs
BL 650A	Env Bio Colloq/ Grant Writing	3.00
BL 650B	Enviro Bio Colloquium/ Project	3.00
BL 651A	Intro to Environmental Biology Skill	1.00
BL 651B	Enviro Biology Fieldwork	1.00
BL 652	Env Biostats/ Research Design	3.00
BL 654	Advanced Ecological Modeling	3.00
BL 656	Advanced Ecology	3.00
BL 657	Advanced Field Ecology Laboratory	1.00
BL 662	Aquatic Ecology & Bioassessment	3.00
BL 664A	Wetland Delineation Laboratory	1.00
BL 664B	Environmental Cnsvrtn & Rstrtn Seminar	1.00
ENVS 650	Enviro Reg & Impact Assessment	3.00
BL 658	Advanced Behavioral Ecology ¹	3.00
BL 660	Ecol Appl of Geog Info Systems ²	4.00
BL 668	Environmental Bio Externship	2.00

or BL 691 Graduate Research in Biology

Total SHs **35**¹ Regis University undergraduate students may take BL 458 or ENV5 458.² Regis University undergraduate students may take ENV5 474 and BL 660P.

Master of Fine Arts in Creative Writing

Dr. Andrea Rexillus, Director

Dr. Eric Baus, Assistant Director

Regis University
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 303-964-5119
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Degree Overview

The Mile-High MFA requires the successful completion of four 16-week writing semesters and five ten-day residencies. Students will begin with an Orientation at their first residency and end with an MFA Degree Ceremony in their final residency. Following each residency (except the last) will be a semester-long study in which students will work one-on-one with a faculty mentor. By their final residency, students will have written and revised 240-400 pages of prose (fiction, nonfiction) or 160-240 pages of poetry, hybrid, or flash fiction, along with at least 16 book annotations, a thesis proposal, a book-length thesis, a Critical Essay Preface to their thesis, a Writing in the World Action Plan, and an MFA Portfolio.

Master of Fine Arts Program Charges for the 2024 – 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$721
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Graduation Application Fee	\$50

Admission Requirements

In addition to the graduate admissions requirements in the General Information section of this *Catalog*, applicants must meet the following requirements before an admission recommendation will be rendered:

- Bachelor's degree from a regionally accredited university or college (required)
- GPA or higher in English/writing classes preferred
- Undergraduate GPA of 3.0 or higher preferred
- Demonstration of exceptional writing ability (or the potential for exceptional writing)—15 pages required
- Personal interview (at the directors' discretion)

- Two letters of recommendation
- A \$350 non-refundable deposit (required upon acceptance) that will be applied toward tuition.

Dual-Genre Study

Students typically choose one genre to study, by the end of their first writing semester, they may apply for a *dual-genre study*, which will entail an additional (fifth) semester and an additional (sixth) residency.

Pedagogy Specialization

By the end of their first semester students may enroll in a pedagogy specialization, which will entail an additional 12 credits (four 8-week online courses) taken via the MA in Literature and Creative Writing specialization in the School for Professional Advancement.

Genres

Fiction (Literary, Young-Adult, Speculative), Creative Nonfiction, Poetry.

Single-Semester Study

Graphic Narrative, Scriptwriting, Picture Books, and Editing.

Low-Residency

The low-residency format offers the flexibility of working from home without sacrificing academic rigor.

Students will come to the Lowell campus in northwest Denver twice a year, in January and July, for ten-day residencies (out-of-town students will stay in a local hotel in January, and either on campus or in a hotel in July), then return home to work one-on-one with a faculty mentor (via email, an online class structure, and/or Zoom) for the semesters that follow.

Dual Degree Program

The BA/MFA dual-study degree allows undergrads to earn a semester's worth of credit towards their master's degree while completing undergraduate credits, so students can earn a master's degree in one year. Please see the Bachelor of Arts in English section of the catalog for further information.

Degree Requirements

MFA Degree Requirements: 54 SH

MFA With Dual-Genre Requirements: 66 SH

MFA With Pedagogy Specialization Requirements: 66 SH

Code	Title	SHs
MFA 601	Residency I	3.00
MFA 602	Residency II	3.00
MFA 603	Residency III	3.00
MFA 604	Residency IV	3.00
MFA 605	Residency V	3.00
MFA 651	Writing Semester I	9.00
MFA 652	Writing Semester II	9.00
MFA 653	Writing Semester III	9.00
MFA 654	Writing Semester IV	9.00
MFA 670	Writing in the World Action Plan	0.00
MFA 680	Critical Essay	1.00
MFA 690	MFA Thesis	2.00

Additional MFA Dual-Genre Requirements	12.00
MFA 602D Dual-Genre Residency	
MFA 652D Writing Semester II - Dual-Genre	
Additional Pedagogy of Creative Writing Specialization Requirement	\$2.00
MACW 608 Writing Rhetoric Non-Fiction	
MACW 614 Writing as Social Action	
MACW 618 Creative Writing in Literature Classroom	
MACW 636 Literary Criticism and Theory	
Total SHs	78

Master of Nonprofit Management

An essential part of the Regis University mission is to work toward the service of humanity. The Master of Nonprofit Management (MNM) degree prepares our graduates to achieve this through an academically rigorous, theoretically grounded, and practical program. The goal is to develop individuals with conscientious leadership and management capabilities needed for the ever-changing nonprofit sector. Our graduates become effective leaders who exhibit professional competency in integrating theory, experiences, and social justice in advancing the sector and serving humanity.

Our faculty are experienced professionals representing the wide spectrum of the nonprofit sector.

The MNM degree program is designed to be completed in 24 months, taking one course each 8-week term. The Program culminates in one of two capstone courses: MNM 6970 Professional Project or MNM 6770 Service Oriented Field Experience. MNM 6970 Professional Project involves the creation, development, and evaluation of a product or program and is presented in a thesis-like format. MNM 6770 Service Oriented Field Experience is a field experience which involves an intense learning experience at an off-campus domestic or international location.

Master of Nonprofit Management students must maintain a 3.0 GPA minimum to graduate.

Course Sequencing

The MNM 6010 Hist/Theory/Future of Social Sector course is recommended as the introductory class for the MNM program. All incoming students are encouraged to start with this course or at least take it as part of their first 3 classes in the program.

All other courses, excluding the capstone experience, may be taken in any order.

Students have the choice to take one of two capstone courses, the Professional Project or the SOFE. The capstone requires successful completion of 30 semester hours (10 courses) which **must** include the Research class (MNM 6510 Research & Learning for Social Dev).

Criteria for Substituting Classes

Consistent with best adult-learning theory and practice, the MNM program encourages students who already have been working in the nonprofit sector for many years to consider options for substituting up to 2 core classes with approved Anderson College graduate courses. The student will still be required to complete 36 semester hours of graduate courses. The following is the process for students to request a substitution:

- Provide documented professional experience or certification. For example, if a student holds a Certified Public Accountant certification, they may substitute the Financial Management course for another Anderson College course.
- To make a formal request for substitution, a student should submit a one- to two-page letter with a clear rationale for the requested substitution. Use the outcomes for the class as a template for describing prior experience.
- E-mail the request to the Program Director who will grant or deny the substitution.

Master Nonprofit Management Program Charges for the 2024 - 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$727
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Course Material Fee	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Graduation Application Fee	\$50

Degree Requirements

Code	Title	SHs
MNM 6010	Hist/Theory/Future of Social Sector	3.00
MNM 6030	Conflict Resolution for Leaders	3.00
MNM 6070	Advocacy Social Justice & Civil Society	3.00
MNM 6100	Legal and Ethical Issues for Nonprofits	3.00
MNM 6240	Philanthropy and Grant Development	3.00
MNM 6440	Financial Management of Nonprofit Orgnzt	3.00
MNM 6470	Design/Mon/Eval & Accountability	3.00
MNM 6480	Strategic Governance & Org Leadership	3.00
MNM 6700	Financial Resource Development	3.00
MNM 6550	Leading From Within	3.00
DP 620	Research & Learning for Social Dev	3.00
MNM 6970 or MNM 6770	Professional Project Service Oriented Field Experience	3.00
Total SHs		36

Certificate Requirements

Code	Title	SHs
MNM 6010	Hist/Theory/Future of Social Sector	3.00
MNM 6070	Advocacy Social Justice & Civil Society	3.00
MNM 6100	Legal and Ethical Issues for Nonprofits	3.00
MNM 6550	Leading From Within	3.00
Total SHs		12

Master Sustainable Development Practice

Overview

The Regis University Sustainable Development Practice program will prepare you to facilitate holistic development solutions in a wide variety of cultural and sectoral contexts. In the service of social justice and sustainability, you will learn to effectively engage communities in achieving their own development goals, while navigating economic, environmental, political and social complexity. You will learn to collaborate effectively with a variety of development actors as you approach your work from an integrated, systemic, and global perspective, with an eye toward continuous learning and professional and personal growth. With your Development Practice degree, you will have the skills and credentials to work in many capacities and sectors, in the US and internationally.

Sustainable Development Practice Program Charges for the 2024 – 2025 Academic year

Charge	Amount
Tuition (per semester hour)	\$599
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)	\$35
University Technology Fee	\$20
Graduation Fee	\$50

Admission

- Completed undergraduate degree from a regionally accredited institution or international equivalent
- International documentation with official transcripts submitted¹
- Application essay (per prompt)
- Current resume
- English language proficiency, test or equivalent (for international students)²
- Completed online application at regis.edu/apply (<http://regis.edu/apply/>)¹
- International Credential Evaluation: If your undergraduate degree was granted from an institution outside of the U.S., you will need to submit an official academic, course-by-course transcript evaluation of foreign educational undergraduate credentials from a NACES approved agencies. Approved agencies can be found at www.naces.org (<http://www.naces.org/>). Photocopies of the evaluation are not admissible.²
- If English is not your native/first language, you must meet the following language requirement via the TOEFL (Test of English as a Foreign Language) or equivalent English language test. International students whose undergraduate degree was taught in English may also provide a letter from their University registrar stating the

language medium of study; this will satisfy the English language proficiency requirement.

Preferred minimum scores for English language competency tests are as follows:

- TOEFL: Internet-based - 87
- TOEFL: Computer-based - 227
- TOEFL: Paper-based - 567
- IELTS -5
- Cambridge: First Certificate in English (FCE)

Policies and Academic Information

An overall program GPA of 3.00 is required for both the Certificate program and the Master of Development Practice. Additionally, students are held to the graduate program requirements found in the General Information section of this *Catalog*.

Students finding themselves unable to consistently participate in the program must consider the following:

Loss of Financial Support Eligibility: According to Regis University's Satisfactory Academic Progress (SAP) policy, there are a number of requirements students receiving financial support must meet. Please refer to the full SAP policy for details.

Loss of seat in your cohort: Because our program is based on a cohort model that significantly contributes to the learning model, dropping and/or withdrawing from courses or stopping and resuming study could result in the loss of your place in your cohort, in addition to potential loss of funding. Students finding themselves in this position will be placed on a revised academic plan and may need to reapply to regain admission to the program. Cases will be reviewed on an individual basis to determine the best solution for both the student and the program as a whole.

Students unable to submit the final Capstone project as directed by the Program Director and Capstone Advisor within a reasonable frame of time will not receive their diplomas.

Degree Requirements

Code	Title	SHs
Year One		
DP 600	Sustainable & Regenerative Development	3.00
DP 606	Gender Inclusion and Development	3.00
DP 609	Participatory Grassroots Planning & Actn	3.00
DP 610	Global Health and Development	3.00
DP 611	Climate Resilience and Development	3.00
DP 630	Food Water Energy and Climate Nexus	3.00
Year Two		
MNM 6010	Hist/Theory/Future of Social Sector	3.00
MNM 6470	Design/Mon/Eval & Accountability	3.00
MNM 6480	Strategic Governance & Org Leadership	3.00
MNM 6700	Financial Resource Development	3.00
DP 620	Research & Learning for Social Dev	3.00
MNM 6970	Professional Project	3.00
or MNM 6770	Service Oriented Field Experience	
Total SHs		36

Certificate Requirements

Code	Title	SHs
DP 600	Sustainable & Regenerative Development	3.00
DP 606	Gender Inclusion and Development	3.00
DP 609	Participatory Grassroots Planning & Actn	3.00
DP 630 or DP 611	Food Water Energy and Climate Nexus Climate Resilience and Development	3.00
Total SHs		12

Regis College Division of Education

Regis College, Office of the Academic Dean

Loyola Hall 16

Mail Code E-24

3333 Regis Boulevard

Denver, CO 80221-1099

303-964-6260

RegisUEducation@regis.edu

General Information

The Division of Education is organized into two departments:

- traditional initial licensure programs;
- post traditional and graduate licensure programs;

These departments share a common goal of providing an educational path for students pursuing teaching and administrative licensure, certificates, and additional endorsements for teaching and leading in K-12 schools.

The departmental sections that follows provide programs of study, admission requirements, and program specific policies and procedures. Students should consult their Academic Advisor for available learning formats and campus locations. The degrees and programs offered vary in format, content, and delivery systems, but they share a common commitment to a high quality, value-centered educational experience focused on equity and justice for the K-12 students and communities we ultimately serve.

Degree, Endorsement, and Certificate Offerings

Bachelor of Arts (with teaching licensure)

- Special Education Generalist
- Culturally and Linguistically Diverse Education (Added Endorsement with Secondary, Elementary, or K-12 Licensure)
- Dual+ Licensure (Elementary, CLDE, and Special Education)
- Elementary Education (K-6 grade teacher)
- Secondary Education
 - English/ Language Arts teacher
 - Science teacher
 - Math teacher
 - Social Studies teacher
 - Business teacher
- Art teacher (K-12)
- World Languages teacher (K-12)
- Music teacher (K-12)

Master of Education M.Ed (with teaching licensure)

- Special Education Generalist
- Dual Licensure (Elementary and CLDE)
- Secondary Education
 - English/ Language Arts teacher
 - Science teacher
 - Math teacher
 - Social Studies teacher
 - Business teacher
- World Languages teacher (K-12)

Master's Degree (with Added Endorsement)

- Culturally and Linguistically Diverse Education Mater of Arts in Education
- Culturally and Linguistically Diverse Education Master of Education
- Special Education: Generalist
- Educational Leadership (Principal Licensure)
- Reading (Specialist Endorsement options)

Master's Degree (degree only)

- Reading

Graduate Endorsements

- Culturally and Linguistically Diverse Education
- Special Education: Generalist
- Educational Leadership (Principal Licensure)
- Reading Specialist

Graduate Academic Certificates

- Culturally and Linguistically Diverse Education
- Literacy Certificate
- Art Education (K-12) (p. 260)
- Bachelor of Arts in Elementary Education Post-Traditional Program (p. 262)
- Bilingual Education Specialist (p. 269)
- Culturally and Linguistically Diverse Education Endorsement Program (p. 268)
- Culturally and Linguistically Diverse Education Minor (p. 262)
- Culturally and Linguistically Diverse Educators (p. 269)
- Education Minor (p. 262)
- Educational Leadership (p. 270)
- Elementary Education (p. 258)
- Literacy (p. 270)
- Master of Arts in Education Introduction (p. 267)
- Master of Education (p. 266)
- Master of Education (p. 264)
- Music Education (K-12) (p. 260)
- Regis College Division of Education (p. 257)
- Secondary Education (p. 260)
- Special Education Generalist (p. 260)
- Special Education Minor (p. 262)
- TEFL/TESOL Certificate (p. 262)
- World Languages Education (K-12) (p. 260)

Initial Licensure Programs

The initial teaching licensure programs are for students who seek a degree with an initial license in teaching. The degree programs are aligned with Colorado Department of Education requirements. These programs are available for traditional undergraduate students and for post traditional students at both the undergraduate and graduate level.

Traditional Undergraduate Education Programs

Dr. Elizabeth Grassi, Professor

Dr. Jeanine Coleman, Associate Professor

Ms. Nan Williams, Assistant Professor

Room 228 Carroll Hall
Regis University
3333 Regis Boulevard, Mail Code H-12
Denver, CO 80221

Phone: 303-458-4135

The traditional undergraduate teacher education programs in Regis College actively engage 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.

The traditional programs offer professional licensure in elementary, secondary, and K-12 art, music, and foreign language. 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 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 Special Education and Culturally and Linguistically Diverse Education. (For details on these minors, see sections after the licensure sequences listed below.)

All students enrolled in the Traditional Undergraduate 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 are designed to lead to licensure at either the K-6, 7-12, or K-12 grade levels in Colorado. Regis College undergraduate 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 Division of Education 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 offers the Master of Arts in Education Graduate Teacher Program. This program provides Regis College graduates a licensure track with a master's degree. For information about this licensure option, refer to the 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 school 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.

Degree Requirements

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 pursuing this major complete coursework for a Special Education Generalist Endorsement and also the required coursework for the Culturally and Linguistically Diverse endorsement.

Code	Title	SHs
Lower Division Requirements		
ED 204	Foundations of Ed for Diverse Learners	3.00
ED 306	Assessment of Learning	3.00
ED 380E-W	Field Experience	0.00
MT 225	Mastery of Foundational Mathematics	3.00
PSY 250	General Psychology	3.00
Physical Education and Health Science Course		
Upper Division Requirements		
ED/EDSP 401	Introduction to Special Education	3.00
ED 403A	Teaching Reading and Writing	3.00
ED 403C	Emergent Literacy	3.00
ED 410	Writing Instruction- Elem Educators	3.00
ED 417	Elementary Student Teaching	11.00
or ED 416	Elementary Student Teaching-5th Yr Stdnt	
ED 419	Integrated Elementary Methods	6.00
ED 439	Field Exp Culturally Linguistically Div	0.00
ED 447	Reading Multicultural Lit Elem Classrm	3.00
ED/EDLD 485	Strategies TESOL/TEFL/CLD	3.00
ED 495	Student Teacher Seminar	0-1
EDLD/EDSP 403	Assessment in the Inclusive Classroom	3.00
EDLD 451	Diversity Equity and Social Justice	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
Teaching for Social Justice Component		
Academic Discipline Concentration		
ED 300	Physical & Cultural Geography	3.00
ED 407	Social Studies for Elementary Teachers	3.00
RCC 430M	Search for Meaning	3.00
Special Education Focus		
EDSP 380	Special Education Practicum	0.00
EDSP 402	Collaboration and Partnerships	3.00
EDSP 404	Methods & Strategies- Special Education	3.00
EDSP 405	Literacy Intervention- Special Education	3.00
EDSP 406	Social and Behavioral Interventions	3.00
Total SHs		77-78

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 (courses are taken through Regis College Distributive Core):

Art

Music

United States History

Two Sciences (one Biological and one Physical Science)¹

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

General Psychology

¹ 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 B.A. or B.S. in a content area in addition to the following courses.

Code	Title	SHs
MT 225	Mastery of Foundational Mathematics	3.00
ED 204	Foundations of Ed for Diverse Learners	3.00
ED 300	Physical & Cultural Geography	3.00
ED 306	Assessment of Learning	3.00
ED 380E-W	Field Experience	0.00
PY/PSY 250	General Psychology	3.00
ED/EDSP 401	Introduction to Special Education	3.00
ED 403A	Teaching Reading and Writing	3.00
ED 403C	Emergent Literacy	3.00
ED 410	Writing Instruction- Elem Educators	3.00
ED 417	Elementary Student Teaching	11.00
or ED 416	Elementary Student Teaching-5th Yr Stdnt	
ED 419	Integrated Elementary Methods	6.00
ED 439	Field Exp Culturally Linguistically Div	0.00
ED 447	Reading Multicultural Lit Elem Classrm	3.00
EDLD 451	Diversity Equity and Social Justice	3.00
ED/EDLD 485	Strategies TESOL/TEFL/CLD	3.00
ED 495	Student Teacher Seminar	0-1
EDSP/EDLD 403	Assessment in the Inclusive Classroom	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
Total SHs		59-60

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)¹
- Physical Education and Health (Nutrition, Wellness, Fitness, or First Aid Responder)
- General Psychology

¹ 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, 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 course work for a Special Education Generalist Endorsement and will also complete required coursework for the Culturally and Linguistically Diverse Endorsement.

Degree Requirements 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.

Code	Title	SHs
MT 225	Mastery of Foundational Mathematics (not required for mathematics majors)	3.00
PSY 250/250C	General Psychology	3.00
ED 204	Foundations of Ed for Diverse Learners	3.00
ED 306	Assessment of Learning	3.00
ED 380E-W	Field Experience	0.00
ED/EDSP 401	Introduction to Special Education	3.00
ED 403B	Disciplinary Literacy	3.00
Methods course pertinent to the major subject area of licensure selected from the following ¹		3.00
ED 421	Secondary English Cont/Instr/Assmt	
ED 427	Sec Mathematics Cont/Inst/Assmt	
ED 427A	Secondary Business Cont/Inst/Assmt	
ED 429	Secondary Science Cont/Inst/Assmt	
ED 431	Sec Soc Studies Cont/Inst/Assmt	
ED 434	Secondary Student Teaching	11.00
or ED 432	Secondary Student Teaching-5th Yr Stdnt	
ED 435	Asset Based Classrooms 7-12	3.00
EDLD 451	Diversity Equity and Social Justice	3.00
ED 439	Field Exp Culturally Linguistically Div	0.00
EDSP/EDLD 403	Assessment in the Inclusive Classroom	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
EDLT 415	Reading Towards Social Justice	3.00
ED/EDLD 485	Strategies TESOL/TEFL/CLD	3.00
ED 495	Student Teacher Seminar	0-1
Total SHs		50-51

¹ ED 421 Secondary English Cont/Instr/Assmt-ED 431 Sec Soc Studies Cont/Inst/Assmt

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.

World Languages Education (K-12)

Successful completion of the K-12 World Languages Education program also results in the completion of a minor in education. Successful completion of a major in World Languages and the following requirements may qualify a student to be recommended for World Languages 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.

Degree Requirements K-12 Art, K-12 Music or K-12 World Languages Education Teacher Licensure Requirements (Education Course Requirements Only)

Code	Title	SHs
MT 225	Mastery of Foundational Mathematics	3.00
PSY 250/250C	General Psychology	3.00
ED 204	Foundations of Ed for Diverse Learners	3.00
ED 306	Assessment of Learning	3.00
ED 380E-W	Field Experience	0.00
ED/EDSP 401	Introduction to Special Education	3.00
ED 403A	Teaching Reading and Writing	3.00
ED 425	Sec Foreign Lang Cont/Inst/Assmt ¹	3.00
or ED 433	K-12 Art Content Instruction & Assessmt	
or ED 433B	K-12 Music Contnt Instructio Assessmen	
ED 435	Asset Based Classrooms 7-12	3.00
ED 438	K-12 Student Teaching	8.00-11.00
ED 439	Field Exp Culturally Linguistically Div	0.00
EDLD 451	Diversity Equity and Social Justice	3.00
ED/EDLD 485	Strategies TESOL/TEFL/CLD	3.00
ED 495	Student Teacher Seminar	0-1
EDLD/EDSP 403	Assessment in the Inclusive Classroom	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
Total SHs		44-48

¹ 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:

Code	Title	SHs
EDSP 380	Special Education Practicum	0.00
EDSP 402	Collaboration and Partnerships	3.00
EDSP 404	Methods & Strategies- Special Education	3.00
EDSP 405	Literacy Intervention- Special Education	3.00
EDSP 406	Social and Behavioral Interventions	3.00
Total SHs		12

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 Traditional Undergraduate Teacher Education Program, students must satisfy the following requirements:

- University entrance requirements.
- All students enrolled in ED 204 Foundations of Ed for Diverse Learners must complete a background check prior to beginning fieldwork in schools.
- Completion of the COTER Screening form and the COTER acceptance process.
- An overall grade point average of at least 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.
- Successful completion of ED 204 Foundations of Ed for Diverse Learners, ED 306 Assessment of Learning, ED 401 Introduction to Special Education and ED 485 Strategies TESOL/TEFL/CLD or the equivalent with a grade of "B-" or higher.
- Fingerprinting and national background check in accordance with CDE and school district policies.
- 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.
- Students must have completed RCC 200 First Year Writing or an equivalent composition course with a grade of "C+" or higher.
- 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 methods courses. All students must also be registered for ED 380E-W Field Experience the semester prior to student teaching.
- 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.
- 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.

- No one is permitted to enter the methods block in the Junior year until all requirements for acceptance into the program have been met.
- Fieldwork required in the various courses must be successfully completed and positive fieldwork evaluations earned as part of the course.
- After admittance into a Traditional Undergraduate Teacher Education Program, students must successfully proceed through the program and meet COTER requirements for advancement and licensure.
- 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.

Program Probation Policy

Students must maintain a GPA of 3.000 in all education coursework to continue in good standing. Student may be placed on program probationary status for the following reasons:

- GPA falls below 3.00;
- Unsatisfactory performance during fieldwork;
- Unsatisfactory performance during academic courses;
- Issues regarding professionalism (attitude and behaviors displayed in class and in fieldwork experiences as noted in the Disposition of Teaching document)

Requirements for Advancement to Student Teaching

- A cumulative grade point average of 3.00 must be maintained, secondary students must also maintain a 3.00 in content major.
- A grade of "B" or higher in methods classes, including the reading courses, ED 403A Teaching Reading and Writing for elementary and ED 403B Disciplinary Literacy for secondary.
- A cumulative GPA of 3.000 or higher is required in all education coursework for teacher licensure at Regis University.
- Successful completion of all assigned fieldwork will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Four sections of ED 380E-W Field Experience—Field Experience in Schools must be completed for licensure.
- Praxis II exam must be passed prior to application for student teaching.
- All students must be registered for ED 380E-W Field Experience the semester prior to student teaching.
- 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

- Successful completion of student teaching.
- Continued evidence of effective communication skills, teacher competencies, and characteristics.
- Successful completion of graduation requirements.
- Successful completion of the State mandated assessment in program content.

- Completion of Regis College Teacher Work Sample and Portfolio, including Teacher Quality Standards proficient level.
- Should the student successfully complete these requirements, COTER may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.
- The committee reserves the right to withhold recommendation for licensure based on deficiencies in any of the dispositions or behaviors listed or in any of the requirements of the program.

Education Minor

Degree Requirements

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:

Code	Title	SHs
Prerequisites		
ED 204	Foundations of Ed for Diverse Learners	3.00
PSY 250/250C	General Psychology	3.00
Upper Division Requirements		
Twelve upper division semester hours of Education courses selected with the approval of the major advisor.		2.00
Total SHs		18

Special Education Minor

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.

Degree Requirements

Code	Title	SHs
Prerequisites		
ED 204	Foundations of Ed for Diverse Learners	3.00
PSY 250/250C	General Psychology	3.00
Upper Division Requirements		
ED/EDSP 401	Introduction to Special Education	3.00
Select three of the following:		9.00
EDSP 402	Collaboration and Partnerships	
EDSP 404	Methods & Strategies- Special Education	
EDSP 405	Literacy Intervention- Special Education	
EDSP 406	Social and Behavioral Interventions	
Total SHs		18

Culturally and Linguistically Diverse Education Minor

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.

Degree Requirements

Code	Title	SHs
Prerequisites		
ED 204	Foundations of Ed for Diverse Learners	3.00
PSY 250/250C	General Psychology	3.00
Upper Division Requirements		
EDLD 403	Assessment in the Inclusive Classroom	3.00
EDLD 451	Diversity Equity and Social Justice	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
EDLD 485	Strategies TESOL/TEFL/CLD	3.00
Total SHs		18

Note: Field work in classrooms with second language learners is expected.

TEFL/TESOL Certificate

Degree Requirements

Code	Title	SHs
ED 435	Asset Based Classrooms 7-12	3.00
ED 485	Strategies TESOL/TEFL/CLD	3.00
EDLD 475	Linguistics TESOL/TEFL/CLD	3.00
EN 472	Advanced Grammar	3.00
Total SHs		12

Post-Traditional Undergraduate Education Programs

Bachelor of Arts in Elementary Education Post-Traditional Program

Post-Traditional Undergraduate Program Charges for 2025 – 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$515
General Fee (per semester hour)	\$61
Technology Fee (per semester hour)	\$20
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Graduation Application Fee	\$50

¹ Opt-Out Available

Requirements for Advancement to Student Teaching

- A cumulative grade point average of 2.75 must be maintained, and all post traditional undergraduate students must also maintain a 2.75 in content major.
- A grade of B- or higher in methods classes, including the reading courses.
- A cumulative grade point average of 2.75 or higher is required in all education coursework for teacher licensure at Regis University.
- Successful completion of all assigned fieldwork will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Field Practicum (EDFD 482A Field Practicum I-EDFD 482F Field Practicum VI) must be completed for licensure.
- Praxis II exam must be passed prior to application for student teaching.
- Students must submit an application to student teach which includes a completed resume the semester prior to student teaching.

Requirements for Recommendation for Licensure

- Successful completion of student teaching.
- Continued evidence of effective communication skills, teacher competencies, and characteristics.
- Successful completion of graduation requirements, specifically 2.75 grade point average.
- Successful completion of the State mandated assessment in program content.
- Should the student successfully complete these requirements, the department 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.

The program of study outlines the requirements for the BA in Elementary Education (Dual Licensure) program. The student's 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.

Degree Requirements Bachelor of Arts in Elementary Education with Endorsements in Special Education and Culturally Linguistically Diverse Education

Total Degree Requirements: 123 SH

Code	Title	SHs
Undergraduate Core Studies Requirements		
	Oral and Written Communication	9.00
	Engagement with Literature and Arts	6.00
	Language and Global Awareness	6-8
	Understanding Human Behavior, Diversity, and Culture	6.00
	Quantitative Literacy	3-4
	The Natural World	3-4
	Philosophical Inquiry and Reflection	6.00
	Exploring Religious Traditions	6.00
Foundational Courses		
	Fine Arts	3.00
	Mathematics	3.00
	Science	3.00
	Social Science	3.00
	Lifespan Development	3.00
	Literature/Humanities	3.00
EDEL 441	Child & Adolescent Literature ¹	3.00
Professional Sequence Requirements		
EDFD 400	Foundations of Education	3.00
EDFD 403	Diversity Equity and Social Justice ²	3.00
EDSP 420	Introduction to Special Education	3.00
EDLD 476	Linguistics & Language Acquisition	3.00
EDFD 482A & EDFD 482B & EDFD 482C & EDFD 482D	Field Practicum I and Field Practicum II and Field Practicum III and Field Practicum IV	0.00
Elementary Education Methods Sequence		
EDSP 462	Methods & Strategies - Special Education	3.00
EDEL 460	Inquiry-Based Science & Soc Studies ²	3.00
EDEL 461	Teaching Rigorous Math ²	3.00
EDLD 477	Strategies for Diverse Populations	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
EDRG 644	Teaching Reading and Writing	3.00
EDSP 453	Literacy Intervention- Special Education	3.00
EDSP 461	Assessment in the Inclusive Classroom	3.00
EDSP 464	Social and Behavioral Interventions	3.00
EDSP 465	Collaboration and Partnerships	3.00
EDEL 490	Student Teaching Elementary	10.00
EDFD 497	Student Teaching Seminar ²	2.00
Total SHs		123-127

¹ Lower division course work acceptable in transfer

² Course must be completed through Regis University

Master of Education Graduate Programs

Division of Education Graduate Program Charges for the 2024 – 2025 Academic Year

Charge	Amount
M.Ed/MAE Tuition (per semester hour)	\$589
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
School Internship/Student Teaching Fee (per semester during licensure year)	\$250
Graduation Application Fee	\$50

¹ Opt-Out Available

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*.

Graduate Programs with Initial Teaching Licensure

Carroll Hall 228
Regis University
3333 Regis Boulevard, Mail Code H-12
Denver, CO 80221

Phone: 303-458-4349

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 graduate education courses with a Master's 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. The Colorado Department of Education should be contacted prior to enrolling in courses for re-licensure or licensure for those transferring from another state.

The program of study outlines the requirements for the Master of Education programs. The student's 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.

Requirements for Advancement to Student Teaching

- A cumulative grade point average of 3.00 must be maintained, and all graduate students must also maintain a 3.00 in content major.
- A grade of B or higher in methods classes, including the reading courses.
- A cumulative grade point average of 3.00 or higher is required in all education coursework for teacher licensure at Regis University.
- Successful completion of all assigned fieldwork will be determined by completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Field Practicum (EDFD 682A Field Practicum I-EDFD 682F Field Practicum VI Field Practicum IV) must be completed for licensure.
- Praxis II exam must be passed prior to application for student teaching.
- Students must submit an application to student teach which includes a completed resume the semester prior to student teaching.

Requirements for Recommendation for Licensure

- Successful completion of student teaching.
- Continued evidence of effective communication skills, teacher competencies, and characteristics.
- Successful completion of graduation requirements, specifically 3.00 grade point average.
- Successful completion of the State mandated assessment in program content.
- Completion of Graduate Licensure Portfolio and student teaching dispositions, observations, and evaluation at proficient or higher.
- Should the student successfully complete these requirements, the department 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.

Master of Education

Admissions Requirements

When all admission materials have been received, graduate faculty review each application for admission to the Master of Education (M.Ed.) degree programs. The following admission requirements must be met before the applicant's file will be reviewed by faculty:

- Bachelor's degree from a U.S. regionally accredited college/university.
- Official transcripts from each U.S. regionally accredited institution attended. 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.).
- Interview with Program Coordinator or other members of the department may be required.

- Current resume.
- Fingerprinting/Background Check – Initial licensure students only.

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 of work experience (preferred)
- Submit unofficial transcripts from regionally accredited colleges or universities
- Complete the Criminal Background Check
- 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.

Degree Requirements

Master of Education in Elementary Education

Code	Title	SHs
EDFD 600	Foundations of Education	3.00
EDFD 603	Diversity Equity and Social Justice	3.00
EDSP 620	Introduction to Special Education	3.00
EDLD 676	Linguistics & Language Acquisition	3.00
EDLD 677	Strategies for Diverse Populations	3.00
EDEL 660	Inquiry-Based Science & Soc Studies	3.00
EDEL 663	Teaching Rigorous Math	3.00
EDFD 682A & EDFD 682B & EDFD 682C & EDFD 682D & EDFD 682E & EDFD 682F	Field Practicum I and Field Practicum II Field Practicum II and Field Practicum III Field Practicum II and Field Practicum IV Field Practicum IV and Field Practicum V Field Practicum IV and Field Practicum VI Field Practicum IV	0.00
EDRG 603	Emergent Literacy	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
EDRG 644	Teaching Reading and Writing	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDEL 690	Student Teaching: Elementary	4.00
EDFD 697	Student Teaching Seminar	2.00
Total SHs		39

Master of Education in Secondary Education

Code	Title	SHs
EDFD 600	Foundations of Education	3.00
EDFD 603	Diversity Equity and Social Justice	3.00
EDSP 620	Introduction to Special Education	3.00
EDLD 676	Linguistics & Language Acquisition	3.00
EDLD 677	Strategies for Diverse Populations	3.00

EDSC 670	Assets-Based Classrooms 7-12	3.00
EDSC 652	Disciplinary Literacy	3.00
Secondary Methods (Content Area) ¹		3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDFD 682A & EDFD 682B & EDFD 682C & EDFD 682D & EDFD 682E & EDFD 682F	Field Practicum I and Field Practicum II Field Practicum II and Field Practicum III Field Practicum II and Field Practicum IV Field Practicum IV and Field Practicum V Field Practicum IV and Field Practicum VI Field Practicum IV	0.00
EDRG 697	Research Capstone	3.00
EDSC 690	Student Teaching: Secondary	4.00
EDFD 697	Student Teaching Seminar	2.00
Total SHs		36

¹ Chose one course from EDSC 661 - EDSC 668

Master of Education in Special Education Generalist Initial Licensure

Code	Title	SHs
EDFD 600	Foundations of Education	3.00
EDFD 603	Diversity Equity and Social Justice	3.00
EDSP 620	Introduction to Special Education	3.00
EDLD 676	Linguistics & Language Acquisition	3.00
EDLD 677	Strategies for Diverse Populations	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 644	Teaching Reading and Writing (or 600-level Education Elective)	3.00
EDRG 653	Literacy Intervention- Special Education	3.00
EDSP 610	Collaboration and Partnerships	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDFD 682A & EDFD 682B & EDFD 682C & EDFD 682D & EDFD 682E & EDFD 682F	Field Practicum I and Field Practicum II Field Practicum II and Field Practicum III Field Practicum II and Field Practicum IV Field Practicum IV and Field Practicum V Field Practicum IV and Field Practicum VI Field Practicum IV	0.00
EDSP 664	Social and Behavioral Interventions	3.00
EDSP 670	Methods in Special Education	3.00
EDEL 663	Teaching Rigorous Math	3.00
EDSP 692	Student Teaching Special Educ Generalist	4.00
EDFD 697	Student Teaching Seminar	2.00
Total SHs		45

Alternative Master of Education in Special Education Initial Licensure

Code	Title	SHs
EDLD 676	Linguistics & Language Acquisition	3.00
EDLD 677	Strategies for Diverse Populations	3.00
EDSP 664	Social and Behavioral Interventions	3.00
EDSP 620	Introduction to Special Education	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDSP 670	Methods in Special Education	3.00

EDRG 644	Teaching Reading and Writing	3.00
EDSP 610	Collaboration and Partnerships	3.00
EDRG 653	Literacy Intervention- Special Education	3.00
EDFD 603	Diversity Equity and Social Justice	3.00
EDEL 663	Teaching Rigorous Math	3.00
EDRG 697	Research Capstone	3.00
EDSP 692	Student Teaching Special Educ Generalist	0.00
EDFD 697	Student Teaching Seminar	2.00
Total SHs		38

Master of Education without Licensure (Customized)

Code	Title	SHs
EDRG 697	Research Capstone	3.00
600 Level Education Electives		27.00
Total SHs		30

Alternative Secondary Teacher Licensure

Code	Title	SHs
EDSP 620	Introduction to Special Education	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDLD 676	Linguistics & Language Acquisition	3.00
EDLD 677	Strategies for Diverse Populations	3.00
EDSC 670	Assets-Based Classrooms 7-12	3.00
Secondary Methods (Content Area) ¹		3.00
Total SHs		18

¹ Chose one course from EDSC 661 - EDSC 668

Graduate Programs for Practicing Teachers

Dr. Kelli Woodrow, Professor and Program Director

Dr. Jenny Nordman, Associate Professor and Program Director

Dr. Jenna Martin, Assistant Professor and Program Director

Mr. Jerry Goings, Assistant Professor and Program Director

Clarke Hall 450
Regis University
3333 Regis Boulevard, Mail Code H-20
Denver, CO 80221
303-458-4349

Graduate Education for Practicing Teachers offers Master's Degrees, Added Endorsements, and Certificate Programs for students who already hold teaching degrees.

- Master of Education (p. 266)
- Master of Arts in Education Introduction (p. 267)
- Culturally and Linguistically Diverse Education Endorsement Program (p. 268)
- Education Graduate Academic Certificates (p. 269)

Master of Education

Admissions Requirements

M.Ed. for Practicing Teachers

- Bachelor's degree from a regionally accredited college/university.
- 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.
- Interview with Program Director may be required.
- Copy of current teaching license.

Degree Requirements

- Each M.ED. candidate must complete the appropriate degree requirements as specified in the catalog.
- The candidate must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. TEACH Grant requires a minimum cumulative grade point average of 3.25.
- In addition to the above, 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. Grades of C- and lower will not be counted toward graduation requirements.
- Students must complete program degree requirements within six (6) years from the date of enrolling in the program.

Master of Education in Educational Leadership

Code	Title	SHs
EDLS 614	Educational Research for Leaders	3.00
EDLS 643	Capstone: Educational Leadership	1.00
EDLS 660	Fiscal Leadership	3.00
EDLS 661	HR/Personnel for Educational Leaders	3.00
EDLS 662	Instructional Leadership & Data Analysis	3.00
EDLS 665	CLD Fndtns for Educational Leaders	3.00
EDLS 689	School Law	3.00
EDLS 690	School Strategy & Sustainability	3.00
EDLS 694	Education Policy & Org Leadership	3.00
EDLS 696	Equity Leadership	3.00
EDLS 699	Internship: Educational Leadership	2.00
Total SHs		30

Master of Education in Reading Added Endorsement

Code	Title	SHs
EDRG 602	Reading Comprehension and Writing	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
EDRG 606	Reading Assessment and Intervention	3.00
EDRG 608	Evidence-Based Reading Tech for Dyslexia	3.00
EDRG 635	Reading Strategies/Secondary Student	3.00
EDRG 640	Org/Mgmt of Schl Literacy Prgrms	3.00
EDRG 644	Teaching Reading and Writing	3.00

EDRG 653	Literacy Intervention- Special Education	3.00
EDRG 695	Practicum Reading Specialist	3.00
Total SHs		30

Master of Education in Reading Degree Only

Code	Title	SHs
EDRG 602	Reading Comprehension and Writing	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
EDRG 606	Reading Assessment and Intervention	3.00
EDRG 608	Evidence-Based Reading Tech for Dyslexia	3.00
EDRG 635	Reading Strategies/Secondary Student	3.00
EDRG 640	Org/Mgmt of Schl Literacy Prgms	3.00
EDRG 644	Teaching Reading and Writing	3.00
EDRG 653	Literacy Intervention- Special Education	3.00
EDRG 697	Research Capstone	3.00
Total SHs		30

Master of Education in Special Education Generalist Added Endorsement

Code	Title	SHs
EDFD 600	Foundations of Education	3.00
EDRG 603	Emergent Literacy	3.00
EDSP 620	Introduction to Special Education	3.00
EDRG 644	Teaching Reading and Writing	3.00
EDRG 653	Literacy Intervention- Special Education	3.00
EDSP 610	Collaboration and Partnerships	3.00
EDEL 663	Teaching Rigorous Math	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDSP 664	Social and Behavioral Interventions	3.00
EDSP 670	Methods in Special Education	3.00
Total SHs		30

Licensure Only

The following added endorsement area can be pursued without pursuing a master's degree:

Special Education Generalist

Code	Title	SHs
EDSP 620	Introduction to Special Education	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 644	Teaching Reading and Writing	3.00
EDRG 653	Literacy Intervention- Special Education	3.00
EDSP 610	Collaboration and Partnerships	3.00
EDEL 663	Teaching Rigorous Math	3.00
EDSP 663	Assessment in the Inclusive Classroom	3.00
EDSP 664	Social and Behavioral Interventions	3.00
EDSP 670	Methods in Special Education	3.00
Total SHs		27

Master of Arts in Education Introduction

The Master of Arts in Education Program 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.

The MAELD program includes required credit hours for a Culturally and Linguistically Diverse Education (CLDE) Endorsement (21-23 semester hours) and a LDE Certificate (12 semester hours). The 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 in the Regis College section of this *catalog* for further information.

Admission

M.A. In Education

- A baccalaureate degree and proof of current teacher licensure as a pre-K, elementary, secondary or K-12 teacher.
- Submission of official transcripts for all degree bearing 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 Program Director.
- Access to Multilingual Learners (MLLs) 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 one year without an interview with the Program Director. After a one 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.

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.

Students who do not meet the writing proficiency requirement are required to successfully complete a writing course.

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.

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.

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.

Transfer Credit

Information regarding graduate level transfer policy can be found in the General Information section of this catalog under the heading 'Transfer Credit'

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 Program Director approval. A course syllabus must accompany each course transfer request.

Degree Requirements Program of Study

The program of study outlines the requirements for the Master of Arts in Education programs. The student's 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 coordinator to establish remaining degree requirements and a time frame for program completion. Additional requirements may be imposed due to program modifications.

Master of Arts in Education: Teaching the Culturally and 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 multilingual learners (MLLs). 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 30-32 semester hours from required CLDE endorsement courses (21-23 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

Code	Title	SHs
CLDE Endorsement Courses		21-23
Master's Core Courses		9.00
Total SHs		30-32

Graduate MAELD Course Offerings

Code	Title	SHs
MAE 605M	Diversity Equity and Social Justice	3.00
MAE 610	Connect Beliefs Theory and Practice	3.00
MAE 621	Curriculum Eval Theory & Application	3.00
MAE 665E	Teaching Strategies for CLD Educators	3.00
MAE 665G	Linguistics I: Lang Acquisition	3.00
MAE 665H	Foundations for CLD Educators	3.00
MAE 665I	Assessment for CLD Education	3.00
MAE 665L	Practicum for CLD Education ¹	2.00
MAE 665R	Linguistics II: Form & Function	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
EDRG 697	Research Capstone	3.00
Total SHs		32

¹ Waived for practicing teachers

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. 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, state, and university standards. Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation within their MAE 610 Connect Beliefs Theory and Practice course. Candidates receiving an Incomplete or No Pass grade on the CAP Review will be required to repeat the MAE 610 Connect Beliefs Theory and Practice course.

Culturally and Linguistically Diverse Education Endorsement Program Introduction

MAE offers a program that prepare licensed educators for an added K-12 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 to deliver culturally and linguistically responsive instruction to multilingual learners. A student seeking 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.

Endorsement Requirements

- The candidate must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. TEACH Grant requires a minimum cumulative grade point average of 3.25. 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 21-24 semester hours from required courses for the CLDE Endorsement.
- 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.
- The endorsement program must be successfully completed within four years from the date of the CLDE Endorsement Plan.

Degree Requirements

Coursework Required for Culturally and Linguistically Diverse Education Endorsement

Code	Title	SHs
MAE 605M	Diversity Equity and Social Justice	3.00
MAE 665E	Teaching Strategies for CLD Educators	3.00
MAE 665G	Linguistics I: Lang Acquisition	3.00
MAE 665H	Foundations for CLD Educators	3.00
MAE 665I	Assessment for CLD Education	3.00
MAE 665R	Linguistics II: Form & Function	3.00
MAE 665L	Practicum for CLD Education ¹	2.00
EDRG 604	Literacy for the Diverse Learner	3.00
Total SHs		23

¹ Waived for practicing teachers

Education Graduate 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.
- Official degree-bearing transcript from a U.S. regionally accredited institution.
- Minimum overall GPA of 2.75 on degree-bearing transcript with option of supplying additional coursework transcripts.
- Current resume.
- Competency in reading, writing, and speaking English.
- Copy of current Teaching License.

Certificate Requirements

Note: Some certificates have prerequisite requirements.

- Bilingual Education Specialist (p. 269)
- Culturally and Linguistically Diverse Educators (p. 269)
- Educational Leadership (p. 270)
- Literacy (p. 270)

Bilingual Education Specialist

Code	Title	SHs
MAE 605M	Diversity Equity and Social Justice	3.00
MAE 665E	Teaching Strategies for CLD Educators	3.00
MAE 665F	Biliteracy Dev in Spanish/English	3.00
MAE 665G	Linguistics I: Lang Acquisition	3.00
MAE 665H	Foundations for CLD Educators	3.00
MAE 665I	Assessment for CLD Education	3.00
MAE 665R	Linguistics II: Form & Function	3.00
EDRG 604	Literacy for the Diverse Learner	3.00
Total SHs		24

Culturally and Linguistically Diverse Educators

Degree Requirements

Code	Title	SHs
MAE 665E	Teaching Strategies for CLD Educators	3.00
MAE 665G	Linguistics I: Lang Acquisition	3.00
MAE 665H	Foundations for CLD Educators	3.00
MAE 665I	Assessment for CLD Education	3.00
Total SHs		12

Educational Leadership

Degree Requirements

Code	Title	SHs
EDLS 643	Capstone: Educational Leadership	1.00
EDLS 660	Fiscal Leadership	3.00
EDLS 661	HR/Personnel for Educational Leaders	3.00
EDLS 662	Instructional Leadership & Data Analysis	3.00
EDLS 665	CLD Fndtns for Educational Leaders	3.00
EDLS 689	School Law	3.00
EDLS 690	School Strategy & Sustainability	3.00
EDLS 699	Internship: Educational Leadership	2.00
EDLS 696	Equity Leadership	3.00
Total SHs		24

Literacy

Degree Requirements

Requires that student is or has been a teacher.

Code	Title	SHs
EDRG 644	Teaching Reading and Writing	3.00
EDRG 603	Emergent Literacy	3.00
EDRG 606	Reading Assessment and Intervention	3.00
Select one of the following:		3.00
EDRG 604	Literacy for the Diverse Learner	
EDRG 653	Literacy Intervention- Special Education	
Total SHs		12

Regis College Post Traditional Programs

General Information

Unless otherwise noted, the Post Traditional programs follow all policies and procedures as stated in the General Information section of this *Catalog*.

Mission

The Post Traditional programs in Regis College offer 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

Our Post Traditional programs offer undergraduate and graduate degrees, certificates, and credit courses, post-traditional learners. These offerings tailor learning to the adult learner through a variety of modalities. Programs are structured to serve two general groups: those who wish to complete a program leading to a degree and those who seek specialized training or knowledge to increase their competence in their current

occupation or profession or to prepare themselves for a new occupation or profession.

Program Description

Regis University 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 post-traditional programs 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 our post-traditional programs.

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.

Service Learning programs seek to assist faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning program houses information regarding service learning opportunities for faculty, students and staff including a database of service opportunities and resources for curricular information.

Admission Requirements

Admissions requirements for Regis University students are outlined in this General Information section of this *Catalog* under the 'Regis University Admissions' heading.

More specific requirements for post traditional graduate degree programs can be found in this section of the Catalog under the specific graduate degree information.

Academic Information Governing Catalog

Post-Traditional Undergraduate Students

Post-traditional students' program of study is determined by the University Catalog degree completion requirements in effect at the date of acceptance. Undergraduate students have six years (72 months) from the date of acceptance to complete degree requirements. During the six-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 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. Further, post-traditional students who leave the University for three consecutive semesters or six consecutive eight-week terms must meet the Core and major/minor requirements of the current University Catalog at the time of return.

Graduate Students

Graduate student program of study is determined by the University Catalog degree completion requirements in effect at the date of acceptance. Graduate students must complete all degree requirements within four years (48 months) from the date of acceptance, or move to the current catalog. During that four-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 four years expire before the student has completed all degree requirements, the student must apply for readmission under the program of study as determined by the University Catalog requirements in effect at the date of reapplication. Further, graduate students who leave the University for three consecutive semesters or six consecutive eight-week terms must meet the requirements of the current University Catalog at the time of return.

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.

A personal computer and internet are indispensable education tools. 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 post traditional 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, post traditional 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 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 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 (<http://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 Regis University. 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.

Learning Formats

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 the Anderson College of Business and Computing, Regis College or the Rueckert-Hartman College for Health Professions, meet the definition of Regis University credit.

Classroom-Based

Classroom-based courses are offered in five, seven, eight, and 16-week academic periods.

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 graduate directed study, students 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. This option is reserved for MA students on degree plans prior to catalog year 2019.

In addition to completing courses in the classroom or online, students may complete a course through an independent study format if a required course is not offered and the student would have no other course option available. 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 Regis College.

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 five, seven, eight, and sixteen-week format. 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 learner's convenience and flexibility. Online courses have highly structured requirements and deadlines which fall within five, seven, and eight, and sixteen-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 our post traditional programs 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, we emphasize 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 the post traditional programs is the emphasis on academic success coaching. Academic Success Coaches are available to assist with course planning, degree development and connect students with support services available to them across the university. Academic Success Coaches provide support and recommendations to students from the point of admission through graduation.

Add/Drop

Post traditional students may drop a course through the end of the published add/drop period through the Ranger Portal. 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. After the Add/Drop period, students must complete the Individual Course Withdrawal form found under the Registrar section in the Ranger Portal.

Concurrent Enrollment in Other Regis Programs

Concurrent enrollment is defined as taking courses simultaneously in more than one Regis University college. Students may take courses in multiple programs within colleges to fulfill degree requirements for graduation.

Students in post traditional programs may register for courses offered in the Anderson College of Business and Computing, Regis College or limited courses in the Rueckert-Hartman College for Health Professions. Students must obtain the approval of their advisor.

Course Availability

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.

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 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 School for Professional Advancement Undergraduate Advising department. Students must obtain and submit an Overload Request form 30 days prior to taking the overload credit to the Undergraduate Advising Department. The Academic Success Coach 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 program/college section of this *Catalog* for specific requirements regarding course load/overloads for each degree program.

Grade of Incomplete

The student must submit the Incomplete Grade Request form to the faculty. This form can be obtained from the instructor upon request and serves as a contract between the student and the instructor regarding the completion of an incomplete grade for a course. 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.

Incompletes are granted at the discretion of the faculty. The student must submit the Incomplete Grade Request Form to the instructor before the end of the term, and the form must include an explanation of the unforeseen circumstances that have occurred. The student also must have completed 75% of the course with a passing grade in order to be eligible for an incomplete. 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 term.

In rare circumstances, a student may request, in writing, that a longer extension be granted. The extension request must be submitted to the faculty and approved by both the faculty and the Chair of the program.

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 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 Ranger Portal link at www.regis.edu (<http://www.regis.edu>).

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 department chair reviews all documentation submitted. At the discretion of the department chair, the faculty lead may also review the documentation. If necessary, the chair will interview the student and instructor. The department chair approves or disapproves the appeal. If the department chair approves the appeal, a Change of Grade form is completed and submitted to the Office of the Registrar. The department chair 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 Dean of Regis College. This written appeal must be submitted within two calendar weeks of receipt of the decision in step 3 above. The Dean will review the proceedings and

any additional information provided by the student. The decision of the Dean is final.

Dean's List

For fall, spring and summer semesters, a Dean's List is created for all 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 3.80 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 3.80 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. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

Academic Standing and Penalties

Good Standing

All undergraduate student must maintain at least a 2.00 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 3.00 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

Undergraduate students 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 2.00 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 2.00 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with Academic Success Coach 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 2.00, the student may be permitted to continue on probation rather than be suspended.

Undergraduate students accepted on probation may be suspended at the completion of their first semester of course work if they have not achieved a 2.00 cumulative grade point average.

Graduate students whose cumulative grade point average falls below 3.00 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 the Regis College Dean's office. Students who are not successful in raising their grade point average to 3.00 will be considered for suspension by the faculty lead and the dean's office. 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 Regis College Dean's Office.

Suspension

If a student has been placed on academic probation and does not achieve a 2.00 (undergraduate) or 3.00 (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 Regis College Office of the 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 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 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.

1. Write a letter or send an email to the Regis College Dean or designee explaining:
 - a. Why the student should not be suspended from the program or dismissed from the University.

- b. What prevented the student from successful progress toward completion of academic goals.
 - c. That the student is committed to and ready to proceed with serious academic study.
 - d. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control.
 - e. The names of the student's Academic Success Coach or faculty members from whom supporting statements may be solicited by the student (undergraduate students only).
2. Contact the advisor, faculty member, doctors, etc. to discuss the case. Any supporting statements from them must be received by the same deadline.

The 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.

Baccalaureate Degree Requirements

In addition to the completion of the Core Studies academic requirements, the following are also required of each undergraduate degree candidate:

- The completion of 120 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 120 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 requirements depend upon the minor selected with the help of an Academic Success Coach 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

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).

Minor Requirements (Optional)

A minor field of study consists of minimum of 12 upper division (400-level) 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. Minors are available for every approved major offered through the Regis College, Anderson College of Business and Computing, and a Health Care Administration minor is available through Rueckert-Hartman College of Health Care Professions.

General Electives

The remaining credits required to meet the 120 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.

Graduation

For information on application, application processing, degree/certificate award, 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 (<http://www.regis.edu>). Failure to make application by the proper date may delay graduation.

Undergraduate Program Charges for the 2024 – 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$515
General Fee (per semester hour)	\$61
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35

Technology Fee (per semester hour) \$20

Graduation Application Fee \$50

¹ Opt-Out Available.

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*.

Core Requirements

Post Traditional Core Requirements

Code	Title	SHs
Core Studies Requirements		
	Oral and Written Communication (English, Communication)	9.00
	Engagement with Literature and Arts (English, humanities, fine and performing arts)	6.00
HU 366	Leading Lives That Matter	
	Language and Global Awareness (modern languages, classical languages, archeology, history, political science, economics, geography, and social science)	6-8
	Understanding Human Behavior, Diversity, and Culture (anthropology, economics, education, history, political science, psychology, criminology, peace and justice studies, sociology, social work, or women's/gender studies)	6.00
	Quantitative Literacy (college-level algebra or higher)	3-4
	The Natural World (astronomy, atmospheric science, biology, biochemistry, chemistry, ecology, environmental science, geology, oceanography, physical geography, or physics)	3-4
	Philosophical Inquiry and Reflection (philosophy, ethics)	6.00
	Exploring Religious Traditions (religious studies, Theology)	6.00
Total SHs		45-49

Courses

Undergraduate

Capstone (CAP)

CAP 493 Research Methods (3.00 credit hours)

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.

CAP 495A Capstone Comprehensives Liberal Arts (3.00 credit hours)

Students in the Liberal Arts major design discipline specific deep questions focused on core competencies in their subject areas write undergraduate level responses and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis Mission and Jesuit Values.

CAP 495B Capstone Comprehensives Applied Psych (3.00 credit hours)

Students in the Applied Psychology major design discipline specific deep questions focused on core competencies in their subject areas write undergraduate level responses and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis Mission and Jesuit Values.

CAP 495C Capstone Comprehensives Communication (3.00 credit hours)

Students in the Communication major design discipline specific deep questions focused on core competencies in their subject areas write undergraduate level responses and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis Mission and Jesuit Values.

CAP 495D Capstone Comprehensives Criminology Maj (3.00 credit hours)

Students in the Criminology major design discipline specific deep questions focused on core competencies in their subject areas write undergraduate level responses and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis Mission and Jesuit Values.

CAP 495E Capstone Comprehensives Applied Science (3.00 credit hours)

Students in the Applied Science major design discipline specific deep questions focused on core competencies in their subject areas write undergraduate level responses and integrate content from course work and research as necessary to provide a comprehensive response to each question. Questions include specific connections to the Regis Mission and Jesuit Values.

CAP 498 Experiential Capstone (6.00 credit hours)

Enables student to earn academic credit for professional experience (paid or volunteer) related to area of concentration. Student must procure 240-hour internship or 120-hour service-learning experience to be approved by the course facilitator prior to start of course.

Catholic Studies (CAS)

CAS 300E-W Foundation of Catholic Traditions: (3.00 credit hours)

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 (3.00 credit hours)

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): RC 201.

CAS 323 Catholic Imagination-Literature and Film (3.00 credit hours)

Explores characteristically Catholic ways of imagining the world and wrestling with important human questions through literature and film.

Cross-listing: RT 323.

Prerequisite(s): RT 201.

CAS 400E-W The Catholic Intellectual Tradition (3.00 credit hours)

Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason the place of culture in Christian evangelization spirituality and autobiography. Emphasizes the study of primary texts.

CAS 409 Justice and Peace (3.00 credit hours)

Studies issues of poverty human rights economic justice war and the environment from the perspective of religious values. Cross listing(s): RC 409.

CAS 410E-W The Arts in Catholic Tradition (3.00 credit hours)

Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful the history of Christian iconography or specific media of expression (e.g. performing visual arts liturgical arts). Examines the spiritual power of the aesthetic experience.

CAS 411 Eco-Theology (3.00 credit hours)

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. Explore scientific understandings of contemporary environmental issues asking how religions engage these issues. Cross listing(s): ENVS 411 and RT 401E.

Note(s): Junior standing or completion of Distributive Core required.

CAS 412 Catholic Life and Thought (3.00 credit hours)

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(s): RS 412.

CAS 420E-W Catholic Tradition in Society & Culture (3.00 credit hours)

Explores the relationship between Catholic thought and practice and social or cultural phenomena in various cultures or time periods. The approach can be from different disciplines such as sociology anthropology media studies and history.

CAS 430E-W Catholic Tradition & Nat Sci (3.00 credit hours)

Explores Catholic thought on the natural sciences. Addresses such topics as the theory of evolution the role of Greek philosophy and science in the development of Catholic thought the impact of Catholic thinkers on the history of science controversies between the Church and the sciences moral issues arising from technological development.

CAS 440E-W Catholic Rel/spiritual Trads: (3.00 credit hours)

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).

CAS 450E-W Historic Themes in Catholic Tradition: (3.00 credit hours)

Studies historical themes figures movements or periods that shaped or were shaped by Catholic thought or practice.

CAS 460E-W Peace & Justice in Catholic Tradition (3.00 credit hours)

Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g. liberation peace activism church-state relations political freedom) figures who have enacted Catholic teaching (e.g. Francis of Assisi Dorothy Day) or issues (e.g. economic justice military services international aid). Examines biblical papal conciliar and theological documents.

CAS 490E-W Independent Study in Catholic Studies (3.00 credit hours)

Provides focused research on a topic in Catholic Studies not covered in regular course offerings.

CAS 498E-W Catholic Studies Internship (3.00 credit hours)

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.

Note(s): Approval of Program Director required.

Communication (COM)**COM 210 Speech Communication (3.00 credit hours)**

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 (3.00 credit hours)

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(s): Requires a web camera and a live audience.

COM 212 The Skilled Learner (3.00 credit hours)

Prepares students to become skilled learners through the development of essential competencies for academic success such as college-level writing group skills and presentations quantitative literacy critical thinking skills and learning strategies.

COM 215 Internet Communication (3.00 credit hours)

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 250 Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

COM 250C Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): Enrollment is limited to students that completed the linked RCC 200 course in the fall.

COM 250G Modified Speaking to a Make Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): This modified section is for students in the GLOBAL Inclusive Program only.

COM 250H Honors - Speaking to Make a Difference (3.00 credit hours)

Develops engaged competent confident communicators preparing speakers to connect with small and large live and remote audiences. Encourages critical listening writing rehearsing revising and speaking skills relevant to everyday civic professional and family/social life.

Note(s): Enrollment is limited to students in the Honors program.

COM 251 Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

COM 251C Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

COM 251G Modified Media Literacy (3.00 credit hours)

Investigates the creation production and uses of messages media and platforms (television film advertising social media). Students will become more conscientious critical and responsible audiences consumers and meaning-makers.

Note(s): The modified course is for students in the GLOBAL Inclusive Program only.

COM 252 Communication in Relationships (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm.

COM 252C Communication in Relationships (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm.

Note(s): Enrollment is limited to students who took paired RCC 200 course in the fall.

COM 252N Comm in Relationship- Medical Prof (3.00 credit hours)

Emphasizes the communicative processes by which we co-create experience and manage relationships. Students will become more aware competent and confident communicators whether live face-to-face or in the digital realm. The focus will be on a variety of relationships within medical contexts.

COM 300 Career and Professional Portfolio (3.00 credit hours)

Designed to help Communication majors think about careers before settling into an emphasis area. Fosters introspection while highlighting the expectations and challenges of communication in professional contexts. Students begin developing a career portfolio.

Note(s): Majors only.

COM 310 Interpersonal Communication (3.00 credit hours)

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 380 Com: Questions Contexts & Theory (3.00 credit hours)

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.

Prerequisite(s): COM 250 COM 251 COM 252 or RCC 250.

Note(s): Required for all communication majors and minors.

COM 381 Research Methods in Communication (3.00 credit hours)

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.

COM 382 Understanding Communication (3.00 credit hours)

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 (3.00 credit hours)

Using readings film field experience and projects the course investigates cultural identity meaning patterns relationships and conflicts that arise as contact increases between people from different cultures in our global society.

Prerequisite(s): COM 250 for Regis College students.

COM 400A Interpersonal Communication (3.00 credit hours)

Focuses on 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 402 Media Aesthetics (3.00 credit hours)

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: (0.00-1.00 credit hours)

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.

Note(s): Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (credit per semester over three semesters).

COM 404 Community Storytelling (3.00 credit hours)

Build upon time-tested traditions practices and processes to help communities tell their stories. Develop and produce a powerful engaging community/public story event that can illuminate issues transform conflict and shape meanings.

Prerequisite(s): COM 250 or permission of instructor.

Note(s): Junior class standing required.

COM 405 Interpersonal Conflict Studies (3.00 credit hours)

Examines conflict in a variety of human relationships. Explores conceptual and practical skills to analyze and manage conflicts including face-to-face and third-party negotiations.

Prerequisite(s): COM 380.

COM 407 Leadership Principles (3.00 credit hours)

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.

COM 408 Conflict Management (3.00 credit hours)

Prepares students to identify avoid and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict.

COM 409A Digital Storytelling (3.00 credit hours)

Explores practices of media production with an emphasis on storytelling. Covers audio video and interactive media forms.

Prerequisite(s): COM 380.

Note(s): Required for Media and Society specialization.

COM 409B Critical Media Studies (3.00 credit hours)

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 and COM 409A.

Note(s): Required for Media and Society specialization.

COM 411 Performances of Self and Society (3.00 credit hours)

Explores performance through sociological anthropological and literary/artistic and experiential lenses. Engaging through readings film role-plays immediate live and online performances (and the analysis thereof) dialogue writing and other production of texts and critique students come to understand this most pragmatic of human communicative behaviors.

Prerequisite(s): COM 250 and sophomore class standing.

COM 412 Cultural Intelligence (3.00 credit hours)

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 413 Divisive Discourses & Difficult Cnvrstns (3.00 credit hours)

Examines the dynamics of histories discourses and narratives through theoretical lenses and looks at how public discourse impacts conflict group and interpersonal communication. Explores some difficulties in negotiating high-stakes or emotional terrain and practical approaches for imagining conducting and participating in productive dialogues. Cross listing(s): PJ 413.

Prerequisite(s): COM 380.

COM 415 Writing for the Media (3.00 credit hours)

Writing for different mass media including online print and broadcast news public relations and advertising. Develops practical skills and understanding of writing for varying media audiences and for different purposes.

COM 416A Principles of Public Relations (3.00 credit hours)

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. BA 3400 for business students only.

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

Note(s): Required for Public Relations and Civic Engagement specialization.

COM 416B Strategic Public Relations (3.00 credit hours)

Explores the history purpose and processes of public relations. Examines public relations tools and practices ranging from preparing and conducting a public relations program setting up a news conference establishing and running a speaker bureau designing and producing a brochure and editing an employee newsletter.

Prerequisite(s): COM 380 and COM 416A or permission of instructor.

Note(s): Required for Public Relations and Civic Engagement specialization.

COM 418 Organizational Communication (3.00 credit hours)

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. Cross listing(s): PJ 423.

Prerequisite(s): COM 380.

Note(s): Required for Human Communication and Conflict track.

COM 420 Mediation (3.00 credit hours)

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 421 Persuasion and Argumentation (3.00 credit hours)

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 423A Interpersonal Communication (3.00 credit hours)

Focuses on 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 permission of instructor.

Note(s): Required for Human Communication and Conflict emphasis area.

COM 423B Organizational Communication (3.00 credit hours)

Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity participation power structures organizational systems and leadership. Focuses on analyzing and critiquing current organizational practices and assumptions with an aim toward increasing social justice and ethics. Cross listing(s): PJ 423. Junior standing required for Business students only.

Prerequisite(s): COM 380.

Note(s): Required for Human Communication and Conflict emphasis area.

COM 424 New Communication Technologies (3.00 credit hours)

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 (3.00 credit hours)

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.

COM 427 Communication Ethics (3.00 credit hours)

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. Cross listing(s): PJ 432J.

COM 428 Media and Politics (3.00 credit hours)

Introduces students to the complex relationship between citizens the media and political actors. Explores political communication aspects including news social media debates polls advertising and effects on voters. Students produce a political campaign ad at the conclusion of the semester.

Prerequisite(s): COM 380 and junior class standing.

COM 429 Audio Technology (3.00 credit hours)

Engage creatively and critically with the society around us in artistic and socially aware ways through creation of original audio projects that may range from podcasts soundscapes and sound scores to orals histories audio postcards and more.

Note(s): Junior class standing required.

COM 431 Environmental Communication (3.00 credit hours)

Examines the field of Environmental Communication through a combination of theory research and application. Environmental Communication focuses on how communication and social systems influence environmental affairs and shape our perceptions of the non-human world. It addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture.

COM 432 Advertising Theory and Practice (3.00 credit hours)

Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning management and strategy issues.

Prerequisite(s): COM 380.

COM 433 Deliberative Democracy (3.00 credit hours)

Considers the opportunities provided by participatory public discussion and group decision-making in American democracy. We will take up contemporary approaches to democratic discussion and decision making in pursuit of more dynamic deliberative practices. Cross listing(s): PJ 416G.

Note(s): Required for the Conflict Transformation minor.

COM 437 Persuasive Communication (3.00 credit hours)

Explores 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.

COM 440 Gender Sexuality and Communication (3.00 credit hours)

Explores connections between communication gender and sexuality in close relationships organizations and the media. Course involves readings dialogues films field trips and group projects. Cross listing(s): PJ 440 and WGS 440.

Prerequisite(s): COM 380.

COM 443 Freedom of Speech (3.00 credit hours)

Through the analysis of theory legal documents and case studies this course addresses the arguments for and against an unconditional right to freedom of speech. Cross listing(s): PJ 432M.

Prerequisite(s): COM 380 for Communications majors only.

COM 444 Emotions in Communication & Conflict (3.00 credit hours)

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.

COM 445 TV Programming and Criticism (3.00 credit hours)

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 446 Gender Issues in Communication Styles (3.00 credit hours)

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.

COM 448 Managing Workplace Conflict (3.00 credit hours)

Provides a greater understanding about the sources and escalation of conflict in the workplace. It provides strategies for the workplace and organizations to address recognize and resolve such problems.

COM 452 Follower-Centered Leadership (3.00 credit hours)

Follower-centered leaders focus on enhancing their followers' well-being. Course 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 456 Culture of Politics and Public Memory (3.00 credit hours)

Students will examine the constructed nature of our national memories by posing questions regarding the "authenticity" of memorial representations the "ownership" of public histories and the rhetorical functions memory texts serve for society.

Prerequisite(s): COM 380.

Cross listing(s): HS 441 and PJ 416E.

COM 457E-W Special Topics: Communication/ Diversity (3.00 credit hours)

Examines issues of diversity from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 458E-W Special Topics: Communication/ Environment (3.00 credit hours)

Examines environmental issues from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 459E-W Special Topics: Communication/ Justice (3.00 credit hours)

Examines justice issues from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 460E-W Special Topics: Communication/ Meaning (3.00 credit hours)

Examines issues of meaning from the context of the communication discipline.

Note(s): Junior class standing or completion of distributive core required.

COM 464E-W Film Criticism: (3.00 credit hours)

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.

COM 466 Negotiation (3.00 credit hours)

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.

COM 467 Communication Through Social Media (3.00 credit hours)

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 471 Int'l Comm & Comparative Media Systems (3.00 credit hours)

Global media are no longer restricted to individual countries. Course will analyze how media move from one country to another to another and discuss what boundaries infringe that movement in various regions.

Cross listing(s): PJ 451V.

Prerequisite(s): COM 380.

COM 472 Professional Communication Toolkit (3.00 credit hours)

Explores face-to-face and technological methods for successful interpersonal and task-related organizational communication and behavior in various contexts. Student develop critical thinking around a portfolio of communication knowledge and skills to enable them to demonstrate authentic and effective communication strategies.

COM 480 Forgiving Others Forgiving Ourselves (3.00 credit hours)

Students explore the nature and process of forgiveness benefits to self and relationships seeking and granting forgiveness apology reconciliation and how to promote forgiveness in family friends and community. Cross listing(s): HU 480 and PY 480.

COM 484A Media Technology I (1.00 credit hours)

Part I of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Teaches students to use Google Analytics. Students will learn to retrieve read and interpret existing data from the organization's website as well as apply for a Google AdWords grant.

COM 484B Media Technology II (1.00 credit hours)

Part II of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Focuses on understanding social media analytics. Students will learn to retrieve read and interpret data from Facebook Twitter Instagram and YouTube. Students will use existing materials from the organization to explore how information travels through these channels.

COM 484C Media Technology III (1.00 credit hours)

Part III of the Communication Technology Series partners students and media professionals with the Arvada Community Table. Professionals will teach students the basics of search engine optimization and analytics. With these skills students will collect data interpret it and make suggestions to the Community Table about how to increase online presence strengthen connections between the organization and constituents and build new relationships. The professionals will guide and oversee the students' work.

COM 485E-W Special Topics/Communications: (3.00 credit hours)

Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects.

COM 490E-W Independent Study in Communication (0.00-6.00 credit hours)

Supervision by a faculty member on advanced research or practice in one of the medias that meets the individual needs of the student.

COM 492 Writing for the Media Practicum (3.00 credit hours)

Explores and teaches writing for a variety of media including but not limited to scripts journalistic articles blog posts and more to be determined by instructor. Students will be encouraged to contribute to Regis student media such as the Highlander.

COM 495 Senior Capstone Experience (3.00 credit hours)

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.

COM 496E-W Communication Practicum: (3.00 credit hours)

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.

COM 498E-W Internship in Communication (3.00 credit hours)

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.

Criminology (CR)

CR 350 Introduction to Criminology (3.00 credit hours)

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 (3.00 credit hours)

Uses scientific method and thought process to think critically about the evidence of crime.

CR 370 Criminal Deviance (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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 & Delinquency (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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 434 Victimology (3.00 credit hours)

People experiencing a criminal victimization suffer to different degrees depending upon the gravity of the crime but any victimization sets a chain of events in motion; Victimology will explore the entire landscape of criminal victimization.

CR 445 Homeland Security (3.00 credit hours)

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 (3.00 credit hours)

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 & Ethical Issues (3.00 credit hours)

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 (3.00 credit hours)

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 460 Computer Forensics and Cybercrime (3.00 credit hours)

Explores crimes committed using technology including computers cell phones networks and social media. Discussions will revolve around strategies for combating current and future cybercrime and relevant behavioral theories.

CR 473 Dec-Mkng & Prob Solv in Criminology (3.00 credit hours)

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 498E-W Internship in Criminology (3.00 credit hours)

Integrates practical experience and intellectual guidance based on employment or volunteer work.

English (EN)

EN 203 Intermediate Composition (3.00 credit hours)

Studies expository writing. Concentrates on critical and argumentative essays of 500-1 000 words.

Note(s): Reasonable competency in basic writing and word processing required.

EN 250 Literature Matters (3.00 credit hours)

Introduces the literary genres of poetry fiction and drama. Students will write a series of analytical essays including at least one research essay.

EN 250C Literature Matters (3.00 credit hours)

Introduces the literary genres of poetry fiction and drama. Students will write a series of analytical essays including at least one research essay.

Note(s): Enrollment is limited to students who took paired RCC 200 in the fall.

EN 300 Literary Analysis (3.00 credit hours)

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. Intended for Majors Minors and Honors students.

EN 300H Honors English (3.00 credit hours)

Undertakes detailed analysis of primary texts offers the opportunity for research in a specific area of study. Explores aesthetic ethical and social values; engages texts through inquiry critical thinking analysis and evaluation.

Note(s): Honors students only.

EN 323 American Literature Survey to 1900 (3.00 credit hours)

Surveys significant works of American literature from first exploration to the 20th Century. Examines representative authors literary works styles and movements within a historical context. Includes authors such as Bradstreet Ines de la Cruz Irving Poe Hawthorne Emerson Thoreau Davis Jacobs Whitman and Dickinson.

Note(s): English Majors only.

EN 324 American Literature Survey 1900-Present (3.00 credit hours)

Surveys significant works of American literature from 1900 to the present. Examines representative authors literary works styles and movements within a historical context. Includes poetry prose and plays from canonical and emergent authors.

Note(s): English Majors only.

EN 325 Research Writing (3.00 credit hours)

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 353 British Literature Survey to 1789 (3.00 credit hours)

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 Pope and Johnson.

Note(s): English Majors only.

EN 354 British Literature Survey 1789-Present (3.00 credit hours)

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.

Note(s): English Majors only.

EN 388 Creative Writing: Multi-Genre (3.00 credit hours)

Provides a workshop in fiction non-fiction and poetry emphasizing discussion of students' original work. Includes analysis of the elements of writing and techniques used by a variety of modern and contemporary writers. Does not count as upper-division writing course required for the English major or as upper-division English major elective.

Note(s): Counts for Writing Minor and Writing Concentration requirements.

EN 400H Honors English Advanced (3.00 credit hours)

Undertakes advanced analysis of primary texts offers the opportunity for research in a specific area of study. Explores aesthetic ethical and social values; engages texts through advanced level inquiry critical thinking analysis and evaluation.

Note(s): Honors students only.

EN 401 Strangers At Home: American Lit 1 (3.00 credit hours)

Surveys significant works of American literature from first exploration to the 20th Century. Examines representative authors and literary works' styles and movements within a historical context. Includes authors such as Bradstreet Ines de la Cruz Irving Poe Hawthorne Emerson Thoreau Davis Jacobs Whitman and Dickinson.

Prerequisite(s): EN 250 or EN 300.

EN 410E-W Women in Literature (3.00 credit hours)

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 250 or EN 300.

EN 412 Rhetoric: the Art of Persuasive Writing (3.00 credit hours)

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): EN 250 or EN 300.

EN 414 Publishing and Editing (1.00-3.00 credit hours)

Students will work with faculty to collect information to design and produce at least two journals. Students will read and judge submissions work with layout create templates and communicate with printers.

Prerequisite(s): EN 250 or EN 300.

EN 416 Cather Cather (3.00 credit hours)

Studies the life and works of Willa Cather.

Prerequisite(s): EN 250 or EN 300.

EN 420 Contemporary African American Literature (3.00 credit hours)

Explores African American literature primarily fiction of the past 50 years including writers such as Morrison Whitehead Ward Adiche and Butler.

Prerequisite(s): EN 250 or EN 300.

EN 421 American Women Writers of Color (3.00 credit hours)

Examines American women writers of color of the 20th and 21st centuries. Readings will focus on fiction and other genres including the works of Kingston Lahiri Edrich Garcia Castill and Morrison. Cross listing(s): WGS 410J.

Prerequisite(s): EN 250 or EN 300.

EN 423 True Crime (3.00 credit hours)

Explores the captivity narrative and descendant forms of "true crime" in American literature and documentary media from the 17th century to the present. Authors may include Rowlandson Jacobs Riis Capote Morris Koenig Wright Rankine. Cross listing(s): WGS 410M.

Prerequisite(s): EN 250 or EN 300.

EN 423E-W Interdisciplinary Studies American Lit (3.00 credit hours)

Examines themes in American literature from an interdisciplinary perspective.

Prerequisite(s): EN 250 or EN 300.

EN 425E-W American Literature to 1865: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Hawthorne and Melville Whitman and Dickinson The American Renaissance Early American Women Writers).

Prerequisite(s): EN 250 or EN 300.

EN 426E-W American Literature 1865-1918: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Twain American Realism and Naturalism Multi-Cultural Literature before World War I).

Prerequisite(s): EN 250 or EN 300.

EN 427E-W American Literature 1918-Pres: (3.00 credit hours)

Involves concentrated reading and analysis of a select literary theme literary period or group of authors (e.g. Twain American Realism and Naturalism Multi-Cultural Literature before World War I).

Prerequisite(s): EN 250 or EN 300.

EN 428 Literature of the Atomic Age (3.00 credit hours)

Examines literature of the Cold War period up to the present focusing on the paranoia and fragmentation of the atomic age.

Prerequisite(s): EN 250 or EN 300.

EN 429 Ellison and Morrison (3.00 credit hours)

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 (*Song of Solomon* *Jazz* *Beloved*). Cross listing(s): WGS 410K.

Prerequisite(s): EN 250 or EN 300.

EN 430 Faulkner (3.00 credit hours)

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 250 or EN 300.

EN 431 Chaucer (3.00 credit hours)

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 250 or EN 300.

EN 432 Chaucer vs. Langland (3.00 credit hours)

Chaucer and Langland wrote the two masterworks of medieval English literature poems that oppose each other in every conceivable way. We will explore how each attempts to seize control of the future of English literature.

Prerequisite(s): EN 250 or EN 300.

EN 432E-W Shakespeare (3.00 credit hours)

Involves the study of Shakespeare's poetry plays life and age.

Prerequisite(s): EN 250 or EN 300.

EN 433 James Joyce (3.00 credit hours)

Studies James Joyce's works including *Dubliners* *A Portrait of the Artist as a Young man* and *Ulysses*.

Prerequisite(s): EN 250 or EN 300.

EN 435 Angela Carter's Surrealist Literature (3.00 credit hours)

Explores the novels essays and short stories of Angela Carter one of the most important and influential contemporary British writers. Investigates her works' relation to several traditions including surrealism psychoanalysis feminism and contemporary Gothic literature. Cross listing(s): WGS 410L.

Prerequisite(s): EN 250 or EN 300.

EN 436 Emily Dickinson (3.00 credit hours)

A study of Dickinson's life and poetry.

Prerequisite(s): EN 250 or EN 300.

EN 438 Tolkien and the Medieval Imagination (3.00 credit hours)

J.R.R. Tolkien built the fantasy world of Middle Earth as a foil for modern cultures he considered spiritually bankrupt. Deeply informed by medieval ideas about the relationships of created beings to land God and mortality that world offers a sacramental space in which readers encounter sin redemption cowardice heroism home sacrifice and love as landmarks of the human adventure. This class explores Tolkien's critical and creative works as reflections on these landmarks and their roots in the medieval imagination—an imagination for Tolkien that offers an alternative to the contemporary epistemologies that produced such horrors as world wars and genocides amidst an epidemic of loneliness and alienation.

Prerequisite(s): EN 250 or EN 300.

EN 439 Contemporary Literature (3.00 credit hours)

Examines novels in contemporary fiction and other genres. Includes works by such authors as Faranzen DeLillo Auster Murakami Zadie Smith Chabon Morrison Lahiri Nabokov and Alexie.

Prerequisite(s): EN 250 or EN 300.

EN 442 Princess Brides (3.00 credit hours)

Studies the tradition of Renaissance romance that makes *The Princess Bride* (both novel and film) possible.

Prerequisite(s): EN 250 or EN 300.

EN 443 Old English (3.00 credit hours)

Focusing on the masterful elegies and riddles of the Exeter book this course explores how Anglo-Saxon communities composed and performed poetry. Students will learn to read and recite Old English verse in its cultural context.

Prerequisite(s): EN 250 or EN 300.

EN 445 Radical Pastoral (3.00 credit hours)

Examines pastoral literature from the English Renaissance while nodding back to classical precedents and forward to modern examples.

Prerequisite(s): EN 250 or EN 300.

EN 447 Austen (3.00 credit hours)

Studies the works of Jane Austen.

Prerequisite(s): EN 250 or EN 300.

EN 449 Sense and Sensibility (3.00 credit hours)

Studies the competing notions of rationalism and sensibility in the fiction poetry and drama of eighteenth-century Britain with a special focus on Jane Austen's *Sense and Sensibility*.

Prerequisite(s): EN 250 or EN 300.

EN 450 Romantics on the Mind (3.00 credit hours)

Involves the study of major figures of British Romanticism (Blake Coleridge Wordsworth Keats Shelley Austen etc..) particularly their ideas about and literary representations of the human mind.

Prerequisite(s): EN 250 or EN 300.

EN 452 William Wordsworth (3.00 credit hours)

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 Hartman.

Prerequisite(s): EN 250 or EN 300.

EN 453 Modernist British Literature (3.00 credit hours)

Examines literature in the British Isles from 1900 to 1950.

Prerequisite(s): EN 250 or EN 300.

EN 454 Linguistic Approaches to Literature (3.00 credit hours)

Introduces historical and comparative linguistics semantics syntax phonology stylistics and pragmatics and emphasizes their application in the analysis of literary texts.

Prerequisite(s): EN 250 or EN 300.

EN 455 Victorian Literature (3.00 credit hours)

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 250 or EN 300.

EN 458 Landscapes of Loss and Longing (3.00 credit hours)

Examines reciprocal influences between people and natural environments. Students will learn various ecocritical approaches and apply them to works that illustrate a range of imagined landscapes.

Prerequisite(s): EN 250 or EN 300.

Note(s): Majors and minors only.

EN 460 American Modernist Poetry (3.00 credit hours)

Involves the reading and analysis of such major American poets as Eliot Frost Pound Stevens Williams.

Prerequisite(s): EN 250 or EN 300.

EN 461 Modern & Contemporary American Poetry (3.00 credit hours)

Explores poetry by modern and contemporary American poets considering diverse aesthetics and lines of influence. Includes authors such as H.D. Hughes Moore Jordan Rich Chin Harjo and Herrera.

Prerequisite(s): EN 250 or EN 300.

EN 463 Hispanic Literature (3.00 credit hours)

Explores 20th/21st century literature from American writers of Hispanic/Latin American descent including Mexico Puerto Rico the Dominican Republic and South America.

Prerequisite(s): EN 250 or EN 300.

EN 464 Postcolonial World Literature (3.00 credit hours)

Investigates writings in and about previously colonized countries throughout the 20th century paying close attention to the lingering effects of colonialism on the writings of the time. Literature includes works from India the Caribbean Africa and Latin America.

Prerequisite(s): EN 250 or EN 300.

EN 465 History of the English Language (3.00 credit hours)

Examines the linguistic history of English from its beginnings to the present day in order to explore how language change shapes how communities make and read literature and articulate their cultural experiences.

Prerequisite(s): EN 250 or EN 300.

EN 466 Literary Theory (3.00 credit hours)

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 250 or EN 300.

Note(s): Junior standing or permission of instructor.

EN 467 Textual Criticism and Manuscript Studies (3.00 credit hours)

Approaching texts as cultural artifacts grounded in and transformed by their material contexts this course examines the processes that shape the production transmission and reception of texts from manuscripts and printed editions to hypertext.

Prerequisite(s): EN 250 or EN 300.

EN 468 Cognitive Literary Studies (3.00 credit hours)

Introduces the related fields of Cognitive Literary Studies and Empirical Literary Studies concentrating on theoretical and experimental developments concerning production representation and reception in the major literary genres of drama lyric and narrative.

Prerequisite(s): EN 250 or EN 300.

EN 470 Postmodern Literature and Film (3.00 credit hours)

Investigates the contemporary genre of philosophically-informed novels and films. Authors include Paul Auster Julian Barnes Angela Carter Salman Rushdie and Tom Stoppard.

Prerequisite(s): EN 250 or EN 300.

EN 471 Introduction to Film Studies (3.00 credit hours)

Teaches students how and why to analyze and appreciate films. Topics include formal analysis narrative structure genre film theory and criticism.

Prerequisite(s): EN 250 or EN 300.

EN 472 Advanced Grammar (3.00 credit hours)

Covers advanced topics in English syntax and morphology.

Prerequisite(s): EN 250 or EN 300.

Note(s): Required course for the TEFL/TESOL certificate program.

EN 474E-W Comparative Literature: (3.00 credit hours)

Studies significant works in English translations in the context of their interrelation with various traditions in English and American literature.

Prerequisite(s): EN 250 or EN 300.

EN 475 Business Writing (3.00 credit hours)

Introduces strategies and styles used in preparing effective business communication including memoranda letters reports and proposals.

Issues related to proper composition style grammar tone electronic information physical presentation will be covered.

Prerequisite(s): EN 203.

EN 478 Creative Writing: Playwriting (3.00 credit hours)

Provides a workshop in playwriting emphasizing discussion of students' plays. Includes analysis of the elements of playwriting and techniques used by a variety of modern and contemporary writers.

Prerequisite(s): EN 250 or EN 300.

EN 479 Creative Writing: Screenwriting (3.00 credit hours)

Provides a workshop in screenwriting emphasizing discussion of students' screenplays. Includes analysis of the elements of screenwriting and techniques used by a variety of modern and contemporary screenwriters.

Prerequisite(s): EN 250 or EN 300.

EN 483 Creative Writing: Fiction (3.00 credit hours)

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 250 or EN 300.

EN 486 Creative Writing: Poetry (3.00 credit hours)

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 250 or EN 300.

EN 487 Creative Writing: Advanced Fiction (3.00 credit hours)

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 250 or EN 300.

EN 488 Creative Writing: Advanced Poetry (3.00 credit hours)

Advanced instruction in craft of poetry; 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 250 or EN 300.

EN 489 Creative Writing: Non-Fiction (3.00 credit hours)

Provides a workshop in creative non-fiction emphasizing discussion of students' non-fiction. Includes analysis of the elements of non-fiction and techniques used by a variety of modern and contemporary writers.

Prerequisite(s): EN 250 or EN 300.

EN 490E-W Independent Study in English (0.00-3.00 credit hours)

Emphasizes independent exploration of a student's area of interest under the direction of a department member.

Prerequisite(s): EN 250 or EN 300.

EN 492E-W Special Topics in Literature: (3.00 credit hours)

Involves the reading and analysis of selected topics in literature. Focuses on selected literary issues periods or theoretical problems (e.g. After the Apocalypse Writing in the Nuclear Age Teaching Banned Books The Small Town in Literature).

Prerequisite(s): EN 250 or EN 300.

EN 495E-W Themes in Literature (3.00 credit hours)

Provides an opportunity for concentration on a single theme a single author or combination of authors in an intensive study (e.g. Epic Failures Arthurian Legend Princess Brides Freaks and Geeks: The Abnormal in Contemporary Literature and Literature of the Unconscious).

Prerequisite(s): EN 250 or EN 300.

EN 498E-W Internship/Writing (3.00 credit hours)

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. Approval of Department Chair and Director of Experiential Education.

Prerequisite(s): EN 250 or EN 300 and junior or senior class standing.

Note(s): 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.

EN 499 Senior Capstone - English (3.00 credit hours)

Provides a capstone in English including reflection professionalization a summative public presentation and instruction in multimedia design tools.

Note(s): Senior class standing English majors only.

History (HS)**HS 200 Sustainability & Collapse in World Hist (3.00 credit hours)**

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.

HS 201 Planet in Crisis: A History (3.00 credit hours)

Takes an evidence based case study theoretical and integrative approach to the global contemporary epoch of human influence over the environment and the accompanying nuclear and climate crisis. Our course draws from the disciplines of history politics/political economy literature and film studies.

HS 213 Europe to 1789 (3.00 credit hours)

Studies the evolution of Europe from Greece/Rome through Age of Absolutism. Includes major themes on the formation of the great religions which have influenced the West Classical culture the Middle Ages the Renaissance the Reformation and the Wars of Religion.

HS 214 Europe Since 1789 (3.00 credit hours)

Traces the evolution of modern Europe and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on 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 1865 (3.00 credit hours)

Surveys the development of United States civilization from the era of discovery exploration and settlement to the end of Reconstruction.

HS 224 History of U.S. Since 1865 (3.00 credit hours)

Surveys the development of United States civilization from Reconstruction to the present.

HS 224C History of U.S. Since 1865 (3.00 credit hours)

Studies the evolution of modern industrial United States from the end of the Civil War to the present.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 231 World History to 1500 (3.00 credit hours)

Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations the Middle East India China and the Americas through classical civilizations and Europe.

HS 232 World History Since 1500 (3.00 credit hours)

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 Middle East to 1800 (3.00 credit hours)

Examines the political economic religious and social history of the Middle East from the rise of Islam through the fall of the Islamic empires: the Ottomans Safavids and Mughals.

HS 239 The Middle East Since 1800 (3.00 credit hours)

Examines the political economic religious and social history of the Modern Middle East with a special emphasis on the Arab-Israeli conflict.

HS 240E-W Western Civilization: (3.00 credit hours)

Examines specified historical eras to gain a better understanding of political geographical and social history of life in the 21st century.

HS 242C The Israel-Palestine Conflict (3.00 credit hours)

Seeks to understand the multiple facets of the Israel-Palestine conflict which is one of the most complicated and controversial conflicts affecting the Middle East and the world today.

Note(s): Communication-intensive course enrollment is limited to students who took paired RCC 200 in the fall.

HS 245E-W United States History: (3.00 credit hours)

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 250 Africa to 1800 (3.00 credit hours)

Examines the power complexity and sophistication of pre-colonial African kingdoms and empires while investigating Africans' roles in making the modern world. Topics include globalization innovation slavery and the growth of racial thought.

HS 251 Africa Since 1800 (3.00 credit hours)

Examines the political economic religious and social history of Modern Africa with emphases on complexity diversity global interactions and African voices. Topics include pre-colonial states imperialism decolonization and post-colonial challenges and prospects.

HS 253 Premodern East Asia (3.00 credit hours)

Surveys the history of East Asia (China Japan and Korea) from earliest times to the arrival of Western imperialism.

HS 254 Modern East Asia (3.00 credit hours)

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 254C Modern East Asia (3.00 credit hours)

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.

Note(s): Communication-intensive course enrollment is limited to students who took paired RCC 200 in the fall.

HS 255 Democracy & Development in Taiwan (3.00 credit hours)

Explores the forces that have shaped contemporary Taiwan through an interdisciplinary approach that places Taiwan's development in historical perspective as part of larger developments in East Asia and the world.

Note(s): Summer travel learning seminar to Taiwan.

HS 255C Democracy and Development in Taiwan (3.00 credit hours)

Explores the forces that have shaped contemporary Taiwan through an interdisciplinary approach that places Taiwan's development in historical perspective as part of larger developments in East Asia and the world.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 260 Colonial Latin America (3.00 credit hours)

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 Modern Latin America (3.00 credit hours)

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 261C Modern Latin America (3.00 credit hours)

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.

Note(s): Enrollment limited to students who took paired RCC 200 in the fall.

HS 262 Latin America in Film and Text (3.00 credit hours)

Studies films produced by underrepresented voices in Latin America such as Indigenous communities women and Afrodescendants. Students will learn how films represent historical and political issues that affect our communities in modern times.

HS 262C Latin America in Film and Text (3.00 credit hours)

Studies films produced by underrepresented voices in Latin America such as Indigenous communities women and Afrodescendants. Students will learn how films represent historical and political issues that affect our communities in modern times.

Note(s): HS 262C 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.

HS 401A World Humanities I (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HU 400A.

HS 401B World Humanities II (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HU 400B.

HS 412 Immigration in American History (3.00 credit hours)

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(s): PJ 412.

HS 425 Civil War and Gilded Age America (3.00 credit hours)

Examines 19th century America focusing on the roots of the American Civil War and the dazzling changes of the Gilded Age (1789-1900).

HS 430 History of Colorado (3.00 credit hours)

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 433 History-Caribbean & the Atlantic World (3.00 credit hours)

Examines the various social cultural economic and political contacts and interactions that shaped the culture of the Atlantic World focusing on Africans Native Americans and Europeans.

HS 441 Culture of Politics and Public Memory (3.00 credit hours)

Students will examine the constructed nature of our national memories by posing questions regarding the "authenticity" of memorial representations the "ownership" of public histories and the rhetorical functions memory texts serve for society.

Prerequisite(s): COM 380.

Cross listing(s): COM 456 and PJ 416E.

HS 442 Oral History: Theory & Methods (3.00 credit hours)

Examines the theory and methods of collecting and using individual narratives to create synthesized historical accounts. Students learn the scholarly skills necessary to implement best practices in oral history documentation and production.

Note(s): Sophomore class standing.

HS 450 Christianity: An Evolving Movement (3.00 credit hours)

An investigation of the origins of Christianity and an exploration of the relationship between Christianity and culture examining how it has been influenced by internal and external forces. Topics include doctrinal debates cultural technological environmental and feminist issues Cross listing(s): RC 450.

HS 452 Modern Japan (3.00 credit hours)

Explores the transformation of Japan from a semi-feudal system to its rise as a world economic power focusing on the trajectory of its conflict and cooperation with the West in the 19th and 20th centuries.

HS 454 Modern China (3.00 credit hours)

Investigates the long-term divergence of state and society beginning in the imperial period which shaped the development of late imperial and modern Chinese society culture and politics particularly during the age of Western imperialism.

HS 455 Stories From Wartime (3.00 credit hours)

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. Cross listing(s): PJ 451P.

HS 456 Judaism: Faith History Culture (3.00 credit hours)

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(s): RC 458.

HS 458 The History of Chinese Food (3.00 credit hours)

Explores the role that Chinese cuisine has played in the development of society culture and identity in the United States over the past 150 years among Asian-American especially Chinese-American and European-American communities.

Note(s): Sophomore standing required.

HS 459 Islam: Faith/ History/ Contemp Issues (3.00 credit hours)

Alongside an introduction to Islamic scripture beliefs and practices this course investigates contemporary issues throughout the diverse Muslim world including Sunni-Shi'i sectarianism women and gender politics and conflict and contemporary democratic movements. Cross listing(s): RC 459.

HS 460 Hinduism and Buddhism (3.00 credit hours)

Introduces the basic concepts histories and practices of Hindu and Buddhist religious traditions around the world. Examines primary-source texts as well as practices and customs Cross listing(s): RC 460.

HS 475E-W Topics in World History (3.00 credit hours)

Provides an in-depth analysis of world historical issues. Topics vary from term to term.

HS 476 Human Rights-Africa and the Middle East (3.00 credit hours)

Examines the history of the human rights movement and humanitarianism in Africa and the Middle East over the last 150 years. Case studies will focus on aid refugees and minority and women's rights. Cross listing(s): PJ 451S.

HS 478 Inter-Religious Relations-Middle East (3.00 credit hours)

Examines the long history of inter-religious relationships among the major religions of the region and their sects including Judaism Zoroastrianism Christianity and Islam from the rise of Christianity to the present. Cross listing(s): RT 430E.

HS 480 Religion and Politics in Modern Africa (3.00 credit hours)

Examines the intersection of faith and politics in Africa since 1830 by focusing on the complex relationships between African faiths (Islam Christianity and African Traditional Religions) and colonialism nationalism apartheid democracy and terrorism. Cross listing(s): RT 430F.

HS 482 The Indian Ocean World (3.00 credit hours)

Examines the long history of interconnections between the people and cultures surrounding the Indian Ocean. Topics include: piracy migration slavery intellectual and religious exchange maritime technology commerce imperialism decolonization and the Non-Aligned Movement.

HS 484E-W Topics in History: Topical/ Thematic (3.00 credit hours)

Provides and in-depth analysis of topics or themes in history. Content varies from year to year.

Note(s): Junior standing or permission of instructor.

HS 485E-W Topics in History: National/ Regional (3.00 credit hours)

Provides and in-depth analysis of a significant national or regional topic. Content varies from year to year.

Note(s): Junior standing or permission of instructor.

HS 487E-W Themes in Historical Perspective (3.00 credit hours)

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.

HS 490E-W Independent Study/History: (1.00-3.00 credit hours)

Offers an opportunity for independent exploration of areas of interest under the direction of a department member.

Prerequisite(s): Approval of Department Chair.

HS 494 Research Apprenticeship (3.00 credit hours)

Offers students the opportunity to develop and hone their historical research skills by assisting in the supervising faculty member's research project as directed.

Note(s): Senior standing and/or permission of instructor.

HS 498E-W Internship/History (3.00 credit hours)

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.

HS 499A Capstone I: Theory and Methods (3.00 credit hours)

Explores historical theory and method as well as the philosophy and history of the discipline. Throughout the semester students will put these ideas and skills to work in preparation for the senior thesis.

Note(s): Senior standing or permission of instructor.

HS 499B Capstone II : The Senior Thesis (3.00 credit hours)

The second of two capstones the course draws on historical theory and methods from History 499A. Students meet collectively and work independently to complete a summative research project with advising from History faculty.

Note(s): Senior standing or permission of instructor.

Humanities (HU)**HU 366 Leading Lives That Matter (3.00 credit hours)**

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 400A World Humanities I (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HS 401A.

HU 400B World Humanities II (3.00 credit hours)

The World Humanities I and II courses navigate important turning points and events in the human imagination that impacted the story of civilization. Key ideas and advancements in the visual arts architecture religion philosophy music and literature are examined through the lenses of cultural and historical significance and investigated for their impacts on contemporary societies. World Humanities I: BCE to 16th century CE. World Humanities II: 16th century - 21st century. Cross listing(s): HS 401B.

HU 421E-W Humanities in Contemporary Culture: (3.00 credit hours)

Examines modern culture topics in the Humanities- art literature architecture film music painting sculpture philosophy and religion.

HU 435E-W Voices of Humanity: (3.00 credit hours)

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 474 Conservation Psychology (3.00 credit hours)

Brings to light the mutual influences between human beings and the natural environment. Through the lenses of psychology and literature students will explore topics such as the interdependence of humans with the natural world; the relationship between the environment illness and well-being; psychosocial aspects of conservation; environmental identity. Cross listing(s): PY 464.

HU 475 Our Common Home: Rel Anmls Envrnmnt (3.00 credit hours)

A comparative exploration of religious teachings with the aim of cultivating compassion and identifying our obligations to each other the environment and animals in an age of exploitation climate change and animal extinction. Cross listing(s): RC 475.

HU 476 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing(s): PL 477.

HU 480 Forgiving Others Forgiving Ourselves (3.00 credit hours)

Students explore the nature and process of forgiveness benefits to self and relationships seeking and granting forgiveness apology reconciliation and how to promote forgiveness in family friends and community Cross listing(s): COM 480 and PY 480.

HU 487 Environmental History (3.00 credit hours)

A worldwide survey of the interaction between humans and the natural world over time examining how these two forces have shaped and influenced each other in order to learn from the unintended consequences of the past and be more thoughtful moving into the future. Cross listing(s): HS 487M.

HU 490E-W Indep. Study/Humanities: (1.00-6.00 credit hours)**HU 492E-W Topics in Humanities: (3.00 credit hours)**

Provides a value-based approach to explore special topics focusing on the integration of literature humanities and the arts.

Natural Science (SCI)**SCI 205E-W Natural Science: (3.00 credit hours)**

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 (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics.

SCI 410E-W Advanced Science (3.00 credit hours)

Explores various scientific disciplines and practices as well as the application of science in everyday life.

SCI 411E-W Advanced Science Laboratories (1.00 credit hours)

Involves laboratory exercises accompanying and reinforcing lecture topics.

Philosophy (PL)**PL 209 Social & Political Philosophy (2.00 credit hours)**

Explores how modern and contemporary philosophy have approached the relationships among the individual the community and economic and political structures. John Vianney Theological Seminary students only. Permission of instructor required.

Note(s): Course intended for St.

PL 225 Thinking Critically Living Creatively (3.00 credit hours)

Explores critical thinking problem solving the structures and fallacies of argument and analysis of different types of argument including ethical legal and scientific.

PL 250 Introduction to Philosophy (3.00 credit hours)

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 270 Philosophical Explorations (3.00 credit hours)

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.

PL 270C Philosophical Explorations (3.00 credit hours)

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.

PL 270G Modified Philosophical Explorations (3.00 credit hours)

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. The modified section is for students in the GLOBAL Inclusive Program only.

PL 270H Honors Philosophical Explorations (3.00 credit hours)

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(s): Honors Students only.

PL 270P Philosophical Explorations (3.00 credit hours)

Considering human existence in relation to the sacred and drawing on Eastern and Western religious traditions this course explores religious perspectives on human questions about life suffering goodness and ultimacy.

PL 360 Ethics (3.00 credit hours)

Examines and assesses philosophical justifications for morality. It investigates ethical theories and their application to contemporary moral problems.

PL 404 Classical Greek Philosophy (3.00 credit hours)

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.

PL 406 Later Classical Philosophy (3.00 credit hours)

Explores the movements of philosophy in the post-classical Greek and Roman periods with special emphasis on Stoicism Epicureanism and Neo-Platonism.

PL 411 Medieval Philosophy (3.00 credit hours)

Explores Western philosophy from Augustine to the later Middle Ages.

PL 415 17th Century Philosophy (3.00 credit hours)

Examines key philosophers and key topics of the 17th Century. Authors examined may include: Descartes Hobbes Spinoza and Princess Elizabeth. Topics may include: emotion the existence of God providence and connections to previous philosophers from the Classical Later Classical and Medieval periods.

Prerequisite(s): One 200-level Philosophy course.

PL 417 The Emergence of Modernity (3.00 credit hours)

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.

PL 418 The Philosophy of the Enlightenment (3.00 credit hours)

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.

PL 419 19th Century Philosophy (3.00 credit hours)

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.

PL 420 Contemporary Currents (3.00 credit hours)

Summarizes key schools and movements on the contemporary philosophical scene. May emphasize analytic movement Marxism phenomenology and existentialism and post modern movement.

PL 428 The Phenomenological Tradition (3.00 credit hours)

Traces the evolution of Continental philosophy in from pure phenomenology to existential-phenomenology and more recent developments. Among the thinkers to be discussed may be Husserl Heidegger Merleau-Ponty Sartre Camus Foucault and Derrida.

PL 435E-W Asian Philosophies/Religions: (3.00 credit hours)

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.

PL 437 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): PY 437 and RC 437.

PL 438 Ethics (3.00 credit hours)

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 440E-W Selected Topics in Metaphysics (3.00 credit hours)

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).

PL 441 Theory of Knowledge (3.00 credit hours)

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 a historical perspective and to elicit a personal stand.

PL 442 Philosophy of Science (3.00 credit hours)

Studies origins nature and development of scientific knowledge. Includes scientific method and the status of scientific conclusion.

PL 443 Philosophy of Religion (3.00 credit hours)

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 443E-W Philosophy and Religion: (3.00 credit hours)

Surveys philosophical discussions of religion and religious ideas from both a classical and contemporary perspective.

PL 445 Philosophy of Art (3.00 credit hours)

Examines the good and the beautiful the relation of the beautiful to the artistic and the scientific and the growth of human moral good.

PL 448E-W Special Topics in Ethics: (3.00 credit hours)

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).

PL 450 Political Philosophy (3.00 credit hours)

Explores basic issues in political philosophy such as the relation of individual and society freedom and authority and justice and equality.

PL 452 Philosophy of Law (3.00 credit hours)

Explores various issues in the philosophy of law such as the relation of law to morality the of natural law and the nature and purpose of human law. Cross listing(s): CJ 456.

Prerequisite(s): PL 250 or PL 270.

PL 454E-W Philosophy and Social Issues: (3.00 credit hours)

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.

PL 456E-W Philosophy in Literature: (3.00 credit hours)

Explores the philosophical themes reflected in literature of specific authors or genres.

PL 457 Topics in Pol Theory: Ancient Thought (3.00 credit hours)

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 or one 200-level Philosophy course.

PL 458 Topics Political Theory: Modern Thought (3.00 credit hours)

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.

PL 460 Critical Thinking (3.00 credit hours)

Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning unclear or misleading language and manipulative techniques in various forms of human communication.

PL 470 Feminist Theory (3.00 credit hours)

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 within feminist thinking (e.g. Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Cross listing(s): PJ 4820 and WGS 470.

PL 476 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing(s): HU 477.

PL 481 The Art of Argumentation (3.00 credit hours)

Focuses on analysis and construction of arguments and the identification of different arguments types. Provides an introduction to the Philosophy of Law and arguing in a legal context.

PL 485E-W Themes in Religion & Philosophy: (3.00 credit hours)

Examines aspects of philosophical thinking about religion. May focus on philosophy of God belief and unbelief the problem of evil etc.

PL 490E-W Independent Study/Philosophy: (1.00-3.00 credit hours)

Provides an opportunity for independent study in an area of philosophical interest.

PL 491E-W Selected Thinkers/Philosophy: (3.00 credit hours)

Explores selected thinkers from ancient medieval modern or contemporary periods of philosophy.

PL 492E-W Selected Themes in Philosophy (3.00 credit hours)

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.

PL 494 Philosophical Practicum (3.00 credit hours)

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.

PL 498E-W Internship in Philosophy: (3.00 credit hours)

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. Approval of department chair and director of the Academic Internship Program.

Prerequisite(s): One 200-level philosophy course junior class standing and minimum GPA of 2.80.

Note(s): Majors and minors only.

Public Relations (PRL)**PRL 200 Introduction to Public Relations (3.00 credit hours)**

Explores the history of public relations. Public relations planning and evaluation and the various careers in public relations will be covered.

PRL 210 Public Relations Writing (3.00 credit hours)

Provides an understanding of public relations writing and will afford students the opportunity to develop a full range of public relations materials. Associated Press style is stressed.

PRL 330 Social Media and Public Relations (3.00 credit hours)

Introduces the ever-changing social media communication tool and its relationship to public relations programming. Considers social media platforms social analytics and viral campaigns and social media planning.

PRL 405 Public Relations Cases (3.00 credit hours)

Advanced class in which students will explore public relations functions principles and practices using local regional and national organizations as case studies.

PRL 415 Event Planning (3.00 credit hours)

Techniques for the strategic planning development management and evaluation of public relations events; principles and theories of written spoken and visual tactics as applied to behavioral and attitudinal public relation objectives will be covered.

PRL 425 Visual Communication and Graphic Design (3.00 credit hours)

Traces the development of print and electronic design. Students will practice elements of design and create publication-ready (print and electronic) tactics in various formats.

PRL 435 Crisis Communication Management (3.00 credit hours)

Develops skills and abilities in forming a crisis management team to help an organization or company develop a credible and tested communication plan to effectively respond to a crisis.

PRL 445 Public Relations Research (3.00 credit hours)

Introduction to basic research methods as they apply to public relations. Issues include applications of quantitative and qualitative research designs descriptive and inferential statistics and interpretation and critical evaluation of findings.

PRL 485 Public Relations Campaigns (3.00 credit hours)

Advanced class focusing on the application of public relations principles to the planning and production of messages and campaigns. Students will produce and carry out a public relations campaign within the community.

Psychology (PY)**PSY 250 General Psychology (3.00 credit hours)**

Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PSY 250C General Psychology (3.00 credit hours)

Introduces the science of behavior and mental processes through a systematic study on representative areas of psychology.

PSY 250G Modified General Psychology (3.00 credit hours)

Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

Note(s): This is for the GLOBAL Inclusive Students only.

PSY 250H Honors General Psychology (3.00 credit hours)

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(s): Honors or Psychology Majors/Minor only.

PSY 350 Prof Dev & Careers in Psychology (3.00 credit hours)

Gives students an overview of careers and opportunities in the field of psychology. Topics include the sub-specialties and professions within psychology career options for psychologists and graduate school and/or bachelor's level employment. Students learn the differences between psychology sub-specialties and the educational requirements for entering different specialties. In addition students learn professional skills such as creating a resume creating a personal statement using professional etiquette searching research databases and writing in APA style. Course is for Psychology majors only.

Prerequisite(s): PSY 250.

Note(s): Should enroll the first fall semester after declaring major.

PSY 358 Lifespan Human Development (3.00 credit hours)

Studies biological psychological and social factors in human development from conception to later adulthood.

PSY 404 Educational Psychology (3.00 credit hours)

Explores the core principles and theories of learning and instruction which have evolved through research in the fields of education and psychology. Major topics include: current theories of neuroscience learning and cognitive development academic motivation social and emotional development and assessment.

Prerequisite(s): PSY 250.

PSY 418 Industrial and Organizational Psychology (3.00 credit hours)

Studies principles of psychology as applied to selected problems in the area of business and industry.

PSY 422 Research Methods & Behavioral Statistics (3.00 credit hours)

First of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics and includes an individual research project. PSY 423 and PSY 424 should be taken in the spring of the same academic year as this course.

Note(s): It is recommended students take this course in their Sophomore or Junior year.

PSY 423 Research Methods & Behavioral Stats II (3.00 credit hours)

Second of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics.

Note(s): This course should be taken in the same academic year as PSY 422.

PSY 424 Research Methods & Behavioral Stats Lab (1.00 credit hours)

Provides an opportunity for completion of individual research projects related to appropriate experimental and statistical design.

PSY 425 Health Psychology (3.00 credit hours)

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): PSY 250.

Cross listing(s): HES 418.

Note(s): Permission of instructor required for all non-majors.

PSY 434 Behavioral Genetics (3.00 credit hours)

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): PSY 250.

PSY 437 Community Psychology (3.00 credit hours)

Explores the use of psychology as one method for working toward social justice especially in the service of oppressed populations. Emphasizes the perspective of understanding people within their social cultural political and historical contexts. Topics may include: epistemic (in)justice; meanings of community; wellbeing empowerment and liberation of oppressed communities; and community-engaged research.

Prerequisite(s): PSY 250.

PSY 438 Social Psychology (3.00 credit hours)

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): PSY 250.

PSY 439 Social Psychology Lab (1.00 credit hours)

Hands on laboratory teaching the foundational skills necessary to conduct social psychological science. Specific focus on social cognition and intergroup relations.

Prerequisite(s): PSY 250.

PSY 440 Psychology of Racism (3.00 credit hours)

Focuses on how individual-level psychological processes are structured and patterned to perpetuate and maintain systems of racist oppression. We will discuss the relationships between participation in racially oppressive societal structures and numerous psychological and behavioral processes for both members of racially dominant/oppressive groups and for individuals from groups subjected to racial oppression. Interventions that reduce prejudice in racially powerful groups will be explored alongside interventions that target the well-being self-defense and success of targets of racial oppression. Additionally cultural global and historical perspectives are necessary to understand the modern racist system of oppression and this course will ensure that these topics are examined. All students will leave this class with tools necessary to effect change to our systems of racist oppression; students will also gain experience actively reducing racism in our world. Cross listing(s): CIL 440.

Prerequisite(s): PSY 250.

PSY 442 Learning and Memory (3.00 credit hours)

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.

PSY 450 Psychology of Gender (3.00 credit hours)

Explores gender influences on individual and group behavior as well as the social biological cognitive and behavioral bases of sex gender sexuality and gender identity. Considers the role of intersecting identities and power privilege and oppression in the gendered experiences of people. Cross listing(s): WGS 450.

Prerequisite(s): PSY 250 or WGS 400.

PSY 453 Clinical and Counseling Psychology (3.00 credit hours)

Considers theory and application of basic therapeutic techniques to bring about behavioral change. Focuses on the science of therapy ethical considerations and controversies and the relationship between one's own world view and the change process. Includes role-play of basic counseling skills.

Prerequisite(s): PSY 250 and at least sophomore class standing.

PSY 454 Cognitive Psychology (3.00 credit hours)

Focuses on psychological processes such as attention memory concept formation problem solving and language. Examines current research data theories and applications.

Prerequisite(s): PSY 250.

PSY 455 Cognitive Psychology Laboratory (1.00 credit hours)

Experiments and hands-on activities that explore human cognitive processes such as attention memory language and problem solving.

Prerequisite(s): PSY 250.

PSY 457 Developmental Psychology I (3.00 credit hours)

The first of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from conception to mid adolescence. Includes the theories and methodologies used to assess human development over time.

Prerequisite(s): PSY 250.

PSY 457G Modified Developmental Psychology I (3.00 credit hours)

The first of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from conception to mid adolescence. Includes the theories and methodologies used to assess human development over time. The modified section is for students in the GLOBAL Inclusive Program only.

PSY 458 Developmental Psychology II (3.00 credit hours)

The second of a two-semester sequence this course focuses on the biological psychological and social factors that influence human development from late adolescence through late adulthood. Includes the theories and methodologies used to assess human development over time.

Prerequisite(s): PSY 250 and PSY 457.

PSY 462 Developmental Psychology Laboratory (1.00 credit hours)

Experiments and hands-on activities that explore human development across the lifespan. Prerequisite or Corequisite: PSY 457.

Prerequisite(s): PSY 250.

PSY 465 Cultural Psychology (3.00 credit hours)

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.

PSY 467 Human Sexuality (3.00 credit hours)

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.

PSY 468 Developmental Disabilities (3.00 credit hours)

Covers a range of developmental differences and disorders in children. We discuss learning disabilities including Dyslexia intellectual disabilities including Down Syndrome and behavioral disorders such as ADHD. We will also learn about how psychological diagnoses such as depression and bipolar disorder present in childhood.

Prerequisite(s): PSY 250.

PSY 470 Psychology of Personality (3.00 credit hours)

Studies theories of development and organization of personality including representative examples of classical and modern theories.

PSY 471 Psychological Disorders (3.00 credit hours)

Emphasizes psychological disorders encountered in clinical practice including their diagnostic criteria typical variations etiology controversies and treatment. Students are asked to reflect on culture social context and the environment as it relates to mental health and what we as a society define as "normal" or "abnormal" behavior. Professional and ethical issues in diagnosis are discussed.

Prerequisite(s): PSY 250.

PSY 482 Sensation and Perception (3.00 credit hours)

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. Corequisite: PSY 479 or PSY 483.

PSY 483 Sensation and Perception Laboratory (1.00 credit hours)

Hands on activities that explore the concepts related to sensation and perception including visual processing auditory processing and the chemical senses of taste and smell. Co-requisite(s): PSY 482.

Prerequisite(s): PSY 250.

Note(s): Majors and minors only.

PSY 484 Forensic Psychology (3.00 credit hours)

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.

PSY 487 Clinical Neuropsychology (3.00 credit hours)

Neuropsychology is a subfield of clinical psychology that focuses on disorders of higher cognitive function or injuries impacting memory language and communication executive function and attention. Students will learn neuroanatomy neurophysiology and neurodevelopment within the context of each disorder or injury. Neuropsychological tests and their use in educational and psychological settings will be reviewed as they apply to patients across the lifespan. Controversies and special topics will also be explored including multilingual and culturally-relevant assessment concussions and CTE and ethics and professional issues in the field.

Prerequisite(s): PSY 250.

PSY 488 Clinical Neuropsychology Laboratory (1.00 credit hours)

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.

Prerequisite(s): PSY 250.

PSY 489A Arrupe Science Mentorship A (0.00-1.00 credit hours)

Students will support Arrupe Jesuit High School seniors completing their Science Capstone projects. Regis students do not need to be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

PSY 490E-W Independent Study/Psychology: (1.00-3.00 credit hours)

Offers an opportunity for advanced study in psychology under the direction of a department faculty member.

Prerequisite(s): PY 250 or PY 251 permission of instructor Junior standing and approval of Department Chair.

PSY 491E-W Research in Psychology: (1.00-3.00 credit hours)

Offers an opportunity for collaborative research in psychology under faculty direction. Requires oral or poster presentation.

PSY 493 Senior Capstone (3.00 credit hours)

Provides the culminating experience of the major focusing on integration and application of theory. Must be completed as graded course work at Regis University.

PSY 498E-W Internship in Psychology: (3.00 credit hours)

Involves a placement that draws on skills related to psychology such as a clinical or research agency for advanced psychology students. Approval of department chair and director of the Academic Internship Program.

Prerequisite(s): Junior standing and minimum GPA of 2.80.

PSY 499 Senior Thesis (2.00 credit hours)

Students meet regularly with their thesis advisor to prepare for the defense of the research before a panel of faculty to present the research in a public forum and submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. *Note- Approval of department chair required.

Religion and Culture (RC)**RC 210 Discernment & Human Development (3.00 credit hours)**

Introduction to 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 (3.00 credit hours)

Surveys basic concepts values and practices of Hinduism Buddhism Jainism Confucianism Daoism Shinto Sikhism and Indigenous Traditions. It compares religions beliefs and behaviors and effects on individual outlooks and cultural interaction.

RC 220B World Religious Traditions II (3.00 credit hours)

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 400E-W Themes in Religion & Culture: (3.00 credit hours)

Investigates the interrelation and interaction of religion with the aspects of human culture. Includes religion in America Death and dying and religious understandings of family life.

RC 409 Justice and Peace (3.00 credit hours)

Studies issues of poverty human rights economic justice war and the environment from the perspective of religious values. Cross listing(s): CAS 409.

RC 410E-W American Religious Traditions (3.00 credit hours)

Focuses on the religious practices and beliefs of various ethnic and cultural groups which comprise religious communities in the United States.

RC 412E-W Themes in Religion and Philosophy: (3.00 credit hours)

Examines some aspects of philosophical thinking about religion. Includes philosophy of God belief and unbelief and phenomenological approaches to religion.

RC 437 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): PL 437 and PY 437.

RC 450 Christianity: An Evolving Movement (3.00 credit hours)

An investigation of the origins of Christianity and an exploration of the relationship between Christianity and culture examining how it has been influenced by internal and external forces. Topics include doctrinal debates cultural technological environmental and feminist issues. Cross listing(s): HS 450.

RC 458 Judaism: Faith History Culture (3.00 credit hours)

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(s): HS 456.

RC 459 Islam: Faith/ History/ Contemp Issues (3.00 credit hours)

Alongside an introduction to Islamic scripture beliefs and practices this course investigates contemporary issues throughout the diverse Muslim world including Sunni-Shi'i sectarianism women and gender politics and conflict and contemporary democratic movements. Cross listing(s): HS 459.

RC 471 Spiritual Life and Growth (3.00 credit hours)

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.

RC 475 Our Common Home: Rel Anmls Envrnmnt (3.00 credit hours)

A comparative exploration of religious teachings with the aim of cultivating compassion and identifying our obligations to each other the environment and animals in an age of exploitation climate change and animal extinction. Cross-listing: HU 475.

Religious Studies (RS)**RS 200 Introduction to Religious Studies (3.00 credit hours)**

Introduces the academic study of religion and develops an awareness of the nature of religion the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns.

RS 200H Honors Introduction to Religious Studies (3.00 credit hours)

Introduces the academic study of religion and develops an awareness of the nature of religion the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns.

Note(s): Honors students only.

RS 412 Catholic Life and Thought (3.00 credit hours)

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(s): CAS 412.

RS 422 Jesus of Nazareth (3.00 credit hours)

Jesus of Nazareth offers a critical inquiry into the person message and meaning of Jesus as he is portrayed by each of the four evangelists and in the letters of Paul.

Sociology (SO)**SO 200 Introduction to Sociology (3.00 credit hours)**

Studies sociological perspectives focusing on social groups and social interaction. Presents basic sociological terms and concepts and examines a variety of social institutions and processes.

SO 200C Introduction to Sociology (3.00 credit hours)

Studies sociological perspectives focusing on social groups and social interaction. Presents basic sociological terms and concepts and examines a variety of social institutions and processes.

SO 201 World Economic Issues (3.00 credit hours)

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. Cross-listing GST 201.

SO 203 Social Problems (3.00 credit hours)

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 (3.00 credit hours)

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 300 Writing Culture (3.00 credit hours)

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.

Prerequisite(s): One 200-level AN or SO course.

Note(s): Majors and Minors only.

SO 341 Comparative Foreign Policy (3.00 credit hours)

Examines different patterns of political development change and power relationships in contemporary nation-states. Introduces tools theories and concepts to analyze sources of the domestic political environment (national priorities and objectives policy-making processes individual policy-makers) international factors and future challenges.

SO 402 Ethnographic Research Methods (3.00 credit hours)

Examines methods anthropologists and sociologists use to gain access develop rapport collect and analyze data and interpret findings when studying culture and society. Cross-Listing: AN 402 and CJ 402.

SO 403 Sociological Theory (3.00 credit hours)

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.

Note(s): Junior standing or permission of instructor.

SO 404 Surveys for Social Change (3.00 credit hours)

Students learn to design and analyze surveys and explore how quantitative research can be used to facilitate social change.

Prerequisite(s): One 200-level Sociology or Anthropology course.

SO 414 Exploring Culture Through Film (3.00 credit hours)

Examines major anthropological concepts through an analysis of visual and written representations of societies throughout the world. Discussions will probe issues of identity language culture change and power and resistance through a critical synthesis of ethnographic theoretical and popular films/videos and texts. Cross listing(s): AN 414 and COM 464K.

SO 416 Deviance (3.00 credit hours)

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.

Note(s): One 200-level Sociology or Anthropology course required.

SO 419E-W Culture and Consciousness (3.00 credit hours)

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.

SO 420 Latinx in American Society (3.00 credit hours)

A Sociological analysis of the lived experiences of Latinas and Latinos and their role in reshaping the United States today.

Prerequisite(s): One 200 level Sociology or Anthropology course.

SO 422 Diversity in U.S. Society (3.00 credit hours)

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.

SO 425 Native Americans (3.00 credit hours)

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.

Cross listing(s): PJ 432N.

SO 432 Urban Studies (3.00 credit hours)

Focuses on urbanization why cities exist how they develop and how they affect individuals and social relationships. Cross-listing: AN 459G.

SO 434 Spirit Possession (3.00 credit hours)

Provides a cross-cultural lens for the analysis and understanding of beliefs and practices such as mediumship and trance. We will examine what questions these practices raise about gender race sexuality and more. Cross listing(s): AN 434.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 435 Poverty Race Gender & Social Conflict (3.00 credit hours)

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 437 Environmental Justice: Race & Class (3.00 credit hours)

Explores how race and class intersect with natural disasters toxic waste dumps pollution inadequate sanitation pesticides childhood lead poisoning and asthma epidemics inequities in public transportation and a wide range of ongoing social movements and success stories. Cross listing(s): ENVS 437 PJ 437 CJ 437.

Prerequisite(s): One 200-level Anthropology or Sociology course or permission of instructor.

SO 438 Who's and What's Queer (3.00 credit hours)

Studies cross-cultural variations in the expression of sexuality and gender and how societies treat these expressions. It engages with conversations around desire bodies and pleasure and tackles larger questions about power violence aesthetics popular culture and human relations. Cross listing(s): AN 438 and WGS 486F.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 441 Sustainable Communities (3.00 credit hours)

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.

SO 445 Gender and Globalization (3.00 credit hours)

This class asks: what questions are raised by global flows of people culture and capital and how do these flows relate to the problems faced by men and women in different parts of the world? Cross listing(s): AN 445 PJ 445 and WGS 445.

Prerequisite(s): One 200-level anthropology or sociology course.

SO 446 Women and Gender in the Middle East (3.00 credit hours)

Focuses on women's rights and LGBTQ rights in the Middle East. Often women and differing sexualities in the Middle East tend to be represented stereotypically without attention to context and historical background. Focuses on the everyday lives of Muslim women and men in the Middle East and their daily struggles. Cross listing(s): AN 446 PJ 446 and WGS 446.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 450 Criminology (3.00 credit hours)

Analyzes social political and economic dynamics of crime including: corporate and government crime racism and sexism in the criminal justice system and imprisonment.

SO 451 Juvenile Justice (3.00 credit hours)

Investigates juvenile justice 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 deviance youth justice and assorted historical and contemporary manifestations of juvenile crime and deviance.

Prerequisite(s): One 200-level Sociology or anthropology course or permission of instructor.

Cross listing(s): CJ 451.

SO 452 Punishment and Corrections (3.00 credit hours)

Provides an historical political and economic analysis of the penal system in the United States. Cross listing(s): CJ 452 and PJ 452.

Prerequisite(s): One 200-level Sociology or Anthropology course.

SO 453 Violence and Power (3.00 credit hours)

Interdisciplinary course that explores the relationship between inequality power and violence. The course examines how power and violence are co-constructed in various contexts-including the family culture law & governmental institutions medical institutions and the mass media-and considers how people respond to and resist violence. Cross listing(s): AN 453 and CJ 453.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 454 Hate Crimes in America (3.00 credit hours)

Delves into the complex and pressing issue of hate crimes in the United States offering a comprehensive exploration of the historical roots sociological factors legal frameworks and contemporary manifestations of bias-motivated offenses. Students will critically examine the impact of hate crimes on individuals communities and society at large with a focus on fostering a nuanced understanding of the underlying dynamics. Cross listing(s): CJ 454.

SO 455 Drugs Health and Culture (3.00 credit hours)

Rooted in medical anthropology and ethnography analyzes the cultural meanings associated with health and illness: biomedicine and health care medical knowledge production and medical decision-making. Cross listing(s): AN 455 CJ 455 PJ 455 and WGS 455.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 458E-W Special Topics in Anthropology (3.00 credit hours)

Special topics in Anthropology are explored.

SO 459E-W Topics in Crime and Justice (3.00 credit hours)

Selected courses will focus on issues related to crime police the court system punishment social control rehabilitation etc.

SO 464 Stand Up & Fight: Community Organizing (3.00 credit hours)

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(s): PJ 464.

SO 465 Anarchy and Anarchism (3.00 credit hours)

Relying on case studies and ethnographies examines anarchism as a social cultural and political practice one rooted largely in the left-wing critique of the liberal state and capitalism. Cross listing(s): AN 465 CJ 465 and PJ 465.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 468E-W Topics in Cultural Anthropology (3.00 credit hours)

Analysis of cultural social and political changes and challenges in contemporary and ancient cultures.

SO 469E-W Topics in Culture (3.00 credit hours)

Analysis of origins development and changes/challenges of ancient and/or modern cultures.

SO 471 Animals Society and Culture (3.00 credit hours)

Introduces students to the debate about the proper relationship between humans and our animal cousins. Utilizes ethnographic reading philosophy and an examination of political economy to highlight the cultural economic and social impacts of our treatment of animals on our ecosystems and ourselves. Cross listing(s): AN 471 CJ 471 ENVS 471 and PJ 471.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 472 Wealth and Power (3.00 credit hours)

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. Cross-listing: GST 472.

SO 485 Witches Ghosts and Belief (3.00 credit hours)

How do people come to believe what they do and how do they hold on to their beliefs even in the face of contradiction or ambiguity? Cross-Listing: AN 485 RT 469E

Prerequisite(s): RT 201 and one 200-level Sociology or Anthropology course.

SO 487 Transnational Feminisms (3.00 credit hours)

Develops a gendered historical and contextual understanding of transnationalism solidarity social justice feminist activism and globalization as specific processes. It will encourage acting on global issues in more ethically and politically conscious ways. Cross listing(s): AN 487 PJ 487 and WGS 487.

Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 489 Practicum in Crime and Justice (3.00 credit hours)

Explores readings and work in the community related to crime and justice issues. Cross listing(s): CJ 489.

Prerequisite(s): SO 200.

SO 490E-W Independent Study in Sociology (1.00-3.00 credit hours)

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.

SO 496E-W Topics in Sociology: (3.00 credit hours)

Offers selected topics including sociology of medicine community and urban studies.

SO 497E-W Practicum in Sociology (3.00 credit hours)

Students will participate in community learning experiences related to crime and Criminology and discuss these experiences and related readings in class. Cross-listing: CR 497E-W

Prerequisite(s): SO 200 SO 203 AN 200 or permission of instructor.

Note(s): Junior class standing required.

SO 498E-W Internship in Sociology (1.00-3.00 credit hours)

Integrates practical experience and intellectual guidance based on employment or volunteer work. Junior standing and minimum GPA of 2.80.

Prerequisite(s): one 200 level course and one methods course.

Note(s): Requires approval of Sociology department chair and director of Academic Internship Program.

SO 499 Majors Seminar (3.00 credit hours)

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. Cross listing(s): AN 499 and CJ 499.

Note(s): Majors and Minors only and senior class standing.

Graduate

Master of Arts: Core (MAPC)

MAPC 601 Grad Transformation I: Writing- Research (3.00 credit hours)

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 (3.00 credit hours)

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(s): MA Program students only.

MAPC 693 Graduate Capstone (6.00 credit hours)

Explores a variety of research methodologies along with a corresponding variety of designs for the capstone document. Facilitates strategies for assessment analysis and synthesis. Demonstrates mastery of the student's specialization. Cross listing(s): MSCR 693.

MAPC 694 MA Comprehensives (3.00 credit hours)

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 695 Experiential Capstone (6.00 credit hours)

Enables student to earn academic credit for professional experience (paid or volunteer) related to area of concentration. Student must procure 240-hour internship or 120-hour service-learning experience to be approved by the course facilitator prior to start of course. Cross listing(s): MSCR 695.

Master of Arts: Creative Writing (MACW)**MACW 608 Writing Rhetoric Non-Fiction (3.00 credit hours)**

Develops advanced strategies for writing and teaching academic and creative nonfiction with an emphasis on expository persuasive organizational and stylistic skills. Assignments target innovative approaches to teaching and writing nonfiction. Cross listing(s): MALW 608.

MACW 614 Writing as Social Action (3.00 credit hours)

Students will develop advanced strategies for reading writing and teaching literature and creative writing as social action.

Cross listing(s): MALW 614.

MACW 618 Creative Writing in Literature Classroom (3.00 credit hours)

Examines the ways in which the critical imagination and creative research methodologies overlap within the three disciplines of creative writing literature and pedagogy. Cross listing(s): MALW 618.

MACW 630 Literary Time Periods (3.00 credit hours)

Examines traditional modern and contemporary literary criticism and theory their practical applications in the interpretation of literary works and their consequences for reading and writing about world literature before the 18th century. Cross listing(s): MALW 630.

MACW 631 Global Literature (3.00 credit hours)

Expands on the study of literary criticism and theory from Literary Time Periods and their practical applications to works of world literature from the beginning of the 18th century to present. Cross listing(s): MALW 631.

MACW 632 Professional Development (3.00 credit hours)

A culminating experience of the MA in Creative Writing / Literature and preparation for the capstone. Emphasizes professional development such as crafting a curriculum vitae or resume preparing conference presentations and writing for publication. Cross listing(s): MALW 632.

MACW 636 Literary Criticism and Theory (3.00 credit hours)

Provides students the vocabulary and context for work as scholars writers and teachers and a forum in which to apply critical/theoretical questions in literary cultural and textual studies. Required for MALW and MACW students. Cross listing(s): MALW 636.

Master of Arts: Environmental Studies (MAES)**MAES 610 Science and Environment (3.00 credit hours)**

Explores various aspects of the environment through scientific inquiry and application of scientific knowledge to understand and preserve natural resources.

MAES 622 Emotions in Communication & Conflict (3.00 credit hours)

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(s): MALC 622 and MAPY 611.

MAES 623 Persuasive Communication (3.00 credit hours)

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.

Cross listing(s): MALC 623.

MAES 640 Environmental Communication (3.00 credit hours)

Examines the field of Environmental Communication through a combination of theory research and application. Environmental Communication focuses on how communication and social systems influence environmental affairs and shape our perceptions of the non-human world. It addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture. Cross listing(s): MALC 640.

MAES 657 Environmental Psychology (3.00 credit hours)

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. Cross listing(s): MAPY 657.

MAES 664 Psychology of Sustainability (3.00 credit hours)

Brings to light the mutual influences between human beings and the natural environment. Through the lenses of psychology and literature students will explore topics such as the interdependence of humans with the natural world; the relationship between the environment illness and well-being; psychosocial aspects of conservation; environmental identity. Cross listing(s): MAPY 640.

MAES 668 Communication Through Social Media (3.00 credit hours)

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.

Cross listing(s): MALC 668.

MAES 675 Our Common Home: Rel Anmls Envrnmnt (3.00 credit hours)

A comparative exploration of religious teachings with the aim of cultivating compassion and identifying our obligations to each other the environment and animals in an age of exploitation climate change and animal extinction.

Cross listing(s): MARS 675.

MAES 676 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing: MAPL 676.

MAES 677 Animal Exploitation/ Intl Law & Ethics (3.00 credit hours)

Cutting-edge multidisciplinary course designed to acquaint students with contemporary and historical animal-ethics/rights issues to think critically about controversial issues regarding the relationships between humans and other animals. Examines a wide variety of topics related to the law of animals such as classes of animals (companion exotic domestic) torts (liability statutes damages and valuation) criminal law (breeding regulations legal vs. illegal breeding animal cruelty) hoarding entertainment regulations dog fighting the Humane Slaughter Act the Animal Welfare Act and the Endangered Species Act.

Cross listing(s): MSCR 657.

Master of Arts: History (MAHS)**MAHS 687 Environmental History (3.00 credit hours)**

A worldwide survey of the interaction between humans and the natural world over time examining how these two forces have shaped and influenced each other in order to learn from the unintended consequences of the past and be more thoughtful moving into the future.

Master of Arts: Language and Communication (MALC)**MALC 620 Neuroscience of Human Relationships (3.00 credit hours)**

Explores how our brains develop and change in response to our interpersonal relationships. Examines the basics of neuroscience related to communication fear and conflict emotions love attachment empathy and cooperation.

MALC 622 Emotions in Communication & Conflict (3.00 credit hours)

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(s): MAES 622 and MAPY 611.

MALC 623 Persuasive Communication (3.00 credit hours)

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.

Cross listing(s): MAES 623.

MALC 626 Gender Issues in Communication Styles (3.00 credit hours)

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 629 Interpersonal Communication (3.00 credit hours)

Focuses on 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.

MALC 640 Environmental Communication (3.00 credit hours)

Examines the field of Environmental Communication through a combination of theory research and application. Environmental Communication focuses on how communication and social systems influence environmental affairs and shape our perceptions of the non-human world. It addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture.

Cross listing(s): MAES 640.

MALC 642 Negotiation (3.00 credit hours)

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.

MALC 649 Managing Workplace Conflict (3.00 credit hours)

Provides a greater understanding about the sources and escalation of conflict in the workplace. It provides strategies for the workplace and organizations to address recognize and resolve such problems.

MALC 665 Forgiveness & Reconciliation (3.00 credit hours)

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.

MALC 667 Intercultural Communication (3.00 credit hours)

Using readings film field experience and projects the course investigates cultural identity meaning patterns relationships and conflicts that arise as contact increases between people from different cultures in our global society. Cross listing(s): PJ 406.

Prerequisite(s): COM 250 for Regis College students.

MALC 668 Communication Through Social Media (3.00 credit hours)

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.

Cross listing(s): MAES 668.

MALC 670 Follower-Centered Leadership (3.00 credit hours)

Follower-centered leaders focus on enhancing their followers' well-being. Course 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.

MALC 671 Leadership Principles (3.00 credit hours)

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.

MALC 672 Conflict Management (3.00 credit hours)

Prepares students to identify avoid and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict.

MALC 673 Cultural Intelligence (3.00 credit hours)

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.

MALC 674 Communication Ethics (3.00 credit hours)

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.

Master of Arts: Literature and Writing (MALW)

MALW 608 Writing Rhetoric Non-Fiction (3.00 credit hours)

Develops advanced strategies for writing and teaching academic and creative nonfiction with an emphasis on expository persuasive organizational and stylistic skills. Assignments target innovative approaches to teaching and writing nonfiction. Cross listing(s): MACW 608.

MALW 614 Writing as Social Action (3.00 credit hours)

Students will develop advanced strategies for reading writing and teaching literature and creative writing as social action.

Cross listing(s): MACW 614.

MALW 618 Creative Writing in Literature Classroom (3.00 credit hours)

Examines the ways in which the critical imagination and creative research methodologies overlap within the three disciplines of creative writing literature and pedagogy. Cross listing(s): MACW 618.

MALW 630 Literary Time Periods (3.00 credit hours)

Examines traditional modern and contemporary literary criticism and theory their practical applications in the interpretation of literary works and their consequences for reading and writing about world literature before the 18th century. Cross listing(s): MACW 630.

MALW 631 Global Literature (3.00 credit hours)

Expands on the study of literary criticism and theory from Literary Time Period and their practical applications to works of world literature from the beginning of the 18th century to present. Cross listing(s): MALC 631.

MALW 632 Professional Development (3.00 credit hours)

A culminating experience of the MA in Creative Writing / Literature and preparation for the capstone. Emphasizes professional development such as crafting a curriculum vitae or resume preparing conference presentations and writing for publication. Cross listing(s): MACW 632.

MALW 636 Literary Criticism and Theory (3.00 credit hours)

Provides students the vocabulary and context for work as scholars writers and teachers and a forum in which to apply critical/theoretical questions in literary cultural and textual studies. Required for MALW and MACW students. Cross listing(s): MACW 636.

Master of Arts: Program (MAP)

MAP 690E-W MA Individualized Study (3.00 credit hours)

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.

Note(s): MA Program students only.

Master of Arts: Philosophy (MAPL)

MAPL 637 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): MAPY 637 and MARS 663.

MAPL 676 Web of Life: Environmental Ethics (3.00 credit hours)

Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing: MAES 676.

Master of Arts: Psychology (MAPY)

MAPY 605 Human Growth and Development (3.00 credit hours)

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 (3.00 credit hours)

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 (3.00 credit hours)

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 Human Relationships (3.00 credit hours)

Explores how our brains develop and change in response to our interpersonal relationships. Examines the basics of neuroscience related to communication fear and conflict emotions love attachment empathy and cooperation.

MAPY 611 Emotions in Communication & Conflict (3.00 credit hours)

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(s): MAES 622 and MALC 622.

MAPY 614 Positive Psychology (3.00 credit hours)

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.

MAPY 616 Understanding the Neuroscience of Trauma (3.00 credit hours)

Investigates neurological effects of exposure to potential traumas. Analyzes psychophysiological effects of trauma impact of trauma on the brain and different response trajectories of individuals and communities across a variety of demographic and social contexts.

MAPY 625 Stress Coping and Well-Being (3.00 credit hours)

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 research and personal experience. Students select one stress management technique to try for the duration of the course.

MAPY 628 Forgiveness & Reconciliation (3.00 credit hours)

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.

MAPY 637 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): MAPL 637 and MARS 663.

MAPY 640 Psychology of Sustainability (3.00 credit hours)

Brings to light the mutual influences between human beings and the natural environment. Through the lenses of psychology and literature students will explore topics such as the interdependence of humans with the natural world; the relationship between the environment illness and well-being; psychosocial aspects of conservation; environmental identity. Cross listing (s): MAES 664.

MAPY 657 Environmental Psychology (3.00 credit hours)

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.

Cross listing(s): MAES 657.

MAPY 671 Psychological Disorders (3.00 credit hours)

Explores 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.

MAPY 691 Philosophy and Psychology of Religion (3.00 credit hours)

Examines classical and contemporary issues in philosophy and psychology of religion.

Master of Arts: Religious Studies (MARS)**MARS 600H Understanding Religion (3.00 credit hours)**

Provides an introduction to ways of understanding religion past and present.

MARS 601 Mediterranean Religion (3.00 credit hours)

Seven-week course re-conceptualizing interconnections in religious history and practice in the Mediterranean Sea region and exploring how we create and construct meaning. Examines religious traditions from the Neolithic to modern day including Judaism Christianity and Islam. Experiential learning site visits and reflection are emphasized.

MARS 621 Myth Symbols and Cultures (3.00 credit hours)

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.

MARS 650 Christianity: An Evolving Movement (3.00 credit hours)

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).

MARS 658 Judaism: Faith History Culture (3.00 credit hours)

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.

MARS 659 Islam: Faith/ Hist/ Contemporary Issues (3.00 credit hours)

Alongside an introduction to Islamic scripture beliefs and practices this course investigates contemporary issues throughout the diverse Muslim world including Sunni-Shi'i sectarianism women and gender politics and conflict and contemporary democratic movements.

MARS 660 Hinduism and Buddhism (3.00 credit hours)

Introduces the basic concepts histories and practices of Hindu and Buddhist religious traditions around the world. Examines primary-source texts as well as practices and customs.

MARS 662 Philosophy and Psychology of Religion (3.00 credit hours)

Examines classical and contemporary issues in philosophy and psychology of religion.

MARS 663 Happiness and the Meaning of Life (3.00 credit hours)

Examines issues of happiness meaning destiny and human responsibility from philosophical and psychological perspectives.

Cross listing(s): MAPL 637 and MAPY 637.

MARS 671 Spiritual Life and Growth (3.00 credit hours)

Drawing upon sacred literature practices and the wisdom of spiritual experiences you will examine your relationship with the sacred and your commitment to the human enterprise. Enrollment is limited to graduate students.

MARS 675 Our Common Home: Rel Anmls Envrnmnt (3.00 credit hours)

A comparative exploration of religious teachings with the aim of cultivating compassion and identifying our obligations to each other the environment and animals in an age of exploitation climate change and animal extinction.

Cross listing(s): MAES 675.

MARS 678 Pilgrimage As Prayer- Ignatian Tradition (3.00 credit hours)

Travel course to Ignatian sites in Spain and Rome incorporating prayer reflection history and the development of the founders' vision and mission for Jesuits and others.

MARS 695E-W Ignatian Scholars Colloquium (3.00 credit hours)

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.

Master of Science: Criminology (MSCR)**MSCR 604 Contemporary Issues in Criminology (3.00 credit hours)**

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 (3.00 credit hours)

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 (3.00 credit hours)

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 or MSCR 605.

MSCR 625 Ethical Conduct and Positions of Power (3.00 credit hours)

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 or MSCR 605.

MSCR 640 Transnational Crime (3.00 credit hours)

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 or MSCR 605.

MSCR 650 Contemp Crime Plcy: Current/Future Need (3.00 credit hours)

Analyzes existing policies and explores policy change and development incorporating emerging crime trends cultural diversity resources and other influential factors.

Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 652 Strategic Planning Implement & Eval (3.00 credit hours)

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 or MSCR 605.

MSCR 654 Crime Prediction and Prevention (3.00 credit hours)

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 or MSCR 605.

MSCR 657 Animal Exploitation/ Intl Law & Ethics (3.00 credit hours)

Cutting-edge multidisciplinary course designed to acquaint students with contemporary and historical animal-ethics/rights issues to think critically about controversial issues regarding the relationships between humans and other animals. Examines a wide variety of topics related to the law of animals such as classes of animals (companion exotic domestic) torts (liability statutes damages and valuation) criminal law (breeding regulations legal vs. illegal breeding animal cruelty) hoarding entertainment regulations dog fighting the Humane Slaughter Act the Animal Welfare Act and the Endangered Species Act.

Cross listing(s): MAES 677.

MSCR 660 Cyber Criminology (3.00 credit hours)

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 or MSCR 605.

MSCR 670 Comp Forensics Evidence/ Cyberterrorism (3.00 credit hours)

Explores the law methodology and techniques used by computer forensics analysts while differentiating between cyber terrorism and cybercrime. This course does not require a strong technical or legal background.

MSCR 680 Rapid Decision Making (3.00 credit hours)

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 or MSCR 605.

MSCR 687E-W Special Topics in Criminology (3.00 credit hours)

Studies selected topics in criminology through research dialogue and analysis.

MSCR 693 Graduate Capstone (6.00 credit hours)

Explores a variety of research methodologies along with a corresponding variety of designs for the capstone document. Facilitates strategies for assessment analysis and synthesis. Demonstrates mastery of the student's specialization. Cross listing(s): MAPC 693.

MSCR 694 Research Analysis and Application (3.00 credit hours)

A preparatory course in social science research methods employed by criminologists emphasizing diagnostic and analytical tools research design and evaluation methods for the purpose of developing a research proposal in anticipation for the capstone project.

Prerequisite(s): Must successfully complete all MSCR courses with the exception of MSCR 696.

MSCR 695 Experiential Capstone (6.00 credit hours)

Enables student to earn academic credit for professional experience (paid or volunteer) related to area of concentration. Student must procure 240-hour internship or 120-hour service learning experience to be approved by the course facilitator prior to start of course. Service learning entails extra requirements; contact your advisor. Cross listing(s): MAPC 695.

MSCR 696 Capstone Project (6.00 credit hours)

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.

Programs of Study

- Undergraduate (p. 301)
 - Bachelor of Applied Science (p. 301)
 - Bachelor of Arts in Communication (p. 302)
 - Bachelor of Arts in Liberal Arts (p. 303)
 - Bachelor of Arts in Social Science (p. 303)
 - Bachelor of Science in Applied Psychology (p. 303)
 - Bachelor of Science in Criminology (p. 304)
- Graduate Programs (p. 304)
 - Communication Educator Enhancement Certificate (p. 304)
 - English Educator Enhancement Certificate (p. 305)
 - Master of Arts (p. 305)
 - Master of Science in Criminology (p. 307)
 - Psychology Educator Enhancement Certificate (p. 308)

Undergraduate

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 Public Relations.

- Bachelor of Applied Science (p. 301)
- Bachelor of Arts in Communication (p. 302)
- Bachelor of Arts in Liberal Arts (p. 303)
- Bachelor of Arts in Social Science (p. 303)
- Bachelor of Science in Applied Psychology (p. 303)
- Bachelor of Science in Criminology (p. 304)

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.

Degree Requirements

Total Degree Requirements: 120 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.

Code	Title	SHs
Upper Division Requirements		
Leadership Skills		
COM 407	Leadership Principles	3.00
Professional Ethics		
Select one of the following:		3.00
BA 4950	Ethical Decision Making in Business	
PY 440	Professional Ethics in Psychology	
COM 427	Communication Ethics	
CR 425	Professional Ethics in Criminology	
Specialization		21.00
Select one of the following three areas of specialization:		
Homeland Security		
CR 445	Homeland Security	
CR 446	Perspectives on Terrorism	
CR 448	Homeland Security Legal & Ethical Issues	
CR 449	Vulnerability and Security	
CR 460	Computer Forensics and Cybercrime	
Select three semester hours in consultation with an academic advisor		
Interdisciplinary Studies		
Eighteen semester hours selected in consultation with an academic advisor.		
Management		
Fifteen upper division (400-level) semester hour of Business Administration courses selected in consultation with an academic advisor.		
Additional three semester hours of upper division courses selected in consultation with an academic advisor		
Software Development		
CS 431	Operating Sys Design/Analysis	
CS 444	Software Engineering	

CS 445	Database Management	
CS 464	Machine Learning	
CS 465	UNIX Operating Systems	
Select additional three semester hours in consultation with academic advisor		
Capstone		
CAP 495E	Capstone Comprehensives Applied Science	
or CAP 498	Experiential Capstone	
Minor (Optional)		0-12
General Electives		0-27
Total SHs		27-66

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.

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Select 45 semester hours of Core Studies Requirements		45
Foundational Courses		
COM 215	Internet Communication	3.00
COM 382	Understanding Communication	3.00
COM 400A	Interpersonal Communication	3.00
COM 427	Communication Ethics	3.00
Upper Division Requirements		
Twenty-seven upper division semester hours of Communication electives selected from the following:		27.00
COM 400	Intercultural Communication	
COM 407	Leadership Principles	
COM 408	Conflict Management	
COM 412	Cultural Intelligence	
COM 416A	Principles of Public Relations	
COM 418	Organizational Communication	
COM 420	Mediation	
COM 431	Environmental Communication	
COM 437	Persuasive Communication	
COM 444	Emotions in Communication & Conflict	
COM 446	Gender Issues in Communication Styles	
COM 448	Managing Workplace Conflict	
COM 452	Follower-Centered Leadership	
COM 466	Negotiation	
COM 467	Communication Through Social Media	
COM 472	Professional Communication Toolkit	
COM 480	Forgiving Others Forgiving Ourselves	
Specialization (Optional)		
Select one of the following specializations (optional):		0-12
Conflict Management		
COM 408	Conflict Management	
COM 420	Mediation	

COM 466	Negotiation	
Leadership		
COM 407	Leadership Principles	
COM 437	Persuasive Communication	
Capstone		
CAP 495C	Capstone Comprehensives Communication	3.00
or CAP 498	Experiential Capstone	
Minor (Optional)		
Select a minor (optional)		0-12
General Electives		
Select 18-30 semester hours of General Electives		18-30
Total SHs		105-141

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 with vocational application. Core requirements for the program are unique to this degree.

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Written Communication		6.00
Mathematics		3.00
History		3.00
Arts and Humanities ¹		6.00
Social and Behavior Science ²		3.00
Additional Arts & Humanities or Social & Behavior Science		3.00
Natural and Physical Sciences		7.00
Foundational Courses		
HU 366	Leading Lives That Matter	3.00
Communication		3.00
Philosophy		3.00
Religious Studies		3.00
General Electives		41.00
Upper Division Requirements		
Upper division course work for any subject in the Core Studies area		30.00
Capstone		
CAP 498	Experiential Capstone	6.00
Total SHs		120

¹ Requirement can be fulfilled with art, music, theatre, literature, humanities, philosophy, ethics, world religions, and world language courses.

² Requirement can be fulfilled with African studies, anthropology, interpersonal/intercultural communication, criminology, criminal justice, economics, gender studies, geography, political science, psychology, or sociology courses.

Business Specialization (Optional)

Code	Title	SHs
BA 2900	Introduction to Business	3.00
BA 3366	Management Essentials	3.00

BA 3400	Marketing Principles	3.00
Three upper division (4000-level) BA courses which can include:		9.00
BA 4226	Leading Diverse & Inclsrv Organizations	
BA 4354	Organizational Behavior	
BA 4950	Ethical Decision Making in Business	
BA 4981	Business Law	

Total SHs **18**

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.

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Select 45 semester hours of Core Studies Requirements		45
Foundational Courses		
PY 250	General Psychology	3.00
SO 200	Introduction to Sociology	3.00
SO 201	World Economic Issues	3.00
SO 204	Introduction to Cultural Anthropology	3.00
Upper Division Requirements		
Select one of the following:		3
COM 427	Communication Ethics	
CR 425	Professional Ethics in Criminology	
PY 440	Professional Ethics in Psychology	
Select twenty-four upper division semester hours from the following subject areas:		24.00
Applied Psychology		
Communication		
Criminology		
Public Relations		
Sociology		
History		
CAP	Capstone Comprehensives Applied Psych	3.00
495B/495C/495D		
Minor		
Select a Minor (optional)		0-12
General Electives		
Select 21-33 semester hours of General Electives		21-33
Total SHs		108-132

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.

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Select 45 semester hours of Core Studies Requirements		45
Foundational Courses		
PY 250	General Psychology	3.00
MT 270	Introduction to Statistics	3.00
PY 469	Lifespan Development ¹	3.00
PY 470	Psychology of Personality ¹	3.00
PY 471	Psychological Disorders ¹	3.00
PY 481	Brain and Behavior	3.00
Upper Division Requirements		
PY 440	Professional Ethics in Psychology	3.00
Select eighteen upper division semester hours of Psychology from the following:		18.00
PY 414	Positive Psychology	
PY 415	Health Psychology	
PY 416	Understanding Trauma and PTSD	
PY 437	Happiness and the Meaning of Life	
PY 441	Social Psychology	
PY 462	Behavior and Stress Management	
PY 463	Psychology of Intimate Relationships	
PY 480	Forgiving Others Forgiving Ourselves	
PY 496H		
Capstone		
Select one of the following Capstone options:		6
Option One		
CAP 495B	Capstone Comprehensives Applied Psych	
one additional upper division psychology course		
Option Two		
CAP 498	Experiential Capstone	
Minor (Optional)		
Select a Minor (optional)		0-12
General Electives		
Select 18-30 semestr hours of General Electives		18-30
Total SHs		108-132

¹ Lower division course work acceptable in transfer.

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.

Degree Requirements

Code	Title	SHs
Core Studies Requirements		
Select 45 semester hours of Core Studies Requirements		45
Foundational Courses		
CR 350	Introduction to Criminology	3.00
CR 360	Introduction to Forensic Science	3.00
CR 370	Criminal Deviance	3.00
CR 425	Professional Ethics in Criminology	3.00
Upper Division Requirements		
CR 413	Crime Analysis	3.00
CR 426	Psychology of Crime	3.00
CR 427	Criminal Profiling	3.00
CR 429	Family Violence	3.00
CR 430	Sexual Homicide	3.00
CR 434	Victimology	3.00
CR 445	Homeland Security	3.00
CR 446	Perspectives on Terrorism	3.00
CR 460	Computer Forensics and Cybercrime	3.00
Capstone		6.00
Option One		
CAP 495D	Capstone Comprehensives Criminology Maj	
one additional upper division criminology course ¹		
Option Two		
CAP 498	Experiential Capstone	
Minor (Optional)		
Select a Minor (optional)		0-12
General Electives		
Select 18-30 semester hours of General Electives		18-30
Total SHs		108-132

¹ from CR 428 Youth Violence & Delinquency, CR 448 Homeland Security Legal & Ethical Issues, or CR 449 Vulnerability and Security

Graduate Programs

- Communication Educator Enhancement Certificate (p. 304)
- English Educator Enhancement Certificate (p. 305)
- Master of Arts (p. 305)
- Master of Science in Criminology (p. 307)
- Psychology Educator Enhancement Certificate (p. 308)

Communication Educator Enhancement Certificate

Code	Title	SHs
MALC 629	Interpersonal Communication	3.00
Select five of the following:		15.00
MALC 620	Neuroscience of Human Relationships	
MALC 622	Emotions in Communication & Conflict	
MALC 623	Persuasive Communication	
MALC 626	Gender Issues in Communication Styles	

MALC 642	Negotiation
MALC 649	Managing Workplace Conflict
MALC 667	Intercultural Communication
MALC 668	Communication Through Social Media
MALC 670	Follower-Centered Leadership
MALC 671	Leadership Principles
MALC 672	Conflict Management
MALC 673	Cultural Intelligence
MALC 674	Communication Ethics
Total SHs	18

English Educator Enhancement Certificate

Code	Title	SHs
MALW 608	Writing Rhetoric Non-Fiction	3.00
MALW 614	Writing as Social Action	3.00
MALW 618	Creative Writing in Literature Classroom	3.00
MALW 630	Literary Time Periods	3.00
MALW 631	Global Literature	3.00
MALW 636	Literary Criticism and Theory	3.00
Total SHs		18

Master of Arts

The Master of Arts degree provides students with a 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. Students choose one of six academic specializations. A strong collaborative working relationship with the faculty provides students with support and advice necessary to plan their chosen course of study. 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. 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:

- Completed application form.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited college or university
- Completed admission essays
- Two recommendation forms from colleagues or supervisor
- 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 2024– 2025 Academic Year

Charge	Amount
Tuition (per semester hour)	\$599
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Graduation Application Fee	\$50

¹ Opt-Out available.

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 33 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 have approval from his/her academic advisor in the program in which the student is currently enrolled, and 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.

Code	Title	SHs
Core Studies Requirements		
MAPC 601	Grad Transformation I: Writing- Research	3.00
Specialization		
Select one of the following specializations:		24.00
Applied Psychology Specialization		
MAPC 602	Ethics and Multiculturalism	
Select twenty-one semester hours of the following:		
MAPY 605	Human Growth and Development	
MAPY 606	Seminar in Theories of Personality	
MAPY 607	Seminar in Social Psychology	
MAPY 608	Neuroscience of Human Relationships	
MAPY 611	Emotions in Communication & Conflict	
MAPY 614	Positive Psychology	
MAPY 616	Understanding the Neuroscience of Trauma	
MAPY 625	Stress Coping and Well-Being	
MAPY 628	Forgiveness & Reconciliation	
MAPY 637	Happiness and the Meaning of Life	
MAPY 640	Psychology of Sustainability	
MAPY 671	Psychological Disorders	
Communication Specialization		
MAPC 602	Ethics and Multiculturalism	
MALC 629	Interpersonal Communication	
Eighteen semester hours selected from the following:		
MALC 622	Emotions in Communication & Conflict	
MALC 623	Persuasive Communication	
MALC 626	Gender Issues in Communication Styles	
MALC 642	Negotiation	
MALC 649	Managing Workplace Conflict	
MALC 667	Intercultural Communication	
MALC 668	Communication Through Social Media	
MALC 670	Follower-Centered Leadership	
MALC 671	Leadership Principles	
MALC 672	Conflict Management	
MALC 673	Cultural Intelligence	
MALC 674	Communication Ethics	
Creative Writing Specialization		
MAPC 602	Ethics and Multiculturalism	

MACW 636	Literary Criticism and Theory	
Select eighteen semester hours of the following:		
MACW 608	Writing Rhetoric Non-Fiction	
MACW 614	Writing as Social Action	
MACW 618	Creative Writing in Literature Classroom	
MACW 630	Literary Time Periods	
MACW 631	Global Literature	
MACW 632	Professional Development	
Environmental Studies Specialization		
MAES 610	Science and Environment	
Select twenty-one semester hours of the following:		
MAES 622	Emotions in Communication & Conflict	
MAES 623	Persuasive Communication	
MAES 664	Psychology of Sustainability	
MAES 640	Environmental Communication	
MAES 668	Communication Through Social Media	
MAES 657	Environmental Psychology	
MAES 675	Our Common Home: Rel Anmls Envrnmnt	
MAES 676	Web of Life: Environmental Ethics	
MAES 677	Animal Exploitation/ Intl Law & Ethics	
Literature Specialization		
MAPC 602	Ethics and Multiculturalism	
MALW 636	Literary Criticism and Theory	
Select eighteen semester hours of the following:		
MALW 608	Writing Rhetoric Non-Fiction	
MALW 614	Writing as Social Action	
MALW 618	Creative Writing in Literature Classroom	
MALW 630	Literary Time Periods	
MALW 631	Global Literature	
MALW 632	Professional Development	
Religious Studies Specialization		
MAPC 602	Ethics and Multiculturalism	
MARS 600H	Understanding Religion	
Select eighteen semester hours of the following:		
MARS 601	Mediterranean Religion	
MARS 621	Myth Symbols and Cultures	
MARS 650	Christianity: An Evolving Movement	
MARS 658	Judaism: Faith History Culture	
MARS 659	Islam: Faith/ Hist/ Contemporary Issues	
MARS 660	Hinduism and Buddhism	
MARS 662	Philosophy and Psychology of Religion	
MARS 663/ MAPL 637	Happiness and the Meaning of Life	
MARS 671	Spiritual Life and Growth	
MARS 675	Our Common Home: Rel Anmls Envrnmnt	
MARS 678	Pilgrimage As Prayer- Ignatian Tradition	
Capstone Requirement		
MAPC 693	Graduate Capstone	6.00
or MAPC 695	Experiential Capstone	
Total SHs		33

Dual 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.

Master of Science in Criminology

Students interested in the Master 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. The Master of Science in Criminology also offers three distinct areas of focus to target a specific career track: Leadership, Human Behavior, and Cybercrime/Terrorism.

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 the ability to achieve graduate-level writing and engage in critical analysis.

The Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form.
- 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 2023– 2024 Academic Year

Charge	Amount
Tuition (per semester hour)	\$599
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per Semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Graduation Application Fee	\$50

¹ Opt-Out available

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.

Code	Title	SHs
Core Studies Requirements		
MSCR 604	Contemporary Issues in Criminology	3.00
MSCR 605	Criminal Psychopathology	3.00
MSCR 620	Leadership Principles in Criminology	3.00
MSCR 625	Ethical Conduct and Positions of Power	3.00
MSCR 640	Transnational Crime	3.00
MSCR 660	Cyber Criminology	3.00
Program Elective		
Select one of the following:		3.00
MSCR 650	Contemp Crime Plcy: Current/Future Need	
MSCR 652	Strategic Planning Implement & Eval	
MAPC 601	Grad Transformation I: Writing- Research	
Select nine semester hours of one of the following:		9.00
Option One		
MSCR 654	Crime Prediction and Prevention	
MSCR 670	Comp Forensics Evidence/ Cyberterrorism	
MSIA 678	Risk Management	
Option Two		
MAPY 606	Seminar in Theories of Personality	
MAPY 607	Seminar in Social Psychology	
MAPY 608	Neuroscience of Human Relationships	
MAPY 616	Understanding the Neuroscience of Trauma	
MAPY 628	Forgiveness & Reconciliation	
MAPY 671	Psychological Disorders	
MALC 642	Negotiation	
Capstone Requirement		
MSCR 693	Graduate Capstone	6.00

or MSCR 695 Experiential Capstone

Total SHs **36**

Psychology Educator Enhancement Certificate

Code	Title	SHs
MAPY 608	Neuroscience of Human Relationships	3.00
Select five of the following:		15.00
MAPY 605	Human Growth and Development	
MAPY 606	Seminar in Theories of Personality	
MAPY 607	Seminar in Social Psychology	
MAPY 611	Emotions in Communication & Conflict	
MAPY 614	Positive Psychology	
MAPY 616	Understanding the Neuroscience of Trauma	
MAPY 625	Stress Coping and Well-Being	
MAPY 628	Forgiveness & Reconciliation	
MAPY 637	Happiness and the Meaning of Life	
MAPY 640	Psychology of Sustainability	
MAPY 671	Psychological Disorders	
MAPY 691	Philosophy and Psychology of Religion	
Total SHs		18

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

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- Master of Science in Health Informatics Dual Degree Program Requirements (p. 384)
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- Master of Science in Health Services Administration Dual Degree Program Requirements (p. 385)
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Core Requirements 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 School for Professional Advancement, 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.

Code	Title	SHs
Core Studies Requirements		
	English Composition	3.00
	Literature/Humanities/Oral and Written Communication	6.00
	Natural Science/Mathematics/Computer Science	12.00
	Philosophy (one course in Health Care Ethics required)	6.00
	Religious Studies	6.00
	Social Science/Economics/Business	12.00
Total SHs		45

Courses Undergraduate

Health Care Ethics (HCE)

HCE 430 Applied Ethics in Health Care (3.00 credit hours)

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(s): For pre-nursing majors only.

HCE 430R Applied Ethics in Health Care (3.00 credit hours)

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(s): RN-to-BSN students only.

HCE 435 Ethics in Health Care Services (3.00 credit hours)

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 (3.00 credit hours)

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.

Health Care Administration (HCA)

HCA 402A The Evolving Healthcare System I (3.00 credit hours)

Examines the structure and function of the US healthcare system with an emphasis on the current trends forces and innovations that shape health and healthcare delivery now and into the future.

HCA 402B The Evolving Healthcare System II (3.00 credit hours)

Examines the structure and function of the US healthcare system with an emphasis on the current trends forces and innovations that shape health and healthcare delivery now and into the future.

HCA 408 The Politics of Health (3.00 credit hours)

The philosopher George Santayana stated that "those who cannot remember the past are condemned to repeat it." Students will take a journey from the origins of our modern health care delivery system to contemporary policy challenges. Cross-listing: HSA 608.

HCA 420 Marketing & PR in Health Care Settings (3.00 credit hours)

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.

HCA 423 Foundations of Health Law (3.00 credit hours)

Examines legal and ethical issues involved in the assessment management and delivery of health care services with emphasis on negligence contracts consents confidentiality/privacy risk management corporate compliance peer review and medical/legal issues related to health records. Cross-listing: HSA 623

HCA 425 Assessment-Quality Care & Patient Safety (3.00 credit hours)

Reviews the history and theory of quality management in healthcare settings with emphasis on patient safety patient satisfaction patient engagement the patient/client experience and regulatory requirements in diverse settings. Explores performance improvement principles methodologies and tools.

HCA 428 Health Care Economics (3.00 credit hours)

Provides an understanding of the elements necessary to apply basic micro-economic principles to the health care field. Emphasizes economic tools of particular relevance to health care and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings case analysis and/or applied project work.

HCA 430 Medical Practice Management (3.00 credit hours)

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.

HCA 432A Leading Effective Organizations I (3.00 credit hours)

Explores concepts and theories in leadership management as they are applied in healthcare settings. Examines leadership versus management skills team development systems theory strategic planning organizational culture and the role of leadership in the organization.

HCA 432B Leading Effective Organizations II (3.00 credit hours)

Explores concepts and theories in leadership management as they are applied in healthcare settings. Examines leadership versus management skills team development systems theory strategic planning organizational culture and the role of leadership in the organization.

HCA 436 Emerging Technologies for Health (3.00 credit hours)

Provides skills knowledge and competencies important for assessing the utility of emerging technologies from the perspective of wellness self-care health maintenance workforce management and ethics.

HCA 440 Health Coaching (3.00 credit hours)

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 452 HR Mgmt in Hlth Care Settings (3.00 credit hours)

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.

HCA 458 Project Management in Health Care Sector (3.00 credit hours)

Introduces principles of project management and the project management body of knowledge including project management software task assignments workflow analysis and project planning as applied in the health care industry. Explores process reengineering with a health care focus. Cross-listing HSA 658.

HCA 466 Managing Health Services Reimbursement (3.00 credit hours)

Examines healthcare reimbursement models revenue cycle management payor contracts and issues related to billing compliance. Managed care and emerging payment methodologies are explored in relation to revenue cycle management.

HCA 475 Communication in a Health Care Setting (3.00 credit hours)

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.

HCA 480 Applied Capstone- Health Care Admnstrtn (3.00 credit hours)

Comprehensive course integrating prior coursework knowledge and skills to a live Capstone project for an organization. Career development and management are emphasized along with social justice the patient/client experience and interprofessional practice.

HCA 485 Administrative Internship (3.00-6.00 credit hours)

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. Course is a minimum of 3 semester hour credits but can be increased up to 6 credit hours with advisor approval.

Prerequisite(s): Majors only.

HCA 490E-W Ind. Study/Health Care Admin.: (1.00-3.00 credit hours)

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. Majors or minors only.

Prerequisite(s): All lower level Health Care Administration courses.

Note(s): Approval of department chair required.

Health and Exercise Science (HES)

HES 210 Intro to Health & Exercise Science (3.00 credit hours)

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 (3.00 credit hours)

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 350 Normal & Therapeutic Nutrition (3.00 credit hours)

Studies the science of nutrition. Presents the nutritional requirements of humans as the basis for planning an adequate diet with consideration giving to variation in food choices due to a variety of social economic cultural and psychological factors. Emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

HES 374 Applied Human Anatomy (3.00 credit hours)

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.

HES 375 Applied Human Anatomy Lab (1.00 credit hours)

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.

Note(s): Lab fee required.

HES 376 Applied Human Physiology (3.00 credit hours)

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.

HES 377 Applied Human Physiology Lab (1.00 credit hours)

Integrates current physiological tests of the human body systems designed to interpret normal and abnormal physiological values in the clinical model.

HES 418 Health Psychology (3.00 credit hours)

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. Cross-Listing: PSY 425.

Prerequisite(s): PSY 250.

HES 420 Kinesiology (3.00 credit hours)

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. Corequisite(s): HES 421.

Prerequisite(s): HES 374 and HES 375.

Note(s): Permission of instructor required for all non-majors.

HES 421 Kinesiology Laboratory (1.00 credit hours)

Applies functional anatomy concepts to human movement. Examines anatomical relationships through cadaver prosection models and other modalities. Corequisite(s): HES 420.

Prerequisite(s): HES 374 and HES 375.

Note(s): Permission of instructor required for all non-majors.

HES 430 Physiology of Exercise (3.00 credit hours)

Explores concepts of nutrition and energy production/expenditure during exercise. Examines adaptations of the pulmonary cardiovascular skeletal muscle nervous urinary gastrointestinal and endocrine systems to the stresses of exercise across the lifespan. Co-requisite(s): HES 431.

Prerequisite(s): HES 374 HES 375 HES 376 and HES 377.

Note(s): Permission of instructor required for all non-majors.

HES 431 Physiology of Exercise Lab (1.00 credit hours)

Applies exercise physiology principles and methods to analysis of human movement. Examines theoretical concepts during performances assessment of various physiological systems. Corequisite(s) HES 430. Lab fee required.

Prerequisite(s): HES 374 HES 375 HES 376 and HES 377.

Note(s): Permission of instructors required for all non-majors.

HES 434 Exercise Prescription (3.00 credit hours)

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. Co-requisite(s): HES 435.

Prerequisite(s): HES 376 HES 377 HES 420 HES 421 HES 430 and HES 431.

Note(s): Permission of instructor required for all non-majors.

HES 435 Exercise Prescription Lab (1.00 credit hours)

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-Requisite: HES 434.

Prerequisite(s): HES 376 HES 377 HES 420 HES 421 HES 430 AND HES 431.

Note(s): Permission of instructors required for all non-majors.

HES 438 Nutrition Across the Lifespan (3.00 credit hours)

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 the diet-disease relationship and analysis of special nutritional requirements and needs during the life cycle. Includes service learning.

Prerequisite(s): HES 376 HES 377 HES 430 HES 431 and NR 350.

Note(s): Permission of instructor required for all non-majors.

HES 439 Population-Based Exercise Programs (3.00 credit hours)

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 434 and HES 435.

Note(s): Permission of instructor required for all non-majors.

HES 440 Concepts of Motor Behavior (3.00 credit hours)

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-requisite(s): HES 441.

Prerequisite(s): HES 374 HES 375 and PSY 250.

Note(s): Permission of instructor required for all non-majors.

HES 441 Concepts of Motor Behavior Lab (1.00 credit hours)

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. Corequisite(s): HES 440.

Prerequisite(s): PSY 250 HES 374 and HES 375.

Note(s): Permission of instructors required for all non-majors.

HES 450 Biomechanics of Exercise (3.00 credit hours)

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-requisite(s): HES 451.

Prerequisite(s): PH 202A PH 205A HES 311 and HES 374.

Note(s): Permission of instructor required for all non-majors.

HES 451 Biomechanics of Exercise Lab (1.00 credit hours)

Applies biomechanical measurement methods using quantitative and qualitative analysis of kinematics and kinetics of human movement during static and dynamic activities. Corequisite: HES 450.

Prerequisite(s): HES 311 HES 374 HES 375 PH 202A and PH 205A.

Note(s): Permission of instructors required for all non-majors.

HES 460 Community Health Assessment (3.00 credit hours)

Examines strategies to assess community health and considers community-identified assets and needs. Illustrates factors that impact the community's health to facilitate a comprehensive understanding of health equity within the defined community. Includes service learning.

Prerequisite(s): HES 311 HES 430 and HES 431 NOTE: Permission of instructor required for all non-majors.

Note(s): Permission of instructor required for all non-majors.

HES 470 Perspectives on Global Health (3.00 credit hours)

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.

Note(s): Permission of instructor required for all non-majors.

HES 472 Society and Culture in Health (3.00 credit hours)

Explores the relationship of society and culture to health. Describes historical and current influences on health and establishes context to identify the meaning of health and disease in diverse communities.

Prerequisite(s): HES 418.

Note(s): Permission of instructor required for all non-majors.

HES 490E-W Independent Study in Health-ES Independent Study Health & Exercise Sci (1.00-3.00 credit hours)

Offers an opportunity for independent advanced study in one of the specific Health and Exercise Science disciplines. Majors only.

Note(s): Approval of Program Director required.

HES 498E-W Internship in Health & Exercise Science Independent Study Health & Exercise Sci (1.00-6.00 credit hours)

Involves placement in a clinical or research facility to experience the application of concepts of Health and Exercise Science. Adult CPR and AED certification or BLS certification through American Heart Association or American Red Cross. Approval of HES Internship Coordinator required.

Prerequisite(s): Junior or Senior standing.

Note(s): Majors only.

Nursing (NR)

All "NR" courses are for nursing majors only.

Nursing courses designated with an "H" are for the Traditional program honors students only.

NR 350 Normal & Therapeutic Nutrition (3.00 credit hours)

Studies the science of nutrition. Presents the nutritional requirements of humans as the basis for planning an adequate diet with consideration given to variation in food choices due to a variety of social economic cultural and psychological factors. Emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

NR 400 Concepts- Professional Nursing Role (1.00 credit hours)

Explores professional nursing roles and values as the foundation to professional nursing practice. Nursing theory is introduced and students are shown how theories guide professional nursing practice. Students are introduced to the components of evidence-based practice and given strategies for sound literature searches. Students will explore issues of culturally unique care circumstances and develop methods to provide culturally congruent care for all patients. Course includes a service learning component that focuses the student on the older adult identifying potential social injustices faced by this population.

This geriatric focus also includes an exploration into potential cognitive changes that occur with aging and provides students with therapeutic measures to apply when those changes present themselves.

Prerequisite(s): NR 416.

NR 401 Nursing Honors Seminar I (1.00 credit hours)

The first course in the Honors 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.

NR 402 Nursing Honors Seminar II (1.00 credit hours)

The second course in the Honors 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.

Corequisite(s): NR 420H.

Prerequisite(s): NR 401.

NR 403 Nursing Honors Seminar III (1.00 credit hours)

This is the third in a series of four Honors Seminars. Seminar is focused on nursing leadership. Students use a variety of perspectives methods of inquiry and conceptual frameworks in planning implementing and evaluating a leadership honors project. The concept of collegiality and reflective practice continues to be an important component of personal and professional development. Potential faculty and community mentors for the leadership project are identified. Corequisite(s): NR 422H.

Prerequisite(s): NR 402.

NR 404 Nursing Honors Seminar IV (1.00 credit hours)

This is the final in the series of Nursing Honors Seminars. Seminar focuses on systems-level interventions to improve health outcomes. Students will continue to explore a variety of perspectives methods of inquiry and conceptual frameworks as the foundation for the community health-focused Honors project(s) to be completed this semester in collaboration with faculty and community mentors. The concept of reflective practice will continue to be an important component of personal and professional development. Students present an oral and written reflective synthesis of their Honors experience to a group of professional peers and colleagues (including faculty). Corequisite(s): NR 472H.

Prerequisite(s): NR 403.

NR 406A Pharmacology I (2.00 credit hours)

Provides an introduction to foundational principles of pharmacodynamics and pharmacokinetics. In addition pharmacologic therapy for both health promotion and disease management across the lifespan will be discussed. Major drug classes are paired with body systems with an emphasis on the mechanism of action indications contraindications adverse effects and patient-centered nursing considerations to include education and safety measures based on environmental socio-cultural spiritual and economic issues.

NR 406B Pharmacology II (1.00 credit hours)

Continuation of the principles of pharmacodynamics and pharmacokinetics for selected drug classes. In addition 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 considerations to include education and safety measures based on environmental socio-cultural spiritual and economic issues.

Prerequisite(s): NR 406A.

NR 412 Pathophysiology (3.00 credit hours)

Designed to promote the understanding of altered physiological processes. General concepts of disease including etiology pathogenesis and clinical significance are explored from the genetic cellular organ and systems level. An early introduction to the principles of clinical reasoning explores major concepts in a systems-oriented approach.

NR 413 Pharmacology (3.00 credit hours)

Provides a foundation of the 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 with an emphasis on the mechanisms of action indications contraindications and adverse effects. Patient-centered nursing consideration will be discussed to include education and safety measures based on environmental socio-cultural spiritual and economic issues.

NR 414 Health Assessment Across the Lifespan (3.00 credit hours)

This classroom and laboratory course introduces a holistic approach to the assessment of individuals across the lifespan. Includes evaluation of physiological developmental psychosocial spiritual age related socio-economic 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 416.

NR 416 Foundations- Profssnl Nursing Practice (4.00 credit hours)

Classroom and lab course that socializes students from the cornerstone of liberal arts education to professional nursing education at Regis University. Introduces students to the nursing process and clinical judgement model which provides foundational tools to help students develop sound clinical reasoning skills enabling them to plan safe high quality patient care. Introduces students to a wide variety of patient care skills to be employed across the lifespan and provides them with simulations in preparation for safe clinical practice. Introduces strategies to facilitate therapeutic relationships with patients through the development of sounds communication techniques. Challenges students to place themselves in the role of the baccalaureate prepared nurse and develop mindfulness of the legal parameters of professional nursing practice set by the American Nurses Association.

NR 420 Evidence Based Px in Nsg & Hc Infomatics (3.00 credit hours)

Presents two essential elements for best practice in nursing. Evidence-based practice integrates current scientific evidence with clinical expertise and patient/family preferences for 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 462.

NR 420H Honors Evid-Based Nrsng/Hlth Cr Infomatics (3.00 credit hours)

Presents two essential elements for best practice in nursing. Evidence-based practice integrates current scientific evidence with clinical expertise and patient/family preferences for 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 462.

NR 421 Clinical Reasoning and Judgement (3.00 credit hours)

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 focusing on students' ability to utilize their clinical reasoning and clinical judgement skills to identify prioritize and generate safe and effective care based on the best possible evidence. Nursing majors only. Prerequisite or corequisite(s): NR 464.

NR 422 Clincl Leadrshp in Professional Nursing (3.00 credit hours)

Explores multiple leadership theories and the process of applying individual leadership roles skills and decision-making in the provision of nursing care. Includes healthcare team coordination and the oversight and accountability for care delivery in a variety of settings. Develops the individual as a positive clinical leader and empowers the nurse to make decisions. It also enables the nurse to identify creative values-centered options for delivering safe high quality nursing care in diverse practice settings. Students will utilize effective inter- and intra-professional communication and collaborative techniques. These include negotiation and conflict resolution in a culturally dynamic health care environment. As part of this course the student will complete a leadership project associated with a local facility. Co-requisite(s): NR 463.

NR 422H Honors Clincl Leadrship in Prof Nursing (3.00 credit hours)

Explores multiple leadership theories and the process of applying individual leadership roles skills and decision-making in the provision of nursing care. Includes healthcare team coordination and the oversight and accountability for care delivery in a variety of settings. Develops the individual as a positive clinical leader and empowers the nurse to make decisions. It also enables the nurse to identify creative values-centered options for delivering safe high quality nursing care in diverse practice settings. Students will utilize effective inter- and intra-professional communication and collaborative techniques. These include negotiation and conflict resolution in a culturally dynamic health care environment. As part of this course the student will complete a leadership project associated with a local facility. Co-requisite(s): NR 464.

NR 444R Professional Role Development (3.00 credit hours)

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 in the Nursing Program.

Note(s): RN-BSN and RN to MS in Nursing Program students only.

NR 448R Updates in Illness and Disease Mgmt (3.00 credit hours)

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.

Note(s): RN-BSN and RN to MS in Nursing Program students only.

NR 451 Introductory Nursing Practicum/Extern (3.00 credit hours)

Under the preceptorship of a registered nurse externs provide direct patient care in selected specialty areas. Enhances competency and critical decision-making in the reality of the practice setting. Emphasizes skills and procedures organization and priority setting written and oral communication and the nurse's role including investigation teaching and discharge planning.

Prerequisite(s): NR 412 NR 413 and NR 463.

NR 452R Contemporary Topics in Health Care (3.00 credit hours)

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.

Note(s): RN-BSN and RN to MS Nursing Program students only.

NR 455 Healthpro Disprev Policy & Nurse Pract (3.00 credit hours)

Applies the nursing process for patients who may be an individual family group community or population. Influences on individual family group community and population for health promotion will be studied with special focus on the vulnerable. Health Promotion Planning including assessment plan development utilization of evidence-based interventions outcome measurements and evaluation of interventions will be explored. Progress on Healthy People and National Leading Health Indicators will be analyzed. Implications of policy on health outcomes access equity affordability and social justice for health promotion and healthcare delivery will be discussed for the US and globally. Nursing's engagement in the policy making processes for health promotion and disease prevention will be examined for individuals and populations. Advocacy for social justice will be explored through the lens of nursing professionalism and practice in support of the University Mission Catholic Social Teachings Jesuit Values and Health Policy.

Prerequisite(s): NR 462.

NR 455H Hnrs Hlth Promo Disease Prvntn Policy (3.00 credit hours)

Focuses on health promotion and disease prevention in nursing 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.

NR 455R Healthpro Disprev Policy & Nurse Pract (3.00 credit hours)

Applies the nursing process for patients who may be an individual family group community or population. Influences on individual family group community and population for health promotion will be studied with special focus on the vulnerable. Health Promotion Planning including assessment plan development utilization of evidence-based interventions outcome measurements and evaluation of interventions will be explored. Progress on Healthy People and National Leading Health Indicators will be analyzed. Implications of policy on health outcomes access equity affordability and social justice for health promotion and healthcare delivery will be discussed for the US and globally. Nursing's engagement in the policy making processes for health promotion and disease prevention will be examined for individuals and populations. Advocacy for social justice will be explored through the lens of nursing professionalism and practice in support of the University Mission Catholic Social Teachings Jesuit Values and Health Policy.

Prerequisite(s): NR 444R.

NR 460R Evidence-Based Practice in Nursing (3.00 credit hours)

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(s): RN-BSN and RN to MS Nursing Program students only.

NR 462 Intro Managing HC Adult/Older Adult (4.00 credit hours)

This beginning theoretical lab 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. NR 400 NR 412 and NR 413 must be completed prior to or concurrently with NR 462. Note(s): \$200 Fee required.

Prerequisite(s): NR 414 and NR 416.

NR 463 Comprehensive HC Adlt/Older Adlt I (5.00 credit hours)

This Theoretical laboratory and clinical course focuses on the art and science of nursing and 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. Nursing majors only. NR 400 NR 412 and NR 413 must be completed prior to or concurrently with NR 463.

Prerequisite(s): NR 414 and NR 462.

NR 464 Complex HC Mgt of Adult/ Older Adult II (5.00 credit hours)

This theoretical and clinical course integrates 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 412 NR 413 NR 463 and NR 470.

Note(s): \$200 Fee required.

NR 465 Childbearing Families & Reprductv Hlth (5.00 credit hours)

This theory and clinical course addresses the needs and care of the childbearing family as they progress through the experiences of reproductive health pregnancy childbirth becoming a family and women's health. 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 and overall women's health. Utilizes classroom virtual and focused clinical experiences to addresses family centered nursing care during the antepartal intrapartal postpartal neonatal periods and women's health. The interrelationship between theory practice and research provides a foundation for this course. Corequisite or Prerequisite(s): NR 414 and NR 462.

Prerequisite(s): NR 412 and NR 413.

NR 466R Community Health Nursing (3.00 credit hours)

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.

Note(s): RN-BSN Completion and RN to MS in Nursing Option students only.

NR 470 Nursing Care of Children & Families (4.00 credit hours)

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 412 NR 413 NR 414 NR 462 and NR 463.

NR 472 Community & Population Focused Nursing (4.00 credit hours)

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. NR 455 must be completed prior to or concurrently with NR 472.

Prerequisite(s): NR 412 NR 413 and NR 463.

NR 472H Hnrs Comm & Population Focused Nursing (4.00 credit hours)

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. Nursing majors only. NR 455 must be completed prior to or concurrently with NR 472H.

Prerequisite(s): NR 412 NR 413 and NR 463.

NR 473 Mental Health Nursing (4.00 credit hours)

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.

NR 478R Community Health Nursing Practicum (3.00 credit hours)

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. Student must be compliant with rhcomply@regis.edu to register for course. Permission of Clinical Placement Advisor is required.

Prerequisite(s): NR 444R and NR 466R.

Note(s): RN-BSN and RN to MS Nursing Program students only or permission of instructor.

NR 480R The Nurse Leader-Manager (3.00 credit hours)

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.

Note(s): RN-BSN Program students only.

NR 483 Clinical Capstone: Prof Nursing Prctm (5.00 credit hours)

This culminating professional course promotes readiness for practice and prepares the accelerated or 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 Nurses Association (ANA) Standards of Nursing Practice and the roles of the BSN nurse delineated in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. Students apply nursing and leadership theories as a direct care provider for groups of diverse patients during an extensive clinical practicum experience. Theoretical and reflective content builds upon prerequisite nursing knowledge. **Note(s):** Associated clinical courses must be completed for specialty placement.

Prerequisite(s): NR 464.

NR 485R Leadership in Nursing Capstone (3.00 credit hours)

Designed to provide the student an opportunity to integrate leadership and management principles into professional practice and reflect on RN-BSN Completion Program learning. Includes faculty directed assignments and projects as indirect practice activities to achieve course and program outcomes.

Prerequisite(s): NR 444R and NR 480R or NR 600.

Note(s): RN-BSN Completion and RN to MS in Nursing Option students only.

NR 488E-W Topics in Clinical Nursing Practice: (1.00-8.00 credit hours)

Clinical elective courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Permission of Option Chair required.

Prerequisite(s): Nursing Majors only.

NR 490E-W Independent Study/Nursing: (1.00-6.00 credit hours)

Topics by arrangement with individual faculty. Permission of Option Chair required.

Prerequisite(s): Nursing majors only.

Graduate

Health Care Ethics (HCE)

HCE 600 Orgznl Ethics & Health Care Compliance (3.00 credit hours)

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 (3.00 credit hours)

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.

Note(s): This course was previously titled Ethics and Society.

HCE 709 Health Care Ethics/Physical Therapists (3.00 credit hours)

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 analyze ethical dilemmas and evaluate ethical practice using ethical theory moral argument and case studies. Offered on campus.

Note(s): A required course for Doctor Of Physical Therapy program.

HCE 742 Ethics & Advocacy in Pharmacy (3.00 credit hours)

Examines ethical/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

Health Services Administration (HSA)

HSA 601 Ldrshp/Org Dev in Healthcare Settings (3.00 credit hours)

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.

HSA 602 Strategic Planning/Dvlp in Hlth Services (3.00 credit hours)

Addresses the business planning process emphasizing strategic planning business plan development and evaluation advanced project management and marketing research and strategy. Focuses on financial analysis market projection risk assessment and implementation planning principles as applied to new or expanded services and/or other business opportunities.

HSA 604 Fnds Hlth Care Ec/Acc/Fin Management (3.00 credit hours)

Overviews macro and microeconomics in health care. Studies accounting theory in both the profit and non-profit healthcare organization for non-financial managers. Includes financial management and forecasting budgeting cost analysis/control and case management.

Note(s): Requires student to have basic skills in use of electronic spreadsheets.

HSA 608 The Politics of Health (3.00 credit hours)

The philosopher George Santayana stated that "those who cannot remember the past are condemned to repeat it." Students will take a journey from the origins of our modern health care delivery system to contemporary policy challenges. Cross-listing: HCA 408.

HSA 620 Mktg/Pub Rel in Hlth Care Settings (3.00 credit hours)

Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning market research and market strategy. Discusses media public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings case analysis and/or applied project work.

Prerequisite(s): Approval of academic advisor required.

HSA 623 Foundations of Health Law (3.00 credit hours)

Examines legal and ethical issues involved in the assessment management and delivery of health care services with emphasis on negligence contracts consents confidentiality/privacy risk management corporate compliance peer review and medical/legal issues related to health records. The graduate component extends foundational knowledge of quality and safety through additional readings case analysis and/or applied project work. Cross-listing: HCA 423.

HSA 624 Assessment-Quality Care & Patient Safety (3.00 credit hours)

Reviews the history and theory of quality management in healthcare settings with emphasis on patient safety patient satisfaction patient engagement the patient/client experience and regulatory requirements in diverse settings. Explores performance improvement principles methodologies and tools. The graduate component extends foundational knowledge of quality and safety through additional readings case analysis and/or project work.

HSA 625E-W Advanced Concepts in Quality (3.00 credit hours)

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.

HSA 628 Health Care Economics (3.00 credit hours)

Provides an understanding of the elements necessary to apply basic micro-economic principles to the health care field. Emphasizes economic tools of particular relevance to health care and to what degree the concepts appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings case analysis and/or applied project work.

HSA 630 Medical Practice Management (3.00 credit hours)

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.

HSA 636 Emerging Technologies for Health (3.00 credit hours)

Provides skills knowledge and competencies important for assessing the utility of emerging technologies from the perspective of wellness self-care health maintenance workforce management and ethics.

HSA 652 Human Resource Mgmt in Hlth Care Setting (3.00 credit hours)

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.

HSA 658 Project Management in Health Care Sector (3.00 credit hours)

Introduces principles of project management and the project management body of knowledge including project management software task assignments workflow analysis and project planning as applied in the health care industry. Explores process reengineering with a health care focus. The graduate component extends foundational knowledge of quality and safety through additional readings case analysis and/or applied work. Cross-listing HSA 458.

HSA 660 Methods of Inquiry & Research (3.00 credit hours)

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 required.

HSA 663 Advanced Concepts of Health Care Finance (3.00 credit hours)

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): Approval of academic advisor required.

Note(s): Basic skills in use of electronic spreadsheets required.

HSA 670 Biostatistics & Health Data Analysis (3.00 credit hours)

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 674 Issues & Trends in Quality Patient Sfty (3.00 credit hours)

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.

HSA 675 Communication in a Health Care Setting (3.00 credit hours)

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.

HSA 680 Cont Iss Hlth Services Delivery Systems (3.00 credit hours)

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.

HSA 681E-W Special Topics in Hlth Services Admin: (3.00 credit hours)

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 Fnd Global Health I (1.00 credit hours)

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.

HSA 690E-W Independent Study: Health Services Admin (1.00-4.00 credit hours)

Topics by arrangement with individual faculty.

HSA 696 Masters Project in Health Services (3.00 credit hours)

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): HSA 680.

Interprofessional Education (IPE)**IPE 601 Interprof Approaches to Intgrtv Health (1.00-3.00 credit hours)**

Creates an interprofessional platform for health care professions students to learn with from and about each other. In the interprofessional setting students will explore traditional therapies and holistic care approaches to common and chronic health conditions and will incorporate physical mental social and spiritual aspects to treatment of the whole person. Students will explore alternative approaches to care and have a platform to evaluate evidence-based practice principles and to merge traditional and complementary and alternative (CAM) therapies to care in a cohesive manner. Students will engage with learners across disciplines to find deeper understanding of roles within the health care system and will work to integrate care in a seamless manner for optimal patient health outcomes. Students will develop a stronger understanding of nutrition lifestyle medicine and patient-centered care approaches. The course is available to all graduate students in RHCHP.

Master of Arts: Counseling (MCPY)

Note: Only students in the Division of Counseling and Family Therapy can take MCPY and MFT courses.

MCPY 505 Skills for Helping Professionals (3.00 credit hours)

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 and who have limited experience in professional counseling.

Note(s): Grading is Pass/No-Pass only.

MCPY 601 Interprofessional Fnd Global Health I (1.00 credit hours)

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.

MCPY 602 Spirituality & Counseling (3.00 credit hours)

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(s): Open to MA Counseling and MFT degree and certificate seeking students only.

MCPY 605 Human Growth and Development (3.00 credit hours)

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.

MCPY 610 Theories of Counseling (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 615 Cultural Issues and Social Justice (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 620 Abnormal Psychology (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 622 Diagnosis & Treatment Planning-Clinical (3.00 credit hours)

Exploration of clinical mental health procedures for assessing developmental behavioral and mental disorders. Emphasis on cultural and contextual factors influencing behavior and the impact of these factors on assessment and diagnosis.

MCPY 625 Professional Orientation/ Ethical Issues (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 630 Groups: Process and Counseling (3.00 credit hours)

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 or MFT 635.

Note(s): Graduate Counseling students only.

MCPY 635 Counseling Techniques I (3.00 credit hours)

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 610 MCPY 615 and MCPY 625.

Note(s): MACP Program students only.

MCPY 636 Counseling Techniques II (3.00 credit hours)

Reviews current therapies used in community counseling settings particularly depth psychotherapy humanistic psychotherapy and community cultural therapies. Includes skill development through role plays and video taping. Pass/No Pass grading only.

Prerequisite(s): MCPY 605 MCPY 610 MCPY 615 MCPY 625 and MCPY 635.

Note(s): MACP Program students only.

MCPY 640 Research Methods and Program Evaluation (3.00 credit hours)

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 (3.00 credit hours)

Focuses on the application of basic concepts and statistics in the interpretation of tests and inventories utilized by counselors and MFTs. Explores testing methodologies interpretive criteria and ethical and multicultural implications from a clinical perspective.

MCPY 650 Career Counseling and Development (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 651 Military: Family Origins and Life Cycle (3.00 credit hours)

An in-depth study of military family life cycle including adult development non-traditional family structures and special populations. The impact of transitions such as career marriage divorce military deployment and death at different stages of the family life cycle as guides to therapeutic understanding.

MCPY 652 Military: Addiction Counseling/Treatment (3.00 credit hours)

Examines the psychological and behavioral effects of substance and other addictions in military individuals and families; reviews assessment techniques and approaches to treatment in the military population.

Note(s): Post-Master's Certificate students only.

MCPY 653 Counseling Military Couples (3.00 credit hours)

Marriage and family therapists and professional counselors both experienced and newly-emerging will develop a more targeted skill set in theories and techniques addressing issues found in couple relationships that are unique within the military culture. Special emphasis is given to counseling the military couple in areas of depression PTSD Traumatic Brain Injury secondary trauma substance abuse domestic violence infidelity divorce and intimacy. Students will have the opportunity to demonstrate their competencies in working with these couple issues in a military counseling setting.

Note(s): Post Master's Certificate students only.

MCPY 654 Counseling Military Families (3.00 credit hours)

Provides the knowledge and understanding of the impact of military culture on the family cycle of deployment post-deployment and integration into the community. Beginning with an overview of the military lifestyle and the unique circumstances that such a lifestyle poses to career service personnel their spouses and their children. Focuses on the common concerns of constant relocations and deployment of the military partner/parent and situations faced by the spouse and children who grow up in a military family. Special emphasis is given to counseling the military member spouse and children in areas including combat stress post-traumatic stress disorder (PTSD) secondary trauma grief loss substance abuse domestic violence attachment intimacy and change issues.

Note(s): Post Master's Certificate students only.

MCPY 655 Military: Crisis Trauma and Loss (3.00 credit hours)

Explores the impact of trauma and loss on military families survivors of natural disasters violence and terrorism. Emphasis on counselor's immediate response assessment and treatment protocols for recovery trauma and addiction post-traumatic stress suicide assessment and prevention.

MCPY 656 Approaches to Trauma Therapy (3.00 credit hours)

Provides an overview of techniques used for individuals and families impacted by traumatic experiences. Includes introduction to trauma informed therapy EMDR prolonged exposure to therapy neuro and bio feedback and mindfulness approaches to treatment.

Prerequisite(s): CFT 672.

MCPY 660 Substance Abuse Treatment (3.00 credit hours)

Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

MCPY 664 Family Origins and Life Cycles (3.00 credit hours)

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.

MCPY 668 Play in Family Therapy (3.00 credit hours)

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.

MCPY 670 Adv Play Therapy: Grief/Abuse/Trauma (3.00 credit hours)

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 or MFT 635 and MCPY 678.

MCPY 672 Crisis Trauma and Loss (3.00 credit hours)

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 (3.00 credit hours)

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. Additional

Note(s): Graduate Counseling students only.

MCPY 676 Ecopsychology: Transformative Perspect (3.00 credit hours)

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.

Note(s): Graduate counseling students only.

MCPY 677 Counseling Pre-Adolescents & Adolescents (3.00 credit hours)

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 or MFT 635.

MCPY 678 Introduction to Play Therapy (3.00 credit hours)

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.

MCPY 679 Sandtray in Play Therapy (3.00 credit hours)

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 or MFT 635 and MCPY 678.

Note(s): MACP Program students only.

MCPY 680 Current Trends in Play Therapy (3.00 credit hours)

Explores current trends in play therapy and creative interventions with children adolescents and families. This course will also explore assessment diagnosis treatment planning and legal and ethical issues specific to counseling children adolescents and families. Specific topics may include: animal assisted art and adventure/nature based therapy.

Prerequisite(s): MCPY 635 or MFT 635 and MCPY 678.

MCPY 682 Personal Mythology and Narrative (3.00 credit hours)

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.

Note(s): Graduate counseling students only.

MCPY 683 Approaches to Dream Work (3.00 credit hours)

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. NOTE; Graduate counseling students only.

MCPY 684 Play Therapy-Counseling Internationally (3.00 credit hours)

Provides students with introductory and advanced instruction in play therapy and an understanding of the role culture plays in counseling with a focus on counseling within the country of Italy.

Prerequisite(s): MCPY 635 or MFT 635.

MCPY 685 Qualitative and Archetypal Inquiry (3.00 credit hours)

Provides the learner with an opportunity to be exposed to diverse research traditions and cultures of inquiry within the human sciences particularly related to humanistic depth and spiritual psychology. An emphasis will be placed upon introducing the learner to the qualitative approaches of phenomenological and hermeneutic research methods which are pertinent to the practice of counseling. These methods grow out of the "Human Science" tradition which is primarily grounded in the description analysis and interpretation of "everyday lived experience " intersubjective collaboration and dreamwork.

Note(s): MACP Program students only.

MCPY 686 Psychotherapeutic Relationship (3.00 credit hours)

Explores the dynamics and effective use of the therapeutic relationship to bring about transformation. Particular emphasis is placed on understanding transference and counter-transference and the distinct and shared experiences of client and therapist in the therapeutic process.

Note(s): Graduate counseling students only.

MCPY 687 Cult Narratives: Lit/Myths/Fairy Tales (3.00 credit hours)

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.

Note(s): Graduate counseling students only.

MCPY 690E-W Counseling: (1.00-3.00 credit hours)

Provides an opportunity for faculty-directed independent research in an approved topic in counseling not covered in scheduled course offerings.

MCPY 692 Practicum: Clinical Supervision (3.00 credit hours)

Provides student in Practicum with individual and group supervision by program faculty.

Prerequisite(s): MCPY 635.

Note(s): Fee required.

MCPY 693 Counseling Practicum (3.00 credit hours)

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.

MCPY 695E-W Seminar in Counseling Psychology (3.00 credit hours)

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.

Note(s): MACP Program students only.

MCPY 696 Supervision in Clinical Counseling (3.00 credit hours)

Intended for post-masters 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.

Note(s): Graduate counseling students only.

MCPY 697 Supervision in Marriage & Family Therapy (3.00 credit hours)

Intended for post- masters 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 setting.

Note(s): Graduate counseling students only.

MCPY 698A Supervised Counseling Internship A (3.00 credit hours)

Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Comprises 350 hours of supervised clinical experience at an approved training site.

Prerequisite(s): MCPY 630 MCPY 636 and MCPY 693.

MCPY 698B Supervised Counseling Internship B (3.00 credit hours)

Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Comprises 300 hours of supervised clinical experience at an approved training site.

Prerequisite(s): MCPY 630 MCPY 636 and MCPY 698A.

MCPY 698C Supervised Counseling Internship C (3.00 credit hours)

Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Comprises 350 hours of supervised clinical experience at an approved training site.

Prerequisite(s): MCPY 698B.

Master of Arts: Marriage and Family Therapy (MFT)

Note: Only students in the Division of Counseling and Family Therapy can take MCPY and MFT courses.

MFT 601 Interprofessional Fnd Global Health I (1.00 credit hours)

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.

MFT 605 Human & Relational Development (3.00 credit hours)

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.

MFT 610 Theories of Family Therapy (3.00 credit hours)

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 (3.00 credit hours)

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.

MFT 616 Systemic Power and Oppression (6.00 credit hours)

Explores how socio-political identity shapes attitudes values beliefs and emotions. Students will learn how the intersection of their own and clients' socio-political identities inhibit or facilitate the therapeutic relationship and process. Students will learn how cultural context shapes symptoms and how this context can inform interventions in the system.

Note(s): Graduate counseling students only.

MFT 620 Assessment Dx & Tx Planning (3.00 credit hours)

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 (3.00 credit hours)

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 Legal and Ethical Issues (3.00 credit hours)

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 626 Special Topics in CFT (3.00 credit hours)

Topics will vary by instructors. The course will provide in depth focus on special topics in couple and family therapy practice.

MFT 635 Process Oriented Practice in MFT (3.00 credit hours)

Introduces the psychotherapeutic process and dynamics of helping relationships. Focuses on developing basic counseling skills such as clinical interviewing clinical record keeping and report writing diagnosis assessment of clinical issues and treatment planning.

Note(s): Graduate counseling students only.

MFT 638 Common Factor Skills (3.00 credit hours)

Students will develop techniques and skills to work with families and couples while integrating their skills within a theoretical approach. Activities include assessment practice with enactments live supervision case conceptualization co-therapy treatment planning and case presentation.

Prerequisite(s): MFT 610 MFT 616 MFT 620 MFT 625 and MFT 635.

Note(s): Graduate counseling students only.

MFT 640 Research Methods and Program Evaluation (3.00 credit hours)

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.

MFT 650 Multi-Contextual Family Life Cycle (3.00 credit hours)

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 651 Military: Family Origins and Life Cycles (3.00 credit hours)

An in-depth study of military family life cycle including adult development non-traditional family structures and special populations. The impact of transitions such as career marriage divorce military deployment and death at different stages of the family life cycle as guides to therapeutic understanding.

MFT 652 Military: Addiction Counseling/Treatment (3.00 credit hours)

Examines the psychological and behavioral effects of substance and other addictions in military individuals and families; reviews assessment techniques and approaches to treatment in the military population.

Note(s): Post-Master's Certificate students only.

MFT 653 Counseling Military Couples (3.00 credit hours)

Marriage and family therapists and professional counselors both experienced and newly-emerging will develop a more targeted skill set in theories and techniques addressing issues found in couple relationships that are unique within the military culture. Special emphasis is given to counseling the military couple in areas of depression PTSD Traumatic Brain Injury secondary trauma substance abuse domestic violence infidelity divorce and intimacy. Students will have the opportunity to demonstrate their competencies in working with these couple issues in a military counseling setting.

Note(s): Post Master's Certificate students only.

MFT 654 Counseling Military Families (3.00 credit hours)

Provides the knowledge and understanding of the impact of military culture on the family cycle of deployment post-deployment and integration into the community. Beginning with an overview of the military lifestyle and the unique circumstances that such a lifestyle poses to career service personnel their spouses and their children. Focuses on the common concerns of constant relocations and deployment of the military partner/parent and situations faced by the spouse and children who grow up in a military family. Special emphasis is given to counseling the military member spouse and children in areas including combat stress post-traumatic stress disorder (PTSD) secondary trauma grief loss substance abuse domestic violence attachment intimacy and change issues.

Note(s): Post Master's Certificate students only.

MFT 655 Military: Crisis Trauma and Loss (3.00 credit hours)

Explores the impact of trauma and loss on military families survivors of natural disasters violence and terrorism. Emphasis on counselor's immediate response assessment and treatment protocols for recovery trauma and addiction post-traumatic stress suicide assessment and prevention.

MFT 656 Approaches to Trauma Therapy (3.00 credit hours)

Provides an overview of techniques used for individuals and families impacted by traumatic experiences. Includes introduction to trauma informed therapy EMDR prolonged exposure to therapy neuro and bio feedback and mindfulness approaches to treatment.

Prerequisite(s): CFT 672.

MFT 660 Addiction Treatment (3.00 credit hours)

Examines the psychological and behavioral effects of substance abuse in individuals and families. Students will learn assessment techniques and approaches to treatment for individuals couples and families who are seeking support for substance use and other addictions.

Note(s): Graduate counseling students only.

MFT 662 Counseling Military Couples (3.00 credit hours)

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 and Sexuality (3.00 credit hours)

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 are applied to theories and techniques of sexuality counseling.

Prerequisite(s): MFT 635 or MCPY 635.

Note(s): MACP Program students only.

MFT 667 Couple Therapy (3.00 credit hours)

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 or MFT 635.

MFT 668 Play in Family Therapy (3.00 credit hours)

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.

MFT 669 Advanced Couple Therapy (3.00 credit hours)

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 couples' progress. Teaching strategies include discussions demonstrations and role plays.

Prerequisite(s): MCPY 635 or MFT 635 and MFT 667.

MFT 690 Practicum: Practice of Family Therapy (3.00 credit hours)

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 638.

Note(s): Graduate counseling students only.

MFT 692 Practicum: Clinical Supervision (3.00 credit hours)

Provides students in practicum with individual and group supervision by program faculty who are AAMFT approved supervisors (or candidates).

Prerequisite(s): MFT 638 and MFT 690.

Note(s): Fee required.

MFT 699A Supervised MFT Internship A (3.00 credit hours)

Clinical supervision of individual couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy.

Prerequisite(s): MFT 690.

Note(s): Graduate counseling students only.

MFT 699B Supervised MFT Internship B (3.00 credit hours)

Clinical supervision of individual couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy.

Prerequisite(s): MFT 699A.

Note(s): Graduate counseling students only.

MFT 699C Supervised MFT Internship C (1.00-3.00 credit hours)

Clinical supervision of individual couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy.

Prerequisite(s): MFT 699A and MFT 699B.

MFT 699D Supervised MFT Internship D (1.00-3.00 credit hours)

Clinical supervision of individual couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy.

Prerequisite(s): MFT 699A and MFT 699B.

Master of Science Degree in Nursing (NR)

NR 600 Theoretical Frameworks/Ldrshp/ANP (3.00 credit hours)

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. Examines 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.

Note(s): Admission to the MS Nursing program or permission of Program Director required.

NR 600A Theoretical Frameworks/Ldrshp/ANP (3.00 credit hours)

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. Examines 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.

Note(s): Admission to the MS Nursing program or permission of Program Director required.

NR 602 Adv Apps of Research for Evidenced-Based (3.00 credit hours)

Addresses best practices for evidence-based nursing practice. Quantitative and qualitative research designs and analytical procedures are compared. Methodologies for implementing evidence-based practice are examined and ethics associated with research are appraised.

Prerequisite(s): NR 600 and verification of undergraduate statistics course.

NR 602A Adv Apps of Research for Evidenced-Based (3.00 credit hours)

Addresses best practices for evidence-based nursing practice. Quantitative and qualitative research designs and analytical procedures are compared. Methodologies for implementing evidence-based practice are examined and ethics associated with research are appraised.

Prerequisite(s): NR 600A.

NR 605 Adv Physio/Patho Across Lifespan (3.00 credit hours)

Building on basic anatomy physiology and pathophysiology this science-based course utilizes a comprehensive approach to address the underlying principles of disease processes across the lifespan. 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): Admission to the MS Nursing program.

NR 605N Adv Phys & Patho Across Lifespan (3.00 credit hours)

Building on basic anatomy physiology and pathophysiology this 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 differentiation of physiological and pathological findings and identification of treatment modalities for a variety of frequently presenting problems of clients in neonatal acute care and addresses pathophysiology across the life span.

Prerequisite(s): Admission to the MS Nursing program.

Note(s): Designed for students in NNP program.

NR 606 Adv Hlth Assmnt Path & Pharm: Lifespan (6.00 credit hours)

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. 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 included. Students will also identify drug management regimens for selected disease states and will learn mechanisms of action indications for use efficacy adverse effects monitoring parameters dosing principles and drug interactions for common drug classes. Designed for students in Health Care Education Certificate program.

NR 607 Pharmacology for Adv Practice (3.00 credit hours)

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.

Prerequisite(s): Admission to the Graduate Program.

NR 607N Adv Pharmacology for Adv Practice (3.00 credit hours)

Prepares advanced practice registered nursing (APRN) and MS in Nursing Leadership in Health Care Systems students for drug therapy management across the lifespan 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 with additional emphasis on drugs used in acute care of the neonate. 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. Designed for students in the NNP program.

Prerequisite(s): Admission to the Graduate Program.

NR 609 Popltn Hlth & Interprof Collab Practicum (3.00 credit hours)

A didactic and clinical focus 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 employs collaborative strategies in the design coordination and evaluation of population-based patient-centered care. Builds upon previous course work in advocacy-focused service learning. Clinical hours(105) required. Permission of Clinical Placement Advisor is required.

Prerequisite(s): NR 600.

Note(s): Student must be compliant with RHcomply@regis.edu to register for course.

NR 614 Foundtns Financial Mgt for NR Leaders (3.00 credit hours)

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.

NR 620 Health Care Org/Systems Leadership (3.00 credit hours)

Enables students 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. 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.

NR 620A Health Care Org/Systems Leadership (3.00 credit hours)

Enables students 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. 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 600A.

NR 623 Ldrshp in Hlth Care Syst Practicum (3.00 credit hours)

Designed to be a culmination of the learning throughout the master's degree program. Using a combination of seminar and 105 hours of precepted clinical experiences students synthesize and apply previously learned concepts in preparation for leadership roles.

Prerequisite(s): Completion of all MS in Leadership in Health Care Systems core and focus area courses.

NR 626 Adv Practice - Acute Care I for Adults (5.00 credit hours)

Fosters clinical competency and emphasizes evidence-based practice in the adult acute/critical and chronic health care settings. Emphasizes the integration of theory assessment and advanced therapeutics for adults and frail elders in high acuity patient settings. Students will perform comprehensive clinical assessment including appropriate diagnostics and therapeutic testing. Management of acute and chronic health problems will be accomplished with the direction of clinical preceptors. Clinical settings will include one of a variety of acute/critical care areas including but not limited to: Coronary Care Unit (CCU) Medical Intensive Care Unit (MICU) Surgical Intensive Care Unit (SICU) Emergency Departments intermediate care and specialty services such as transplant and oncology. Gerontology experiences in complex long-term care rehabilitation and/or inpatient units specializing in the acute care of elders will also be provided. (Includes clinical practicum 105 hours acute care with 30 of these hours as gerontology enrichment).

NR 627 Adv Practice in Acute Care II for Adults (5.00 credit hours)

Prepares students to diagnose treat and follow patients with acute/critical care health problems across the adult age span. Emphasis is placed on the highest acuity of disease entities encountered in acute/critical care areas. (Includes clinical practicum 105 hours acute care with 30 of these hours as gerontology enrichment).

NR 628 Advanced Diagnostics & Therapeutics (2.00 credit hours)

Introduces students to the role and scope of practice for Adult-Gerontology Acute-Care Nurse Practitioners and the principles of diagnostic and treatment modalities utilized in the acute/critical care settings. Content includes principles of fluid replacement hemodynamic monitoring and electromechanical interventions. Analysis of relevant laboratory data and interpretation of radiographs and electrocardiograms (ECG's) will be included. Laboratory practice will include procedures such as suturing intubation venous and arterial line insertion and application of invasive therapeutic and diagnostic devices.

NR 629 Professional Issues for Acute-Care Nurse (5.00 credit hours)

Integrates the biomedical psychological and social elements of nurse practitioner practice. Under the supervision of an experience preceptor students will provide in-depth advanced practice nursing care to patients with acute chronic and complex health problems across the adult age span. Integration of current nursing and biomedical research evidence into the clinical decision-making process will be emphasized. Professional issues relevant to acute care nurse practitioners will be explored. (Includes clinical practicum 105 hours acute care with 30 of these hours as gerontology enrichment).

NR 630 Adv Health Assessment Patient & Family (3.00 credit hours)

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 families physical and psychosocial wellbeing. Provides the student an opportunity to develop advanced skills necessary to evaluate deviation from the normal assessment. Includes practice advanced physical assessment skills in simulated clinical settings.

Prerequisite(s): Admission to the graduate program in nursing.

NR 630F Adv Hlth Assmnt of the Family (FNP) (4.00 credit hours)

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. Provides the student an opportunity to develop advanced skills necessary to evaluate deviation from the normal assessment. Includes practice advanced physical assessment skills in simulated clinical settings. Course is designed for FNP students.

Note(s): Graduate standing or permission of Program Director required.

NR 631 Clinical Dermatology I (5.00 credit hours)

Building on basic physiology and pathophysiology this course utilizes a comprehensive approach to address the underlying principles of clinical dermatology. Etiology epidemiology and theories related to pathogenesis of dermatology are included. Focus is on the structure and function of the skin differential diagnosis Identification of treatment modalities for a variety of common dermatological conditions. Includes 105 clinical hours

Note(s): Must have MSN or DNP and hold a certification as FNP Adult/ Gero Practitioner or Pediatric Nurse Practitioner.

NR 632 Clinical Dermatology II (2.00 credit hours)

Continuation of NR 631.

NR 633 Procedural Dermatology (3.00 credit hours)

Covers common procedures used in clinical dermatology.

Note(s): 210 clinical hours 24 hours on-campus laboratory hours.

NR 634 Clinical Dermatology Practicum (5.00 credit hours)

Focuses on skill competency and practice related to the nurse practitioner's role in dermatology. Focus will be on assessment differential diagnosis management and patient education of common dermatological disorders. Health maintenance in dermatology will be included.

Note(s): Includes 315 clinical hours.

NR 637 Women's Hlth/ Childbearing - FNP (3.00 credit hours)

Introduces the foundation for the women's health care management process and the care of women across the lifespan. Prepares students to assume professional roles and responsibilities in the management of normal and common primary care variations pertaining to gynecological care such as contraceptive care breast health menopause and sexually transmitted infections. Examines the broad scope of prenatal care and includes: normal patterns of pregnancy post-partum women and those with deviations from normal in the pregnant woman/family and fetus. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students use scholarly inquiry to further develop their practice knowledge. Research related to normal and at-risk client systems is applied.

Prerequisite(s): NR 600 NR 605 NR 607 NR 630 or permission of Program Director.

NR 638 Foundations in Critical Care Nursing (4.00 credit hours)

Designed to provide a strong foundation for entry level practice for critical care nursing with a holistic approach. Advanced assessment monitoring techniques and pathophysiology as well as therapeutic modalities and nursing interventions will be addressed.

NR 639 Critical Care Nursing Practicum (2.00 credit hours)

Provides practical application of the critical care nurse role based upon American Association of Critical-Care Nurses (AACN) Standards of Practice and critical care nursing practice guidelines. Evidence-based practice using nursing knowledge experience and leadership theories will be applied in the direct care for diverse patients.

NR 646 Tchng/Lrng Strategies in Health Care (3.00 credit hours)

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. Explores innovative practices in health care and nursing educational environments.

Prerequisite(s): Admission to the MS Nursing or Graduate Certificate Program.

NR 647 Curriculum Development (3.00 credit hours)

Designed to promote the formulation of program outcomes and curriculum development in various contemporary academic and practice settings. 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): Admission to the Graduate Program or Post-Graduate Health Education Certificate.

NR 648 Evaluation Methods in Health Care Ed (3.00 credit hours)

Addresses formulating program outcomes and evaluating curricula that reflect contemporary trends in the healthcare classroom. Uses 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. Designed for students in Health Care Education Certificate program.

NR 651 Professional Integration (3.00 credit hours)

Integrates core concepts in nursing for the nurse practitioner. Builds on the skill set essential for independent practice.

NR 652 Adv Hlth Assmnt-Neonatal Nurse Prac (4.00 credit hours)

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(s): Lab fee required.

NR 653 Genetics and Embryology for the NNP (3.00 credit hours)

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 Adv Practice Prcdrs for High Risk Infant (2.00 credit hours)

A theory application and skills course addressing the assessment and management of neonatal procedures commonly encountered in neonatal intensive care facilities. NOTE: Lab fee required.

Note(s): Laboratory practicum includes procedural techniques.

NR 655 Care of the Care of the Child to Age Two (3.00 credit hours)

Covers common elements of primary and acute care of the child to age two including those children who are former high risk infants or remain hospitalized beyond infancy in a neonatal intensive care of pediatric unit. Topics will include physical and developmental assessment infant and child development principles of well child care and common childhood diseases. Care of the infant and child with chronic conditions such as congenital heart disease chronic lung disease and surgical problems will also be addressed.

Prerequisite(s): NR 652 and NR 653.

NR 656 Management of the High Risk Newborn (5.00 credit hours)

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.

Note(s): Includes 105 hours of precepted clinical practice.

NR 657 Clinical Integration for the NNP (5.00 credit hours)

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.

Note(s): Includes 415 hours of precepted clinical practice.

NR 658 Health Care Education Practicum (3.00 credit hours)

Designed for students to synthesize and analyze knowledge of educational principles and theories learned through prior course work and their practicum experience. 105 precepted practicum hours required. Student must be compliant with rhcomply@regis.edu to register for course.

Note(s): Enrollment in or completion of all health care education certificate courses.

NR 659 Primary HC of Children & Their Families (3.00 credit hours)

Examines growth and development health maintenance health promotion and disease prevention for children from birth through adolescence. Studies pediatric specific acute and chronic conditions including injuries. Incorporation of family into treatment and management is included. Students will develop skills in assessment diagnosis treatment and management specific to this population.

Prerequisite(s): NR 600 NR 605 NR 607 NR 630 or permission of Program Director.

NR 660 Primary Hlth Care Across Lifespan I (5.00 credit hours)

Examines health maintenance disease prevention and health promotion across the life span. Students begin to develop skills in assessment diagnosis treatment management education and follow up of health maintenance exams acute and chronic conditions including injuries.

Prerequisite(s): NR 637 NR 659 or permission of Program Director.

Note(s): 210 Clinical hours of precepted experience are required.

NR 661 Primary Hlth Care Across Lifespan II (6.00 credit hours)

Examines health maintenance disease prevention and health promotion across the life span. Students begin to develop skills in assessment diagnosis treatment management education and follow up of health maintenance exams acute and chronic conditions including injuries. Detailed instruction in cardiac EKG interpretation and radiologic assessment and interpretation are included.

Prerequisite(s): NR 637 NR 659 NR 660 or permission of Program Director.

Note(s): 210 Clinical hours of precepted experience are required.

NR 662 Primary Hlth Care Across Lifespan III (5.00 credit hours)

Examines health maintenance disease prevention and health promotion across the life span. Students begin to develop skills in assessment diagnosis treatment management education and follow up of health maintenance exams acute and chronic conditions including injuries.

Prerequisite(s): NR 637 NR 659 NR 660 NR 661 or permission of Program Director.

Note(s): 210 Clinical hours of precepted experience are required.

NR 667 Primary Care Procedures A (1.00 credit hours)

Introduces theory application and skills addressing the assessment and management of patient procedures commonly encountered in primary care settings. Students begin to develop and apply these skills necessary for clinical experience.

Prerequisite(s): NR 600 NR 605 NR 607 NR 630.

Note(s): Pass/ No Pass grading only.

NR 670 Advanced Psychopharmacology (3.00 credit hours)

Course builds on principles developed in the Pharmacology for Advanced Practice course. The focus will be to prepare the advanced psychiatric/ mental health practitioner student with an in-depth conception of the clinical applications of the psychotropic drugs used to manage a spectrum of psychiatric disorders across the life span including substance use disorders. Prototypical agents and indications for use efficacy therapeutic and adverse effects monitoring parameters dosing principles and drug interactions for psychotropic medications using evidenced based principles will be discussed. Legal requirements for prescribing and the challenges of medication management will also be explored.

Prerequisite(s): NR 607.

NR 671 Psychiatric Assessment/Psychopathology (5.00 credit hours)

A theoretical course for advanced psychiatric assessment techniques and psychopathology across the life span. The use of psychiatric interviewing techniques related to interpersonal transactions that influence therapeutic alliance with clients will be discussed. This will include the use of tools that guide the development of an accurate diagnosis in order to achieve successful therapeutic outcomes. DSM-5 classifications differential diagnosis and behavioral management are foundational. Practitioners will learn how to consider each client's unique cultural background to best tailor care to their individual unique needs. Theoretical foundations will be explored. Simulation.

Prerequisite(s): NR 605 and NR 630.

NR 672 Psychiatric Advanced Practice I (5.00 credit hours)

Provides students with the didactic content and clinical experience to enhance their diagnostic skills and develop comprehensive treatment planning and management for patients across the lifespan with psychiatric disorders. Students learn about evidence-based psychiatric management practices that address the bio-psycho-social needs of patients and adhere to ethical and legal standards supporting safe and efficacious psychiatric care. Pre-requisite(s): NR 670 and NR 671. Clinical hours = 105

NR 673 Psychiatric Advanced Practice II (5.00 credit hours)

Provides students with the didactic content and clinical experience to enhance the knowledge and skills developed in NR 672. Students apply evidence-based practices to diagnose develop treatment plans and manage the psychopharmacologic care of patients across the lifespan with acute and chronic psychiatric disorders. Evidence-based psychotherapeutic modalities used for individual family and group treatments are presented and applied by students in the clinical setting. Pre-requisite(s): NR 670 NR 671 and NR 672. Clinical hours = 210.

NR 674 Psychiatric Advanced Practice III (5.00 credit hours)

Provides the content and clinical experience to support the synthesis of knowledge and increasing autonomy in the diagnosis treatment planning and management for patients across the lifespan with complex and chronic psychiatric presentations using a variety of evidence-based treatment modalities. Population-focused and community mental health needs and interventions as well as integration of mental health and primary care will be addressed. Clinical hours = 315.

Prerequisite(s): NR 670 NR 671 NR 672 and NR 673.

NR 681 Interprofessional Fnd Global Health I (1.00 credit hours)

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.

NR 684 Intro Interprofessional Spiritual Care II (2.00 credit hours)

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.

NR 687 IPH Disaster Prep Response & Recovery (3.00 credit hours)

Gives basic understanding and knowledge in the area of disaster preparedness response and recovery. Core content areas will include overview of disasters disaster response systems community and individual level disaster preparedness and management mental health and vulnerable populations.

NR 690E-W Independent Study in Graduate Nursing: (1.00-6.00 credit hours)

Topics by arrangement with individual faculty.

Prerequisite(s): Majors only and permission of Option Chair.

NR 699 Comprehensive Eval/Master of Science (0.00 credit hours)

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 provision of evidence of this achievement. Pass/No Pass grading only.

Prerequisite(s): Completion of all MS in Nursing courses or permission of Program Director.

Doctor of Nursing Practice (DNP)**NR 701 Theoretical Application for DNP (3.00 credit hours)**

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(s): DNP students only.

NR 702 Analysis of Biomedical Data for the DNP (3.00 credit hours)

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(s): DNP students only.

NR 703 Informatics (3.00 credit hours)

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.

Note(s): DNP students only.

NR 704 Epidemiology & Hlth Promotion for Popltn (3.00 credit hours)

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(s): DNP students only.

NR 706A DNP Project A (1.00 credit hours)

Capstone projects are change initiatives demonstrating evidence based application knowledge which meets program outcomes. Students identify a vulnerable population and practice problem review literature and plan the change initiative. A capstone committee guides each project.

Note(s): DNP students only.

NR 706B DNP Project B (1.00 credit hours)

Capstone projects are change initiatives demonstrating evidence based application knowledge which meets program outcomes. Students identify a vulnerable population and practice problem review literature and plan the change initiative. A capstone committee guides each project.

Prerequisite(s): NR 706A.

Note(s): DNP students only.

NR 706C DNP Project C (1.00 credit hours)

Capstone projects are change initiatives demonstrating evidence based application knowledge which meets program outcomes. Students identify a vulnerable population and practice problem review literature and plan the change initiative. A capstone committee guides each project.

Prerequisite(s): NR 706A and NR 706B.

Note(s): DNP students only.

NR 707 Clinical Research for DNP (3.00 credit hours)

As the costs of health care continue to rise and society's ability to meet these costs decline 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(s): DNP students only.

NR 708 Health Policy Analysis and Development (3.00 credit hours)

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.

Prerequisite(s): NR 600 or NR 701.

Note(s): DNP students only.

NR 709 Health System Decision Making (3.00 credit hours)

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 inter-professional 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. Students will analyze diverse health care systems in relationship to local state national and global health care markets and population needs. A comprehensive business plan will be developed that incorporates cost-effective financial planning and project funding. Principles of business finance and economics will be used to develop effective plans that improve the quality of care especially for vulnerable underserved or diverse populations. Students apply foundationally and nursing administration knowledge skills and attitudes to their advanced practice role.

NR 715A Applications to Practice A (1.00-7.00 credit hours)

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(s): DNP students only.

NR 715B Applications to Practice B (1.00-7.00 credit hours)

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(s): DNP students only.

NR 715C Applications to Practice C (1.00-7.00 credit hours)

These precepted experiences assist students apply theory to practice identify theory to practice disjunctions and complete a DNP Capstone Project. Application to practice hours are scheduled in conjunction with students' capstone project courses.

Note(s): DNP students only.

NR 715D Applications to Practice D (1.00-7.00 credit hours)

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 Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses.

NR 725A Application to Practice A (1.00-7.00 credit hours)

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(s): DNP students only.

NR 725B Application to Practice B (1.00-7.00 credit hours)

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(s): DNP students only.

NR 725C Application to Practice C (1.00-7.00 credit hours)

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(s): DNP students only.

NR 725D Application to Practice D (1.00-7.00 credit hours)

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(s): DNP students only.

NR 725E Application to Practice E (1.00-7.00 credit hours)

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(s): DNP students only.

NR 725F Application to Practice F (1.00-7.00 credit hours)

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(s): DNP students only.

NR 790E-W Independent Study (1.00-6.00 credit hours)

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.

Note(s): DNP students only.

NR 799 Project Defense (0.00 credit hours)

Required of all DNP students. Consists of an oral comprehensive presentation on core and specialty course content and evidence of achievement of program and University outcomes.

Note(s): DNP students only.

NR 800 Foundations in PhD Nursing (3.00 credit hours)

Students in this course are introduced to the foundations for professional development as a PhD scholar-practitioner or educator. Students learn professional standards program completion expectations and explore the role(s) of scholar/practitioner/educator as one who effects positive social change. Students will examine scholarship in detail and identify mechanisms to enhance their own scholarship. Course assignments will focus on the practical application of professional writing critical-thinking skills research and the requirements for successful participation in an online curriculum. Students will also explore the essentials of being a Regis University doctoral student relevant professional and specialty standards of doctoral-level nursing intra-and interprofessional collaboration and the process of the doctoral dissertation. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): Graduate standing and admission to the DNP-to-PhD Program.

NR 801 Philosophy of Nursing (3.00 credit hours)

Students in this course will focus on the integration of scientific philosophical and theoretical concepts as the basis for the highest level on nursing practice. They will examine the scientific underpinnings for nursing knowledge development including major theoretical frameworks and the interrelated concepts that inform nursing knowledge research and practice. Students will explore scientific inquiry and ethical issues related to research. Considering various philosophical world views students will describe their own philosophy of nursing and research and will apply course concepts to a variety of assignments designed to prepare them for their dissertation research. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): Graduate standing and admission to the DNP-to-PhD Program.

NR 802 Adv Theoretical Perspectives (3.00 credit hours)

Students in this course will focus on sufficient formal and informal learning experiences to build scientific depth in an identified area of study. They will gain the competencies necessary to critique utilize and integrate different theoretical and scientific perspectives for the conduct of research including team science to generate new ideas based on a critical evaluation of existing knowledge. Attention will be given to the integration of the components of scholarship research teaching mentoring and service to the profession gained from an understanding of the theoretical and scientific underpinnings of nursing and other disciplines. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 and NR 801.

NR 803 Program Design and Evaluation (3.00 credit hours)

This course will critically evaluate curriculum designs in nursing. Students will critique the qualities of effective nursing curricula at both the undergraduate and graduate levels. Students will analyze current accreditation standards in nursing education and their relationship to curriculum and program evaluation. Methods for conducting ongoing curriculum evaluation and revision based on an established quality assessment plan will be explored. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 and NR 801.

NR 804A Doctoral Seminar I (1.00 credit hours)

Doctoral Seminar I will focus on the quantification and interpretation of nursing phenomena with an emphasis on relational statements theory development and conceptual framework design. Students will propose a research idea for dissertation study in this course. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 and NR 801.

NR 804B Doctoral Seminar II (1.00 credit hours)

Doctoral Seminar II will assist students to develop the critical elements of a scientific study. They will engage in an iterative process of developing research questions or hypotheses through peer review and feedback. Students will develop their first manuscript during this course which will focus on their question/problem and provide a comprehensive review of relevant literature. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR804A and NR 807.

NR 804C Doctoral Seminar III (1.00 credit hours)

Doctoral Seminar III will focus on the development of knowledge necessary to identify methods appropriate to answer the selected research question/hypothesis. Students will develop the core elements of a scientific study and ensure that ethical concerns are adequately addressed. Students will complete their Written Qualifying Examination during this course. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B and NR 807.

NR 805 Nursing Education Pedagogy (3.00 credit hours)

This course will explore the application of educational theories to the nurse-educator role in higher education. A critical review of the teacher's role in the clinical and classroom settings teaching strategies and student-centered learning outcomes will be conducted. Students will apply reflection to teaching and learn the skills necessary to effectively map curricula against accreditation standards and University outcomes. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 and NR 803.

NR 806 Nursing Education Evaluation (3.00 credit hours)

This course will apply measurement theory to nursing education. Students will be presented with multiple strategies to assess and evaluate classroom and clinical performance in nursing education. Evidence-based assessment and evaluation practices including test construction and analysis will be presented and critiqued. Social ethical and legal issues related to documentation will be analyzed. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 803 and NR 805.

NR 807 Research Theory Design & Meth (3.00 credit hours)

This course will provide students with core knowledge and skills necessary for understanding analyzing and designing research at the research doctoral level. Students will explore the philosophy of science the role of theory and multiple research processes. Quantitative qualitative and mixed methods research designs and data collection methods will be introduced. The alignment of research components will be emphasized. Students will explore ethical and social change implications of designing and conducting research. Measurement theory related measurement concepts instrument selection and evaluation including concepts of validity and reliability will be introduced. Students will develop an annotated bibliography on their chosen research topic during this course. **Note(s):** DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 and NR 804A.

NR 808 Advanced Quantitative Reasoning (3.00 credit hours)

Students in this research course will build upon knowledge and skills acquired in the prerequisite (NR 807) course and will be presented with opportunities to apply this knowledge. This course will provide students with more detailed and specialized knowledge and skills necessary to the conduct of quantitative (deductive) research at the doctoral level including understanding multivariate analysis and applying more advanced statistical concepts including factorial ANOVA mediation moderation logistic regression ANCOVA and MANOVA. Students will explore existing datasets and apply appropriate statistical tests to answer research questions with social change implications. This course will approach statistics from a problem-solving perspective with emphasis on selection of appropriate statistical tests for complex research questions and social problems. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A and NR 807.

NR 809 Advanced Qualitative Reasoning (3.00 credit hours)

Students enrolled in this course will build on knowledge and skills acquired in the previous two courses and have experience applying these concepts in qualitative (inductive) research. Students will develop a more sophisticated understanding of the theoretical antecedents and practical applications of eight contemporary qualitative approaches. They will gain experience in the development of qualitative interview guides data collection and management of the process from transcription through analysis. The unique challenges of confidentiality and ethical issues will be explored and implications for social change will be addressed. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B NR 807 and NR 808.

NR 810 Advanced Mixed Methods Design (3.00 credit hours)

Students enrolled in this course will build upon knowledge and skills acquired in the three previous courses to develop more specialized knowledge and skills necessary in the development implementation and evaluation of mixed methods research at the doctoral level. They will understand the types of mixed methods designs and how to select the most appropriate approach for research question(s). Emphases in this course will be on the successful integration of quantitative (deductive) and qualitative (inductive) elements into true mixed methods studies and will provide opportunities to perform data analysis and integration of quantitative and qualitative data within a research manuscript. The course will emphasize the importance of communication and collaboration between investigators with expertise in the different research paradigms. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B NR 807 NR 808 and NR 809.

NR 811A Publication Seminar I (1.00 credit hours)

Publication Seminar I will focus on development and refinement of the research proposal completion of required Human Subjects Protection education application and submission of the research proposal to the Institutional Review Board and development of their second manuscript which will focus on methods to address the identified problem. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B NR 804C NR 807 NR 808 NR 809 and NR 810.

NR 811B Publication Seminar II (1.00 credit hours)

Publication Seminar II will focus on successful implementation of the research project data collection and analysis of project data. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B NR 804C NR 807 NR 808 NR 809 NR 810 and NR 811A.

NR 811C Publication Seminar III (1.00 credit hours)

Publication Seminar III will include Final Dissertation Defense before the Faculty Committee degree completion and preparation of the third and final manuscript which will focus on the results of the research project. Note(s): DNP-to-PhD students only.

Prerequisite(s): NR 800 NR 801 NR 802 NR 804A NR 804B NR 804C NR 807 NR 808 NR 809 NR 810 NR 811A and NR 811B.

Doctor of Pharmacy (PHRM)**PHRM 601 Pharm Industry: From Bench to Bedside (3.00 credit hours)**

An overview of the pharmaceutical industry (Rxl) in the context of the drug development process. Students will learn the role that pharmacy trained individuals can have within the Rxl and its associated support services industries.

Prerequisite(s): PHRM 728 or permission of instructor.

PHRM 602 Medical Evidence Evaluation & Comm (3.00 credit hours)

Designed to expand on the students' understanding of medical evidence evaluation. Topics include constructing and executing systematic searches using primary secondary and tertiary literature including guidelines and grey literature; systematically analyzing critiquing and comparing research findings formulating written and verbal responses to questions devising a well-written medical sound document and providing a medically sound oral presentation.

Prerequisite(s): PHRM 601 and PHRM 728 or permission of instructor.

PHRM 603 Legal & Regulatory Env- Pharm Industry (3.00 credit hours)

Introduces students to legal and regulatory practices within the pharmaceutical industry. Topics include pharmacovigilance procedures across the drug development and post marketing lifespan regulatory considerations for INDs NDAs and clinical trials. Regulations regarding US and FDA procedures as well as those outside of the US will be discussed.

Prerequisite(s): PHRM 602 and PHRM 728 or permission of instructor.

PHRM 604 Study Design- Pharmaceutical Industry (3.00 credit hours)

Introduce students to the types of studies conducted to bring a product from conception to market and beyond. They will gain an overview of research methods developing scientific questions hypotheses and statistical inference. They will be introduced to clinical trials and procedures necessary to conduct them. They will be introduced to observational trials to support a product and as surveillance for safety signals. They will be introduced to health economics and outcomes research (HEOR) methods used by decision makers to compare interventions and treatment options. This course will develop each student's ability become pharmacists specializing in the pharmaceutical product lifecycle.

Prerequisite(s): PHRM 603 and PHRM 728 or permission of instructor.

PHRM 701 Integrated Pharmacotherapy 1 (4.00 credit hours)

Introduction to basic biochemical pharmacological pharmacokinetic pharmaceutical and medicinal chemistry principals essential to understanding the scientific basis of drug therapy. *Note- Majors Only

PHRM 702 Integrated Pharmacotherapy 2 (4.00 credit hours)

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 principals of dosage forms and drug delivery strategies.

Prerequisite(s): PHRM 701.

PHRM 703 Integrated Pharmacotherapy 3 (4.00 credit hours)

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 (4.00 credit hours)

Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry immunology physiology pathophysiology medicinal chemistry pharmacology and pharmacotherapy of presentation and management of infectious disease neurologic psychiatric and respiratory disorders. Includes principles of dosage forms and drug delivery strategies.

Prerequisite(s): PHRM 703.

PHRM 705 Integrated Pharmacotherapy 5 (4.00 credit hours)

Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry physiology pathophysiology medicinal chemistry pharmacology and pharmacotherapy of presentation and management of selected gastrointestinal dermatologic endocrine neurologic infectious disease and oncologic disorders. Includes principles of dosage forms and drug delivery strategies.

Prerequisite(s): PHRM 704.

PHRM 706 Integrated Pharmacotherapy 6 (4.00 credit hours)

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 (4.00 credit hours)

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 (4.00 credit hours)

Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry physiology pathophysiology medicinal chemistry pharmacology and pharmacotherapy of presentation and management of selected women's and men's health oncologic and infectious disorders. Includes principles of dosage forms and drug delivery strategies.

Prerequisite(s): PHRM 707.

PHRM 709 Integrated Pharmacotherapy 9 (4.00 credit hours)

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 (4.00 credit hours)

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 (4.00 credit hours)

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 (4.00 credit hours)

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 721 Integrated Pharmacy Lab 1 (1.00 credit hours)

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. *Note- Majors Only

PHRM 722 Integrated Pharmacy Lab 2 (1.00 credit hours)

Introduces compounding of tablet topical and oral suspensions and solutions. Examines devices for home diabetes monitoring. The second half of the semester focuses on pulmonary assessment inhaler counseling and smoking cessation counseling.

Prerequisite(s): PHRM 721.

PHRM 723 Integrated Pharmacy Laboratory 3 (1.00 credit hours)

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.

Prerequisite(s): PHRM 722.

PHRM 724 Integrated Pharmacy Laboratory 4 (1.00 credit hours)

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 Professional Development I (1.00 credit hours)

Course series (PD-1 2) builds foundational pharmacy professional development skills. Throughout this course series students will apply research skills to evaluate contemporary healthcare literature create clear and organized presentation using physical and audiovisual tools develop professional presentation skills identify methods of objective assessment and begin their practice of life-long-learning. Predetermined scientific and pharmacotherapeutic focus areas will be assigned for each of the professional journal club presentations.

Prerequisite(s): PHRM 724.

PHRM 726 Professional Development II (1.00 credit hours)

Course series (PD-1 2) builds foundational pharmacy professional development skills. Throughout this course (PD-2) students will apply research skills to evaluate contemporary healthcare literature create clear and organized presentations learn to effectively utilize audiovisual tools develop professional presentation skills identify methods of objective assessment gain medication therapy management (MTM) knowledge and skills and begin their practice of life-long-learning. Faculty mentors with predetermined scientific and pharmacotherapeutic focus areas will be assigned for each professional seminar presentation during Professional Development 1 & 2.

Prerequisite(s): PHRM 725.

PHRM 727 Integrated Literature Evaluation 1 (3.00 credit hours)

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 (3.00 credit hours)

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 730 Pharmacy & US Health Care System (3.00 credit hours)

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 731 Literature and Pharmacoeconomics (3.00 credit hours)

Builds on topics covered in PHRM 727 and 728 and includes literature evaluation of observation studies (i.e. case-control cohort) and meta-analyses (observational and/or experimental studies) as well as evidence-based medicine topics (primary literature/clinical practice guidelines to impact patient care). Presents methods to evaluate pharmacoeconomic studies by examining collection and analysis of monetary costs of a pharmaceutical product and alternatives compared to the value of effects (e.g. quality of life or efficacy). Careful interpretation of pharmacoeconomic studies to inform healthcare decision making is addressed.

Prerequisite(s): PHRM 728 and PHRM 730.

PHRM 732 Leadership and Management (3.00 credit hours)

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 740 Pharmacy Law and Policy (3.00 credit hours)

Examines the history of pharmacy laws and how the laws structure 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 (3.00 credit hours)

Provides principals 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 743 Faith Spirituality & Culture Hlth Care (3.00 credit hours)

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 750 Introduction to Pharmacy Practice (2.00 credit hours)

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 communication interactions and behaviors. Introduction is also made to healthcare documentation and drug information. *Note-Majors Only

PHRM 751 Introductory Pharmacy Practice Exp 1 (2.00 credit hours)

The first of five 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 course work. Prerequisite(s) PHRM 750.

PHRM 752 Introductory Pharmacy Practice Exp 2 (2.00-3.00 credit hours)

Students will gain pharmacy practice experience in either a community or institutional site learning about the pharmacy practice in that setting and completing assignments related to concepts in their concurrent course work. The number of credits that the students register for is related to the hours spent at the site. Accelerated pathway students should register for three credits and traditional pathway students should register for two credits.

PHRM 753 Introductory Pharmacy Practice Exp 3 (2.00-3.00 credit hours)

Provides experiential education through activities at a community or institutional site. In this course students learn about the pharmacy practice setting and complete assignments related to concepts in their concurrent coursework. The total hours at the experiential education site are based on whether the student is pursuing the traditional or accelerated pathway to earn the PharmD degree. Traditional Pathway students should register for two credits while Accelerated Pathway students should register for three credits.

PHRM 754 Introductory Pharmacy Practice Exp 4 (2.00-3.00 credit hours)

Introductory Pharmacy Practice Experience 4 is the fourth of five experiential courses for the students in the traditional pathway and the second experiential course for students in the accelerated pathway. Traditional pathway 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. Accelerated pathway students spend a total of 110 hours at the experiential sites.

Prerequisite(s): PHRM 753.

PHRM 755 Introductory Pharmacy Practice Exp 5 (2.00 credit hours)

Inter-professional simulations designed to combine pharmacy knowledge with practice in professionalism.

Prerequisite(s): PHRM 754.

PHRM 756 Introductory Pharmacy Practice Exp - A (1.00 credit hours)

Companion course to PHRM 751 for students participating in more experiential hours to pursue the PharmD degree along an accelerated pathway. Corequisite(s): PHRM 751.

Prerequisite(s): PHRM 750.

PHRM 757 Introductory Pharmacy Practice Exp - B (1.00 credit hours)

Provides experiential education through activities at a community or institutional site or simulation activities. In this course students learn about the pharmacy practice setting and completing assignments related to concepts in their concurrent coursework. Course is intended for students pursuing the PharmD degree via the Accelerated Pathway.

PHRM 760 Advanced Pharmacy Practice Experience 1 (6.00 credit hours)

The first 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 settings.

PHRM 761 Advanced Pharmacy Practice Experience 2 (6.00 credit hours)

The second 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 settings.

PHRM 762 Advanced Pharmacy Practice Exp 3 (6.00 credit hours)

The third 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.

PHRM 763 Advanced Pharmacy Practice Exp 4 (6.00 credit hours)

The fourth 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.

PHRM 764 Advanced Pharmacy Practice Exp 5 (6.00 credit hours)

The fifth 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.

PHRM 765 Advanced Pharmacy Practice Exp 6 (6.00 credit hours)

The sixth 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.

PHRM 766 Advanced Pharmacy Practice Exp 7 (6.00 credit hours)

The seventh 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.

PHRM 767 Advanced Pharmacy Practice Exp 8 (6.00 credit hours)

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.

PHRM 770 Drug-Induced Problems (3.00 credit hours)

Focuses on clinically important problems which arise due to drug-drug drug-disease drug-organ and drug-food interactions. Basic science clinical practice drug information and pre- and post-marketing topics related to drug-induced problems will be covered.

PHRM 771 Immunology: Current & Emerging Infectious Dis (3.00 credit hours)

Provide students an in depth review on the role of innate and adaptive immune responses to viral bacterial fungal and parasitic infections and how specific pathogens are transmitted. Topics will include emerging infectious diseases that are not discussed in other curriculum. Discussions regarding the treatment of these emerging infectious diseases will include evaluations of FDA guidelines and primary literature recommendations. Containment and government agency response strategies will also be discussed for Category A-C pathogens. Course will provide students background knowledge and guidance toward treatment of emerging infectious diseases that healthcare workers may experience in practice.

Note(s): Second and third year pharmacy students only.

PHRM 772 Drugs of Abuse (3.00 credit hours)

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.

PHRM 773 Pediatric Pharmacy (3.00 credit hours)

Active learning approach to understanding the pharmacokinetic/ pharmacodynamic differences in the management of pediatric patients as well as the pharmacotherapy of selected disease states including pulmonary gastrointestinal endocrine neurological and infectious disorders in the pediatric patient. Covers classification of disease stage differences in the management and clinical presentation of a pediatric patient as compared to an adult calculation of appropriate dosages for a pediatric patient first-line treatment and use of databases for appropriate management of a pediatric patient and the risk of drugs during pregnancy and lactation.

Prerequisite(s): PHRM 708.

PHRM 774 Advanced Topics in Pharmacotherapy (2.00-3.00 credit hours)

Provides students with the opportunity to gain foundational academic experience (e.g. attending specialized presentations to gain knowledge of a field researching topics presenting findings to an educated audience and assessing learning) in the context of advanced pharmacotherapy.

Note(s): Course is open to P3 or A2 students.

PHRM 775 Pharmacogenomics (3.00 credit hours)

Using a bench-to-bedside approach the course content spans from foundational genetic concepts to the role of pharmacogenomics in managing selected disease states. In addition the ethical legal and social implications of pharmacogenomics will be presented.

Note(s): P3 Class Standing.

PHRM 776 Adv Topics in Drug Information-Online (2.00 credit hours)

Expands on the understanding of drug information. Topics include answering difficult drug information questions interpreting and critiquing the primary literature formulary management and medical writing.

Prerequisite(s): PHRM 727 and PHRM 728.

Note(s): P3 standing required.

PHRM 777 Palliative Care (3.00 credit hours)

Introduces students to the interdisciplinary nature and principles of palliative care emphasizing the role of the pharmacist. Enhances the student's ability to determine appropriate pharmacological management for pain and symptom control in the dying patient.

PHRM 778 Spanish for Pharmacy Practice 1 (3.00 credit hours)

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.

PHRM 779 Applied Leadership in Pharmacy Practice (3.00 credit hours)

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 752.

PHRM 780 Intermediate Medical Spanish (3.00 credit hours)

This Medical Spanish course tailored for pharmacy students is an opportunity to extend conversational Spanish and medical vocabulary in various pharmaceutical contexts. Language learning is both academic and experiential. You will need to memorize new vocabulary think about how it pulls together to form a complete thought and practice.

Prerequisite(s): PHRM 778.

PHRM 781 Interprofessional Fnd Global Health I (1.00 credit hours)

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.

PHRM 783 Advanced Topics in Drug Information (3.00 credit hours)

Expands on the students' understanding of drug information. Topics include literature evaluation claims in the media and the basis for truth formulary management medication safety initiatives and medical writing.

Prerequisite(s): PHRM 727 and PHRM 728.

PHRM 784 Transgender & Gender Diverse Healthcare (3.00 credit hours)

Explores the unique experiences of transgender and gender diverse (TGD) populations when encountering the healthcare system. The course content spans foundational concepts of gender identity terminology unique health disparities and considerations for medical gender affirming and mental health treatments among TGD populations.

PHRM 785 Interprofessional Spiritual Care (2.00 credit hours)

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 (3.00 credit hours)

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.

PHRM 788 Critical Review in Oncology Research (3.00 credit hours)

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.

Prerequisite(s): PRHM 728.

Note(s): Students must be in professional year 3 of the pharmacy program.

PHRM 789 Princ Med Chem & Drug Design (3.00 credit hours)

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(s): Second year pharmacy (P2) standing or above required.

PHRM 790E-W Directed Study Series (1.00-4.00 credit hours)

Designed to expand on the student's understanding of a specific and focused area of pharmacy studies. Students will learn to completely comprehend a particular subject in the field of pharmacy.

PHRM 791 Acute Care (2.00 credit hours)

Explores a comprehensive evaluation of conditions commonly encountered in hospitalized patients. Students will begin acute care APPE rotations more prepared to evaluate complex patient situations.

Prerequisite(s): PHRM 710.

Note(s): P3 Standing.

PHRM 792 Advanced Neurology (3.00 credit hours)

Explores neurological disorders that may have few or not well established treatments. Topics will include among others Guillain-Barre Syndrome Amyotrophic Lateral Sclerosis Fibromyalgia Huntington's Disease and NMDA Receptor Encephalitis.

Note(s): P2 Standing required.

PHRM 793 Pharmacy Entrepreneurship (3.00 credit hours)

Explores key business relationships; business planning; market analysis; forms of ownership; service offerings; competitive strategies; promotion/marketing customer service financial inventory and human resource management reimbursement challenges; and professional advocacy to support pharmacy entrepreneurship.

PHRM 794 Pharmacy Residency Preparation Elective (1.00 credit hours)

Provides students the opportunity to explore what a pharmacy residency is learn skills that will help them be a competitive applicant and learn what it means to be a pharmacy leader.

Note(s): P3 standing required.

PHRM 795 Immunology and Vaccines (3.00 credit hours)

Provides students with in depth discussions regarding how the immune system responds to different types of disease. Students will gain a better understanding of how vaccines that protect from such diseases are developed and delivered. The course will also devote time to discussing special cases of vaccinology such as travel vaccines cancer vaccines and animal vaccines as a means to prevent spread of zoonotic disease. The course will then end with a review of FDA guidelines for vaccine development approval reporting of adverse effects and the current vaccine schedules.

Prerequisite(s): PHRM 703.

PHRM 796 Critical Evaluation-Alternative Medicine (3.00 credit hours)

Offers a critical review of the popular and scientific literature on a variety of claims of alternative medicine. Clinical faculty will offer insights into appropriate and supportive means of patient counseling.

PHRM 797 Intro-Pharmaceuticals - Bench to Bedside (1.00 credit hours)

An overview of the pharmaceutical industry (RXL) in the context of the drug development process. Students will learn the role that pharmacy-trained individuals can have within the RXL and its associated support services industries.

Note(s): P2 standing required.

PHRM 798 Point-Of-Care Testing Certificate (1.00 credit hours)

Students will earn a point-of-care certificate through a program offered by NACDS. The format includes pre-reading a 2 day program and a skills assessment. Program fee is \$100.00

Prerequisite(s): PHRM 705.

PHRM 799 Reflective Look At Holistic Medicine (3.00 credit hours)

Provides an opportunity for students to learn about and reflect on holistic and alternative medication practices. Understanding this will help students interact their patients while respecting their values and beliefs.

Note(s): P2 and P3 students only.

Doctor of Physical Therapy (DPT)**DPT 701 Human Anatomy and Histology (6.00 credit hours)**

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. **Corequisite(s):** DPT 770.

Note(s): Laboratory includes cadaver dissection.

DPT 703 Biomechanics & Kinesiology- Extremities (3.00 credit hours)

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.

DPT 704 Neuroscience (4.00 credit hours)

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.

Note(s): Laboratory included.

DPT 705 Biomech & Kinesiology-Spine (2.00 credit hours)

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.

DPT 706 Movement Science (2.00 credit hours)

Investigates the theoretical principles of motor learning and motor control. Analysis of the motor behavior approach to movement science and clinical intervention is discussed. **Corequisite(s):** DPT 704.

Note(s): Laboratory included.

DPT 707 Examination of the Movement System (4.00 credit hours)

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.

Prerequisite(s): DPT 705.

Note(s): Laboratory included.

DPT 708 Mgmt Apps of Physiology: MAP I (3.00 credit hours)

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.

Note(s): Laboratory included.

DPT 710 Pharmacology (2.00 credit hours)

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.

Prerequisite(s): DPT 732.

DPT 710A Pharmacology (1.00 credit hours)

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. **Corequisite(s):** DPT 732.

DPT 710B Pharmacology (1.00 credit hours)

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.

Prerequisite(s): DPT 710A.

DPT 712 Diagnostic Imaging and Procedures (2.00 credit hours)

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.

Prerequisite(s): DPT 704.

Note(s): Laboratory included.

DPT 714 Psychosocial Aspects of Health Care (3.00 credit hours)

Explores the physical therapist's role and evidence-based strategies for effective interprofessional management of patients with biopsychosocial considerations related to disability chronic pain mental health substance use spirituality loss physical abuse culture and diversity.

DPT 715 Health Care Policy (2.00 credit hours)

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.

DPT 716 Business Management (2.00 credit hours)

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.

DPT 719 Exercise Foundations (1.00 credit hours)

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.

Prerequisite(s): DPT 708.

Note(s): Laboratory included.

DPT 730 Physical Therapy Examination (3.00 credit hours)

Introduces physical therapy examination evaluation and diagnosis within a clinical decision making framework referencing the Guide to Physical Therapist Practice.

Prerequisite(s): DPT 701 DPT 703 and DPT 708.

Note(s): Laboratory included.

DPT 731 Differential Diagnosis (2.00 credit hours)

Applies clinical decision making principles to differential diagnosis of clients with movement system dysfunction across multiple systems. Explores the primary care practitioner's role in reviewing systems to differentiate movement system disorders from those requiring a referral.

Prerequisite(s): DPT 735 DPT 737 and DPT 738.

Note(s): Laboratory included.

DPT 732 Mgmt Apps/Physiology: MAP II (4.00 credit hours)

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(s): DPT 710A.

Prerequisite(s): DPT 701 and DPT 708.

Note(s): Laboratory included.

DPT 733 Musculoskeletal Management I (3.00 credit hours)

Initiates patient management strategies for individuals with musculoskeletal problems. Course emphasizes individuals with lower extremity musculoskeletal problems. Includes therapeutic exercise manual therapy and modalities for lower extremity regions.

Prerequisite(s): DPT 730.

Note(s): Laboratory included.

DPT 734 Musculoskeletal Management II (3.00 credit hours)

Develops patient management strategies for individuals with musculoskeletal problems. Course emphasizes lumbopelvic and thoracic regions. Includes therapeutic exercise manual therapy and modalities for individuals with lumbopelvic and thoracic conditions.

Prerequisite(s): DPT 733.

Note(s): Laboratory included.

DPT 735 Musculoskeletal Management III (3.00 credit hours)

Refines patient management strategies for individuals with musculoskeletal problems. Course emphasizes upper extremity craniofacial and cervical spine. Includes therapeutic exercise manual therapy and modalities for upper extremity craniofacial and cervical conditions.

Prerequisite(s): DPT 734.

Note(s): Laboratory included.

DPT 736 Neurological Management I (3.00 credit hours)

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.

Prerequisite(s): DPT 704 DPT 706 DPT 707 DPT 710 DPT 730 and DPT 732.

Note(s): Laboratory included.

DPT 737 Neurological Management II (5.00 credit hours)

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.

Prerequisite(s): DPT 736.

Note(s): Laboratory included.

DPT 738 Mgmt Apps of Physiology: Map III (5.00 credit hours)

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.

Prerequisite(s): DPT 732.

Note(s): Laboratory included.

DPT 739 Exercise Applications (2.00 credit hours)

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.

Prerequisite(s): DPT 735 DPT 737 and DPT 738.

Note(s): Laboratory included.

DPT 740 Management of the Movement System (2.00 credit hours)

Applies clinical decision-making principles for the management of individuals with movement system dysfunction across multiple systems for special areas of practice including geriatrics pediatrics ergonomics orthotics and prosthetics. Applies management principles across episodes of care.

Prerequisite(s): DPT 735 DPT 737 and DPT 738.

DPT 743T Management of Neurological Disorders I (3.00 credit hours)

Studies motor learning motor control and motor development muscle and neural plasticity updates. Integrates evidence-based practice with the Disablement Model Elements of the Patient/Client Management Model and The Guide to Physical Therapist Practice.

DPT 744T Management of Neurological Disorders II (3.00 credit hours)

Studies the theoretical basis for impairment/disabilities of the nervous system their neurophysiological substrates neuropathology and mechanisms of recovery. Evidence based practice is integrated with principles of examination evaluation diagnosis prognosis and establishment of intervention in selected case presentations across the life span.

DPT 750 Clinical Education I (2.00 credit hours)

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.

Note(s): Pass/No Pass grading only.

DPT 751 Clinical Education II (4.00 credit hours)

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.

Prerequisite(s): DPT 750.

Note(s): Pass/No Pass grading only.

DPT 752 Clinical Education III (5.00 credit hours)

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. Length and timing of clinical placements at any one facility may vary.

Prerequisite(s): DPT 751.

Note(s): DPT 752 and DPT 753 are a 24-week combined clinical experience.

DPT 753 Clinical Education IV (6.00 credit hours)

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. Time may be divided into a number of clinical placements of varied lengths and practice settings.

Prerequisite(s): DPT 752.

Note(s): DPT 752 and DPT 753 are a 24-week combined clinical experience.

DPT 760E-W Independent Study in PT (1.00-6.00 credit hours)

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.

DPT 770 Professional Issues/Case Management I (1.00 credit hours)

Begins a six course series. Introduces mission and philosophy curriculum model and service learning. Explores student values principles of teaching learning and aspects of professionalism.

Note(s): Laboratory and service learning included.

DPT 771 Professional Issues/Case Management II (2.00 credit hours)

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.

Prerequisite(s): DPT 770.

Note(s): Laboratory and service learning included.

DPT 772 Prof Issues/Case & Practice Mgt III (2.00 credit hours)

Expands concepts of problem-based learning using patient scenarios. Discusses diversity scope of practice and professionalism in the clinical settings as well as difference in management and leadership roles payment processes and financial implications for providing services.

Prerequisite(s): DPT 771.

Note(s): Laboratory and service learning included.

DPT 773 Professional Issues/Case Management IV (1.00 credit hours)

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.

Prerequisite(s): DPT 772.

Note(s): Laboratory and service learning included.

DPT 774 Professional Issues/Case Management V (2.00 credit hours)

Fosters development of professional teaching skills and dialogue through the presentation of clinical case reports and preparation of an educational session. Practices skills as change-agents and leaders in the use of EBP during case discussions.

Prerequisite(s): DPT 773.

DPT 776 Introduction to Evidence Based Practice (3.00 credit hours)

Explores research methodologies used in health care research. Examines descriptive and inferential statistics and evidence-based practice principles. Addresses literature searches and evidenced-based analysis research reports with a focus on treatment effectiveness studies.

DPT 780E-W Topics in Physical Therapy I (1.00 credit hours)

Advances study in topics of interest related to physical therapy practice.

DPT 781E-W Topics in Physical Therapy II (1.00 credit hours)

Advances study in topics of interest related to physical therapy practice.

DPT 790 Evidence Based Practice I (2.00 credit hours)

Introduces clinical research and narrative review 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.

Prerequisite(s): DPT 776.

DPT 791 Evidence Based Practice II (1.00 credit hours)

Examines data and performs statistical analysis. Narrative review 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.

Prerequisite(s): DPT 790.

DPT 792 Evidence Based Practice III (2.00 credit hours)

Culmination of the Evidence Based Practice Series in which students compose final manuscripts and present scholarly works reflecting the integration of EBP.

Prerequisite(s): DPT 791.

DPT 796 Capstone (1.00 credit hours)

Focuses on the culmination of the students clinical and professional development based on the portfolio presentation. Clinical education reflections and curricular review are also included in the capstone.

DPT 799 Comprehensive Exam (0.00 credit hours)

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.

Note(s): Pass/No Pass grading only.

Residency in Orthopaedic Physical Therapy (ROPT)**DPT 801 Advanced Clinical Practice I (2.00 credit hours)**

Develop advanced clinical decision making in practice using critical inquiry understand models of health care delivery explore movement systems and pain in clinical reasoning and review essentials in medical management and radiology.

DPT 802 Advanced Clinical Practice II (1.00 credit hours)

Develop advanced practice including ethics practice management and contemporary healthcare topics including regenerative medicine and genetics. Integrating spirituality and holistic care for the individual. Leadership development and exploration of mentoring teaching and learning concepts.

DPT 811 Orthopaedic Specialty Practice I (2.00 credit hours)

Management of individuals with impairments related to the foot/ankle and the knee. Functional anatomy biomechanics pathophysiology medical management and movement systems study in these regions will be included using evidence-based practice

DPT 812 Orthopaedic Specialty Practice II (3.00 credit hours)

Management of individuals with impairments related to the hip lumbar spine pelvis and the thoracic spine. Functional anatomy biomechanics pathophysiology medical management and movement systems study in these regions will be included using evidence-based practice and advanced leadership development.

DPT 813 Orthopaedic Specialty Practice III (4.00 credit hours)

Management of individuals with impairments in the cervical spine cranio-facial region shoulder girdle and the upper extremity including elbow wrists and hand. Functional anatomy biomechanics pathophysiology medical management and movement systems study in these regions will include evidence-based practice and terminal capstone development.

Fellowship in Orthopaedic Manual Physical Therapy (FMOPT)**DPT 900 Virtual Rounds I (1.00 credit hours)**

Online mentoring in advanced clinical practice in orthopaedic manual clinical practice with a focus to advanced clinical decision making based upon active patient care. Faculty supported environment including professional issues and development of research presentations.

DPT 901 Virtual Rounds II (1.00 credit hours)

Online mentoring in advanced clinical practice in orthopaedic manual clinical practice with a focus to advanced clinical decision making based upon active patient care. Faculty supported environment including professional issues and development of research presentations.

DPT 902 Virtual Rounds III (1.00 credit hours)

Online mentoring in advanced clinical practice in orthopaedic manual clinical practice with a focus to advanced clinical decision making based upon active patient care. Faculty supported environment including professional issues and development of research presentations.

DPT 903 Management of Lower Extremity Disorders (3.00 credit hours)

Advanced management of impairments in the lower extremity through the integration of manual therapy and exercise intervention. Management is based upon advanced clinical decision making with evidence informed practice. Instruction in regional dry needling included.

DPT 904 Management of Upper Extremity Disorders (3.00 credit hours)

Advanced management of impairments in the upper extremity through the integration of manual therapy and exercise interventions. Management is based upon advanced clinical decision making with evidence informed practice. Instruction in regional dry needling included.

DPT 905 Management of Lumbopelvic Disorders (3.00 credit hours)

Advanced management of impairments in the lumbo-pelvic region through the integration of manual therapy and exercise interventions. Management is based upon advanced clinical decision making with evidence informed practice. Instruction in regional dry needling included.

DPT 906 Management of Cervicothoracic Disorders (3.00 credit hours)

Advanced management of impairments in the cervicothoracic region through the integration of manual therapy and exercise interventions. Management is based upon advanced clinical decision making with evidence informed practice. Instruction in regional dry needling included.

DPT 910 Clinical Practicum (3.00 credit hours)

Final testing process to complete the Fellowship program. Live skill testing patient case simulation reflective examination evidence-based knowledge assessment and assessment of overall progression in the program including review of mentorship and reporting. Pass/No Pass grading only.

DPT 911 FOMPT Fulfillment (0.00 credit hours)

Variable course which allows for student registration to attend missed in-person events such as weekend intensives with prior approval and to fulfill missed requirements overall in the FOMPT program.

RHCHP Degree and Certificate Offerings

RHCHP Academic Dean
Claver Hall, Room 332
Regis University
Mail Code: G-6
3333 Regis Boulevard
Denver, CO 80221-1099

303-458-4174

Division of Counseling and Family Therapy

Regis University
Interprofessional Health Campus - Thornton
500 E. 84th Ave. Suite B-12
Mail Stop P-33
Thornton, CO 80229

303-964-6421

Master of Arts

- Counseling: Clinical Mental Health Counseling
- Marriage and Family Therapy

Graduate Academic Certificates

- Marriage and Family Therapy

Division of Health Services Education

Regis University
Mail Code G-11
3333 Regis Boulevard
Denver, CO 80221-1099

303-458-4157

303-964-5430 Fax

Bachelor of Science

- Health Care Administration (HCA)

Master of Science

- Health Services Administration (HSA)

Graduate Academic Certificates

- Health Care Business Management Certificate (HCBM)
- Health Care Quality and Patient Safety (QPS)

Loretto Heights School of Nursing

Office: Carroll Hall, Room 328
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099

Office of the Dean

800-388-2366 ext. 5735
or 303-964-5735

Bachelor of Science in Nursing Degree

Programs

- Traditional Nursing Program
- Accelerated Nursing Program (classroom and online)
- CHOICE Nursing Program

Master of Science Degree in Nursing

Program Specializations

- Leadership in Health Care Systems (online and synchronous Zoom)
- Family Nurse Practitioner (FNP) (Classroom and synchronous Zoom)
- Neonatal Nurse Practitioner (NNP) (synchronous Zoom)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) (synchronous Zoom)
- Nursing Completion Option for Certified Nurse Practitioners

Post Graduate Academic Certificates

- Health Care Education
- Health Care Informatics
- Health Care Business Management
- Health Care Quality and Patient Safety
- See Special Educational Option for Graduate Studies in Nursing for:
 - Post-Master's Certificate to become a Family Nurse Practitioner; Neonatal Nurse Practitioner; or Psychiatric Mental Health Nurse Practitioner
 - Dermatology NP Certificate

Doctor of Nursing Practice

Program Specializations

- Advanced Practice Registered Nurse (online)
- Advanced Leadership in Health Care (online)

Doctor of Nursing Practice to PhD in Nursing

- Nursing Education Emphasis

School of Pharmacy

Claver Hall, Room 208
Regis University
Mail Code: H-28
3333 Regis Boulevard
Denver, CO 80221-1099

303-625-1300
303-625-1305 Fax

Bachelor of Science

- Foundations in Pharmacy

Doctor of Pharmacy

Dual Degree Programs

- Master of Business Administration
- Master of Science in Health Services Administration
- Master of Science in Health Informatics

Graduate Academic Certificates

- Health Care Business Management
- Health Care Informatics
- Health Care Quality and Patient Safety
- Pharmaceutical Industry Affairs

School of Physical Therapy

Claver Hall, Room 403
Regis University
Mail Code: G-4
3333 Regis Boulevard
Denver, CO 80221-1099

DPT Program 303-458-4910

Fellowship and Residency Programs 303-964-6323
Health and Exercise Program 303-964-6794

Bachelor of Science

- Health and Exercise Science

Doctor of Physical Therapy

Academic Certificate

- Fellowship in Orthopaedic Manual Physical Therapy
- Certificate of Completion
- Residency in Orthopaedic Physical Therapy

Division of Counseling and Family Therapy

The Division of Counseling and Family Therapy offers two Master of Arts degrees, a Master of Arts in Counseling: Clinical Mental Health Counseling and a Master of Arts in Marriage and Family Therapy. The Division also offers a Post-Graduate Certificate in Marriage and Family Therapy with a Master's degree in Counseling. The Master of Arts in Counseling: Clinical Mental Health 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 accredited by the Commission on Accreditation of 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 couple and family therapists in mental health and community agency settings. The Master of Arts in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and meets the academic requirements for licensure as a LMFT in the state of Colorado.

Division of Health Services Education (HSE)

The Division of Health Services Education houses an undergraduate degree program in Health Care Administration, a graduate degree program in Health Services Administration, and academic certificate programs in Health Care Quality and Patient Safety and Health Care Business Management, along with an undergraduate minor in healthcare administration. Coursework is offered in an accelerated format with curricula designed to reflect principles of adult learning. All courses are offered online. Designated courses are available as electives to students in other majors.

Within the Rueckert-Hartman College for Health Professions all degree programs include a requirement for a course in health care ethics. The Division of Health Services Education offers courses in Health Care Ethics to address that expectation. At the undergraduate level, the division 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 Care Administration. Graduate level courses are designed to meet the needs of specific programs in Health Services Education, Nursing, Pharmacy and Physical Therapy. Currently, the division does not offer a Health Care Ethics major or a minor.

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, consulting firms, service agencies and educational institutions. The curriculum combines online learning with an administrative internship that features virtual team-based experience with a live site.

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 leadership, strategy, 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 healthcare business positions. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry. The program is offered in an online format.

The Fast Forward program for undergraduate healthcare administration program allows students to expedite the completion of a graduate degree in Health Services Administration. Dual degrees with Regis' PharmD program, DPT alum, and other approved partners allows clinical students to concurrently gain the administrative degree.

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 and patient safety 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, how many complaints a hospital or nursing home has had, and much more.

The core of this certificate is comprised of four courses. The certificate is offered in an online format.

Certificate in Health Care Business Management (HCBM)

The HCBM certificate was developed for professionals requiring specific graduate-level, health care management skill sets, though may not have the time or desire to complete a full graduate curriculum. The HCBM certificate provides a broad array of options for professionals to customize a certificate by completing four of many courses offered. Students, along with their advisors, determine which courses will best enhance professional aspirations.

Students electing to complete a full graduate curriculum at a later date may apply all of their certificate courses to the MS in Health Services Administration graduate curriculum. This effectively opens horizons for students to complete one-third (four of twelve required courses) of a graduate degree by completing the certificate.

The HCBM certificate is appropriate for anyone who has already earned an undergraduate degree from an accredited university. Professionals from any of the health care related disciplines are welcome to apply for the certificate program. This includes health care supervisors and managers, pharmacists, physical therapists, behavioral health professionals, nurses, those individuals with a technical background who need additional training in health care business, or those from non-health care industries who provide services for health care clients.

Loretto Heights School of Nursing

The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice at Regis University are accredited by the Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(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 2017, the Loretto Heights School of Nursing received full ten-year accreditation for its Bachelor of Science in Nursing, Master of Science in Nursing, Advanced Practice Registered Nurse and the Doctor of Nursing Practice programs from CCNE.

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 and delivery formats in order to meet the needs of a variety of student populations seeking their BSN. The Traditional Nursing Program offers the undergraduate curriculum starting in the second half of the summer semester and then following 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. Students in this program will complete selected master's level courses to fulfill the requirements of the bachelor's degree. The Connecting Healthcare Occupations with Innovative Curriculum and Experience (CHOICE) Nursing Program offers the BSN with schedules designed for individuals with health care experience.

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 are prepared for various leadership and management roles. This specialization is offered in a blended format (synchronous Zoom) one evening per week, or fully online. The Family Nurse Practitioner (FNP) specialization is offered in a one full day per week on campus format and a synchronous online format (Zoom) for rural and out-of-state students one full day per week. The School also offers a Neonatal Nurse Practitioner (NNP) as a synchronous (Zoom) offering, and a Psychiatric Mental Health Nurse Practitioner (PMHNP) specialization in a one full day per week synchronous Zoom format. A Master of Science degree completion option for certified nurse practitioners is also offered.

Post Graduate Academic Nursing Certificates

The School also offers a Graduate Academic Certificate in Health Care Education and Post-Master's Certificates for FNPs, NNPs, PMHNPs, and Clinical Dermatology for practicing nurse practitioners.

Doctor of Nursing Practice (DNP)

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-master of science in nursing to Doctor of Nursing Practice program builds upon the current MS in nursing curricula, while the post-bachelor of science in nursing (BSN) to DNP builds upon both the BSN and MS in nursing curricula. This terminal nursing degree is designed to prepare advanced practice nurses, advanced and executive 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 or in a flex option of nine semesters and contains clinical and practicum experiences focusing on meeting the health care needs of vulnerable and underserved populations.

Doctor of Nursing Practice (DNP) to PhD in Nursing

The School of Nursing offers a "bridge" program from DNP to PhD in Nursing with a Nursing Education cognate emphasis. Students who have completed a DNP from an accredited institution will expand their advanced education to include in-depth course work in advanced research methods, theory, and the role of an academic researcher with

a nursing education focus. The program is asynchronous online with required short on-campus intensives annually and is 36 semester hours in length. The program utilizes an innovative dissertation-by-publication model.

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 nine-semester 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 49 semester hours of pre-professional coursework; although a minimum of 72 semester hours is necessary to qualify for financial aid for the PharmD program. The pre-pharmacy curriculum and financial aid qualifying hours of credit can usually be completed with two years of undergraduate coursework. The two-year pre-pharmacy curriculum, together with the nine-semester 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 (<http://www.regis.edu/pharmd/>).

Bachelor of Science in Foundations of Pharmacy

The Bachelor of Science in Foundations of Pharmacy is only available to students who are enrolled in the Doctor of Pharmacy (PharmD) program at Regis University. Students entering the PharmD program having completed at least three years of specific undergraduate coursework have the opportunity to earn a BS in Foundations of Pharmacy as soon as the completion of the first two semesters of the PharmD program. Thus, the two semesters of the PharmD program serve double duty in counting for the BS and PharmD degree. Following completion of the Doctor of Pharmacy curriculum, students are then awarded the PharmD degree.

Doctor of Pharmacy

The professional doctoral program (Pharm.D.) is nine-semester and can be completed in three or four years. Each new class starts with the fall term, usually beginning in August. The curriculum is designed for students to become pharmacists who provide care to patients in a variety of settings, including community and institutional pharmacies. The curriculum consists of classroom instruction using mostly team-based learning and integration, and experiential instruction at multiple practice sites. 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.

Graduate Certificate in Pharmaceutical Industry Affairs

In addition to roles in community settings and health systems, pharmacists play a critical role in the pharmaceutical industry, including medical affairs, clinical research and development, regulatory affairs, pharmacovigilance and health outcomes. A strong understanding of the pharmaceutical industry is key, and a graduate certificate in Pharmaceutical Industry Affairs from Regis can help propel you forward in your pharmaceutical industry career.

The graduate certificate in Pharmaceutical Industry Affairs develops the foundational skills necessary for the highly-regulated pharmaceutical industry, while equipping graduates for the increasingly competitive nature of industry fellowships by focusing on critical

thinking, communication skills and drug development as a complex, comprehensive system.

School of Physical Therapy

The School of Physical Therapy offers two degrees, a Bachelor of Science degree in Health and Exercise Science, and a Doctor of Physical Therapy (DPT) degree. The Doctor of Physical Therapist (DPT) Education program at Regis University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Avenue, Suite 100
Alexandria, Virginia 22305

telephone: 703.706.3245

email: accreditation@apta.org

website: <http://www.capteonline.org>.

If needing to contact the program/institution directly, please call 303-458-4910 or email dpt@regis.edu

The Health and Exercise Science (HES) Program at Regis University is accredited by the Commission on Accreditation of Allied Health Education Programs through the Committee on Accreditation for the Exercise Sciences (CoAES).

401 West Michigan Street

Indianapolis, IN 46202

Website: <https://www.caahep.org/committees-on-accreditation/exercise-science>

The School of Physical Therapy also offers two post-professional certificate programs, a Residency in Orthopaedic Physical Therapy and a Fellowship in Orthopaedic Manual Physical Therapy. The Regis University Residency in Orthopaedic Physical Therapy (ROPT) is an intensive one-year hybrid program focusing on progressive didactic and clinical education with courses specific to orthopedic physical therapist practice. Licensed physical therapists and graduates of CAPTE accredited physical therapist education programs who complete licensing requirements before the start date of the ROPT are eligible to apply for the program. Residents complete 12 semester hours designed for rapid post-professional development and advanced clinical decision-making in orthopaedics, preparing candidates to sit for the American Board of Physical Therapy Specialties Orthopaedic Clinical Specialist (OCS) certification examination. The School of Physical Therapy commenced the inaugural orthopaedic residency cohort in January 2020 following candidacy approval from the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). The ROPT received a five-year accreditation from ABPTRFE in January 2021.

Licensed physical therapists with ABPTS clinical specialist certification or graduation from an ABPTREFE-accredited residency are eligible for admission into the advanced practice *Fellowship* in Orthopaedic Manual Physical Therapy (FOMPT) program. Our hybrid online/on-site program is grounded in evidence-based practice principles and embraces American Physical Therapy Association's (APTA) vision to optimize movement and improve the human experience. The program design involves four orthopaedic management courses presented in an online format over eight-week terms with ongoing patient case and professional practice discussions in virtual patient round/clinical practice discussions. This format allows flexibility for clinicians to pursue the

Fellowship in OMPT and maintain a full-time clinical practice schedule. Regis University's FOMPT program has been accredited by the ABPTRFE as a post-professional clinical fellowship program for physical therapists in Orthopedic Manual Physical Therapy since 2006, and currently through 2028. The FOMPT program has also been accredited by the Accreditation Council on Orthopaedic Manual Physical Therapy Education (ACOMPTE) since 2020.

Bachelor of Science in Health and Exercise Science (HES)

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. It includes courses of study in the natural and behavioral sciences and explores the principles of movement organization, control and regulation. The HES program combines principles of behavioral health, biomechanics, exercise physiology, motor behavior, and nutrition 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.

Flexibility of career choice is a hallmark of the HES degree. Diverse career opportunities include employment as an exercise specialist, health and wellness coach, personal trainer, sport performance coach or occupational and community health specialist. In addition, this program prepares graduates for application to professional graduate programs in the professions of physical therapy, occupational therapy, athletic training, nutrition and other health related disciplines, as well as academic graduate programs in areas such as health and behavioral science, public health, exercise physiology and kinesiology.

The HES major provides a strong foundation in the natural and behavioral sciences and encourages students to tailor their course of study specific to their career goals. Students will participate in an internship in an area of their interest, which provides experience in the application of concepts developed during their studies. Flexible independent study electives are also available.

The school offers an undergraduate minor in Health and Exercise Science for students pursuing other primary degree programs.

Doctor of Physical Therapy (DPT)

The Doctor of Physical Therapy (DPT) program is a full-time program that is three calendar years in length (eight semesters). It is designed for students who desire to pursue careers as physical therapists. With nationally recognized faculty and 38 weeks of clinical experience integrated into the curriculum, the Regis DPT program is cutting-edge and evidence based, preparing students to be leaders in the practice of physical therapy while advocating for health access and equity for all members of society. Graduates are awarded a Doctor of Physical Therapy degree and are eligible to take the National Physical Therapy Exam (NPTE).

RHCHP General Information

Mission and Values

Within the Jesuit, Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions is an interprofessional college embracing the following mission and values:

Mission

Our mission is to advance the ideals of social justice and the health of our global community through innovative teaching and learning, and exceptional practice and scholarship.

Values

We commit ourselves to:

- Prioritize student-centered learning, emphasizing the care and education of the whole person.
- Nurture respect for human diversity and inclusion.
- Use evidence as the basis for education and practice.
- Demonstrate ethical behavior and values-based practice in health care.
- Provide practice and service opportunities that are transformative.
- Develop leaders who are mindful of the social determinants of health, promoting health equity and increased access to health care, with the intention of transforming the future of health delivery systems to advance the welfare of our global community.

Governing Catalog

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 (<http://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.

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 Education, 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/ program 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/program director/chair reviews all the documentation submitted to determine the validity of the

challenge. The department/ program director/chair contacts the student and instructor to schedule an appointment, if necessary. The department/ program director/chair may choose to seek additional information from other sources, if indicated by the circumstances. The department/ program 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 and Family Therapy or Health Services Education, 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. The decision of the School Dean is final.

Note: Students should refer to their specific Student Handbook for further guidelines.

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 (<http://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 associate dean (Counseling and Family Therapy or Health Services Education) 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 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. 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 Education undergraduate programs require a grade of at least a "C" in all HCA courses and a cumulative GPA for progression at a 2.00.

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 (nursing students should contact the LHSON Dean's office at 303-964-5735):

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, Doctor of Nursing Practice, and Doctor of Nursing Practice to PhD 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 and Dismissal: Master's Students

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 level are subject to academic review and may be suspended from the program. Suspension may be appealed to the department director, assistant dean, 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. Master's students earning a letter grade of C- or below (course failure) are eligible to repeat the course for a minimum letter grade of "C" to maintain eligibility to progress in the graduate program pending program director approval.

Master's students in Leadership who receive two course failures (C- or lower) as initial grades in any course will be dismissed from the program.

Nurse practitioner students (NNP, FNP, and PMHNP) who receive two course failures (C- or lower) as initial grades in any course will be dismissed from the program.

See the Division of Counseling and Family Therapy for minimum grade requirements for that Division.

Academic Suspension and Dismissal: Doctor of Nursing Practice and DNP to PhD Students

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "B- or below" in two courses at the 700 or 800 level are subject to academic review and may be suspended or dismissed 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. Students earning a letter grade of B- or below are eligible to repeat the course for a minimum letter grade of "B" to maintain eligibility to progress in the graduate program pending program director or assistant dean approval.

Doctor of Physical Therapy

Policies related to Academic Probation and Academic Suspension for students enrolled in the Doctor of Physical Therapy program are available

to physical therapy students in the Doctor of Physical Therapy 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 Supplemental 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 dismissal 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:

- 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:
 - The student's honest and straight-forward assessment of how the academic problems came about.
 - Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - Why the student should not be suspended from the program or dismissed from the University.
 - Some indication that the student is ready to continue serious academic work.
 - The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
- 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 final 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.

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.

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 2024 - 2025 Academic Year

Charges are per semester, unless otherwise noted

Undergraduate Programs

Bachelor of Science in Foundations of Pharmacy

Charge	Amount
Full-time Tuition	\$22,995
Part-time Tuition (per semester hour)	\$1,533
Tuition (per semester hour – fourth year)	\$1,533
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,533
Summer Session (per semester hour)	\$529
Application Fee	\$50
Orientation Fee (one-time fee for new students)	\$350
Study Abroad Processing Fee	\$35
Study Abroad Program Fee	\$1,000-\$7,500
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Returned Check Fee (per return)	\$20
Graduation Application Fee	\$50

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science Degree in HCA Traditional

Charge	Amount
Tuition (per semester)	\$22,995
Part-time Tuition (per semester hour)	\$1,533
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,533
Summer Session (per semester hour)	\$599
Orientation Fee (one-time fee for new students)	\$350

Application Fee	\$50
Study Abroad Processing Fee	\$35
Study Abroad Program Fee	\$1,000-\$7,500
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Returned Check Fee (per return)	\$20
Graduation Application Fee	\$50

Non Traditional

Charge	Amount
Tuition (per semester hour)	\$594
General Fee (per semester hour)	\$61
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee	\$20
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science in Health and Exercise Science

Charge	Amount
Full-time Tuition	\$22,995
Part-time Tuition	\$1,533
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,533
Summer Session	\$599
Orientation Fee (one time fee for new students)	\$350
Application Fee	\$50
Laboratory Fee (per year)	\$200
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Returned Check Fee (per return)	\$20
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**

Charge	Amount
Full-time Tuition	\$23,495
Part-time Tuition (per semester hour)	\$1,566

Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,566
Summer Session (per semester hour)	\$599
Summer Nursing Externship (per semester hour)	\$599
Application Fee	\$50
Nursing Laboratory Fee (per year)	\$200
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Returned check fee (per return)	\$20
Graduation Application Fee	\$50

Additional specific course fees may exist that are not listed.

Accelerated Nursing Program – January Cohort

Charge	Amount
Tuition (per semester hour)	\$955
General Fee (per semester hour)	\$35
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Nursing Laboratory Fee (charged twice in program)	\$200
Graduation Application Fee	\$50

Accelerated Nursing Program – May Cohort

Charge	Amount
Tuition (per semester hour)	\$955
General Fee (per semester hour)	\$35
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology fee (per semester hour)	\$20
Nursing Laboratory Fee (charged twice in program)	\$200
Graduation Application Fee	\$50

¹ Applications to the Traditional Nursing program are submitted using the centralized NursingCAS system (<https://www.nursingcas.org>).

CHOICE Nursing Program

Charge	Amount
Tuition (per semester hour)	\$891
General Fee (per semester hour)	\$61
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Application Fee	\$50
Nursing Laboratory Fee (charged twice in program)	\$200
Graduation Application Fee	\$50

¹ Applications to the Traditional Nursing program are submitted using the centralized NursingCAS system (<https://www.nursingcas.org>).

Loretto Heights School of Nursing Other Fees

Charge	Amount
Clinical Make-up Fee (per day)	\$500
Skills Lab Make-up Fee	\$150
SIM Lab Make-up Fee	\$150

Graduate Programs

Master of Arts in Counseling

Charge	Amount
Tuition (per semester hour)	\$806
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hours) ¹	\$35
Technology Fee (per semester hour)	\$20
Practicum Fee (one time)	\$500
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Master of Arts in Marriage and Family Therapy

Charge	Amount
Tuition (per semester hour)	\$806
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Practicum Fee (one time)	\$500
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Master of Science Degree in Health Services Administration

Charge	Amount
Tuition (per semester hour)	\$759
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Health Care Quality and Patient Safety Certificate

Charge	Amount
Tuition (per semester hour)	\$759
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per Semester hour)	\$20
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Health Care Business Management Certificate

Charge	Amount
Tuition (per semester hour)	\$759
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Master of Science Degree in Nursing

Charge	Amount
Leadership Tuition (per semester hour)	\$785
Practitioner Tuition (per semester hour)	\$965
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Application Fee	\$50
Skills Lab Make up Fee (per hour)	\$50
SIM Lab Make up Fee	\$65
Procedures Make-up Lab Fee	\$300
Laboratory Fee (Family Nurse Practitioner, Neonatal Nurse Practitioner and Psychiatric Mental Health Practitioner (one-time only)	\$300
Fitzgerald Health Education (Family Nurse Practitioner and Psychiatric Mental Health Practitioner only)	\$531.05
Graduation Application Fee	\$50

Applications to the Nurse Practitioner programs are submitted using the centralized NursingCAS system (<https://www.nursingcas.org>).

Doctor of Nursing Practice

Charge	Amount
Tuition (per semester hour)	\$1,018
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Technology Fee (per semester hour)	\$20
Application Fee	\$50
Graduation Application Fee	\$50

Doctor of Pharmacy

Charge	Amount
Tuition (per semester hour)	\$1,161
General Fee (per credit hour)	\$35
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Technology Fee (per semester hour)	\$20
Application Fee	\$0 ²
Graduation Application Fee	\$50

¹ Opt-Out available.

² Applications to the Doctor of Pharmacy program are submitted using the centralized PharmCAS system (www.pharmcas.org (<http://www.pharmcas.org>)).

Doctor of Physical Therapy

Charge	Amount
Tuition (per semester hour)	\$1,011
General Fee (per semester hour)	\$35
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Technology Fee (per semester hour)	\$20
Application Fee	\$0 ²
Exxat Clinical Education Software Fee (one-time fee)	\$200
Laboratory Fee (for the first two-years of the program)	\$400
Graduation Application Fee	\$50

¹ Opt-Out available.

² Applications to the Doctor of Physical Therapy program are submitted using the Physical Therapy Centralized Application Service system (www.PTCAS.org (<http://www.PTCAS.org>)).

Residency in Orthopaedic Physical Therapy

Charge	Amount
Online Course Tuition (per semester hour)	\$928
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Residency Course Fee	\$325
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

Fellowship Program in Physical Therapy

Charge	Amount
Online Course Tuition (per semester hour)	\$690
General Fee (per semester hour)	\$70
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) ¹	\$35
Technology Fee (per semester hour)	\$20
Fellowship in Orthopaedic Manual Therapy Technology Fee (for first two years of program)	\$325
Application Fee	\$50
Graduation Application Fee	\$50

¹ Opt-Out available.

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 School for Professional Advancement, and the Rueckert-Hartman College for Health Professions, some of the Core requirements may be met by courses considered prerequisites for a specific major. With the exception of students pursuing the Bachelor of Science in Foundations of Pharmacy, the Core requirements for students in undergraduate programs offered by the Rueckert-Hartman College for Health Professions are as follows.

Code	Title	SHs
Core Studies Requirements		
	English Composition	3.00
	Literature/Humanities/Oral and Written Communication	6.00
	Natural Science/Mathematics/Computer Science	12.00

Philosophy (one course in Health Care Ethics required)	6.00
Religious Studies	6.00
Social Science/Economics/Business	12.00
Total SHs	45

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:

- Completion of 120 semester hours of academic coursework
- 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 Care Administration program must maintain a grade point average of a 2.500.
- 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).
- Once a student enrolls at Regis University, all upper division coursework in the major must be completed at Regis.

Course Load

HCA: The normal academic load should not exceed nine semester hours per eight week academic period or a total of 18 semester hours per semester. Exceptions may be made by recommendation from the student’s advisor to the division chair.

Loretto Heights School of Nursing: The average course load per semester is 12-15 semester hours for Traditional Nursing Program students; 20-22 semester hours for Accelerated Nursing Program students; 7-12 semester hours for CHOICE Nursing Program students. Undergraduate students take on clinical course at a time. 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 Pharmacy: The School of Pharmacy oversees the course load of students for the final 34-37 credit hours of the BS in Foundations of Pharmacy. The average course is 16-18 credit hours per term.

School of Physical Therapy: The average course load per semester is 15-18 semester hours for the BS in Health and Exercise Science, but can range from 12-18 semester hours.

Course Overload

HCA: 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 program director or designee. A written request for overload should be submitted at least one week prior to the beginning of the semester. A student may not be enrolled in more than one clinical course at a time.

School of Pharmacy: Permission to carry more than the maximum course load must come from the Assistant Dean of Student Affairs 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 program 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. Regis University uses [learningcounts.org](http://www.learningcounts.org) (<http://www.learningcounts.org>) to assess prior learning by portfolio. Students may obtain additional information from portfolio@regis.edu.

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.

Bachelor of Science of Pharmacy: Registration for undergraduate courses taken at Regis University follow the same procedure as described for Regis College undergraduate students. Registration for courses that fulfill requirements for both the BS in Foundations of Pharmacy PharmD is the same procedure as described for the RUSOP pharmacy students.

All other programs: Registration can be completed by phone, online using the Ranger Portal, or in person through the Office of the Registrar. Registration phone numbers: 303-458-4126. The Ranger Portal requires use of the student’s RegisNET account and is accessed from the Regis University homepage at www.regis.edu (<http://www.regis.edu>).

Registration for online nursing courses must be completed prior to the first day of class.

Add/Drop Health Services Education

The add/drop for Health Services Education students may be completed by phone, online via the Ranger Portal, or by emailing the student’s advisor. The add/drop periods for all courses extends through the first week of class for dropping courses. Students are not allowed to add courses after the first day of class without permission from the division chair or the Associate Dean of RHCHP.

Loretto Heights School of Nursing

Students in nursing programs may complete add/drop by phone or in person through the Office of the Registrar or through the Ranger Portal during the first week of class.

School of Pharmacy

Students in the School of Pharmacy programs may add/drop by phone, in person through the Office of the Registrar or through Ranger Portal during the published add/drop period. Please know that adding or dropping a course may impact scholarships, financial aid, and progression in the program.

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.

Doctor of Physical Therapy: DPT students follow the add/drop policy dates published by the Office of the Registrar for semester-long courses with the exception of semester III (summer semester of the first year), in which the add/drop date for DPT students is two weeks later than the date published by the Office of the Registrar. Requests to drop one or more course(s) requires the signature of the Program Director. Students who drop a course must understand that this jeopardizes their ability to progress in the program. Dropping a course will require updating the student's degree plan.

Auditing a Course

Health Services Education

Auditing is permitted only with the approval of the division chair or Associate Dean of RHCHP.

Loretto Heights School of Nursing

Auditing is permitted with prior approval of the appropriate program director.

School of Pharmacy

Auditing is only permitted with prior approval of the Assistant Dean of Academic Affairs.

School of Physical Therapy

Auditing is only permitted with prior approval of the appropriate program director.

Dean's List

Undergraduate Traditional, CHOICE and Accelerated Programs in Nursing

Traditional, CHOICE 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 CHOICE and Accelerated students fall, spring, and summer semesters.

Health Care Administration Undergraduate Programs

Students in the Health Care 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.

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 Division of Health Services Education offers courses in Health Care Ethics. These courses 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. Members of the faculty 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, 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.

Division of Counseling and Family Therapy

The following includes a list of division options:

- Master of Arts in Counseling: Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Therapy
- Post-Graduate Academic Certificate in Marriage and Family Therapy

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 Interprofessional Health Campus (Thornton) in a variety of evening and weekend formats.

Regis University New Student Recruitment

Through a centralized Office of Admissions, new student recruitment is conducted by trained admissions counselors. Interested prospective students are contacted via phone and/or email by an admissions counselor and provided information about Regis University's programs, curriculum, faculty, campus locations, accreditation, and cost of attendance. At times, individual in person appointments at one of our campus locations are also conducted per a prospective student's request.

Information sessions are hosted by Admissions on a monthly basis via Zoom. These session dates are listed on our website at <http://events.regis.edu/infosession> (<http://events.regis.edu/infosession/>).

Admission to DCFT Master's Degree 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 DCFT faculty admit 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,
- 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 internet.
- 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.

Admission applications and requirements can be found on the Regis web pages at www.regis.edu (<http://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 Division of Counseling and Family Therapy site at www.regis.edu (<http://www.regis.edu>).

Course Overload

MAC students who register for more than twelve semester hours over a 14-week semester may do so only with the approval of the program. The

MFT program only requires approval if students take more than 16 credit hours over a 14-week semester.

DCFT Clinical Coursework

Students in the MAC/MAMFT program are required to enroll in at least one semester of Supervised Practicum and two semesters of internship after completing prerequisite coursework for clinical placement. The practicum and internship 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 students must also maintain acceptable ratings on the MAC Student Performance Evaluation (SPE) throughout the program. MFT students must maintain acceptable ratings on the MFT Professional Performance Evaluation (PPE). Students who are rated below minimum program requirements on the SPE or PPE may be subject to a remediation plan to address professional competency deficiencies. In cases of academic non-compliance for grades or referral to remediation, probation, suspension, and 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 their own learning in partnership with faculty advisors and instructors.

Academic Probation

The policies of the Division of Counseling and Family Therapy (DCFT) differ from the RHCHP Masters policies, and this policy applies to all students attending in the MAC or MAMFT degree programs and certificates.

Students must have a minimum cumulative GPA of 3.000 to graduate. If a GPA falls below 3.000 in the program, the student will be notified and placed on academic probation. Students placed on academic probation have one term to raise their GPA to 3.000. Any student who believes they have exceptional reason to request an extension to the one term rule must seek approval through the department chair (see the decision and appeals process below). Courses with a grade of C+ or below may be repeated one time and students must earn a grade of B- or greater to continue progression in the program. Students who receive a No Pass/Fail in clinical courses will be either placed on probation or may be suspended (see below) and must also repeat the course. Students will be notified of probationary status by the department chair and must

complete and submit an *Academic Success Plan* for review and signature by their academic advisor prior to the stated deadline or face suspension.

Academic Suspension

Students who fail to raise the cumulative grade point average to 3.000 within one term or the stated deadline are suspended. Students who earn a grade of C+ or below in two courses (including repeated courses) may be suspended from the program for up to one academic year. Students who are suspended and then return to the program are placed on probation for the term(s) required to raise their GPA to 3.000. Students who are notified of academic suspension (without remediation-see below) may complete any regular and required courses for which they are currently enrolled. Any additional registrations will be dropped for the suspension period. Students are not allowed to register for further courses during the suspension period.

Any student who earns a grade of No Pass/Fail (NP/F) during clinical courses (techniques, practicum, internship) will have a Student Performance Evaluation (SPE) or MFT Professional Performance Evaluation (PPE) review with the course instructor and will be referred to remediation. Students may be required to immediately discontinue client contact in practicum and internship. Additionally, suspension may be immediate for all academic classes and/or clinical courses if continuation would result in the inability to effectively participate in courses or to provide client services. Additional remediation requirements apply and failure to successfully complete a remediation plan will result in further suspension or dismissal.

Students who are suspended will be notified by the department chair and must complete an *Academic Success Plan*, including a meeting with their advisor to review and discuss the plan in depth, prior to the stated deadline and return to the program. In order to return to the program students must petition for readmission by contacting the chair in writing, requesting a return and submitting the reviewed and signed *Academic Success Plan*. Failure to reapply by contacting the chair and complete and review the plan with their academic advisor by the stated deadline may result in academic dismissal. The Academic Success Plan and readmittance will be reviewed with the advisor and the department faculty committee for readmittance decisions.

Academic Dismissal

Following suspension and reenrollment in the program, any student who fails to raise their GPA to 3.000 or earns a grade of C+ or below or No Pass/Fail in any additional course may be dismissed from the program. Students who earn a grade of C+ or below in three courses at any time during the program may be dismissed from the program. Any student who receives a No Pass/Fail in any two clinical courses (techniques, groups, practicum, or internship), or upon failing a repeated clinical course will be dismissed.

Academic Review, Decisions and Appeals Process

The department chair receives notification of non-compliance of students with academic expectations to maintain a 3.000 or greater GPA and multiple course grade below C- per student, or No Pass/Fail in clinical courses. When a student is identified as out of compliance, an academic review is conducted to determine the level of probation, suspension, or dismissal. Students are notified of the policies and decision by the chair in writing, and the decision for probation, suspension, or dismissal and must confirm receipt of the decision notification. Students may request

an extension from the department chair to increase the numbers of terms to increase their GPA. If a student is unable to raise their GPA within a semester, in addition to submitting an Academic Success Plan, the student may petition the department chair at any time during probation and suspension to modify the plan and request additional time to raise their GPA above 3.000.

Appeals to the decision for probation and suspension may be made with the Division of Counseling and Family Therapy Associate Dean and must be made within 10 business days of the decision date provided by the Department Chair. Appeals for probation and suspension decisions made by the DCFT Associate Dean are final. Dismissal requires the completion and review of the *Student Dismissal Form* (see MAC or MAMFT Student Handbook) by the Department Chair, DCFT Associate Dean, RHCHP Dean, and University Provost. Appeals for dismissal are brought first to the Associate Dean and reviewed with the RHCHP Dean and University Provost in conjunction with department faculty.

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 program, faculty may 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. For MFT students, faculty will evaluate student performance using the Professional Performance Evaluation (PPE). Students exhibiting unsatisfactory performance in any area will be referred by faculty to the Remediation Coordinator who will appoint a Remediation and Support 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 Remediation and Support 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 and Counseling (MAC) (p. 354)
- Master of Arts in Marriage and Family Therapy (p. 354)
- Post-Graduate Academic Certificate in Marriage and Family Therapy (p. 356)

Master of Arts and Counseling (MAC)

The Master of Arts in Counseling is CACREP accredited as a Clinical Mental Health Counseling degree 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 ([https://](https://dpo.colorado.gov/ProfessionalCounselor)

dpo.colorado.gov/ProfessionalCounselor (<https://dpo.colorado.gov/ProfessionalCounselor/>)).

Degree Requirements

Code	Title	SHs
Clinical Mental Health Counseling Degree Requirements		
MCPY 602	Spirituality & Counseling	3.00
MCPY 605	Human Growth and Development	3.00
MCPY 610	Theories of Counseling	3.00
MCPY 615	Cultural Issues and Social Justice	3.00
MCPY 622	Diagnosis & Treatment Planning-Clinical	3.00
MCPY 625	Professional Orientation/ Ethical Issues	3.00
MCPY 630	Groups: Process and Counseling	3.00
MCPY 635	Counseling Techniques I	3.00
MCPY 636	Counseling Techniques II	3.00
MCPY 640	Research Methods and Program Evaluation	3.00
MCPY 645	Clinical Assessment	3.00
MCPY 650	Career Counseling and Development	3.00
MCPY 660	Substance Abuse Treatment	3.00
MCPY 672	Crisis Trauma and Loss	3.00
MCPY/MFT 600 level elective courses ¹		6.00
MCPY 692	Practicum: Clinical Supervision	3.00
MCPY 693	Counseling Practicum	3.00
MCPY 698A	Supervised Counseling Internship A	3.00
MCPY 698B	Supervised Counseling Internship B	3.00
Total SHs		60

¹ Electives may also include any certificate courses from MA Marriage and Family Therapy, Counseling Children and Adolescents, Depth Psychotherapy and MCPY 685 Qualitative and Archetypal Injury. All 600-level prerequisites apply to elective courses

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 Clinical Coordinator. Counselor Preparation Comprehensive Examination (CPCE) must be completed between Practicum and completion of Counseling Internships. Interprofessional Education is required prior to graduation.

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> (<http://www.dora.colorado.gov/professions/>)).

Degree Requirements

Code	Title	SHs
Master of Arts in Marriage and Family Therapy Degree Requirements		
MFT 605	Human & Relational Development	3.00
MFT 610	Theories of Family Therapy	3.00
MFT 616	Systemic Power and Oppression	6.00
MFT 620	Assessment Dx & Tx Planning	3.00

MFT 621	Integrated Healthcare	3.00
MFT 625	Legal and Ethical Issues	3.00
MFT 635	Process Oriented Practice in MFT	3.00
MFT 638	Common Factor Skills	3.00
MFT 640	Research Methods and Program Evaluation	3.00
MFT 650	Multi-Contextual Family Life Cycle	3.00
MFT 660	Addiction Treatment	3.00
MFT 665	Gender and Sexuality	3.00
MFT 667	Couple Therapy	3.00
MFT 690	Practicum: Practice of Family Therapy	3.00
MFT 692	Practicum: Clinical Supervision	3.00
MFT 699A	Supervised MFT Internship A	3.00
MFT 699B	Supervised MFT Internship B ¹	3.00

Electives

Three semester hours selected from any MCPY/MFT class	3.00
Select one of the following:	3.00
MFT 626 Special Topics in CFT	
MFT 668 Play in Family Therapy	
MFT 669 Advanced Couple Therapy	
MCPY 630 Groups: Process and Counseling	
MCPY 672 Crisis Trauma and Loss	
MCPY 677 Counseling Pre-Adolescents & Adolescents	

Total SHs **60**

¹ If a student is unable to complete hour requirements, demonstrate competency, and complete all graduation requirements during MFT 699B, they may need to complete MFT 699C Supervised MFT Internship C.

Division of Counseling & Family Therapy (DCFT) Post-Graduate Academic Certificate

Prerequisites

Completion of a Master’s degree in Counseling, Marriage and Family Therapy, or a closely related clinical field from a regionally accredited university is required.

The Marriage and Family Therapy Certificate students must complete a clinical internship within the Master’s degree – 600 hours minimum supervised clinical experience within the prior Master’s degree program.

DCFT Certificate Admissions

The Office of Admissions must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed online application, which includes a nonrefundable application fee (www.regis.edu/apply (<http://www.regis.edu/apply/>)).
- 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 recommendation forms

- 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.

For students enrolled in DCFT programs, a different procedure is followed to apply to DCFT Certificate programs. Information can be obtained from the student’s academic advisor.

DCFT Certificate Student Competencies and Remediation

As a student progresses in the MAC or MFT program, faculty will evaluate student performance using the Counseling Student Performance Evaluation (SPE) or the MFT Professional Performance Evaluation (PPE) at developmental points throughout the program. Students will receive feedback on the SPE or PPE 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 Remediation and Support 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 Coordinator by the Remediation and Support 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.

DCFT Certificate Requirements

Each DCFT 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) or Professional Performance Evaluation (PPE) throughout the program. Students who are rated below minimum program requirements on the SPE or PPE 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 their own learning in partnership with faculty advisors, instructors, and student colleagues.
- Post-Graduate Academic Certificate in Marriage and Family Therapy (p. 356)

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 Thornton campus 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).

Degree Requirements

Code	Title	SHs
MFT Certificate Requirements		
MFT 610	Theories of Family Therapy	3.00
MFT 650	Multi-Contextual Family Life Cycle	3.00
MFT 665	Gender and Sexuality	3.00
MFT 667	Couple Therapy	3.00
MFT 690	Practicum: Practice of Family Therapy	3.00
MFT 699A	Supervised MFT Internship A	3.00
Total SHs		18

Division of Health Services Education

- Bachelor of Science in Health Care Administration (p. 356)
- Health Care Administration Minor (p. 357)
- Health Care Business Management Certificate (p. 360)
- Health Care Quality and Patient Safety Certificate (p. 360)
- Master of Science in Health Services Administration (p. 357)

Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration (HCA) is offered through the Division of Health Services Education.

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.

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

- Students must submit an application to the program and pay the application fee. The application fee is waived for students already enrolled at Regis University.
- The applicant must submit 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 provisional 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 without chair approval, 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

- A minimum of 30 graded semester hours must be taken at Regis University.
- Transfer coursework is evaluated on a course-by-course basis.
- The required internship is virtual and team-based with a professor assigned site, unless otherwise approved by the division chairs.
- To graduate, students must have at least a 2.000 cumulative grade point average.
- Students are responsible for monitoring progress toward completion of degree requirements including meeting the 120 semester hour requirement. Each student is assigned an academic success coach for academic advising assistance.

Degree Requirements

A minimum of 39 semester hours of coursework must be completed before beginning the major requirements.

Code	Title	SHs
Core Studies Requirements		
	English Composition	3.00
	Literature/Humanities/Oral and Written Communication	6.00
	Natural Science/Mathematics/Computer Science which must include:	12.00
MT 274	Intro to Stats for Health Professions	
	Philosophy which must include:	6.00
HCE 435	Ethics in Health Care Services ¹	
	Religious Studies Electives	6.00
	Social Science/Economics/Business which must include:	12.00
EC 3300	Principles of Microeconomics	
BA 4280	Talent and Performance Management	
	or HCA 452 HR Mgmt in Hlth Care Settings	
HCA Department Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00

HCA Major Requirements

HCA 402A	The Evolving Healthcare System I	3.00
HCA 402B	The Evolving Healthcare System II	3.00
HCA 408	The Politics of Health	3.00
HCA 423	Foundations of Health Law	3.00
HCA 425	Assessment-Quality Care & Patient Safety	3.00
HCA 432A	Leading Effective Organizations I	3.00
HCA 432B	Leading Effective Organizations II	3.00
HIM 450	Health Care Informatics & Info Systems	3.00
or HCA 436	Emerging Technologies for Health	
HCA 458	Project Management in Health Care Sector	3.00
HIM 460	Health Stats/Research Methods	3.00
HCA 466	Managing Health Services Reimbursement	3.00
HCA 480	Applied Capstone- Health Care Admnstrtn	3.00
HCA 485	Administrative Internship	3.00
General Electives		
Select 30 semester hours of General Electives		30
Total SHs		120

¹ Course must be completed at Regis University

Fast Forward Dual Degree Program

The combined Bachelor of Science in Health Care Administration and Master of Science in Health Services Administration in Rueckert Hartman College for Health Professions allows students to the Master of Science program during the junior year of their Bachelor of Science program to work towards both the BS and the MS degrees. The combined degree can be completed with a total of 144 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.

Code	Title	SHs
Core Studies Requirements		
English Composition		3.00
Literature/Humanities/Oral and Written Communication		6.00
Natural Science/Mathematics/Computer Science which must include:		12.00
MT 274	Intro to Stats for Health Professions	
Philosophy which must include:		6.00
HCE 435	Ethics in Health Care Services ¹	
Religious Studies Electives		6.00
Social Science/Economics/Business which must include:		12.00
EC 3300	Principles of Microeconomics	
BA 4280	Talent and Performance Management	
or HCA 452	HR Mgmt in Hlth Care Settings	
HCA Department Requirements		
AC 3200	Principles of Accounting I	3.00
AC 3210	Principles of Accounting II	3.00
HCA Major Requirements		
HCA 402A	The Evolving Healthcare System I	3.00
HCA 402B	The Evolving Healthcare System II	3.00
HCA 408	The Politics of Health	3.00
HCA 423	Foundations of Health Law	3.00
HCA 432A	Leading Effective Organizations I	3.00

HIM 450	Health Care Informatics & Info Systems	3.00
or HCA 436	Emerging Technologies for Health	
HCA 458	Project Management in Health Care Sector	3.00
HIM 460	Health Stats/Research Methods	3.00
HCA 466	Managing Health Services Reimbursement	3.00
HCA 480	Applied Capstone- Health Care Admnstrtn	3.00
HCA 485	Administrative Internship	3.00
HSA 601	Ldrshp/Org Dev in Healthcare Settings	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA Electives (600-level)		6.00
General Electives		
Select 24 semester hours from General Electives		24
MS Degree Requirements		
HCE 600	Orgznl Ethics & Health Care Compliance	3.00
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
HSA 696	Masters Project in Health Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
or HSA 636	Emerging Technologies for Health	
HSA 663	Advanced Concepts of Health Care Finance	3.00
Total SHs		144

¹ Course must be completed at Regis University

Health Care Administration Minor Degree Requirements

Cross-enrollment for courses offered by the Rueckert-Hartman College for Health Professions may be completed following appropriate consultation with an academic advisor. HCA minor courses may be selected to accommodate several specific areas of interest. Some HCA courses are offered in classroom format while all HCA courses may be taken online.

Health Care is a broad and rapidly growing sector of the U.S. economy. The Health Care Administration minor is an option for any student. It may be of particular interest to students majoring in business, information systems, nursing, health and exercise science, or pursuing pre-law, pre-pharmacy, pre-physical therapy or pre-medical programs of study.

Code	Title	SHs
HCA 402A	The Evolving Healthcare System I	3.00
HCA 402B	The Evolving Healthcare System II	3.00
HCA 400-level electives		6.00
Total SHs		12

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 Education (HSE), 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, health consulting, health policy, technology firms, and educational institutions.

The curriculum is offered in an online format and 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 leadership, strategy, 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:

- 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.
- A minimum undergraduate cumulative grade point average of 3.000 on a 4.000 scale
- 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 HSE Undergraduate Progression

Qualified students in the undergraduate HCA program 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 the HSE Progression option at thirty credits.

Probationary Admission

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

The academic program may allow a student to be conditionally admitted when identified conditions must be met prior to starting classes at Regis as a degree or certificate seeking student. These conditions are outlined

for the applicant within a "terms and conditions" letter issued by the Office of Admissions. Examples of conditional requirements include prerequisite course completion, or international document submission required to start classes in the identified degree or certificate program.

Also, in this category are applicants who are actively enrolled as undergraduate students (at any regionally accredited institution) at time of applying to one of Regis' graduate programs. These active undergraduate applicants are permitted to enroll for the first eight week term with current unofficial transcripts, but unable to enroll in future classes until official transcripts are received.

Provisional Admission

An applicant may be admitted provisionally based on meeting the requirements for admission and is eligible to begin classes, but must complete outstanding prerequisite courses within a defined timeframe after enrollment, to continue at Regis. Should the outstanding prerequisite course(s) within the defined timeframe not be completed, the student will not be able to enroll for future classes at Regis within that program. It is up to the college and specified program requirements to determine the timeframe after enrollment for prerequisite course completion.

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 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

The 36 semester hour program may be completed in 24 months of full-time study or may be expedited depending on dual degree or students' individual situation, as approved by the advisor and division chair. Six semester hours per eight-week term constitutes full-time study. Completion time of less than 24 months is possible if more than one course is taken during an 8-week term. There is a six 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 Masters Project in Health Services) with a grade point average less than a 3.000 unless otherwise arranged with the Division Chair.

Transfer of Credit Policy and Procedure

Acceptance of transfer credit is permitted at the discretion of the department chair. 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 the Registrar 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 all curricular components. 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.
- Conferment of the Regis MS-HSA degree requires a baccalaureate degree and/or graduate level degree.

Degree Requirements

Code	Title	SHs
HCE 600	Orgznl Ethics & Health Care Compliance	3.00
HSA 601	Ldrshp/Org Dev in Healthcare Settings	3.00
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
HSA 696	Masters Project in Health Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
MSHI 650 or HSA 636	Health Care Informatics & Info Systems Emerging Technologies for Health	3.00
Electives (600-level)		6.00
Total SHs		36

Master of Science in Health Services Administration: Dual Degrees

Regis University DPT Alumni Dual Degree

Dual degree students must have received their DPT degree prior to admissions into the Master of Science in Health Services Administration program.

Code	Title	SHs
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
HSA 696	Masters Project in Health Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
MSHI 650 or HSA 636	Health Care Informatics & Info Systems Emerging Technologies for Health	3.00
DPT 714 or DPT 771	Psychosocial Aspects of Health Care Professional Issues/Case Management II	3.00
HCE 709	Health Care Ethics/Physical Therapists	3.00
DPT 715	Health Care Policy	2.00
DPT 716	Business Management	2.00
DPT Electives		2.00
Total SHs		36

Regis University PharmD Dual Degree

Code	Title	SHs
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
HSA 696	Masters Project in Health Services	3.00
MSHI 650 or HSA 636	Health Care Informatics & Info Systems Emerging Technologies for Health	3.00
HCE 742	Ethics & Advocacy in Pharmacy	3.00
PHRM 732	Leadership and Management	3.00
Select two of the following:		6.00
PHRM 731	Literature and Pharmacoeconomics	
PHRM 740	Pharmacy Law and Policy	
PHRM 743	Faith Spirituality & Culture Hlth Care	
Total SHs		36

Rocky Vista University DO Dual Degree

Code	Title	SHs
HSA 601	Ldrshp/Org Dev in Healthcare Settings	3.00
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
MSHI 650 or HSA 636	Health Care Informatics & Info Systems Emerging Technologies for Health	3.00
HSA 696	Masters Project in Health Services	3.00
General Electives ¹		9.00
Total SHs		36

¹ General electives fulfilled with Rocky Vista University medical ethics course and six credit hours of additional RVU course work.

Xavier University of Louisiana PharmD Dual Degree

Code	Title	SHs
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 660	Methods of Inquiry & Research	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
or HSA 636	Emerging Technologies for Health	
HSA 696	Masters Project in Health Services	3.00
General Electives ¹		12.00
Total SHs		36

¹ General electives fulfilled with PHAD 5120, PHAD 5320, PHAD 5420, and PCLN 3630 from Xavier University of Louisiana.

Health Services Education Certificates

Admission

The ideal candidate for the Health Services Education certificate holds a baccalaureate degree in Health Care Administration or a baccalaureate degree in a business, clinical or health related field and has some experience with health care systems. Applications are individually evaluated on the basis of the following admission criteria:

- A baccalaureate degree from a regionally accredited college or university or evidence that undergraduate degree requirements will be met no later than August of the current year.
- A 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.

- Health Care Business Management Certificate (p. 360)
- Health Care Quality and Patient Safety Certificate (p. 360)

Health Care Business Management Certificate

Degree Requirements

Code	Title	SHs
Certificate Requirements ¹		
Select twelve semester hours from the following:		12.00
HCE 600	Orgznl Ethics & Health Care Compliance	
HSA 601	Ldrshp/Org Dev in Healthcare Settings	

HSA 602	Strategic Planning/Dvlp in Hlth Services	
HSA 620	Mktg/Pub Rel in Hlth Care Settings	
HSA 624	Assessment-Quality Care & Patient Safety	
HSA 630	Medical Practice Management	
HSA 636	Emerging Technologies for Health	
HSA 652	Human Resource Mgmt in Hlth Care Setting	
HSA 663	Advanced Concepts of Health Care Finance	
MSHI 650	Health Care Informatics & Info Systems	
Total SHs		12

Health Care Quality and Patient Safety Certificate

Degree Requirements

Code	Title	SHs
Certificate Requirements ¹		
HSA 623	Foundations of Health Law	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 636	Emerging Technologies for Health	3.00
HSA 660	Methods of Inquiry & Research	3.00
Total SHs		12

Loretto Heights School of Nursing

- Bachelor of Science in Nursing (p. 360)
- Master of Science Degree in Nursing (MS) (p. 366)
- Graduate Academic Certificates (p. 372)
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- DNP to PhD (p. 376)
- DNP to PhD (p. 376)

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 and a half academic years with a summer start. 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 or longer 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. Courses for this program include select graduate level courses. Clinical experiences and service-learning augment classroom, skills laboratory, 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. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year or longer to repeat coursework and reenter the sequence.

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 afternoon/evening classes, with laboratory experiences and 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, skills laboratory, and simulation laboratory experiences. The program is completed within two years (six consecutive semesters). While CHOICE is designed for health care workers, applicants who have a history, but do not currently work in the health care industry may apply, pending space availability. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year or longer to repeat coursework and reenter the sequence.

Undergraduate Nursing Admission High School Graduates

Prospective freshmen who wish to apply to the Traditional BSN program and to be eligible for Guaranteed Admission should complete the following requirements:

- Complete the Regis Freshman Application or The Common Application. Regis University accepts the Common Application in lieu of its own application and gives equal consideration to both.
- Failure to answer the Felony/Misdemeanor question will stop the processing of the application/enrollment to Regis University. If convicted of a felony or misdemeanor, a background check may be required.
- Applicants should request that official high school transcripts be forwarded to Regis University's Office of Admissions. (Transcripts must be official and may not be stamped Student Copy.)
- High school seniors should have their official ACT and/or SAT test results forwarded to the Office of Admissions from their high school or testing agency. (ACT code: 0526; SAT code: 4656.)

- Applicants should include a personal statement or essay with their application. This will allow the admissions committee to get to know the applicant better.
- Applicants should submit one letter of recommendation either from a high school counselor or a teacher.
- Applicants are strongly encouraged to schedule a visit to campus to attend an information session and tour campus.

Once accepted into Regis University, the admissions office asks the applicant to confirm his/her plans for enrollment with a nonrefundable tuition deposit of \$150 and room reservation deposit of \$150. Admissions deposits should be received by the Office of Admissions by May 1.

Traditional Nursing Program Guaranteed Admission

Guaranteed Admission 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 Guaranteed Admission 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 Guaranteed Admission 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 3.25 or above, calculated from the following courses:

Code	Title	SHs
CH 206A/207A	Chemistry for Health Related Sciences	3.00
BL 274/275	Principles of Human Anatomy	3.00
BL 276/277	Principles of Human Physiology	3.00
BL 254/255	Intro to Medical Microbiology	3.00

- 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 (four 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 Guaranteed Admission.
- 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 Guaranteed Admission.
 - Three of the four sciences must be complete to be considered for Guaranteed Admission.
- 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 Guaranteed Admission consideration.
- Withdrawal from a pre-nursing requisite course needs the approval of the pre-professional advisor for the student to remain eligible for Guaranteed Admission.
- Students have one opportunity to earn Guaranteed Admission. Students who do not successfully complete the Guaranteed Admission requirements, or maintain the conditions of eligibility, will forfeit the opportunity to be considered for Guaranteed Admission in the future.
- Only new freshman entering Regis College are eligible for Guaranteed Admission consideration. Transfer students are ineligible.
- Due to the insufficient course offerings available in the School for Professional Advancement, particularly related to science offerings, students enrolled in a School for Professional Advancement program are not eligible for Guaranteed Admission.
- 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.
- Submission of a complete application with application fee.
- Professional resume.
- One page essay addressing the provided essay prompt.
- Two recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential.
- Official transcripts from each post-secondary school attended.
- Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance into the Program.
- The ability to become certified in CPR.

Procedures

1. All pre-nursing students must meet with the pre-professional advisor to sign the Guaranteed Admission Policy Agreement at the time of matriculation.
2. Evaluation for Guaranteed Admission 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 Guaranteed Admission eligibility requirements. Admitted students are re-evaluated at the completion of the fourth term (spring semester, sophomore year) to ensure eligibility.
3. Students not meeting Guaranteed Admission 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.
4. 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 Guaranteed Admission program.

There is no appeals process for students not admitted to the Traditional BSN via the Guaranteed Admission policy.

Traditional and Prelicensure Programs

All applications for admission to an undergraduate nursing program require a completed application form and may include a nonrefundable application fee.

Traditional and CHOICE Nursing Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. All CHOICE applicants must 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, or CHOICE program:

- A grade of "D+" or lower is not permissible for completion of the degree.
- A minimum cumulative grade point average of 2.75 on a 4.000 scale and a prerequisite science grade point average of 2.75 on a 4.000 scale.

Accelerated Nursing Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. All Accelerated and CHOICE applicants must 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 Accelerated or CHOICE program:

- A grade of "D+" or lower is not permissible for completion of the degree.
- A minimum cumulative grade point average of 3.0 on a 4.0 scale.
- Ability to meet all of the requirements for licensure and the physical, psychological, and emotional standards established by the Colorado Nurse Practice Act and the State Board of Nursing.
- Submission of a complete application with fee.
- Professional resume.
- One page essay addressing the provided essay prompt.
- Two recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential.
- Official transcripts from each post-secondary school attended.
- Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance into the Program.
- 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 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 3.50 or greater on a 4.000 scale. Eligible students receive an invitation to apply at the beginning of the nursing program. 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.

Additional Undergraduate Nursing Admission Categories

Admission on Probation

Traditional students who do not meet the guaranteed admission 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). Exceptions require prior permission of the school Dean.

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:

- Submit a completed non-degree seeking/special student application
- 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 a working knowledge 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. Students should consult the Regis University website for further information at www.regis.edu (<http://www.regis.edu>).

All students in the Nursing Programs are required to have Laptops with the following technical specifications:

Hardware

- Recommended screen size: 13 inches or greater
- Screen covers for test security
- Required Wi-Fi compatible
- Required Operating system: Windows: 10 or 11, MAC: Big Sur, Monterey, Ventura, or higher
- Required memory: minimum 4GB
- Required hard disk space: minimum 60GB
- Required battery: minimum life recommended 4 hours or higher
- Webcam is required

Software

- Word, Excel, PowerPoint (recommend MS Office)
- Browser: most recent version of Edge, Firefox, Safari or Chrome
- Current version of Examplify
- Current version of Adobe Reader

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 five-year time limit to complete the BSN degree and an additional five-year time limit to complete the

MS in Nursing degree. 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, and CHOICE Program Progression

In order for progression through the Undergraduate Nursing Programs to occur, students must, in the judgment of the faculty, demonstrate the following:

- Achievement of a grade of “C” or better in each nursing course (including nursing electives). A grade of “C-” is not acceptable.
- Adequate psychological, physical, and emotional fitness for nursing skills to be performed.
- Communication skills and professional behavior adequate for the demands of nursing.

Failure of an Undergraduate Nursing Course

Undergraduate nursing students who fail a required course taken at Regis University:

- Should contact their student success coach, appropriate coordinator, and program director regarding possible options for proceeding after a course failure.
- May be allowed to repeat the course one time only with approval from the appropriate program director.
- May progress to another course provided the failed course is not a prerequisite course, and they have the approval of the LHSON and the appropriate program 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.

Students may not progress in the program after two required course failures taken at Regis University and are therefore dismissed from the nursing program. After one year from dismissal from the nursing program, students are eligible to apply for readmission. Students should contact the LHSON Dean’s office at 303-964-5735.

Success Plans

In the case academic, clinical, and/or behavioral issues identified by a program director or coordinator, a Success Plan may be initiated in order to progress in the program. A Success Plan details the specific activities, behaviors, and timeframes for remediation of the identified academic, clinical, and/or behavioral issues. Additional information about the Success Plan is found in the LHSON Student Handbook. Violation of any term or terms of the Success Plan may be grounds for course failure and/or dismissal from the nursing program.

Undergraduate Nursing Student Advising

Undergraduate nursing students are assigned a student success coach upon admission who assists them with planning their program of study. Students and student success coaches discuss the terms of the program requirements at appropriate intervals during the program. Student success coaches counsel students on meeting the requirements for the undergraduate program; however, it is the student’s responsibility to schedule advising appointments and 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 the General Information section of this catalog.

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 the Registrar 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:

- Satisfactory completion of required academic and clinical course work.
- A minimum cumulative grade point average of 2.000.
- Successful completion of all computer-based competency/assessment testing programs (e.g., Kaplan requirements for prelicensure students only).
- 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 (<http://www.regis.edu>).

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

Code	Title	SHs
Core Studies Requirements		
	English Composition	3.00
	Literature/Humanities/Oral and Written Communication	6.00
	Philosophy (3 SH must be in Health Care Ethics)	6.00
	Religious Studies	6.00
	Social Science/Economics/Business	3.00
Departmental Requirements ¹		
BL 254	Intro to Medical Microbiology	3.00
BL 255	Intro to Medical Microbiology Lab	1.00
BL 274	Principles of Human Anatomy	3.00
BL 275	Human Anatomy Laboratory	1.00

BL 276	Principles of Human Physiology	3.00
BL 277	Human Physiology Laboratory	1.00
CH 206A	Chemistry for Health Related Sciences	3.00
CH 207A	Chemistry Health Related Sciences Lab	1.00
MT 270/270C or MT 274	Introduction to Statistics Intro to Stats for Health Professions	3.00
NR 350	Normal & Therapeutic Nutrition	3.00
PSY 250	General Psychology	3.00
PSY 358	Lifespan Human Development	3.00
SO 200	Introduction to Sociology	3.00

Major Requirements

NR 400	Concepts- Professional Nursing Role	1.00
NR 412	Pathophysiology	3.00
NR 413	Pharmacology	3.00
NR 414	Health Assessment Across the Lifespan	3.00
NR 416	Foundations- Profssnl Nursing Practice	4.00
NR 420	Evidence Based Px in Nsg & Hc Infomatics	3.00
NR 421	Clinical Reasoning and Judgement	3.00
NR 422	Clincl Leadrshp in Professional Nursing	3.00
NR 455	Healthpro Disprev Policy & Nurse Pract	3.00
NR 462	Intro Managing HC Adult/Older Adult	4.00
NR 463	Comprehensive HC Adlt/Older Adlt I	5.00
NR 464	Complex HC Mgt of Adult/ Older Adult II	5.00
NR 465	Childbearing Families & Reprdctv Hlth	5.00
NR 470	Nursing Care of Children & Families	4.00
NR 472	Community & Population Focused Nursing	4.00
NR 473	Mental Health Nursing	4.00
NR 483	Clinical Capstone: Prof Nursing Prctm	5.00

Upper Division Requirements

Selet three semester hours from Upper Division Requirements	3.00
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Total SHs **120**

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:

Code	Title	SHs
NR 401	Nursing Honors Seminar I	1.00
NR 402	Nursing Honors Seminar II	1.00
NR 403	Nursing Honors Seminar III	1.00
NR 404	Nursing Honors Seminar IV	1.00
NR 420H	Honors Evid-Based Nrsg/Hlth Cr Infomats ¹	3.00
NR 422H	Honors Clincl Leadrshp in Prof Nursing ¹	3.00
NR 472H	Hnrs Comm & Population Focused Nursing ¹	4.00

Total SHs **14**

¹ NR 420H Honors Evid-Based Nrsg/Hlth Cr Infomats; NR 422H Honors Clincl Leadrshp in Prof Nursing; NR 472H Hnrs Comm & Population Focused Nursing are taken in lieu of NR 420 Evidence Based Px in

Nsg & Hc Infomatics; NR 422 Clincl Leadrshp in Professional Nursing, NR 472 Community & Population Focused Nursing.

Accelerated Nursing Program Degree Requirements

Code	Title	SHs
Core Studies Requirements		
English Composition		3.00
Literature/Humanities/Oral and Written Communication		6.00
Philosophy (3 SH must be in Health Care Ethics)		6.00
Religious Studies		6.00
Social Science/Economics/Business		3.00
Departmental Requirements¹		
BL 254	Intro to Medical Microbiology	3.00
BL 255	Intro to Medical Microbiology Lab	1.00
BL 274	Principles of Human Anatomy	3.00
BL 275	Human Anatomy Laboratory	1.00
BL 276	Principles of Human Physiology	3.00
BL 277	Human Physiology Laboratory	1.00
CH 206A	Chemistry for Health Related Sciences	3.00
CH 207A	Chemistry Health Related Sciences Lab	1.00
MT 270/270C or MT 274	Introduction to Statistics Intro to Stats for Health Professions	3.00
NR 350	Normal & Therapeutic Nutrition	3.00
PSY 250	General Psychology	3.00
PSY 358	Lifespan Human Development	3.00
SO 200	Introduction to Sociology	3.00

Major Requirements

NR 412	Pathophysiology	3.00
NR 413	Pharmacology	3.00
NR 414	Health Assessment Across the Lifespan	3.00
NR 416	Foundations- Profssnl Nursing Practice	4.00
NR 421	Clinical Reasoning and Judgement	3.00
NR 455	Healthpro Disprev Policy & Nurse Pract	3.00
NR 462	Intro Managing HC Adult/Older Adult	4.00
NR 463	Comprehensive HC Adlt/Older Adlt I	5.00
NR 464	Complex HC Mgt of Adult/ Older Adult II	5.00
NR 465	Childbearing Families & Reprdctv Hlth	5.00
NR 470	Nursing Care of Children & Families	4.00
NR 472	Community & Population Focused Nursing	4.00
NR 473	Mental Health Nursing	4.00
NR 483	Clinical Capstone: Prof Nursing Prctm	5.00
NR 600A	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602A	Adv Apps of Research for Evidenced-Based	3.00
NR 620A	Health Care Org/Systems Leadership	3.00

Upper Division Requirements

Select one semester hour of Upper Division Requirements	1.00
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Total SHs **120**

CHOICE Nursing Program Degree Requirements

Code	Title	SHs
Core Studies Requirements		
English Composition		3.00

Literature/Humanities/Oral and Written Communication	6.00
Philosophy (3 SH must be in Health Care Ethics)	6.00
Religious Studies	6.00
Social Science/Economics/Business	3.00
Departmental Requirements ¹	
BL 254 Intro to Medical Microbiology	3.00
BL 255 Intro to Medical Microbiology Lab	1.00
BL 274 Principles of Human Anatomy	3.00
BL 275 Human Anatomy Laboratory	1.00
BL 276 Principles of Human Physiology	3.00
BL 277 Human Physiology Laboratory	1.00
CH 206A Chemistry for Health Related Sciences	3.00
CH 207A Chemistry Health Related Sciences Lab	1.00
MT 270/270C Introduction to Statistics	3.00
or MT 274 Intro to Stats for Health Professions	
NR 350 Normal & Therapeutic Nutrition	3.00
PSY 250 General Psychology	3.00
PSY 358 Lifespan Human Development	3.00
SO 200 Introduction to Sociology	3.00
Major Requirements	
NR 400 Concepts- Professional Nursing Role	1.00
NR 412 Pathophysiology	3.00
NR 413 Pharmacology	3.00
NR 414 Health Assessment Across the Lifespan	3.00
NR 416 Foundations- Profssnl Nursing Practice	4.00
NR 420 Evidence Based Px in Nsg & Hc Infomatics	3.00
NR 421 Clinical Reasoning and Judgement	3.00
NR 422 Clincl Leadrshp in Professional Nursing	3.00
NR 455 Healthpro Disprev Policy & Nurse Pract	3.00
NR 462 Intro Managing HC Adult/Older Adult	4.00
NR 463 Comprehensive HC Adlt/Older Adlt I	5.00
NR 464 Complex HC Mgt of Adult/ Older Adult II	5.00
NR 465 Childbearing Families & Reprduct Hlth	5.00
NR 470 Nursing Care of Children & Families	4.00
NR 472 Community & Population Focused Nursing	4.00
NR 473 Mental Health Nursing	4.00
NR 483 Clinical Capstone: Prof Nursing Prctm	5.00

Upper Division Requirements

Select three semester hours of Upper Division Requirements	3.00
Total SHs	120

Code	Title	SHs
Core Studies Requirements		
	English Composition	3.00
	Literature/Humanities/Oral and Written Communication	6.00
	Philosophy	3.00
	Religious Studies	6.00
	Economics/Business	3.00
Departmental Requirements		
BL 254	Intro to Medical Microbiology	3.00
BL 255	Intro to Medical Microbiology Lab	1.00
BL 274	Principles of Human Anatomy	3.00

BL 275	Human Anatomy Laboratory	1.00
BL 276	Principles of Human Physiology	3.00
BL 277	Human Physiology Laboratory	1.00
MT 270	Introduction to Statistics	3.00
or MT 274	Intro to Stats for Health Professions	
NR 350	Normal & Therapeutic Nutrition ¹	3.00
Psychology Course		3.00
PSY 358	Lifespan Human Development	3.00
SO 200	Introduction to Sociology	3.00

Lower Division Nursing – Nursing Articulation

Lower Division Nursing ¹	30.00
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Major Requirements

NR 444R	Professional Role Development	3.00
NR 448R	Updates in Illness and Disease Mgmt	3.00
NR 452R	Contemporary Topics in Health Care	3.00
NR 455R	Healthpro Disprev Policy & Nurse Pract	3.00
NR 466R	Community Health Nursing	3.00
NR 478R	Community Health Nursing Practicum	3.00
NR 485R	Leadership in Nursing Capstone	3.00
HCE 604	Ethics for Nurse Leaders	3.00
NR 600	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602	Adv Apps of Research for Evidenced-Based	3.00
NR 620	Health Care Org/Systems Leadership	3.00

Upper Division Requirements

Select three semester hours from Upper Division Requirements	3.00
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General Electives

Select three semester hours from General Electives	6.00
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Total SHs	120
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Master of Science Degree in Nursing (MS)

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 in the 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, highly vulnerable neonates, or individuals with behavioral health problems across the lifespan in its Family Nurse Practitioner, Neonatal Nurse Practitioner, or Psychiatric Mental Health Practitioner Programs.

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, population health, interprofessional collaboration, and research in nursing. Service learning is an essential part of the core learning experience and is threaded throughout coursework. 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

In the Leadership in Health Care Systems graduate degree, students receive the essentials of advanced level education for nurses as accredited by AACN. The Leadership in Health Care Systems degree

is offered in a blended synchronous/asynchronous format and is also offered in a totally online format. Two different practicums are required for a combined total of 210 hours in which students work directly with nursing leaders as they apply theory to practice.

In addition, either during course work or after receiving the Master's degree, there are four post master's certificate programs offered at Regis University. The elective course in the degree program can be used to begin the certification courses. Each certificate program requires 12-15 credit hours.

Within LHSON, there is a Health Care Education certification. The certificate prepares student 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. This can occur during the original coursework completion.

In cooperation with the Division Health Services Education in RHCHP, there are both Health Care Business Management and Quality and Patient Safety certificates.

The Health Care Business Management certificate prepares students for leadership roles in management in a variety of health care settings. Courses focus on leadership development, administrative skills, economics, and budgeting, impacting nursing and health care. The Quality and Patient Safety certificate focuses on the principles of quality improvement.

Finally, in collaboration with the College of Computer Science and Information Systems, there is a Health Care Informatics certificate. This certificate focuses on adoption of information management, designs and securing IT systems.

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 the 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 a one day a week format either on campus or via synchronous (Zoom) for rural or out-of-state students. Students complete a minimum of 630 hours of precepted clinical experience arranged by the student in collaboration with the faculty and Clinical Support Unit staff. Clinical hours are generally completed on weekdays. Students are eligible to take both the American Association of Nurse Practitioner (AANP) 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), the National Task Force (NTF), the American Nurses Association (ANA), the Commission on Collegiate Nursing Education (CCNE), the American Association of Colleges of Nursing (AACN), and the 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 day per week synchronous (Zoom and on-campus intensives in semesters two and four). Students complete a minimum of 630 hours of precepted clinical experience. Students are eligible to take the National Certification Corporation (NCC) Certification Examination upon graduation.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialization

The Psychiatric Mental Health Nurse Practitioner (PMHNP) specialization prepares an advanced practice nurse who can assess, diagnose, develop treatment plans, prescribe medications, and provide psychotherapy for patients with acute and chronic psychiatric disorders across the lifespan in various settings. 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) the National Task Force (NTF), the American Nurses Association (ANA), the Commission of Collegiate Nursing Education (CCNE), the American Association of Colleges of Nursing (AACN), and the 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 PMHNP specialization courses are offered in a one day a week synchronous Zoom format. Students complete a minimum of 630 hours of precepted clinical experience arranged by the student in collaboration with the faculty and Clinical Support Unit staff. Clinical hours are often completed on weekdays and may include telehealth opportunities. Students are eligible to take the American Nurses Credentialing Center (ANCC) 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 may also earn the certificate.
- Post-Master's Certificate: Family Nurse Practitioner, Neonatal Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner, is a certificate program for nurses who have a master's degree in nursing and want to become family, neonatal, or psychiatric mental health 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. An interview may be required.

Master of Science Degree in Nursing: Leadership in Health Care Systems, Family Nurse Practitioner, Neonatal Nurse, and Psychiatric Mental Health 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:

- 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.
- Submission of a complete application with application fee.
- Professional resume
- The Nurse Practitioner programs require a one page essay addressing the provided essay prompt.
- Official transcript showing completion of a nursing baccalaureate degree from a NLNAC or AACN/CCNE accredited program.
- Official transcript showing 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 Adv Apps of Research for Evidenced-Based.
- All Nurse Practitioner applicants must submit official transcripts from each post-secondary school attended.
- All Nurse Practitioner programs require three recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential. One recommendation must be from a current employer or supervisor.
- 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.
- 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.
- Two years of clinical practice as a Registered Nurse is preferred for all applicants.
- Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals' certification.
- 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.
- An interview may be required.

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:

- Evidence of the ability to meet current MS degree in nursing admission requirements for the Leadership in Health Care Systems specialization.
- Submission of a complete application with application fee.
- Professional resume
- Official transcripts reflecting a nursing baccalaureate degree awarded from a regionally accredited program.
- 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.
- Official transcript showing 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 Adv Apps of Research for Evidenced-Based.
- Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete the practicum
- 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.

Post Master's Certificate: Family Nurse Practitioner, Neonatal Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner Specializations or Dermatology Nurse Practitioner Fellowship

Admission to the Post-Master's Certificate (Family Nurse Practitioner, Neonatal Nurse Practitioner Specialization, or Psychiatric Mental Health Nurse Practitioner) is based on individual evaluation in accordance with the following minimum admission requirements:

- An official 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.
- Evidence of a minimum two year's work experience in nursing.
- Submission of a complete application with application fee.
- Professional resume
- Nurse Practitioner program only: One-page essay addressing the provided essay prompts.
- Three recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential. One recommendation must be from a current employer or supervisor. One recommendation must be from a current employer or supervisor.
- Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete clinicals/practica.
- 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

- Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.
- 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.
- Due to the competitive nature of clinical placements for our MS in Nursing FNP, NNP, and PMHNP Programs, enrollment in our Post-Master's Certificate options is very limited and may not be offered each year.

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:

- Evidence of the ability to meet current MS degree in nursing admission requirements.
- National certification in a nurse practitioner specialty.
- Two years of clinical practice as a Registered Nurse is preferred for all applicants.
- Recent clinical experience in nurse practitioner specialty.
- An official transcript demonstrating an earned baccalaureate degree in nursing from a NLNAC or AACN-CCNE accredited school with a minimum cumulative grade point average of a 2.75 or above on a 4.0 scale.
- A grade of "C" or better in all undergraduate nursing courses. A grade of "C-" is not acceptable.
- Submission of completed application with application fee.
- Professional resume
- One page essay addressing the provided essay prompt.
- Three recommendation forms completed by professional persons knowledgeable about the applicant's academic, professional, and leadership potential. One recommendation must be from a current employer or supervisor. One recommendation must be from a current employer or supervisor.
- Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete clinicals/practica.
- 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.
- Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.

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 annually 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), Neonatal Nurse Practitioners (NNPs) and Psychiatric Mental Health Nurse Practitioners (PMHNPs). 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 a working knowledge 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. For synchronous Zoom sessions, students must have an internal or external computer camera and a headset with a microphone. Online students should consult the Regis University website for further information at www.regis.edu (<http://www.regis.edu>).

All students in the Graduate Nursing Programs are required to have Laptops or Desktops if online with the following technical specifications:

Hardware

- Recommended screen size: 13 inches or greater
- Required Wi-Fi compatible
- Required Operating system: Windows: 10 or 11, Mac: Big Sur, Monterey, Ventura
- Required memory: minimum 4GB
- Required hard disk space: minimum 60GB
- Required battery: minimum 2 hour life, recommended 4 hours or higher

Software

- Word, Excel, PowerPoint (recommend MS Office)
- Browser: most recent version of Edge, Firefox, Safari or Chrome
- Current version of Respondus Lockdown Browser
- Current version of Adobe Reader and Adobe Flash

Additional Admission Requirements

Probationary Admission

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

The academic program may allow a student to be conditionally admitted when identified conditions must be met prior to starting classes at Regis as a degree or certificate seeking student. These conditions are outlined for the applicant within a “terms and conditions” letter issued by the Office of Admissions. Examples of conditional requirements include prerequisite course completion, background check completion, or international document submission required to start classes in the identified degree or certificate program.

Also, in this category are applicants who are actively enrolled as undergraduate students (at any regionally accredited institution) at time of applying to one of Regis’ graduate programs. These active undergraduate applicants are permitted to enroll for the first eight week, five week, or 16 week term with current unofficial transcripts, but unable to enroll in future classes until official transcripts are received. This does not apply to all programs.

Non-degree Seeking Special Students

Non-degree seeking students may take a maximum of nine (9) 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 director or assistant dean.

Students seeking admission as a non-degree seeking/special student must:

- Submit a completed non-degree seeking/special student application and
- 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

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, Neonatal Nurse Practitioner, and the Psychiatric Mental Health 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. 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.

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 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. Masters students earning a letter grade of C- or below (course failure) are eligible to repeat the course for a minimum letter grade of “C” to maintain eligibility to progress in the graduate program pending program director approval.

Master’s students in Leadership who receive two course failures (C- or lower) as initial grades in any course will be dismissed from the program.

Nurse practitioner students (NNP and FNP) who receive two course failures (C- or lower) as initial grades in any course will be dismissed from the program. After one year from dismissal from the nursing program, students are eligible to apply for re-admission. Students should contact the LHSON Dean’s office at 303-964-5735.

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) must present a formal written request for overload to the appropriate program coordinator or program 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.

Master of Science Degree in Nursing Student Advising

Students are assigned an Academic Success Coach or Faculty 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.

Second Specialization

A Master of Science degree in nursing graduate who wishes to return for a second specialization after already receiving a nursing graduate degree 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 program 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 director or assistant dean. 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 the Registrar 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:

- Satisfactory completion of required academic and clinical course work.
- A minimum cumulative grade point average of 3.000. A maximum of two courses with a grade of "C" may count toward graduation.
- Successful completion of a comprehensive evaluation.
- 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 (<http://www.regis.edu>).

Degree Requirements

Master of Science Degree in Nursing Program Degree Requirements

The Master of Science degree in nursing requires completion of a minimum of 30 semester hours of graduate (600-level) course work for the Leadership in Health Care Systems, a minimum of 43 semester hours of graduate (600-level) course work for the Neonatal Nurse Practitioner, and a minimum of 48 semester hours of graduate (600-level) course work for the Family Nurse Practitioner, and the Psychiatric Mental Health Nurse Practitioner. Students are also required to pass a comprehensive evaluation. Students are expected to maintain at least a 3.000 cumulative grade point average.

Leadership in Health Care Systems

Total Requirements for Master of Science Program: 30 SH

Code	Title	SHs
HCE 604	Ethics for Nurse Leaders	3.00
NR 600	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602	Adv Apps of Research for Evidenced-Based	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 609	Popltn Hlth & Interprof Collab Practicum	3.00
NR 614	Foundtns Financial Mgt for NR Leaders	3.00
NR 620	Health Care Org/Systems Leadership	3.00
NR 623	Ldrshp in Hlth Care Syst Practicum ¹	3.00
NR 646	Tchnng/Lrng Strategies in Health Care	3.00
Graduate Elective (600-level)		3.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		30

¹ NR 623 Ldrshp in Hlth Care Syst Practicum is delayed until after the certificate courses are completed if pursuing a certificate concurrently.

Family Nurse Practitioner, Neonatal Nurse Practitioner and Psychiatric Mental Health 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 Master of Science Program: Psychiatric Mental Health Nurse Practitioner: 48 SH

Code	Title	SHs
Core Studies Requirements		
HCE 604	Ethics for Nurse Leaders	3.00
NR 600	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602	Adv Apps of Research for Evidenced-Based	3.00
NR 605/605N	Adv Physio/Patho Across Lifespan ¹	3.00
NR 607/607N	Pharmacology for Adv Practice ¹	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		18

¹ NNP Students will complete NR 605N Adv Phys & Patho Across Lifespan and NR 607N Adv Pharmacology for Adv Practice

Family Nurse Practitioner Specialization

Code	Title	SHs
NR 630F	Adv Hlth Assmnt of the Family (FNP)	4.00
NR 637	Women's Hlth/ Childbearing - FNP	3.00
NR 651	Professional Integration	3.00
NR 659	Primary HC of Children & Their Families	3.00
NR 660	Primary Hlth Care Across Lifespan I	5.00
NR 661	Primary Hlth Care Across Lifespan II	6.00
NR 662	Primary Hlth Care Across Lifespan III	5.00

NR 667	Primary Care Procedures A	1.00
Total SHs		30

Neonatal Nurse Practitioner Specialization

Code	Title	SHs
NR 651	Professional Integration	3.00
NR 652	Adv Hlth Assmnt-Neonatal Nurse Prac	4.00
NR 653	Genetics and Embryology for the NNP	3.00
NR 654	Adv Practice Prcdrs for High Risk Infant	2.00
NR 655	Care of the Care of the Child to Age Two	3.00
NR 656	Management of the High Risk Newborn	5.00
NR 657	Clinical Integration for the NNP	5.00
Total SHs		25

Psychiatric Mental Health Nurse Practitioner Specialization

Code	Title	SHs
NR 630F	Adv Hlth Assmnt of the Family (FNP)	4.00
NR 651	Professional Integration	3.00
NR 670	Advanced Psychopharmacology	3.00
NR 671	Psychiatric Assessment/Psychopathology	5.00
NR 672	Psychiatric Advanced Practice I	5.00
NR 673	Psychiatric Advanced Practice II	5.00
NR 674	Psychiatric Advanced Practice III	5.00
Total SHs		30

Graduate Academic Certificates

- Health Care Education (p. 372)
- Health Care Informatics (p. 372)
- Post-Master's Certificate for Family, Neonatal Nurse, Psychiatric Mental Health Nurse, or Dermatology Nurse Practitioners (p. 372)

Health Care Education

Degree Requirements

Code	Title	SHs
NR 606	Adv Hlth Assmnt Path & Pharm: Lifespan	6.00
NR 646	Tchnlg/Lrng Strategies in Health Care	3.00
NR 647	Curriculum Development	3.00
NR 648	Evaluation Methods in Health Care Ed	3.00
NR 658	Health Care Education Practicum (for students only completing certificate)	3.00
Total SHs		18

Health Care Informatics

Degree Requirements

Code	Title	SHs
MSHI 625	Workflow Change Mgmt/Adoption Hlth IT	3.00
MSHI 635	Design/Selection of IT Syst- Hlth Care	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
MSHI 675	Health Care Performance Evaluation	3.00
Total SHs		12

Post-Master's Certificate for Family, Neonatal Nurse, Psychiatric Mental Health Nurse, or Dermatology Nurse Practitioners

Degree Requirements

The Post-Master's Certificate (Family Nurse Practitioner, Neonatal Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner) 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. The Post-Master's Certificate in Dermatology is designed for practicing nurse practitioners to gain additional knowledge in clinical dermatology.

Family Nurse Practitioner Specialization

Code	Title	SHs
NR 605	Adv Physio/Patho Across Lifespan	3.00
NR 607	Pharmacology for Adv Practice	3.00
NR 630F	Adv Hlth Assmnt of the Family (FNP)	4.00
NR 637	Women's Hlth/ Childbearing - FNP	3.00
NR 651	Professional Integration	3.00
NR 659	Primary HC of Children & Their Families	3.00
NR 660	Primary Hlth Care Across Lifespan I	5.00
NR 661	Primary Hlth Care Across Lifespan II	6.00
NR 662	Primary Hlth Care Across Lifespan III	5.00
NR 667	Primary Care Procedures A	1.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		36

Neonatal Nurse Practitioner Specialization

Code	Title	SHs
NR 605N	Adv Phys & Patho Across Lifespan	3.00
NR 607	Pharmacology for Adv Practice	3.00
NR 651	Professional Integration	3.00
NR 652	Adv Hlth Assmnt-Neonatal Nurse Prac	4.00
NR 653	Genetics and Embryology for the NNP	3.00
NR 654	Adv Practice Prcdrs for High Risk Infant	2.00
NR 655	Care of the Care of the Child to Age Two	3.00
NR 656	Management of the High Risk Newborn	5.00
NR 657	Clinical Integration for the NNP	5.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		31

Psychiatric Mental Health Nurse Practitioner Specialization

Code	Title	SHs
NR 605	Adv Physio/Patho Across Lifespan	3.00
NR 607	Pharmacology for Adv Practice	3.00
NR 630F	Adv Hlth Assmnt of the Family (FNP)	4.00

NR 651	Professional Integration	3.00
NR 670	Advanced Psychopharmacology	3.00
NR 671	Psychiatric Assessment/Psychopathology	5.00
NR 672	Psychiatric Advanced Practice I	5.00
NR 673	Psychiatric Advanced Practice II	5.00
NR 674	Psychiatric Advanced Practice III	5.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		36

Dermatology Nurse Practitioner Fellowship Specialization

Code	Title	SHs
NR 631	Clinical Dermatology I	5.00
NR 632	Clinical Dermatology II	2.00
NR 633	Procedural Dermatology	3.00
NR 634	Clinical Dermatology Practicum	5.00
Total SHs		15

Master of Science Degree in Nursing Completion Option for Certified Nurse Practitioners Degree Requirements

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: 22-28 SH¹

Code	Title	SHs
HCE 604	Ethics for Nurse Leaders	3.00
NR 600	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602	Adv Apps of Research for Evidenced-Based	3.00
NR 605	Adv Physio/Patho Across Lifespan	3.00
NR 607	Pharmacology for Adv Practice	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 630F	Adv Hlth Assmnt of the Family (FNP)	4.00
or NR 652	Adv Hlth Assmnt-Neonatal Nurse Prac	
NR 651	Professional Integration	3.00
Graduate Elective (600-level)		3.00
NR 699	Comprehensive Eval/Master of Science	0.00
Total SHs		28

¹ A minimum of 22 semester hours of graduate (600-level) course work must be completed at Regis University.

Doctor of Nursing Practice

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 degree in Nursing with a specialization focus in either the family nurse practitioner, neonatal nurse practitioner, or psychiatric mental health 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:

- A minimum cumulative grade point average of 3.000 or above on a 4.000 scale in all graduate level coursework.
- A grade of "B" or better in all graduate nursing courses. A grade of "B-" is not acceptable.
- Submission of a complete application with application fee.
- 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.
- Two-page essay addressing the provided essay prompt.
- Official transcripts from each post-secondary school attended including an official transcript showing completion of a nursing graduate degree from an NLNAC or AACN-CCNE accredited program, offered at a regionally accredited school.
- 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.
- An active, unrestricted or unencumbered RN license in the state in which the applicant's clinical/practicum experience will be completed.
- 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.
- Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.

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 annual 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 (<http://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.

Students who fail to raise the cumulative grade point average to 3.000 are suspended. In addition, students who receive a grade of "B- or below" in two courses at the 700 level are subject to academic review and may be suspended or dismissed 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. Students earning a letter grade of B- or below are eligible to repeat the course for a minimum letter grade of "B" to maintain eligibility to progress in the graduate program pending program director approval. After one year from dismissal from the nursing program, students are eligible to apply for re-admission. Students should contact the LHSON Dean's office at 303-964-5735.

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 success coach upon admission who assists them with planning their program of study. Students and coaches discuss the terms of the program requirements at appropriate intervals throughout the program. Coaches 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 assistant dean 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 program coordinator or assistant dean. 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 the Registrar 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:

- Satisfactory completion of required academic and clinical course work,
- A minimum cumulative grade point average of 3.000

- Successful completion of a capstone project and defense; and
- 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 (<http://www.regis.edu>).

Degree Requirements

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 each specialization 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.

Advanced Leadership in Health Care Specialization

Code	Title	SHs
NR 701	Theoretical Application for DNP	3.00
NR 702	Analysis of Biomedical Data for the DNP	3.00
NR 703	Informatics	3.00
NR 704	Epidemiology & Hlth Promotion for Popltn	3.00
NR 706A	DNP Project A	1.00
NR 706B	DNP Project B	1.00
NR 706C	DNP Project C	1.00
NR 707	Clinical Research for DNP	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 709	Health System Decision Making	3.00
NR 725A	Application to Practice A ¹	1-7
NR 725B	Application to Practice B ¹	1-7
NR 725C	Application to Practice C ¹	1-7
NR 725D	Application to Practice D ¹	1-7
NR 725E	Application to Practice E ¹	1-7
NR 725F	Application to Practice F ¹	1-7
NR 799	Project Defense	0.00
Total SHs		30-66

¹ A verification process of each student's completed post-graduate application to practice/clinical hours will be used to determine the number of NR 725A Application to Practice A-NR 725F Application to Practice F courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours. Students should request official verification of post-baccalaureate clinical hours from the school(s) attended.

Advanced Practice Registered Nurse Specialization

Code	Title	SHs
NR 701	Theoretical Application for DNP	3.00
NR 702	Analysis of Biomedical Data for the DNP	3.00
NR 703	Informatics	3.00
NR 704	Epidemiology & Hlth Promotion for Popltn	3.00
NR 706A	DNP Project A	1.00
NR 706B	DNP Project B	1.00
NR 706C	DNP Project C	1.00
NR 707	Clinical Research for DNP	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 709	Health System Decision Making	3.00
NR 715A	Applications to Practice A ¹	1-7
NR 715B	Applications to Practice B ¹	1-7
NR 715C	Applications to Practice C ¹	1-7
NR 715D	Applications to Practice D ¹	1-7
NR 799	Project Defense	0.00
Total SHs		28-52

¹ 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 Applications to Practice A-NR 715D Applications to Practice D courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours. Students should request official verification of post-baccalaureate clinical hours from the school(s) attended.

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 master's portion of this program are located in the section titled "Master of Science degree in Nursing Course Descriptions".

Family Nurse Practitioner, Neonatal Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner Specializations

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 Master of Science Program: Psychiatric Mental Health Nurse Practitioner: 48 SH

Code	Title	SHs
Core Studies Requirements		
HCE 604	Ethics for Nurse Leaders	3.00
NR 600	Theoretical Frameworks/Ldrshp/ANP	3.00
NR 602	Adv Apps of Research for Evidenced-Based	3.00
NR 605	Adv Physio/Patho Across Lifespan	3.00
NR 607	Pharmacology for Adv Practice	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 699	Comprehensive Eval/Master of Science	0.00

Specialization

Select from the following specializations: 25-30

Family Nurse Practitioner Specialization

NR 630F	Adv Hlth Assmnt of the Family (FNP)	
NR 637	Women's Hlth/ Childbearing - FNP	
NR 651	Professional Integration	
NR 659	Primary HC of Children & Their Families	
NR 660	Primary Hlth Care Across Lifespan I	
NR 661	Primary Hlth Care Across Lifespan II	
NR 662	Primary Hlth Care Across Lifespan III	
NR 667	Primary Care Procedures A	

Neonatal Nurse Practitioner Specialization

NR 651	Professional Integration	
NR 652	Adv Hlth Assmnt-Neonatal Nurse Prac	
NR 653	Genetics and Embryology for the NNP	
NR 654	Adv Practice Prcdrs for High Risk Infant	
NR 655	Care of the Care of the Child to Age Two	
NR 656	Management of the High Risk Newborn	
NR 657	Clinical Integration for the NNP	

Psychiatric Mental Health Nurse Practitioner Specialization

NR 630F	Adv Hlth Assmnt of the Family (FNP)	
NR 670	Advanced Psychopharmacology	
NR 671	Psychiatric Assessment/Psychopathology	
NR 672	Psychiatric Advanced Practice I	
NR 673	Psychiatric Advanced Practice II	
NR 674	Psychiatric Advanced Practice III	

Total SHs 43-48

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.

Advanced Practice Registered Nurse Specialization

Code	Title	SHs
NR 701	Theoretical Application for DNP	3.00
NR 702	Analysis of Biomedical Data for the DNP	3.00
NR 703	Informatics	3.00
NR 704	Epidemiology & Hlth Promotion for Popltn	3.00

NR 706A	DNP Project A	1.00
NR 706B	DNP Project B	1.00
NR 706C	DNP Project C	1.00
NR 707	Clinical Research for DNP	3.00
NR 708	Health Policy Analysis and Development	3.00
NR 709	Health System Decision Making	3.00
NR 715A	Applications to Practice A ¹	1-7
NR 715B	Applications to Practice B ¹	1-7
NR 715C	Applications to Practice C ¹	1-7
NR 715D	Applications to Practice D ¹	1-7
NR 725E	Application to Practice E ¹	1-7
NR 725F	Application to Practice F ¹	1-7
NR 799	Project Defense	0.00

Total SHs 30-66

¹ 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 Applications to Practice A-NR 715D Applications to Practice D or NR 725A Application to Practice A-NR 725F Application to Practice F courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours. Students should request official verification of post-baccalaureate clinical hours from the school(s) attended.

DNP to PhD in Nursing

The DNP to PhD in Nursing provides a detailed curriculum to enable nurses who have earned a Doctor of Nursing Practice (DNP) degree to obtain a research-focused PhD in Nursing with an emphasis area of nursing education to better prepare them to fulfill roles in academia and to conduct detailed research in this area. This program will provide a foundational approach to build on previously completed coursework in the clinical doctorate to fulfill the traditional tripartite of teaching, scholarship, and service.

DNP-to-PhD Admission

All applications for admission to the DNP-to-PhD 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:

- A minimum cumulative grade point average of 3.000 or above on a 4.000 scale in all graduate level coursework. • A grade of B or better in all graduate nursing courses. A grade of B- is not acceptable.
- Submission of a complete application with application fee.
- 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.
- Two-page essay addressing the provided essay prompt.
- Official transcripts from each post-secondary school attended including an official transcript showing completion of a nursing graduate degree from an NLNAC or AACN-CCNE accredited program, offered at a regionally accredited school.

- 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.
- An active, unrestricted or unencumbered RN license in the state in which the applicant's clinical/practicum experience will be completed.
- 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.
- Current American Heart Association (AHA) Basic Life Support (BLS) for health care professionals certification.

A personal interview will be required.

DNP to PhD: 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.

DNP to PhD: Computer Literacy and Access

DNP-to-PhD 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 (<http://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 DNP-to-PhD degree at Regis University requires successful completion of course requirements, a final comprehensive evaluation, and completion of the Dissertation-by-Publication requirements. 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. Students who fail to raise the cumulative grade point average to 3.00 are suspended. In addition, students who receive a grade of "B- or below" in two courses at the 800 level are subject to academic review and may be suspended or dismissed 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. Students earning a letter grade of B- or below are eligible to repeat the course for a minimum letter grade of "B" to maintain eligibility to progress in the graduate program pending program director approval. After one year from dismissal from the nursing program, students are eligible to apply for re-admission. Students should contact the LHSON Dean's office at 303-964-5735.

Course Load/Overload

DNP-to-PhD 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 3.00 and no grades of incomplete are eligible to apply for overload.

DNP to PhD Student Advising

Students are assigned a faculty adviser upon admission who assists them with planning their program of study. Students and their advisor discuss the terms of the program requirements at appropriate intervals throughout the program. Advisors counsel students on meeting the requirements for the DNP-to-PhD Program; however, it is the student's responsibility to schedule advising appointments and to complete all degree requirements.

DNP to PhD Degree Transfer of Credit Policy and Procedure

Acceptance of transfer credit is determined at the discretion of the appropriate program coordinator or assistant dean 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 program coordinator or assistant dean. All requests for transfer credit should be submitted before beginning the first graduate course. Students wishing to transfer credit into the Regis University DNP-to-PhD 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.

DNP to PhD Graduation Requirements

Students graduate the semester that all requirements are met and documentation of such is received in the Office of the Registrar 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 DNP-to-PhD Program

- Satisfactory completion of required academic and clinical course work,

- A minimum cumulative grade point average of 3.00
- Successful completion of an oral comprehensive evaluation. Completion of Dissertation-by-Publication requirements.
- 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 (<http://www.regis.edu>).

Degree Requirements

DNP to PhD in Nursing

An online format that includes clinical practica and service learning experiences are offered for the DNP-to-PhD degree. The DNP-to-PhD degree requires completion of a minimum of 36 semester hours of graduate (800-level) course work for the degree. Students are expected to maintain at least a 3.00 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 developing, implementing, and evaluating independent research activities in nursing education. The curriculum consists of four major areas: Core coursework, specialization cognate coursework in nursing education, individual research applications, and completion of an oral comprehensive evaluation and dissertation-by-publication requirements. The curriculum includes essential coursework in advanced theory, philosophy of nursing science, research theory and design courses in quantitative, qualitative, and mixed methods research designs and professional seminars for doctoral students and publication activities. Service learning is an essential part of the core learning experience and is threaded throughout coursework. The core also promotes principles of ethics, social justice, and leadership designed to develop advanced nursing leaders in service to others.

Code	Title	SHs
NR 800	Foundations in PhD Nursing	3.00
NR 801	Philosophy of Nursing	3.00
NR 802	Adv Theoretical Perspectives	3.00
NR 803	Program Design and Evaluation	3.00
NR 804A	Doctoral Seminar I	1.00
NR 804B	Doctoral Seminar II	1.00
NR 804C	Doctoral Seminar III	1.00
NR 805	Nursing Education Pedagogy	3.00
NR 806	Nursing Education Evaluation	3.00
NR 807	Research Theory Design & Meth	3.00
NR 808	Advanced Quantitative Reasoning	3.00
NR 809	Advanced Qualitative Reasoning	3.00
NR 810	Advanced Mixed Methods Design	3.00
NR 811A	Publication Seminar I	1.00
NR 811B	Publication Seminar II	1.00
NR 811C	Publication Seminar III	1.00
Total SHs		36

School of Pharmacy

- Bachelor of Science in Foundations of Pharmacy (p. 378)
- Doctor of Pharmacy (p. 379)
- Health Care Business Management Certificate (p. 385)

- Health Care Informatics (p. 385)
- Health Care Quality and Patient Safety Certificate (p. 385)
- Master of Business Administration Dual Degree Program Requirements (p. 384)
- Master of Science in Health Informatics Dual Degree Program Requirements (p. 384)
- Master of Science in Health Services Administration Dual Degree Program Requirements (p. 385)
- Pharmaceutical Industry Affairs Certificate (p. 385)

Bachelor of Science in Foundations of Pharmacy

Students are offered two pathways for obtaining the Bachelor of Science in Foundations of Pharmacy. Students entering the Doctor of Pharmacy program through Regis College have the opportunity to earn both a BS and the PharmD degrees through completion of an accelerated PharmD program. Students complete Doctor of Pharmacy prerequisites along with additional required and elective coursework during three years of study in Regis College. Following completion of the first two semesters of professional study in the School of Pharmacy, students are awarded the Bachelor of Science in Foundations of Pharmacy. Alternatively, students may also earn the Bachelor of Science in Foundations of Pharmacy by a combination of undergraduate transfer credit followed by completing the first two semesters of the PharmD program. Following completion of all four years of the Doctor of Pharmacy curriculum, students are then awarded the PharmD degree.

Completion of the B.S. in Foundations of Pharmacy degree requires formal application and acceptance into the Regis University School of Pharmacy, and successful completion of the first two semesters of the School of Pharmacy Doctor of Pharmacy program. There are additional course prerequisite requirements for the B.S. in Foundations of Pharmacy outlined below. Otherwise the admissions procedures follow that of the Doctor of Pharmacy degree.

Degree Requirements

Code	Title	SHs
Written and Oral Communication		
RCC 200	First Year Writing	3.00
COM 250	Speaking to Make a Difference (Speech Communication)	3.00
Social Science		
PSY 250	General Psychology (Recommended)	3.00
SO 200	Introduction to Sociology (Recommended)	3.00
Other		
Economics		3.00
Religious Studies		3.00
Natural Science and Mathematics		
BL 258	General Biology I: Organismic	3.00
BL 259	Organismic Biology Lab	1.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
BL 274	Principles of Human Anatomy	3.00
BL 276	Principles of Human Physiology	3.00
CH 210	General Chemistry I	4.00

CH 211	General Chemistry I Laboratory	1.00
CH 230	General Chemistry II	4.00
CH 231	General Chemistry II Laboratory	1.00
CH 250	Organic Chemistry I	4.00
CH 251	Organic Chemistry I Laboratory	1.00
CH 420	Organic Chemistry II	4.00
CH 421	Organic Chemistry II Laboratory	1.00
MT 360A	Calculus I	4.00
Select one of the following:		3.00
MT 270	Introduction to Statistics	
MT 272	Statistics for the Life Sciences	
BL 416	Molecular & Cellular Biochemistry	
BL 418	Microbiology ¹	
BL 466	Immunology	
Biochemistry, Cell Biology, Genetics/Genomics, Immunology, Microbiology, Molecular Biology, or upper division equivalent. Course must contain a lab component		4.00

General Electives

Select 23 semester hours of General Electives (Recommendations listed below) 23.00

First-Year Pharmacy

PHRM 750	Introduction to Pharmacy Practice	2.00
PHRM 701	Integrated Pharmacotherapy 1	4.00
PHRM 702	Integrated Pharmacotherapy 2	4.00
PHRM 721	Integrated Pharmacy Lab 1	1.00
PHRM 740	Pharmacy Law and Policy	3.00
PHRM 741	Therapeutic Principles of Self-Care	3.00
PHRM 751	Introductory Pharmacy Practice Exp 1	2.00
PHRM 703	Integrated Pharmacotherapy 3	4.00
PHRM 704	Integrated Pharmacotherapy 4	4.00
PHRM 722	Integrated Pharmacy Lab 2	1.00
PHRM 743	Faith Spirituality & Culture Hlth Care	3.00
PHRM 730	Pharmacy & US Health Care System	3.00

Total SHs 120

¹ BL 419 Microbiology Laboratory is a co-requisite laboratory

Code	Title	SHs
Recommended Electives		
BL 414	Principles of Genetics ¹	3.00
BL 415	Genetics Laboratory ¹	1.00
COM 310	Interpersonal Communication	3.00
COM 408	Conflict Management	3.00
COM 412	Cultural Intelligence	3.00
COM 472	Professional Communication Toolkit	3.00
NS 260/260C	Introduction to Brain and Behavior ²	3.00
NS 466	Neuropharmacology ¹	3.00
PE 333	First Aid Emergency Response	3.00
PL 250	Introduction to Philosophy	3.00
PY 416	Understanding Trauma and PTSD	3.00
PSY 471	Psychological Disorders	3.00
Total SHs		34

¹ Course pre-requisites are also PharmD program pre-requisites.

² Note: NS 261 Intro to Brain and Behavior Laboratory Introduction to Brain and Behavior Laboratory is a co-requisite

Doctor of Pharmacy

The Doctor of Pharmacy program is 150 semester hours of full-time study, offered in nine semesters over three or four years. The curriculum prepares graduates to become licensed pharmacists who are 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 team-based learning that focuses 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 an active learning 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 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 year and both semesters of 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 their own 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. Students must possess the ability to communicate in many forms, and also must have adequate psychomotor and cognitive skills and must possess the psychological ability required for utilization of their intellectual abilities.

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

The School of Pharmacy uses a holistic admissions process. Holistic admissions is a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences,

attributes, and academic metrics and, when considered in combination, how the individual might contribute value as a pharmacist. With the exception of Regis undergraduate student who participate in an internal pathway to the PharmD program, applicants to the Doctor of Pharmacy (Pharm.D.) program must complete and submit their application through the PharmCAS system at www.pharmcas.org (<http://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. All applicants, including Regis undergraduates in internal pathways, who meet the required qualifications are invited for an interview with members of the faculty and leaders in the pharmacy community.

The Interview Selection Criteria

- Recommended minimum science and mathematics grade point average of 2.5 (on 4.0 scale)
- Required grade of C- or better in prerequisites. Prerequisite course work must be completed prior to matriculation.
- Submission of the PharmCAS (<http://www.pharmcas.org/>) application.
- One letter of recommendation.
- If English is not the applicant's native/first language, the applicant must meet the following language proficiency requirement:
 - TOEFL (Test of English as a Foreign Language) – Internet-based: Minimum score of 82 (24 Writing, 20 Speaking, 22 Reading, 16 Listening), Computer-based: Minimum score of 213. Regis University's TOEFL code is 4656.
 - Applicants who have successfully completed an undergraduate or graduate degree at an accredited US institution do not need to provide a TOEFL score.

0-5 PharmD Early Assurance Program

The School of Pharmacy offers direct entry to the PharmD program via the 0-5 PharmD Early Assurance Program. Exceptional high school seniors applying to Regis College are invited to apply to this program if they meet the following criteria:

- Meet criteria for undergraduate study in Regis College.
- Committed to obtaining a PharmD degree.
- Have a high school GPA of 3.5 or higher.
- Willing to live on campus for the first two years of study.

After it has been determined that these applicants meet the criteria for admission to Regis College, the applicants are interviewed for entry to the PharmD program and faculty in the school of pharmacy make a decision about their entry into the 0-5 PharmD Early Assurance Program.

To maintain status as a 0-5 PharmD Early Assurance student, a student must do the following:

- Live on campus the first two years of study.
- Maintain a GPA of 3.0 or better throughout their studies at Regis University.
- Pursue the set course schedule of study throughout the program.
- Have no documented professionalism or academic integrity issues during pre-pharmacy studies.
- Remain in the same cohort throughout their time of study.

Students who lose their status as an Early Assurance student during their pre-pharmacy studies may continue their studies in Regis College, unless

otherwise disqualified, and are invited to apply for entry into Doctor of Pharmacy program as a regular applicant.

Pre-Pharmacy Track

The School of Pharmacy offers a guaranteed interview for entrance into the Doctor of Pharmacy program for Regis University students meeting certain criteria. Students must have completed at least three semesters of full-time study at Regis University, have maintained a cumulative GPA and cumulative math/science GPA of 3.0 or above during the pre-professional phase, and have met the minimum requirements for admission. Student must also have no documented professionalism or academic integrity issues while enrolled in Regis College. Regis undergraduate student who do not meet the above criteria and desire admittance into the Regis University Doctor of Pharmacy program are invited to apply through PharmCAS as any other applicant.

Interview Day

Selected applicants will be invited for a one day on-campus or virtual interview.

Qualified Applicants

Multiple criteria are used, and they are considered holistically, in admission screening and decisions. At minimum, the criteria considered for all applicants include:

- Performance on all interview components
- Science and mathematics grade point average (recommended minimum of 2.5 on a 4.0 grading scale).
- Prerequisite grades
- Required grade of C- or better in prerequisites. Prerequisite course work must be completed prior to matriculation.
- Submission of the PharmCAS application
- One letter of recommendation
- If English is not your native/first language, you must meet the following language proficiency requirement:
 - TOEFL (Test of English as a Foreign Language) – Internet-based: Minimum score of 82 (24 Writing, 20 Speaking, 22 Reading, 16 Listening); Computer based: Minimum score of 213. Regis University's TOEFL code is 4656.
 - Applicant that have successfully completed an undergraduate or graduate degree at a regionally accredited US institution do not need to provide a TOEFL score.

Should the GPA requirement not be met but an applicant demonstrates strong or promising potential, an applicant may be considered for an interview day, with exception, if approved by the School of Pharmacy Admissions Committee.

Offer of Admission

Applicants who have met the admission criteria, including prerequisite and compliance materials, and submitted all application documentation will be offered admission in the Doctor of Pharmacy program.

Alternate List

If a candidate meets the criteria for admission but there is no space available in the class, 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 (<http://www.regis.edu/pharmd/>). Applicants that matriculate into the Doctor of Pharmacy program will have their deposit applied to tuition for the fall semester of the first year following matriculation.

TOEFL

If English is not the applicant's native or first language, the applicant must submit a TOEFL (Test of English as a Foreign Language) score. A minimum score of 82 on the Internet-based TOEFL (24 writing, 20 speaking, 22 reading, 16 listening), or 213 on the computer-based TOEFL, is required. The TOEFL code for Regis University is 4656. Applicants that have successfully completed an undergraduate or graduate degree at an accredited U.S. institution do not need to provide a TOEFL score.

International Students

There are specific requirements for international students that must be met to be considered for admission at Regis University. All applicants must meet the above defined minimum qualifications for admission plus International students must:

- Submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University (Note: approved agencies can be found at www.naces.org (<https://www.naces.org/>). Photocopies of the evaluation are not acceptable);
- Submit a completed International Supplemental Application;
- Have received a minimum score of 82 on the Internet-based TOEFL (24 writing, 20 speaking, 22 reading, 16 listening), or 213 on the computer-based TOEFL, if English is not the applicant's native or first language (Note: TOEFL code for Regis University is 4656); and
- Submit additional documentation as required by Regis University.

Prerequisites

Prerequisite course work must be completed prior to matriculation into the School of Pharmacy. A minimum of 49 semester hours of prerequisite coursework is required prior to entry into the program. Although only 49 semester hours of prerequisite coursework is needed for the PharmD program, qualification for financial aid requires 72 semester hours of prerequisite coursework or a bachelor's degree.

Students should contact the Office of Admissions for inquiries regarding course equivalencies in prerequisite requirements. Students may complete prerequisites at Regis University or at any regionally accredited college of university in the United States. International graduates must submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University. All prerequisite coursework must be completed before a student begins the program. Students may be admitted prior to completion of all prerequisites contingent upon successful completion by the start of classes.

Code	Title	SHs
Natural Sciences and Mathematics		
	General Biology and Lab I	4.00
	General Biology and Lab II	4.00
	General Chemistry and Lab I	4.00
	General Chemistry and Lab II	4.00
	Organic Chemistry and Lab I	4.00

Organic Chemistry and Lab II	4.00
College Algebra or higher	3.00
Human Anatomy (Lab Recommended)	3.00
Human Physiology (Lab Recommended)	3.00
One upper division biology course with lab ¹	4.00
Written and Oral Communication	
English Composition	3.00
Speech Communication or equivalent	3.00
Social Sciences	
(Psychology and Sociology recommended)	6.00

¹ Examples include Biochemistry and Lab, Cell Biology and Lab, Genetics/Genomics and lab, Immunology and lab, Microbiology and lab, and Molecular and lab.

Limitations of Prerequisites

There is a seven-year limit on the calculus prerequisite. However, this time limit may be waived if the applicant has a prior bachelor's degree or higher. Applicants with a prior bachelor's degree, who have completed this prerequisite outside this limitation will be reviewed on an individual basis.

Transfer Credit From Another School of Pharmacy

The Regis University SOP curriculum includes Integrated Pharmacotherapy courses for the first three professional years, which integrate therapeutics and content from pharmaceuticals, pharmacology, medicinal chemistry, and biological science. Because the curriculum is highly integrated, Regis University does not accept transfer credit from other schools of pharmacy.

Computer Literacy

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer programs, 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.

Students are also required to have a laptop or personal electronic device (i.e., iPad or Surface Pro) that meets the minimum requirements for our testing software. These requirements can be found at <https://examsoft.com/resources/examplify-minimum-system-requirements/#windows29>.

Computer-based Testing Requirements

If an assessment is administered electronically, students must use their personal device with specifications as described in the minimum system requirements or a provided desktop computer. Most quizzes and exams will be taken electronically. Students may use a laptop computer or a provided desktop computer for exams. It is recommended that students also have access to a printer and broadband internet access (cable or DSL) at home. There is no formal support from either the University or the School for personal electronic devices. Students are responsible for maintaining a functioning laptop, Surface Pro, or iPad.

Since nearly all public spaces on the Regis campus have wireless internet access, any device with a wireless internet allows students to access

internet resources necessary for the School of Pharmacy program such as library databases, audio and video files pertinent to course content, and specialized databases.

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 at least once a year to facilitate ongoing dialogue and development of professional behaviors, complete portfolio requirements, and address graduation criteria throughout their studies. All first-year students are also supported by the School of Pharmacy Success Coach. The Student Success Coach is essential in helping students navigate resources available at Regis University. The Student Success Coach can also assist student as they determine which pathway by which they will obtain their PharmD (traditional or accelerated). The Student Success Coach works closely with the student's advisor, the RUSOP Assistant Dean of Student Affairs, and the RUSOP Assistant Dean of Academic Affairs in supporting students during the first-year of the program.

Program Progression/Probation/ Suspension/Dismissal

See details within the RHCHP Academic Standing and Penalties section of this Catalog and the School of Pharmacy Supplemental Student Handbook.

Graduation Requirements

The following requirements apply to all current and future students:

Students must meet the following criteria to be awarded the Doctor of Pharmacy degree:

- Satisfactory completion of 150 semester hours of 600 or 700-level academic and clinical coursework.
- Cumulative GPA of 3.000 and no less than a "C" grade in any course.
- Satisfactory completion and final defense of the Professional Development Portfolio.
- Satisfactory completion of all degree requirements within six years (72 months) from the date of matriculation.
- Recommendation for the degree by the faculty of the School of Pharmacy.

Degree Requirements

The School of Pharmacy follows a cohort model, with all students within a cohort taking required courses together. For each new group of students entering the PharmD program, two pathways to pursue the Doctor of Pharmacy degree are available. The traditional four year pathway is available to all entering students, except the 0-5 PharmD Early Assurance students.

Upon matriculation, all students in the Doctor of Pharmacy program also qualify to obtain the PharmD via the accelerated, 3-year, pathway. The accelerated pathway is the required pathway for students in the 0-5 PharmD Early Assurance Program. Although the curriculum and total credit hours of the traditional and accelerated pathways are identical, the timing to achieve certain SH of credit and take certain courses differ. The accelerated pathway requires year-round study, including required summer courses. Students pursuing the PharmD degree in three years start the acceleration by taking an additional credit hour of Introductory Pharmacy Practice Experience (IPPE) in the spring of their first year of

the professional program and officially declare pursuit of the pathway at the conclusion of the spring term of the first year. To be eligible for the accelerated pathway, a student must not be remediating a course during the first summer of the accelerated pathway curriculum.

Traditional Pathway (4 years)

Total Degree Requirements 150 SH

Course	Title	SHs
Year 1		
Fall Semester		
PHRM 750	Introduction to Pharmacy Practice	2.00
PHRM 701	Integrated Pharmacotherapy 1	4.00
PHRM 702	Integrated Pharmacotherapy 2	4.00
PHRM 721	Integrated Pharmacy Lab 1	1.00
PHRM 740	Pharmacy Law and Policy	3.00
PHRM 741	Therapeutic Principles of Self-Care	3.00
SHs		17
Spring Semester		
PHRM 751	Introductory Pharmacy Practice Exp 1	2.00
PHRM 703	Integrated Pharmacotherapy 3	4.00
PHRM 704	Integrated Pharmacotherapy 4	4.00
PHRM 722	Integrated Pharmacy Lab 2	1.00
PHRM 743	Faith Spirituality & Culture Hlth Care	3.00
PHRM 730	Pharmacy & US Health Care System	3.00
SHs		17
Year 2		
Fall Semester		
PHRM 752	Introductory Pharmacy Practice Exp 2	2.00
PHRM 705	Integrated Pharmacotherapy 5	4.00
PHRM 706	Integrated Pharmacotherapy 6	4.00
PHRM 723	Integrated Pharmacy Laboratory 3	1.00
PHRM 727	Integrated Literature Evaluation 1	3.00
PHRM 728	Integrated Literature Evaluation 2	3.00
SHs		17
Spring Semester		
PHRM 753	Introductory Pharmacy Practice Exp 3	2.00
PHRM 707	Integrated Pharmacotherapy 7	4.00
PHRM 708	Integrated Pharmacotherapy 8	4.00
PHRM 724	Integrated Pharmacy Laboratory 4	1.00
PHRM 731	Literature and Pharmacoeconomics	3.00
RUSOP Approved Elective 1		3.00
SHs		17
Year 3		
Fall Semester		
PHRM 754	Introductory Pharmacy Practice Exp 4	2.00
PHRM 709	Integrated Pharmacotherapy 9	4.00
PHRM 710	Integrated Pharmacotherapy 10	4.00
PHRM 725	Professional Development I	1.00
PHRM 732	Leadership and Management	3.00
RUSOP Approved Elective 2		3.00
SHs		17
Spring Semester		
PHRM 755	Introductory Pharmacy Practice Exp 5	2.00
PHRM 711	Integrated Pharmacotherapy 11	4.00
PHRM 712	Integrated Pharmacotherapy 12	4.00
PHRM 726	Professional Development II	1.00
HCE 742	Ethics & Advocacy in Pharmacy	3.00
RUSOP Approved Elective 3		3.00
SHs		17

Year 4

Summer Semester

PHRM 760	Advanced Pharmacy Practice Experience 1	6.00
PHRM 761	Advanced Pharmacy Practice Experience 2	6.00
SHs		12

Fall Semester

PHRM 762	Advanced Pharmacy Practice Exp 3	6.00
PHRM 763	Advanced Pharmacy Practice Exp 4	6.00
PHRM 764	Advanced Pharmacy Practice Exp 5	6.00
SHs		18

Spring Semester

PHRM 765	Advanced Pharmacy Practice Exp 6	6.00
PHRM 766	Advanced Pharmacy Practice Exp 7	6.00
PHRM 767	Advanced Pharmacy Practice Exp 8	6.00
SHs		18
Total SHs		150

Accelerated Pathway (3 years)

Total Degree Requirements 150 SH

Course	Title	SHs
Year 1		
Fall Semester		
PHRM 750	Introduction to Pharmacy Practice	2.00
PHRM 701	Integrated Pharmacotherapy 1	4.00
PHRM 702	Integrated Pharmacotherapy 2	4.00
PHRM 721	Integrated Pharmacy Lab 1	1.00
PHRM 740	Pharmacy Law and Policy	3.00
PHRM 741	Therapeutic Principles of Self-Care	3.00
SHs		17
Spring Semester		
PHRM 751	Introductory Pharmacy Practice Exp 1	2.00
PHRM 703	Integrated Pharmacotherapy 3	4.00
PHRM 756	Introductory Pharmacy Practice Exp - A	1.00
PHRM 704	Integrated Pharmacotherapy 4	4.00
PHRM 722	Integrated Pharmacy Lab 2	1.00
PHRM 743	Faith Spirituality & Culture Hlth Care	3.00
PHRM 730	Pharmacy & US Health Care System	3.00
SHs		18
Summer		
PHRM 705	Integrated Pharmacotherapy 5	4.00
PHRM 706	Integrated Pharmacotherapy 6	4.00
PHRM 723	Integrated Pharmacy Laboratory 3	1.00
PHRM 727	Integrated Literature Evaluation 1	3.00
RUSOP Elective		3.00
RUSOP Elective (can be completed in a different semester)		3.00
SHs		18
Year 2		
Fall Semester		
PHRM 754	Introductory Pharmacy Practice Exp 4	3.00
PHRM 709	Integrated Pharmacotherapy 9	4.00
PHRM 710	Integrated Pharmacotherapy 10	4.00
PHRM 725	Professional Development I	1.00
PHRM 728	Integrated Literature Evaluation 2	3.00
PHRM 732	Leadership and Management	3.00
SHs		18
Spring Semester		
PHRM 753	Introductory Pharmacy Practice Exp 3	3.00
PHRM 707	Integrated Pharmacotherapy 7	4.00
PHRM 708	Integrated Pharmacotherapy 8	4.00
PHRM 724	Integrated Pharmacy Laboratory 4	1.00

PHRM 731	Literature and Pharmacoeconomics	3.00
SHs		15
Summer		
PHRM 757	Introductory Pharmacy Practice Exp - B	1.00
PHRM 711	Integrated Pharmacotherapy 11	4.00
PHRM 712	Integrated Pharmacotherapy 12	4.00
PHRM 726	Professional Development II	1.00
HCE 742	Ethics & Advocacy in Pharmacy	3.00
RUSOP Elective		3.00
SHs		16
Year 3		
Fall Semester		
PHRM 760	Advanced Pharmacy Practice Experience 1	6.00
PHRM 761	Advanced Pharmacy Practice Experience 2	6.00
PHRM 762	Advanced Pharmacy Practice Exp 3	6.00
SHs		18
Spring Semester		
PHRM 763	Advanced Pharmacy Practice Exp 4	6.00
PHRM 764	Advanced Pharmacy Practice Exp 5	6.00
PHRM 765	Advanced Pharmacy Practice Exp 6	6.00
SHs		18
Summer		
PHRM 766	Advanced Pharmacy Practice Exp 7	6.00
PHRM 767	Advanced Pharmacy Practice Exp 8	6.00
SHs		12
Total SHs		150

Dual Degree Programs

Students interested in earning both the Doctor of Pharmacy degree and the Master of Science in Health Informatics (MSHI), the Master of Science in Health Services Administration (MS-HSA), or the Master of Business Administration (MBA) degree should reach out to the School of Pharmacy Assistant Dean of Academic Affairs regarding enrollment in the additional program. On-time completion of the PharmD degree requires all coursework to be completed within four years. Students may enroll in the MS degree program of their choice prior to or after starting their pharmacy coursework. Students with a baccalaureate degree or 90 undergraduate credit hours may enroll in MS coursework before entering the first year of the PharmD program. Students with fewer than 90 undergraduate credit hours may enroll in MS coursework following completion of the first year of the PharmD program. Students who are interested in pursuing the Master of Business Administration (MBA) must meet all admission requirements for the MBA program, including work experience requirements, and should contact both the School of Pharmacy Assistant Dean of Academic Affairs and Admissions for the Anderson College of Business and Computing.

Students enrolled in the dual degree program have several options for completing the coursework for the additional degree. Use of PharmD program elective blocks and summer coursework will allow the student to take the masters-level courses as they work to complete the requirements for the PharmD and may result having both degrees upon graduation with the PharmD. If all master's program requirements are not met prior to beginning APPE rotations, the student will have to complete the remaining MSHI, MS-HSA, or MBA coursework following graduation from the PharmD program to obtain the master's degree. The student has a total of six years to complete any degree at Regis University, including the PharmD, MSHI, MS-HSA, or MBA course work. Students may delay MSHI, MS-HSA, or MBA coursework or dis-enroll from the MSHI, MS-HSA, or MBA degree program at any time, and it will not affect their standing in the pharmacy program. Students in the MS-HSA or MSHI dual degree

program are required to complete three MS-HSA or MSHI courses as part of the PharmD program. The first three courses taken from MS-HSA or MSHI toward the dual degree program are charged the PharmD tuition rate. The remaining MS-HSA or MSHI courses are charged at the MS-HSA or MSHI rate.

- Master of Business Administration Dual Degree Program Requirements (p. 384)
- Master of Science in Health Informatics Dual Degree Program Requirements (p. 384)
- Master of Science in Health Services Administration Dual Degree Program Requirements (p. 385)

Master of Business Administration Dual Degree Program Requirements Degree Requirements

Code	Title	SHs
Business Core		
MGT 6000	Accounting for Managers	3.00
MGT 6001	Finance for Managers	3.00
MGT 6010	Ethical & Legal Environment of Business	3.00
Management Core		
EC 6000	Managerial Economics	3.00
HR 6350	Strategic Human Resource Management	3.00
MSDS 655	Business Intelligence	3.00
Strategy Core		
MGT 6017	Operations Management	3.00
MKT 6240	Marketing Strategy	3.00
MGT 6950	MBA Capstone	3.00
General Business Specialization (PharmD students only)		
PHRM 732	Leadership and Management	3.00
PHRM 740	Pharmacy Law and Policy	3.00
HCE 742	Ethics & Advocacy in Pharmacy	3.00
Total SHs		36

Master of Science in Health Informatics Dual Degree Program Requirements

Degree Requirements

Code	Title	SHs
MSHI 600	Information Systems Concepts	3.00
MSHI 625	Workflow Change Mgmt/Adoption Hlth IT	3.00
MSHI 635	Design/Selection of IT Syst- Hlth Care	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
MSHI 675	Health Care Performance Evaluation	3.00
MSHI 692	Health Informatics Practicum I	3.00
MSCC 697	Information Technology Research Methods	3.00
HCE 742	Ethics & Advocacy in Pharmacy	3.00
PHRM 727	Integrated Literature Evaluation 1	3.00
PHRM 728	Integrated Literature Evaluation 2	3.00

PHRM 731	Literature and Pharmacoeconomics	3.00
Select three semester hours of the following:		3.00
MSHI 696	Health Informatics Practicum II	
Advanced Pharmacy Practice Experience Elective		
Total SHs		36

Master of Science in Health Services Administration Dual Degree Program Requirements

Degree Requirements

Code	Title	SHs
HCE 742	Ethics & Advocacy in Pharmacy	3.00
HSA 602	Strategic Planning/Dvlp in Hlth Services	3.00
HSA 604	Fnds Hlth Care Ec/Acc/Fin Management	3.00
HSA 624	Assessment-Quality Care & Patient Safety	3.00
MSHI 650	Health Care Informatics & Info Systems	3.00
or HSA 636	Emerging Technologies for Health	
HSA 660	Methods of Inquiry & Research	3.00
HSA 663	Advanced Concepts of Health Care Finance	3.00
HSA 680	Cont Iss Hlth Services Delivery Systems	3.00
HSA 696	Masters Project in Health Services	3.00
PHRM 732	Leadership and Management	3.00
Select two of the following:		6.00
PHRM 740	Pharmacy Law and Policy	
PHRM 743	Faith Spirituality & Culture Hlth Care	
PHRM 731	Literature and Pharmacoeconomics	
Total SHs		36

Graduate Certificates

Students pursuing the PharmD degree may also elect to pursue a graduate certificate. Graduate certificates allow students to indicate an area of interest within the health care industry. Graduate academic certificates require a total of 12 credits. Students can use 9 of the credits for the certificates outlined below towards the elective credit requirement for the PharmD program. To complete the requirements for the certificate, students must take an additional course as specified by the certificate that is being pursued. As with the dual degree programs, students are strongly encouraged to meet with the School of Pharmacy Assistant Dean of Academic Affairs to ensure that they have properly declared an intent to pursue a graduate academic certificate.

- Health Care Business Management Certificate (p. 385)
- Health Care Informatics (p. 385)
- Health Care Quality and Patient Safety Certificate (p. 385)
- Pharmaceutical Industry Affairs Certificate (p. 385)

Health Care Business Management Certificate

Degree Requirements

Code	Title	SHs
Certificate Requirements		
HCE 742	Ethics & Advocacy in Pharmacy	3.00
PHRM 732	Leadership and Management	3.00
Select two of the following:		6.00
HSA 602	Strategic Planning/Dvlp in Hlth Services	
HSA 620	Mktg/Pub Rel in Hlth Care Settings	
HSA 624	Assessment-Quality Care & Patient Safety	
HSA 630	Medical Practice Management	
HSA 636	Emerging Technologies for Health	
HSA 652	Human Resource Mgmt in Hlth Care Setting	
HSA 663	Advanced Concepts of Health Care Finance	
MSHI 650	Health Care Informatics & Info Systems	
Total SHs		12

Health Care Informatics

Degree Requirements

Code	Title	SHs
Certificate Requirements		
MSHI 625	Workflow Change Mgmt/Adoption Hlth IT	3.00
MSHI 635	Design/Selection of IT Syst- Hlth Care	3.00
MSHI 650	Health Care Informatics & Info Systems	3
MSHI 675	Health Care Performance Evaluation	3
Total SHs		12

Health Care Quality and Patient Safety Certificate

Degree Requirements

Code	Title	SHs
Certificate Requirements		
HSA 624	Assessment-Quality Care & Patient Safety	3.00
HSA 636	Emerging Technologies for Health	3.00
HSA 660	Methods of Inquiry & Research	3.00
PHRM 740	Pharmacy Law and Policy	3.00
Total SHs		12

Pharmaceutical Industry Affairs Certificate

Degree Requirements

Code	Title	SHs
Certificate Requirements		
PHRM 601	Pharm Industry: From Bench to Bedside	3.00
PHRM 602	Medical Evidence Evaluation & Comm	3.00

PHRM 603	Legal & Regulatory Env- Pharm Industry	3.00
PHRM 604	Study Design- Pharmaceutical Industry	3.00
Total SHs		12

School of Physical Therapy

- Bachelor of Science in Health and Exercise Science (HES) (p. 386)
- Minor in Health and Exercise Science (p. 387)
- Doctor of Physical Therapy (p. 387)
- Residency Program (p. 390)
- Fellowship Program (p. 391)

Bachelor of Science in Health and Exercise Science (HES)

Program Description

Health status has been shown to be related to many factors including illness and disease, but it is 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 is 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 (HES) combines the following principles to optimize physical, mental and social wellbeing: behavioral health, biomechanics, exercise physiology, health psychology, motor behavior, and nutrition. In addition to the course work included in this degree, students complete a required internship to gain practical experience in such areas as community health, individual fitness, strength and conditioning, physical therapy, nutrition, or health policy settings. The HES degree is foundational 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.

The four-year, 120 semester hour, Bachelor of Science in HES degree includes preparation for various American College of Sport Medicine (ACSM) certifications. With specific advising and use of electives, students can fulfill specific prerequisite coursework to enter professional post-baccalaureate programs in Physical Therapy, Occupational Therapy, Athletic Training, Exercise Physiology and a variety of other health care fields.

Admission Requirements

Admissions requirements for Regis University traditional undergraduate students are outlined in this General Information section of this *Catalog* under the Regis University Admissions heading.

Progression Requirements

The minimum passing grade for any course taken towards satisfying the Health and Exercise Science major or minor is a C-." This standard applies to all lower and upper division Health and Exercise Science courses and all courses serving as a direct prerequisite for HES courses.

Degree Requirements

Total Degree Requirements: 120 SH

Code	Title	SHs
Core Studies Requirements		
RCC 200	First Year Writing (English Composition)	3.00
Literature/Humanities/Oral and Written Communication		6.00
BL 260	General Biology II: Mlclr & Cellular	3.00
BL 261	Molecular & Cellular Biology Laboratory	1.00
NS 260	Introduction to Brain and Behavior	3.00
NS 261	Intro to Brain and Behavior Laboratory	1.00
PSY 250/250C	General Psychology	3.00
SO 200/200C	Introduction to Sociology	3.00
PSY 358	Lifespan Human Development	3.00
Social Science/Economics/Business Elective		3.00
Philosophy (3 SH must be in Health Care Ethics)		6.00
Religious Studies		6.00
Lower Division Requirements		
HES 210	Intro to Health & Exercise Science	3.00
HES 311	Research Design & Statistics	3.00
HES 350	Normal & Therapeutic Nutrition	3.00
HES 374	Applied Human Anatomy	3.00
HES 375	Applied Human Anatomy Lab	1.00
HES 376	Applied Human Physiology	3.00
HES 377	Applied Human Physiology Lab	1.00
Upper Division Requirements		
HES 418	Health Psychology	3.00
HES 420	Kinesiology	3.00
HES 421	Kinesiology Laboratory	1.00
HES 430	Physiology of Exercise	3.00
HES 431	Physiology of Exercise Lab	1.00
HES 434	Exercise Prescription	3.00
HES 435	Exercise Prescription Lab	1.00
HES 438	Nutrition Across the Lifespan	3.00
HES 440	Concepts of Motor Behavior	3.00
HES 441	Concepts of Motor Behavior Lab	1.00
HES 460	Community Health Assessment	3.00
HES 498E-W	Internship in Health & Exercise Science Independent Study Health & Exercise Sci	1.00-6.00
Upper Division HES Electives		12.00
HES 439	Population-Based Exercise Programs	
HES 450	Biomechanics of Exercise	
HES 470	Perspectives on Global Health	
HES 472	Society and Culture in Health	
HES 490E-W	Independent Study in Health-ES Independent Study Health & Exercise Sci	
HCA 432A	Leading Effective Organizations I	
HCA 440	Health Coaching	
General Electives		18.00-23.00
Total SHs		120

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 ranked and affiliate 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.

Degree Requirements

Code	Title	SHs
Lower Division Requirements		
BL 274 or HES 374	Principles of Human Anatomy Applied Human Anatomy	3.00
BL 275 or HES 375	Human Anatomy Laboratory Applied Human Anatomy Lab	1.00
BL 276 or HES 376	Principles of Human Physiology Applied Human Physiology	3.00
BL 277 or HES 377	Human Physiology Laboratory Applied Human Physiology Lab	1.00
MT 272/272C or HES 311	Statistics for the Life Sciences Research Design & Statistics	3.00
One of the following four semester hours options of physics		4.00
Option One		
PH 202A & PH 205A	Gen Physics w/Trigonometry I and General Physics Lab w/Trigonometry I	
Option Two		
PH 304A & PH 305A	General Physics with Calculus I and General Physics with Calculus I Lab	
Select one of the following:		3-4
PSY 250/250C NS 260 & NS 261	General Psychology Introduction to Brain and Behavior and Intro to Brain and Behavior Laboratory	
Upper Division Requirements		
HES 420	Kinesiology	3.00
HES 430	Physiology of Exercise	3.00
HES 440	Concepts of Motor Behavior	3.00
HES 450	Biomechanics of Exercise	3.00
Recommended Electives		
HES 421	Kinesiology Laboratory	
HES 431	Physiology of Exercise Lab	
HES 441	Concepts of Motor Behavior Lab	
Total SHs		30-31

Doctor of Physical Therapy Program Description

The entry-level DPT program is 110 semester hours of full-time study, offered in eight semesters over three calendar years. This degree prepares students to be both autonomous and interprofessional practitioners equipped with the necessary tools to practice physical therapy as leaders in health systems in the 21st century.

The physical therapy curriculum explores motor control and the movement system as foundational principles of PT education. Students study how various body systems (cardiovascular, pulmonary, endocrine, integumentary, nervous and musculoskeletal) interact to produce movement and relate this knowledge to physical therapy management across the lifespan. Extensive study of the foundation sciences is incorporated into the curriculum. Within an evidence-based practice perspective, graduates apply best available evidence to clinical decisions. This model enables students to successfully link theory and application to clinical practice. Numerous faculty-facilitated, small group activities are included in the curriculum. For example, in-depth clinical case scenarios are explored in small group tutorials offered in the Professional Issues/Case Management series of the curriculum. These tutorials serve to extend and integrate content from other courses and foster students' ability to access and apply information. We encourage all members of the DPT program to learn proficiently, think globally and critically, identify personal and professional values, engage in the profession and community and advocate for social justice. We further encourage the development of physical therapy skills, intercultural sensitivity, and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of the physical therapy profession and health care systems.

During clinical experiences, students integrate knowledge gained from courses to refine their skills in examination, evaluation, diagnosis, prognosis, intervention, outcomes, and communication with diverse populations. Participation in clinical experiences within the program necessitates travel to various sites outside the Denver area and across the country. All expenses incurred during the clinical experiences 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 understanding of diverse practice settings. Currently, the School of Physical Therapy is affiliated with more than 1,000 clinical sites throughout the country, as well as select international experiences.

Graduation requirements include completion of course requirements, a scholarly 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 National Physical Therapy Examination (NPTE) for licensure in any U.S. jurisdiction.

Essential Functions

The Doctor of Physical Therapy educates competent physical therapists who can examine, evaluate, diagnose, prognose, and establish interventions for patients/clients who receive services in acute, rehabilitation, and ambulatory health care settings. The observational, cognitive, communication, behavioral, social, and psychomotor skills deemed essential to complete this program and to perform as a competent practitioner of physical therapy are located in the Doctor of Physical Therapy Student Handbook.

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.

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. Applicants who meet the following criteria to the satisfaction of the School of Physical Therapy are invited for an interview and considered for acceptance into the graduate program.

- 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.
- 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.
- Applicants are ranked for admission according to the following criteria:
 - Prerequisite grade point average.
 - Cumulative grade point average.
 - Recommendations
 - Completion of highly recommended courses.
 - Experiences and perspectives that demonstrate commitment to the Jesuit mission of building a "more humane world".
 - While the School of Physical Therapy does not offer guaranteed admission, priority interview consideration is given to all Regis College undergraduates who have a strong academic record.

Additional consideration is given to those students who major or minor in Health and Exercise Science.

- 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. Accepted students must complete a variety of new student requirements to include: health and physical forms, BLS Certification, Essential Functions and Safety Forms, drug test and criminal background checks. The ability to begin the DPT program is dependent upon successful completion of all requirements.

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

Probationary Admission

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. Similarly, students who have not completed their bachelor's degree must successfully graduate with a B.A. or B.S. degree prior to matriculation. 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 Doctor of Physical Therapy program. The biological and physical science courses must be those designated for science majors.

- Behavioral Sciences¹ 6 SH
- Biology (lectures and laboratories)² 8 SH
- General Chemistry (lectures and laboratories) 8 SH
- General Physics (lectures and laboratories) 8 SH
- Human Anatomy (lecture and laboratory)³ 4 SH
- Human Physiology (lecture and laboratory)³ 4 SH
- Statistics (Descriptive and Inferential) 3 SH

¹ Behavioral Sciences include courses in anthropology, psychology, and sociology. Developmental and Abnormal Psychology are recommended.

² Any two biology courses (lecture and lab required) taken from a biology department will fulfill the biology requirement. Examples of appropriate biology courses include: Cell Biology, Embryology, General Biology I,

General Biology II, Genetics, Histology, Immunology, Microbiology or Molecular Biology.

³ Regis University requires one (1) four credit hour course in Human Anatomy with lab plus one (1) four credit hour course in Human Physiology with lab for a total of one year of study, or eight credit hours (one year sequence) of a combined anatomy and physiology (A&P I and II).

Other courses that are highly recommended but not required for admission include:

- Communications/Speech,
- Motor Control/Motor Learning,
- Research Methods/Advanced Statistics,
- Neuroscience/Neuroanatomy,
- Mechanical Kinesiology/Biomechanics, and
- Exercise Physiology.

Computer Literacy

Students use computers throughout the curriculum for communication, access to course materials, submission of assignments, computer-based examinations, movement analysis projects, clinical education, and many other professional and academic tasks. At minimum, students are required to have a laptop (Apple or PC) or a tablet (iPad or Microsoft Surface Pro).

Technology must meet the specifications as described in the Doctor of Physical Therapy Student Handbook.

Advising

An academic faculty advisor is assigned to all entering DPT students. Advisors assist students in accessing resources for academic success and provide guidance and in professional growth and career planning. 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. Each DPT student is also assigned a clinical education advisor for guidance in selecting and completing clinical education experiences, and a research advisor for completion of a scholarly project.

Program Progression

A student needs a minimum grade of C+ or better in each course in order to progress in the PT program. If a grade of C is received in a course, the student will be placed on a student success plan. A student is allowed a maximum of two C grade throughout the entire program. If a student earns more the two C grades they will be suspended from the program.

Add/Drop

Students follow the add/drop policy dates published in the Doctor of Physical Therapy Handbook. Requests to drop a course require the signature of the program director. Students who drop a course must understand that this jeopardizes their ability to continue in the program.

Probation/Suspension/Dismissal

See details within the RHCHP Graduate Academic Standing and Penalty section of this *Catalog* and the DPT Program 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 program director.

Transfer Credit

Transfer credit from other health professions education programs to the Doctor of Physical Therapy (DPT) program will be considered for each individual student request. Courses under consideration for transfer must be graduate-level and must have been taken within the past three years in a ground-based format.

The school dean and DPT program director will evaluate the syllabus from each requested course for equivalency of course content and rigor. Credit hours earned with grades of "B-" or better (grades of C+ or below are not acceptable) at an accredited institution of higher education prior to admission to the Regis University School of Physical Therapy may be transferred based on equivalency review. Credit hours are transferred, but quality points are not. The grade-point average of the student will be determined only by work done at Regis University. A maximum of 12 semester hours of transfer credit will be accepted.

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 3.00.
- Satisfactory completion of a scholarly 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

Course	Title	SHs
Year 1		
Fall Semester		
DPT 701	Human Anatomy and Histology	6.00
DPT 703	Biomechanics & Kinesiology- Extremities	3.00
DPT 708	Mgmt Apps of Physiology: MAP I	3.00
DPT 770	Professional Issues/Case Management I	1.00
DPT 776	Introduction to Evidence Based Practice	3.00
		SHs
		16
Spring Semester		
DPT 704	Neuroscience	4.00
DPT 705	Biomech & Kinesiology-Spine	2.00
DPT 706	Movement Science	2.00
DPT 710A	Pharmacology	1.00
DPT 730	Physical Therapy Examination	3.00

DPT 732	Mgmt Apps/Physiology: MAP II	4.00
SHs		16
Summer		
DPT 707	Examination of the Movement System	4.00
DPT 714	Psychosocial Aspects of Health Care	3.00
DPT 733	Musculoskeletal Management I	3.00
DPT 771	Professional Issues/Case Management II	2.00
DPT 790	Evidence Based Practice I	2.00
DPT 719	Exercise Foundations	1.00
SHs		15
Year 2		
Fall Semester		
DPT 710B	Pharmacology	1.00
DPT 712	Diagnostic Imaging and Procedures	2.00
DPT 734	Musculoskeletal Management II	3.00
DPT 736	Neurological Management I	3.00
DPT 750	Clinical Education I	2.00
DPT 772	Prof Issues/Case & Practice Mgt III	2.00
SHs		13
Spring Semester		
DPT 735	Musculoskeletal Management III	3.00
DPT 737	Neurological Management II	5.00
DPT 738	Mgmt Apps of Physiology: Map III	5.00
DPT 773	Professional Issues/Case Management IV	1.00
DPT 791	Evidence Based Practice II	1.00
HCE 709	Health Care Ethics/Physical Therapists	3.00
SHs		18
Summer		
DPT 715	Health Care Policy	2.00
DPT 731	Differential Diagnosis	2.00
DPT 739	Exercise Applications	2.00
DPT 751	Clinical Education II	4.00
DPT 799	Comprehensive Exam	0.00
SHs		10
Year 3		
Fall Semester		
DPT 716	Business Management	2.00
DPT 740	Management of the Movement System	2.00
DPT 752	Clinical Education III	5.00
DPT 774	Professional Issues/Case Management V	2.00
DPT 780E-W & DPT 781E-W	Topics in Physical Therapy I and Topics in Physical Therapy II	2.00
DPT 792	Evidence Based Practice III	2.00
SHs		15
Spring Semester		
DPT 753	Clinical Education IV	6.00
DPT 796	Capstone	1.00
SHs		7
Total SHs		110

Residency Program Description

Regis University's Residency in Orthopaedic Physical Therapy (RUROPT) program is an intensive one-year program focusing on progressive didactic education with courses specific to advanced orthopedic physical therapist practice and advanced clinical practice. This 12-semester hour specialty allows for rapid post-professional development, advanced clinical decision making and prepares candidates to sit for the American

Board of Physical Therapy Specialties (ABPTS) Orthopaedic Clinical Specialist (OCS) certification examination.

Admission

Admission to the Residency in Orthopaedic Physical Therapy program is granted on a competitive basis.

- Applicants must have successfully completed a CAPTE accredited professional physical therapy curriculum, or have had a state physical therapy board approve the applicant's first-professional physical therapy program as "equivalent" to a US CAPTE accredited professional physical therapy program.
- The applicant is required to be licensed in the state of practice(s) or be license-eligible and successfully completed licensure before officially beginning studies. This license must not be under suspension, revocation, probationary status, or subject to disciplinary proceedings or inquiry.
- All applicants must have current CPR certification and professional liability insurance coverage that applies to all clinical settings in which they work.
- Applicants must be an APTA and Academy of Orthopaedic Physical Therapy (AOPT) member, pass a background check, and be committed to professional development.
- Applicants must submit a completed application in a timely manner in order to be considered for the program. Admission will be granted on a competitive basis utilizing the online Residency and Fellowship Physical Therapy Centralized Application Service (RF-PTCAS).

Application Process

Applicants must submit all required admission information as instructed on the RF-PTCAS application. This, in part, includes the following:

- RF-PTCAS web-based application
- RF-PTCAS application fee
- Three letters of recommendation that address the candidate's qualifications for the residency, including letters from former physical therapy faculty members, former clinical instructors, physical therapists, rehabilitation researchers, or other health care practitioners.
- Entry-level DPT degree transcript. Candidates with a non-PT terminal degree are eligible for entry if they graduated prior to 2017 with a CAPTE-approved terminal education in Physical Therapy. Official transcripts of terminal degree are required.
- Physical therapist license verification or license eligibility.
- Two essays - one from RF-PTCAS, and one specifically for the ROPT program responding to the following essay prompt: The Regis University Orthopaedic Residency is designed to optimize clinical decision making and accelerate the professional development of a Physical Therapist to be a leader in orthopaedic patient management. Why are you the best candidate for our program?
- Resume/curriculum vitae
- APTA membership and AOPT membership are required for admitted students (can be completed within thirty (30) days after acceptance).

Compliance Requirement

Students need to demonstrate that they are in full-time (32 or more hours per week) employment in orthopaedic clinical practice.

Ranking

Admission to the ROPT is granted on a competitive basis.

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 the University. Also, adherence to the Code of Ethics for the Physical Therapist, and Standards of Practice for Physical Therapy as described by the American Physical Therapy Association is required for all students in the program.

Computer Literacy

Due to the online format of the courses in the residency, 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, preferably high-speed (broadband) Internet access. All students enrolled in the residency must have ready access to a computer system compliant with RHCHP systems requirements and configuration for the online learning management system.

Advising

Ranked residency faculty in the School of Physical Therapy are assigned as an academic advisor to each of the residents. The advisors counsel students on meeting requirements for the program and provide guidance and support for progression through the program.

Academic Information

The residency program consists of online courses, online mentoring that is continuous with the program, and two one-week long on-site intensives. Residents will be guided in independent study in their primary employment/mentoring site in the clinic off-site to Regis. Mentoring in orthopaedic physical therapist clinical practice will occur either at the clinic the resident is practicing in or at clinical partner site/s that the resident will be able to attend in order to reach the required 150 hours of 1:1 mentoring as part of an accredited residency under ABPTRFE.

Residency students are held to the same academic progression and standing requirements as the Doctor of Physical Therapy student.

For additional policies related to Academic Progression, Academic Withdrawal, and Academic Standing and Penalty, students should refer to the Doctor of Physical Therapy section of this *Catalog*, and *Appendix R of the School of Physical Therapy Handbook*.

Code	Title	SHs
Orthopaedic Physical Therapy Residency Requirements		
DPT 801	Advanced Clinical Practice I	2.00
DPT 811	Orthopaedic Specialty Practice I	2.00
DPT 802	Advanced Clinical Practice II	1.00
DPT 812	Orthopaedic Specialty Practice II	3.00
DPT 813	Orthopaedic Specialty Practice III	4.00
Total SHs		12

Fellowship Program

Description

The School of Physical Therapy offers a Fellowship in Orthopaedic Manual Physical Therapy (FOMPT). This program is predominantly online, except for intensive weekend sessions and structured mentoring time. The Fellowship is designed for licensed physical therapists who are board-certified orthopedic clinical specialists (OCS), board-certified specialists in specialty areas which are related to orthopaedic practice, or graduates of ABPTRFE accredited residencies based upon the review of the program. Applicants must hold a doctoral degree (e.g., DPT, PhD, DSc) or an equivalent entry-level physical therapy degree. Candidates who do not hold a doctoral degree will undergo further admissions review by the program director. Upon successful completion of the Fellowship, graduates receive an Academic Certificate, and the petition of the program for recognition of the graduate as a Fellow of the American Academy of Orthopaedic Manual Physical Therapy (FAAOMPT).

The curriculum is focused on integrating the current best evidence with clinical decision-making necessary for comprehensive patient management as an Orthopaedic Manual Therapy focused Physical Therapist. During the course of the program admitted fellows-in-training will meet the ABPTRFE/IFOMPT (International Federation of Orthopaedic Manipulative Physical Therapists) requirements for accredited fellowship education. See specifics for the fellowship on the School of Physical Therapy website. Emphasis is placed on advanced clinical decision-making, advanced hands-on patient care/management, outcomes evaluation, dissemination of scholarly work, and autonomous patient clinical decision making/management.

Admission

Admission to the Fellowship in Orthopaedic Manual Physical Therapy program is granted on a competitive basis with selections made biannually, and also on a rolling basis for select admissions. The following requirements apply:

- Evidence of current and valid physical therapist license to practice in the United States.
- Evidence of current APTA membership is required for admitted students (can be completed within thirty (30) days after acceptance).
- Evidence of current AAOMPT membership is required for admitted students (can be completed within thirty (30) days after acceptance).
- Board certification in an ABPTS recognized specialty with a preference to OCS but GCS, SCS and NCS also considered by the program; or completion of an ABPTRFE accredited residency with a program preference to orthopaedics, neurology, sports or geriatrics.
- Currently engaged in orthopedic clinical practice or related physical therapist practice.
- Evidence of commitment to advanced musculoskeletal practice, clinical research, and mentoring of physical therapy students.
- As of 2020, admission into Fellowship programs accredited by ABPTRFE no longer includes an option for the program to admit candidates with demonstrable skills within a specific specialty area of practice.

Application Process (PTCAS)

Applicants must submit all required admission information as instructed on the RF-PTCAS application. This, in part, includes the following:

1. RF-PTCAS web-based application
2. RF-PTCAS application fee
3. Official transcripts from every U.S. college or university attended for entry-level PT degree sent directly to RF-PTCAS. Official transcripts should not be sent directly to Regis University. Transcripts are not required for non-PT degrees for Regis University's Orthopaedic Manual Therapy Physical Therapy Fellowship program. RF-PTCAS does not accept student-issued transcripts or faxed copies.
4. Three electronic letters of recommendation sent directly to RF-PTCAS on standard form provided in the application. Two references at a minimum must be professional references. One reference may be a personal reference.
5. Address the three essay questions that are part of the RF-PTCAS application. Regis University does not require additional essays beyond those specified in the RF-PTCAS application.
6. Failure to submit all required materials as instructed may jeopardize eligibility for admission consideration.

Ranking

Admission to the Fellowship in Orthopaedic Manual Physical Therapy is granted on a competitive basis.

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 the University. Also, adherence to the Code of Ethics for the Physical Therapist, and Standards of Practice for Physical Therapy as described by the American Physical Therapy Association is required for all students in the program.

Computer Literacy

Due to the online format of the courses in the Fellowship, 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, preferably high-speed (broadband) Internet access. Potential students should consult with a department administrative assistant for more specific details. All students enrolled in the Fellowship must have ready access to a computer system compliant with RHCHP systems requirements and configuration for the online learning management system.

Advising

The Program Director serves as the academic advisor to each Fellow-in-Training. The Program Director counsels students on meeting requirements for the program and provides guidance and support for progression through the program. Conflicts with the Program Director must be presented in writing to the Assistant Dean or Dean of the School of Physical Therapy.

Academic Information

The Fellowship programs consist of online and weekend-based courses in an accelerated eight-week model and ongoing online mentoring that is continuous with the program. 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 and Appendix S of the School of Physical Therapy Handbook*.

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.

Code	Title	SHs
Orthopaedic Manual Physical Therapy Fellowship Requirements		
DPT 900	Virtual Rounds I	1.00
DPT 901	Virtual Rounds II	1.00
DPT 902	Virtual Rounds III	1.00
DPT 903	Management of Lower Extremity Disorders	3.00
DPT 904	Management of Upper Extremity Disorders	3.00
DPT 905	Management of Lumbopelvic Disorders	3.00
DPT 906	Management of Cervicothoracic Disorders	3.00
DPT 910	Clinical Practicum	3.00
DPT 911	FOMPT Fulfillment ¹	0.00
Total SHs		18

¹ DPT 911 is a zero-credit course provided for Fellows-in-Training on an as-needed basis to allow them to be on campus for in person activities when not currently enrolled in a course (such as make-up of on-campus activities from weekend intensives).

PROGRAMS

Program	Level	Degree Type	Discipline
Accounting Minor (p. 102)	UG	Minor	Business and Management
Animals, Society, and Culture Minor (p. 213)	UG	Minor	Arts, Humanities and Social Sciences
Anthropology Major (p. 213)	UG	Bachelor	Arts, Humanities and Social Sciences
Anthropology Minor (p. 214)	UG	Minor	Arts, Humanities and Social Sciences
Art Education (K-12) (p. 260)	UG		Education
Art History Major (p. 225)	UG	Bachelor	Arts, Humanities and Social Sciences
Art History Minor (p. 225)	UG	Minor	Arts, Humanities and Social Sciences
Asian Pacific Studies Minor (p. 229)	UG	Minor	Arts, Humanities and Social Sciences
BA in Environmental Studies Major (p. 223)	UG	Bachelor	Science, Engineering and Math
Bachelor of Applied Science (p. 301)	UG	Bachelor	Science, Engineering and Math
Bachelor of Arts in Communication (p. 302)	UG	Bachelor	Arts, Humanities and Social Sciences
Bachelor of Arts in Elementary Education Post-Traditional Program (p. 262)	UG	Bachelor	Education
Bachelor of Arts in Liberal Arts (p. 303)	UG	Bachelor	Arts, Humanities and Social Sciences
Bachelor of Arts in Social Science (p. 303)	UG	Bachelor	Arts, Humanities and Social Sciences
Bachelor of Science in Accounting (p. 93)	UG	Bachelor	Business and Management
Bachelor of Science in Applied Psychology (p. 303)	UG	Bachelor	Arts, Humanities and Social Sciences
Bachelor of Science in Business Administration (p. 94)	UG	Bachelor	Business and Management
Bachelor of Science in Computer Information Systems (p. 95)	UG	Bachelor	Computer and Information Sciences
Bachelor of Science in Computer Science (p. 96)	UG	Bachelor	Computer and Information Sciences
Bachelor of Science in Criminology (p. 304)	UG	Bachelor	Arts, Humanities and Social Sciences
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