



academic
CATALOG

2022-23

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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.

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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.

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

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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 2022 - SUMMER SEMESTER 2023

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JESUIT COLLEGES AND UNIVERSITIES

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

- 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.
- 1922 Regis purchased an additional 40 acres, extending the campus to its present boundaries of Federal and Lowell boulevards on the east and west, Regis Boulevard (formerly West 50th Avenue) and West 52nd Avenue on the south and north, and expanding the campus to 90 total acres.
- 1923 Carroll Hall student residence and an addition to Main Hall were completed.
- 1924 Lay members joined the Jesuits on the faculty of Regis College.
- 1937 Regis Men's Club was created as a lay board to advise Jesuit Trustees on publicity, advertising, facilities, and alumni relations
- 1944 The dramatic effect of World War II on enrollment was shown when Regis graduated three students.
- 1945 Coeducational evening classes were established.
- 1951 Loyola Hall was completed and served as the main classroom building.
- 1952 Regis received accreditation from the North Central Association of Colleges and Schools to grant four-year degrees.
- 1953 Women were permitted to attend day classes for the first time.
- 1956 The first female faculty member was hired.
- 1957 Regis had its first graduating class of more than 100 students. O'Connell Hall student residence and the Student Center were completed. Renovation of other major campus buildings, extensive renovation of campus facilities and re-landscaping were completed.
- 1958 The Civis Princeps award was created to recognize outstanding citizens of Colorado. 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.
- 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.
- 1960 The Regis College Field House was completed.
- 1963 The Student Center was substantially enlarged.
- 1964 DeSmet Hall student residence was completed.
- 1966 A \$2.2 million capital fund-raising campaign was completed, and the Science Building and Dayton Memorial Library (built with a grant from Elizabeth Dayton) were completed.
- 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.
- 1972 West Hall student residence was completed. David M. Clarke, S.J., became the 22nd President of Regis College and the first President to hold office by virtue of a vote of the Board of Trustees, rather than by appointment by the Provincial and approval by the Trustees.
- 1973 The American Association of University Professors was voted to be the collective bargaining agent for the Regis College undergraduate faculty.
- 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.
- 1975 Carroll Hall was renovated and became the residence for the Regis Jesuit community.
- 1977 Centennial Year. Regis Career Education Program (RECEP), the first accelerated undergraduate program for adults, began in Colorado Springs, Colorado, at the request of Fort Carson.
- 1978 The President's Council was established. MBA (Master of Business Administration) was established as the first graduate program.
- 1979 The high school and college became separate corporations under separate leadership. The Regis Career Education Program II (RECEP II) was established in Denver.
- 1981 The campus at Colorado Springs, Colorado, was established.
- 1982 The old gymnasium was renovated and dedicated as Robert J. O'Sullivan Center to house the Regis College Theatre and offices for RECEP II. The Master of Arts in Adult Christian Community Development (MAACCD) program was established.
- 1983 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.
- 1987 The Coors Life Directions Center, built with a grant from the Adolph Coors Foundation, was completed.
- 1988 Loretto Heights College closed and its nursing and University Without Walls programs moved from Loretto Heights to Regis College.
- 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.

- 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.
- 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.
- 1994 Regis College Chemistry faculty member Surendra Mahapatro received a Fulbright Professorship to teach in Belize, South America.
- 1995 College for Professional Studies faculty member Matjaz Bren received a Fulbright Professorship to teach in Slovenia.
- 1996 Regis University, in conjunction with the PeaceJam Youth Conference, hosted Nobel Peace Laureates Betty Williams and Rigoberta Menchu Tum.
- 1997 Regis received a \$3 million gift from an anonymous donor in memory of alumnus 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.
- 1998 Nobel Peace Prize recipients Archbishop Desmond Tutu and Mairead Corrigan Maguire visited Regis. School for Professional Studies faculty member Jonathan Hochberg received a Fulbright Professorship to teach in Uruguay.
- 1999 The School for Health Care Professions hosted former American Red Cross President Elizabeth Dole as the keynote speaker marking the 10th anniversary of the school. Regis University was 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.
- 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.
- 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.
- 2002 Nobel Peace Prize recipient Jody Williams visited Regis. Residential townhouses were built to accommodate 180 students in two-story townhouse apartment "flats." Regis University began a year-long celebration of its 125th anniversary.
- 2003 John Hume became the eleventh Nobel Peace Prize Laureate to visit Regis since 1996. A second campus in Las Vegas, Nevada opened. The Ranger Dome was completed.
- 2004 Thanks to a \$5.7 million gift from Doyle and Margaret Hartman, Carroll Hall was completely renovated. The first stage of a major renovation of Main Hall opened the third and fourth floors for office and classroom use. The Center for the Study of War Experience officially opened. The School for Health Care Professions was renamed the Rueckert-Hartman School for Health Professions.
- 2005 Ground was broken for a new chapel over the site of the Robert J. O'Sullivan Center, and the arts center moved to the former chapel. Sister Helen Prejean, C.S.J., author of the best-selling *Dead Man Walking*, received an honorary degree. The Gerard Manley Hopkins, S.J., Poetry and Prayer Garden, featuring a sculpture of the Jesuit poet, was dedicated on the east side of Carroll Hall.
- 2006 World leaders Lech Walesa of Poland and President Mary McAleese of Ireland visited the Lowell campus. Nursing Professor Barbara White was named a Fulbright Scholar to Seoul, Korea. Two new campuses opened in Aurora and Longmont. The academy founded by Men's Basketball Coach Lonnie Porter to help Denver area at-risk children was renamed Porter-Billups Leadership Academy in honor of NBA star Chauncey Billups, who became a partner. David Trimble became the 13th Nobel Peace Prize Laureate to visit Regis University in 10 years.
- 2007 Regis University reorganized, changing the name to college for each of its three academic entities: Regis College, College for Professional Studies and Rueckert-Hartman College for Health Professions, with departments within each college renamed as schools. For the 13th consecutive year, U.S. News and World Report ranked Regis University a top school in the West. Denver Archbishop Charles J. Chaput, O.F.M. Cap., officially dedicated the St. John Francis Regis Chapel on the Lowell campus. The largest campaign in the history of the University, "The Campaign for Regis University, Writing the Next Chapter," officially concluded, raising \$82.7 million. The MBA program was added to the Fort Collins campus.
- 2009 The Felix Pomponio Family Science Center opened its doors following an extensive renovation made possible by a gift from Leonard, Rosemarie and Yolanda Pomponio, who provided the principal funding. Colorado Governor Bill Ritter proclaimed Friday, February 15, as Father Michael J. Sheeran, S.J., Day in honor of his accomplishments and service to the community.
- 2010 Regis University senior William Gohl was named a 2010 American Rhodes Scholar, becoming the second Regis student to earn that distinction. The new School of Pharmacy in the Rueckert-Hartman College for Health Professions officially opened its doors welcoming 53 students who comprise the first Doctor of Pharmacy class. Thanks to a gift from the

- Martin Family Trust, Regis University dedicated the Lois Beebe Hayna Creative Writing Center, honoring renowned poet Lois Beebe Hayna. The College for Professional Studies and Instituto 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.
- 2011 Two members of the Board of Trustees, Walter Imhoff (Life member) and Charlie Gallagher, were inducted into the Colorado Business Hall of Fame. Father Michael J. Sheeran, S.J., received the Magis Award from Arrupe Jesuit High School. Father Michael Sheeran, S.J., announced his retirement, effective May 31, 2012, after 19 years as University president. Father John Fitzgibbons, S.J., named 24th University president effective June 1, 2012. Regis University opened a new dual-language campus in Thornton, Colorado.
- 2012 Rev. John P. Fitzgibbons, S.J., was inaugurated as the 24th president of Regis University on September 25, 2012. For the 18th consecutive year Regis University earned a top tier ranking for best colleges and universities by U.S. News & World Report. Regis College biology professor Catherine Kleier earned a Fulbright Award. Regis University hosted the first Jesuit Commons: Higher Education at the Margins international "think tank" designed to envision and chart the future of a program that has been providing online education to refugees in Kenya, Malawi and Syria. Regis University was named to the President's Higher Education Community Service Honor Roll with Distinction for the second consecutive year. 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.
- 2014 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.
- 2015 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.
- 2016 The Netflix basketball movie, "The Amateur" starring Josh Charles, was filmed in the Regis Field House. Volleyball coach Frank Lavrisha retired after 30 seasons.
- 2017 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. Regis celebrated its 140th anniversary.
- 2018 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.
- 2019 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.'
- 2020 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. Rueckert-Hartman College for Health Professions and HealthONE, the region's largest healthcare provider, entered into an academic partnership. The Colorado Springs campus closed.
- 2021 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.

2022 Cody Teets became interim president on Jan. 1, becoming Regis’ first female and lay leader. 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.

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. A full list of approved programs can be found at <http://higher.ed.colorado.gov/Academics/TeacherEd>.

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.

Anderson College of Business and Computing offers undergraduate degrees in Accounting, Business Administration, Computer Science, Computer Information Systems, Finance, Human Resource Management, Information Technology and Marketing. These degrees are delivered via traditional and non-traditional (accelerated) classroom formats at the Northwest Denver campus and online. Graduate degrees include a Master of Business Administration, Master of Nonprofit Management, Master of Science degrees in Accounting, Data Science, Health Informatics, Human Resource Management, Information and Cybersecurity, Information Systems, Marketing, Organizational Leadership, Project Leadership and Management, and Software Engineering. All graduate degrees are delivered via non-traditional (accelerated) classroom formats at the Northwest Denver campus and online. Required MBA courses are also delivered at the Denver Tech Center campus as well as online. Specialization and elective courses are available online, but may be delivered in the classroom format only at the Northwest Denver campus.

Regis College offers a full range of undergraduate programs in the liberal arts, sciences, and education. Graduate degrees include a Master of Arts in Education, Master of Education (MED), a Master of Science degrees in Biomedical Sciences, and Environmental Sciences, a Master of Development Practice, and a Master of Fine Arts in Creative Writing. Within Regis College, The School for Professional Advancement offers undergraduate

programs in Applied Psychology, Communication, Criminology, Liberal Arts, Social Science and a Bachelor of Applied Science. The School for Professional Advancement graduate degrees include an individualized Master of Arts, and a Master of Science in Criminology. These degrees are delivered via accelerated classroom formats at multiple campuses, online, and through directed study.

The Rueckert-Hartman College for Health Professions

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

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.

All Regis University students and faculty will abide by the University's 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.

The term integrity is derived from the Latin *integritas*, meaning the quality of being whole, sound and unimpaired or unbroken. Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education.

At Regis University, academic integrity is viewed and treated as an academic matter rather than an issue of student conduct.

In order 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.

Academic Integrity and the Academic Integrity Policy

Definition: Academic Integrity means that each student acknowledges that the work represented in all assignments and all examinations is his, her, or their own or is properly cited, and that he, she, or them has neither given nor received unauthorized information. Furthermore, each student agrees not to divulge the contents of any assignment or examination to another student in any semester or to alter or impede the work or progress of another student.

Students of Regis University are committed to the highest standards of academic integrity and assume full responsibility for maintaining those standards. All members of the Regis University community are expected to exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

It is the responsibility of each student to review and abide by all aspects of the course syllabus and agree to adhere to this Regis University Academic Integrity Policy. It is the responsibility of all students to familiarize themselves with the University's Academic Integrity Policy. Additionally, students should complete the online academic integrity tutorial on Academic Integrity during their first term at the University.

The Academic Integrity Policy (sometimes referred to as the Academic Honor Code) applies to any work performed by any current or former Regis University student, regardless of the student's home college or program.

The Academic Integrity Policy prohibits 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 referred to the lead academic integrity officer of the college in which the offense occurred. Reporting of all offenses, regardless of the violation level, allows the University to identify repeat offenders. All faculty have access to plagiarism 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 Regis 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

Plagiarism

A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Both the intentional and unintentional use of another's work 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, or other material taken from a source without acknowledging the source
- 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) without permission or knowledge of the current instructor(s).

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
- 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 from your work
- Completing an assignment for another student
- Allowing another student to complete an assignment for you
- Unauthorized sharing of examination questions and/or answers before or after an examination
- 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:

- Posting another's work on the internet without that person's permission
- Unauthorized or inappropriate access to use of another's computer account, access codes, or electronic files
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work, or the taking of an examination, or to request an incomplete or administrative drop in the course
- Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the other instructors
- Coercing any other person to engage in academic dishonesty or misconduct
- Aiding any other person engaged in academic dishonesty or misconduct
- Changing, altering, falsifying, or being accessory to the changing, altering, or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose

- Denying access to scholarly resources or otherwise 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

The level of an offense is initially assigned by the faculty member based upon the assessment of the offense and surrounding circumstances. Faculty may consult with the lead academic integrity officer within the College, School or Division to assess the level of any academic integrity violation.

The following serves as a guideline for the assignment of offense level. The circumstances of a given occurrence may escalate any offense to the next level as determined by the course instructor and/or the academic integrity board of the College in which the offense occurred.

A first time egregious Level III or subsequent violation of any level may result in both course and institutional penalties, including possible probation, suspension or expulsion from the University.

Levels of Offense*Level I:*

- Unintentional violations of the academic integrity policy
- Offenses in which there are considered to be mitigating circumstances
- Any subsequent Level I violation will be considered at least a Level II violation

Level II

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

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, OR failure of the assignment, OR failure of the course
- Review of College and/or university academic integrity training modules

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; expulsion from the University; or retraction/withholding of degrees or certificates awarded by the University.

Appeals Process

Students have the right to appeal findings of academic dishonesty, or the institutional penalty for any infractions at any level. All Colleges will follow the same appeals process. *Note that the AIB appeal process is limited to consideration of matters that deal exclusively with academic integrity.* Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the processes outlined in the University Catalog and Student Handbook.

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 working days** of receiving notification that there was a finding that they committed a violation of the Academic Integrity Policy.
2. The AIB of the College in which the violation occurred provides the following information to the student and reporting faculty:
 - a. a summary of the policy violation
 - b. an opportunity to submit any additional information relevant to the case to the Chair of the AIB by a certain date
 - c. a date by which the Appeals Panel's decision will be made
3. The College AIB solicits **at least one** faculty representative from another College's AIB and student representation if desired. (Members of an appeals AIB should not have been involved in the process at any point prior to serving on the Appeals Board).
4. The AIB may gather relevant facts and evidence from the student, witnesses, and University personnel.
5. The Appeals Board is convened for review of the case **within ten working days of receiving the student appeal** (The Chair of the Appeals Board will be from the College where the violation occurred).
6. The AIB renders a decision within **five working days** of convening:
 - a. Student appeal is denied; the charge, the violation and/or the sanction is upheld (Note however that if academic expulsion is the recommended sanction, the Provost must also support the decision)
 - b. Student appeal is successful; the charge, violation and/or sanction is modified or reversed. If a violation is deemed not to have occurred, no information is recorded in the database or student's record/file (documentation will be routed to the Provost's Office for archival)
7. The Department and Appeals Board complete any further notification to the student, advisor, Dean, Registrar, university academic integrity officer, etc.
8. If the violation was serious/egregious enough to warrant expulsion from the University, all communication and documentation will be sent by the College Dean, Advisor, Program Chair, university academic integrity officer, Registrar and other parties (athletics, ITS).
9. Documentation for the database is recorded and forwarded to the university academic integrity officer.

The decision of the Appeals Panel is final. A student may appeal the finding to the University Provost within five days of the Appeals Panel's written decision only if the appeals process was not followed or new evidence is available which would nullify the finding of the Appeals Panel.

Academic Integrity Database

In order to track violations of the University Academic Integrity Policy, accurate reporting must be actively encouraged by each College's Academic Integrity Body. Each College will keep its own records of policy violations and submit all violations to the University AI Database Administrator. The Academic Integrity Database will be housed in the Office of the Provost.

The purpose of the database is to:

- Provide a central location for all student violations
- Document a pattern of repeat violations for individuals
- Provide aggregate data by college and university as a whole for annual reports that identifies trends and assesses the level of compliance with the policy

Notifications of Academic Integrity Policy violations should be submitted to the Provost's Office within 14 days of resolution of the incident. All violations are entered into the database. The Administrator of the Academic Integrity Database is the only party with access to the database; however, a designee may be appointed.

At a minimum, the following data elements are required:

- Student Name and ID#
- Student's Home College
- Nature of incident (plagiarism, collusion)
- Reporting faculty/party
- Term, date and class where incident occurred
- Sanction and level of sanction
- Appeal (yes or no)

University Academic Integrity Policy Review

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

- Convening academic integrity officers from the three 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 college 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.

CREDIT HOUR DEFINITION

Jesuit education is characterized as person-centered and academically rigorous in the search for truth and an understanding of justice. Any relevant definition of credit hour must be consistent with these principles. Therefore, the definition of the credit hour is based on time spent in mentored learning activities that are directed toward student learning outcomes. All Regis University courses have designated student learning outcomes. To merit three credits, a course must have enough mentored learning activities that are directed toward achieving the learning outcomes. Three-credit courses require a minimum of 45 hours of mentored learning activities. All Regis courses require learners to complete individual studying, reading and writing in addition to mentored learning activities, but these activities are not counted toward credit hours.

To access the full Regis University policy regarding credit hours, please see <https://www.regis.edu/About-Regis-University/Policies-and-Procedures/Credit-Hour-Policy.aspx>

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 <http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Student-Activities/Judicial-Affairs/Student-Handbook.aspx>.

In accordance with the University's Nondiscrimination and Sexual Misconduct Policy (described fully in the Regis University Student Handbook and also available at <http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Campus-Safety/Title-IX/Reporting.aspx>), 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 <http://www.regis.edu/Academics/Course%20Catalog.aspx>.

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
- 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 (Bon Appetite): 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 Chief of Staff in the Office of the President within 14 calendar days of the head of the unit's decision using the process described below. The Chief of Staff 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 Chief of Staff in the Office of the President.

Formal Complaint Process

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

- a) Student's name, Regis I.D. number, mailing address, and telephone number.
- b) A detailed description of the specific actions that constitute the basis for the complaint and the names and titles of those involved.
- c) The dates of the alleged actions.

- d) A list of witnesses, if any, including their contact information and the facts known by each.
- e) Documentation that supports the complaint.
- f) 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 Chief of Staff in 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 Chief of Staff in the Office of the President shall be final.

UNIVERSITY SITES

Regis University serves approximately 10,000 students in both graduate and undergraduate programs through five academic units.

Programs are offered at the Northwest Denver (Lowell) campus, as well as Colorado Springs, Denver Tech Center, and Thornton.

Facilities Use Policy

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

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, 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; Counseling and Personal Development; Wellness and Recreation; Housing and Residential Engagement; Student Life and Experience; Commuter Student Life; St. John Francis Regis University Service Society; Student Health Services; 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 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 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>.

Counseling and Personal Development

The Office of Counseling and Personal Development (OCPD) strives to support students in their psychological well-being, personal and social development, and academic success. Counseling and Personal Development promotes healthy lifestyles and a community that minimizes harm and maximizes potential for health and well-being. The office provides various clinical services and campus-wide awareness and educational programs related to a broad range of mental and physical health-related issues. Services include short- and longer- term psychotherapy (individual, group and couples), crisis intervention, substance abuse harm reduction programming, and consultations to students, faculty and staff. The clinic staff is made up of experienced licensed psychologists, counselors, and therapists, OCPD's main line, (303) 458-3507 is answered 24/7/265 by mental health professionals.

Student Health Services

Student Health Services provides health care to those students who are enrolled as full-time, land-based, traditional undergraduate students, as well as students enrolled in the Accelerated Nursing, CHOICE Nursing, Masters in Biomedical Sciences, Masters in Environmental Sciences, Doctoral Physical Therapy, Doctoral Occupational Therapy or Doctoral Pharmacy programs.

A Nurse Practitioner and Physician Assistant are available Monday-Friday from 7:30 a.m. to 5 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 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.

Fitness and Wellness

Fitness and Wellness 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 2022-23 year! Detailed information will be available on our dining website and distributed via email later this summer.

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

Prices (per semester) for upcoming meal plans:

Meal Plan A	\$3,026.00
Meal Plan B	\$2,598.00
Meal Plan C	\$2,009.00
Meal Plan D	\$322.00

STUDENT HOUSING AND RESIDENTIAL ENGAGEMENT

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, 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.

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 golf, 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

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 and staff, is located on the Northwest Denver campus. The building has individual study stations, numerous group study rooms, individual faculty study suites, a computer classroom, a screening 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, audio CDs, 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, and to providing quiet and secure testing sites for both Regis University students and non-student test candidates.

Disability Accommodations

To be eligible for disability accommodation services, qualified students with documented disabilities must register with the SDS/UT prior to receiving accommodations. Students may disclose and request accommodations at any time during the term; however, it is suggested that students disclose at the beginning of their academic career since accommodations are not retroactive. Qualified students must contact Student Disability Services/University Testing to request their accommodations for **each** and **every** term.

Appropriate accommodations are granted on a case-by-case 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 member of the SDS/UT if they have concerns about a disability and the pace of these types of courses.

University Testing

Student Disability Services/University Testing is a national test center that is open to the university and the community. We offer the following college credit exams on a regular basis: CLEP, DSST, Regis Challenge Exams, and NLN, as well as occupational testing for various testing vendors. All Regis University students need to consult with their advisor and/or academic dean prior to taking an exam for credit. We also proctor exams for other universities and are a national testing site for the National Counseling Exam (NCE). The Regis University Testing Center adheres to professional standards established by the National College Testing Association (NCTA).

Student Disability Services/University Testing is located in Clarke Hall, Room 241, 303-458-4941 or 1-800-388-2366 Ext. 494 or visit disability@regis.edu or testing@regis.edu

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.

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 should 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 of \$250 and room reservation deposit of \$250. 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 attended to be sent directly to Regis University's

Office of Admissions. (Transcripts must be official and may not be a stamped Student Copy.)

- Applicants should 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.

Once accepted into Regis University, the admissions office requests that the applicant confirm his/her plans for enrollment with a nonrefundable tuition deposit of \$250 and room reservation deposit of \$250. If the applicant plans to live off campus, the deposit is \$250. Admissions deposits should be received by the Office of Admissions by August 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 who desire nine or fewer semester hours of credit may enroll at Regis University as unspecified students if they possess a high school diploma or equivalent certificate. Unspecified students must submit applications before the beginning of the semester in which they plan to enroll. A nonrefundable \$250 deposit, which reserves academic space, 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 veterans 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 as stated on the application.
- 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. 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:
 - 1) Official high school transcript or copy of high school diploma
 - 2) Copy of home school transcript with details of courses and graduation date
 - 3) 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 do not need to submit transcripts or a writing sample.
- Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that

degree. Courses taken by non-degree-seeking students apply to degree

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. 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 for specific information.

All international students must complete the general admission requirements for the program of interest and also satisfy the following requirements (some program may have additional or different English test score requirements):

- Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 213-computer-based and Essay score of 5.0, 82-Internet-based (24 Writing, 20 Speaking, 22 Reading, 16 Listening), Duolingo minimum score of 105 or complete ESL Language Centers' Level 112-Academic. Level 112-Academic must be completed with a satisfactory grade within one year prior to acceptance into the program. TOEFL scores can be waived for traditional applicants with submission of SAT/ACT scores.
- Academic IELTS with overall band score of 6.5 or higher is also acceptable in place of the TOEFL for post-traditional students pursuing undergraduate and graduate degrees in the accelerated and online format. IELTS scores are not accepted for traditional applicants. The Duolingo English Test with a score of 105 or higher is also acceptable.
- English proficiency requirements may be waived if one or more of the following criteria is met:
 - English is the applicant's native language. or
 - Proof of satisfactory completion (grade of C or better) of a college-level English course at a U.S. regionally accredited institution is submitted through an official transcript. or
 - The applicant is applying for a graduate or doctorate degree and has completed a U.S. undergraduate or graduate degree (taught in English). or
 - The applicant sends an official letter from their secondary high school or university's registrar's office stating that all previous school or university outside the U.S. taught their courses in English when he/she attended. or

- The applicant successfully completes and passes the Academic English program at Language Consultants International (LCI) at a level 7 or higher and provide an official LCI certification of completion indicating satisfactory completion of this English program. LCI is accredited by the Commission on English Language Program Accreditation (CEA).
- 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 that 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 and has remitted the year's total tuition, fees, and room and board, as appropriate). If pursuing studies as an online student, this is not necessary.
- Official credential evaluation for transcripts received outside the U.S are required from an approved credentialing evaluation agency, 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.

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. 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 and www.finaid.org/otheraid/undocumented.phtml

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>.

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 with 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 2021-2022

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
Maybe the Rhodes Buck Scholarship
Michael J. Sheeran, S.J. Endowed Scholarship
Michael J. Scherr Endowed Scholarship
Military Scholars Fund
MillerCoors Annual Scholarship for PBLA Graduates
Monahan Single Parent Scholarship
Monahan SPS Single Parent Scholarship
National Association of Chain Drug Stores Foundation Pharmacy Partners Scholarship
Nagel Scholarship Fund
Native American Scholarship Program
Notarianni Family Scholarship
Pacesetters Endowed Scholarship
Paris, Paris, and Cartone Scholarship
Pascual Ledoux Endowed Financial Aid Fund
Patricia Ladewig Spirit of Loretto Scholarship
Patrick D. Vinton Scholarship
Paul and June Schmitz Endowed Scholarship
Pauline Collins Stewart Scholarship
Porter Academy Scholarship
Porter-Billups Scholarship
Post-News Charities Reading Rangers
Premier Bank Endowed Scholarship
Quality and Patient Safety Scholarship
QWEST Endowed Scholarship
R. Zarlengo and P Kaminski Zarlengo Scholarship
Ralph Nagel Nursing Fund
Ranger Athletic Fund
Raymond A. Hutchinson Endowed Scholarship
Regis Arrupe Partnership Grant
Regis College Financial Aid Fund
Regis NOW Scholarship
Regis Student Veterans Association Scholarship
Rev. Sally S. Hicks Scholarship Fund
Richard and Mary Pat McCormick Endowed Scholarship
RJ Friend, P.F. Annual Scholarship
Robert Henderson Memorial Endowed Scholarship
Robert J. Lacey Endowed Accounting Scholarship
Ronald S. and Mary Brockway Endowed Scholarship

Rueckert-Hartman College for Health Professions Financial Aid Fund
 Ruth Shy Wilson Endowed Scholarship
 RxPlus Annual Pharmacy Scholarship
 Safeway Annual Pharmacy Scholarship
 Saint Kateri Tekakwitha Endowed Scholarship
 Sam Eccher Memorial Scholarship
 School of Pharmacy Principled Scholarship
 School of Pharmacy Scholarship
 Schramm Foundation Scholarship
 Second Century Scholarship
 Sooper Credit Union Grant
 Special Education Scholarship (MOPH)
 St. Anthony's/Regis Graduate Nursing Scholarship
 Step Ahead Women's Soccer Opportunity Scholarship
 Stephen James Atencio Endowed Scholarship
 Stephen R. Krieger, S.J., Scholarship
 Steve Graham Capacity Building Scholarship
 Student Teaching in Catholic Schools Scholarship
 Susan Marlier Loretto Heights School of Nursing Award
 The Charles A. Frueauff Foundation Scholarship
 The Cherne Scholarship
 The Commitment Program Financial Aid Fund
 The Eugene S. Witchger Scholarship Fund
 The Hugo and Rosemary Weber Natural Science Scholarship
 The James W. Martin Scholarship
 The Lee/David Family Scholarship
 The Lydia M. Pena, S.L. Endowed Scholarship
 The Meaghan Gallagher Memorial Scholarship
 The Nevin Scholarship
 The Patricia Brin Levinger Scholarship
 The Ralph and Trish Nagel Arrupe 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>.

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.

State Scholarship/Grant Programs

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

Assistance Agency in the student's home state.

Veterans' Benefits

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

The payment of benefits by VA differs according to half-time or full-time enrollment. Students who are eligible for veterans' benefits should check with the Regis University certifying official in the Academic Records and Registration office for specific information about their particular program. Additionally, students receiving veterans' benefits must notify the Regis University certifying official under the following conditions:

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

INTERNATIONAL STUDENTS

Federal and state financial aid funds are restricted to citizens and permanent residents of the United States. International students with F-1 or J-1 visa types who seek employment on or off campus must follow procedures specified by the Designated School Official in the Office of Global Education in order to maintain legal status. If required standards are met, International students may apply for institutional 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 schools add/drop period. Any credit refund from financial aid proceeds is processed within two weeks after financial aid is credited to the student account at Regis University.

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

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

Graduate Status

Full-Time
Half-Time

Credit Hour Requirement

6 or more graduate semester hours
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

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 www.regis.edu/policies/enrollment-agreement.

FINANCIAL POLICIES

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

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

Regis University reserves the right to restrict and/or drop registration. The University will not register a student or issue official transcripts, diplomas, or other educational credentials or certifications to or on behalf of any student or former student with a financial obligation, which includes without limitation a financial obligation resulting from a student receivable balance, fee

and fine receivable balance, Federal Perkins, Federal Nursing loan, Nurse Faculty Loan Program, Schneider loan and other institutional loans.

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." An Online Convenience fee 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, 4th floor, Main Hall.

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 303-458-4079. Students should consult with their employer or sponsor to determine if a direct billing agreement has been established with Regis University.

Once the direct billing arrangement has been set-up with the University, Regis will directly bill the sponsor once proof from the sponsorship is received. Such proof can be a financial guarantee letter from the employer that includes student name, student ID, course title(s), tuition amount, name, address, and contact information on where the bill should be sent. The financial guarantee letter should be submitted to the 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 www.regis.edu/studentaccounts.

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 Academic Records and Registration '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 credit are not shown and may vary.**

5 Week Courses

Week 1*	100%
Week 2**	25%
Week 3***	0%
Week 4***	0%
Week 5****	0%

7 and 8 Week Courses

Week 1*	100%
Week 2**	50%
Week 3***	0%
Week 4***	0%
Week 5-6***	0%
Week 7-8****	0%

Semester Courses

Week 1*	100%
Week 2**	80%
Week 3***	60%
Week 4***	40%
Week 5***	20%
Week 6-12***	0%
Week 13-16****	0%

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

**Tuesday after add/drop through Sunday

*** Next Monday through Sunday

****Students cannot withdraw from a course during this time periods.

Other Refunds

If a valid credit balance exists on a student's account because of a withdrawal from a class, adjustments, and/or over-payments, a refund will be generated or applied to future course tuition and fees. If the student paid by credit card, the refund will be returned to the credit card.

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.

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.

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 students 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 to students 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.

ACADEMIC RECORDS AND REGISTRATION

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)

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>. 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

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

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

CLASS LEVEL

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

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

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

COURSE NUMBERING SYSTEM

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

100-199	Remedial
200-299	Lower division (freshman level)
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:

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 Academic Records and Registration office 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.

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 Academic Records and Registration. The student receives a grade of "W" in the course. The grade is reflected on the transcript but not calculated in the grade point average. The date of withdrawal is used to determine the rate of refund (if applicable). Add/drop and withdraw dates can be found on 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 Academic Records and Registration. 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	*	Pass (grade of "C" or higher / grade of "B" or higher)
N	*	No Pass (no credit)
AU	*	Audit (no credit)
W	*	Withdrawal
I / -	*	Incomplete -- the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade is submitted by the Incomplete deadline for the course.
IP/N	*	In Progress No Pass (No Credit)
IP/F	*	In Progress Failure (No Credit)
Y	*	Instructor did not submit grades by deadline.

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

Pass/No Pass Grades

Pass/No Pass (P/NP) grading is available for courses with regular grading for 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 Academic Records and Registration office 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 Academic Records and Registration office can be changed unless the change has received the written approval of the appropriate academic dean or his or her designee. 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 Academic Records and Registration office or online. The point of contact within the University for the exercise of all rights and the access to all information concerning student rights under FERPA is the Academic Records and Registration office. This specifically includes, but is not limited to, the procedure for amending a student's educational record, the procedure for filing a complaint to determine accuracy of a student's educational record, the procedure for filing a complaint with the U.S. Department of Education, and the policy for determining which individuals within the University are "school officials" and what constitutes a "legitimate educational interest."

The University may provide directory information in accordance with the provisions of FERPA without the written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed below are designated as Directory Information and may be released to any person for any purpose at the discretion of Regis University unless a written request for nondisclosure is on file:

- Name, address, telephone number, e-mail address, dates of attendance, class
- 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 Academic Records and Registration office in writing. Situations involving non-release of Directory Information that are deemed as "extraordinary" by the student should be brought to the attention of the director of Academic Records. Regis University honors the request for one calendar year only; therefore, the student must file the request on an annual basis. The student should carefully consider the consequences of any decision to withhold any category of Directory Information. Regardless of the effect upon a student, Regis University assumes no liability that may arise out of its compliance with a request that such information be withheld. It is

assumed that the failure on the part of the student to request the withholding of Directory Information indicates the student's consent to disclosure.

Any questions concerning the student's rights and responsibilities regarding FERPA should be referred to the Academic Records and Registration office. General information and forms pertaining to FERPA may be found at www.regis.edu.

STUDENT NAME CHANGE

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

Any student desiring to change his/her name on educational records must submit a Change of Name Affidavit. These forms are available in the Academic Records and Registration office or online at www.regis.edu and must be notarized unless the request is made in person and photo identification is presented to a representative of Academic Records and Registration.

TRANSCRIPT REQUESTS

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

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

- 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; School for Professional Advancement students must complete

18 semester hours at the upper division level; and Regis College undergraduate students must complete 36 semester hours at the upper division level.

- No course in which the candidate received less than a grade of "D-" is acceptable credit toward fulfillment of degree requirements.
- All undergraduate students are required to complete a minimum of 30 semester hours at Regis University.
- 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 Academic Records office, 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 six years (72 months) from the date of the signature on the Degree Plan. Some Regis University degree programs may have more restrictive time limits on degree completion.
- All 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.

GRADUATION PROCEDURES

APPLICATION

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

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 Academic Records and Registration office from the appropriate college.

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

GRADUATION HONORS

Undergraduate students who have earned 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:

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

Undergraduate program students who have completed between 30 and 59 regular graded semester hours of Regis University coursework are awarded academic honors according to the following cumulative grade point average standards:

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

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

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

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

ATTENDANCE AT COMMENCEMENT CEREMONIES

Attendance at commencement ceremonies is encouraged. The Academic Records and Registration office is notified of the student's intent to participate in commencement through the Application for Graduation form. Undergraduate students are permitted to march in commencement if they are within 15 semester hours of completing their degree requirements.

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

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

Cohort Year	Graduation Rate
2009	73%
2010	68%
2011	71%
2012	69%
2013	64%
2014	67%
2015	62%

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 2022-2023 ACADEMIC YEAR

The following is a list of start/end dates for each academic period by calendar type and by program. Academic period parameter dates as well as actual dates that classes begin/end and add/drop end dates for each program are specified. These dates are subject to change. Refer to www.regis.edu for revisions to the 2022-2023 Academic Calendar.

SEMESTER

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
Fall 2022	03-21-22	08-22-22	12-11-22	08-29-22	11-06-22
Spring 2023	10-31-22	01-09-23	04-30-23	01-17-23	04-02-23
Summer 2023	02-13-23	05-01-23	08-20-23	05-08-23	07-23-23

7 WEEK

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdraw End
7W1-Fall 2022	03-21-22	08-22-22	10-09-22	08-29-22	10-02-22
7W2-Fall 2022	03-21-22	10-17-22	12-04-22	10-24-22	11-27-22
7W1-Spring 2023	10-10-22	01-09-23	02-26-23	01-17-23	02-19-23
7W2-Spring 2023	10-10-22	03-06-23	04-23-23	03-13-22	04-16-23
7W1-Summer 2023	02-13-23	05-01-23	06-18-23	05-08-23	06-11-23
7W2-Summer 2023	02-13-23	06-26-23	08-13-23	07-03-23	08-06-23

8 WEEK

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdraw End
8W1-Fall 2022	03-21-22	08-22-22	10-16-22	08-29-22	10-02-22
8W2-Fall 2022	03-21-22	10-17-22	12-11-22	10-24-22	11-27-22
8W1-Spring 2023	10-10-22	01-09-23	03-05-23	01-17-23	02-19-23
8W2-Spring 2023	10-10-22	03-06-23	04-30-23	03-13-23	04-16-23
8W1-Summer 2023	02-13-23	05-01-23	06-25-23	05-08-23	06-11-23
8W2-Summer 2023	02-13-23	06-26-23	08-20-23	07-03-23	08-06-23

5 WEEK

Period	Registration Start	Classes Begin	Classes End	Add/Drop End	Withdrawal End
5W1-Fall 2022	03-21-22	08-22-22	09-25-22	08-29-22	09-18-22
5W2-Fall 2022	03-21-22	09-26-22	10-30-22	10-03-22	10-23-22
5W3-Fall 2022	03-21-22	10-31-22	12-04-22	11-07-22	11-27-22
5W1-Spring 2023	10-10-22	01-09-23	02-12-22	01-17-23	02-05-23
5W2-Spring 2023	10-10-22	02-13-23	03-19-23	02-20-23	03-12-23
5W3-Spring 2023	10-10-22	03-20-23	04-23-23	03-27-23	04-16-23
5W1-Summer 2023	02-13-23	05-01-23	06-04-23	05-08-23	05-28-23
5W2-Summer 2023	02-13-23	06-05-23	07-09-23	06-12-23	07-02-23
5W3-Summer 2023	02-13-23	07-10-23	08-13-23	07-17-23	08-06-23

ANDERSON COLLEGE OF BUSINESS AND COMPUTING

ANDERSON COLLEGE OF BUSINESS AND COMPUTING

Academic Dean's Office
Room 314 Clarke Hall
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4350
303-964-3624 (fax)

ANDERSON COLLEGE OF BUSINESS AND COMPUTING DEGREE AND CERTIFICATE OFFERINGS

BACHELOR OF SCIENCE

Accounting

Business Administration

Specializations

Finance
General Business
Human Resource Management*
International Business**
Management
Marketing
Project Management*

Computer Information Systems*

Computer Science

Cybersecurity*

Finance

Human Resource Management

Information Technology*

Marketing**

Undergraduate Academic Certificates

Data Science

Full Stack

Project Management

(Courses for undergraduate certificates are offered in accelerated 8-week format only.)

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

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

MASTER OF BUSINESS ADMINISTRATION (MBA)

Specializations Included in the MBA

Business and Data Analytics
Finance
Finance and Accounting
General Business
Health Industry Leadership
Human Resource Management
Marketing
Project Leadership and Management
Strategy and Innovation

MASTER OF NONPROFIT MANAGEMENT (MNM)

MASTER OF SCIENCE

Accounting (MSA)

Optional Specializations

Financial Accounting
Fraud/Forensic Auditing
IT Accounting
Managerial Accounting

Data Science

Optional Specializations

Data Engineering

Health Informatics

Specialization

Data Science

Human Resource Management (MSHRM)

Information and Cyber Security

Specializations

Cyber Security
Information Assurance Policy Management

Information Systems

Marketing (MSMKT)

Organizational Leadership (MSOL)

Project Leadership and Management (MSPLM)

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
 NonProfit Leadership
 Software Engineering

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 becomes 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.

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 37 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 over the Internet. 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 learners convenience and flexibility. 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 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. 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 ACADEMIC SUCCESS COACHES

Academic Success Coaches work with students for course planning and degree development. Coaches 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 academic success coach.

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 academic success coach 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 success coach.

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 academic success coach 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 success coach. The coach will:

- Verify that students have a 3.000 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 3.000 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 should consult with their academic success coach.

Undergraduate students are considered to be enrolled full time if they are registered for twelve semester hours in one semester. Students who want to register for more than eighteen semester hours should consult with their academic success coach.

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. 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:

- I. 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 Academic Records and Registration. 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 academic success coach.

Warning

An 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 academic success coach 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 academic success coach 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 600-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 the appropriate program director 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 program director and 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 requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- Submit a written contract for approval by the Associate Dean, signed by the student and the student's academic success coach, 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 academic success coach 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 academic success coach or faculty members from whom supporting statements may be solicited by the student (undergraduate students only).
2. Contact the academic success coach, 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.

with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

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

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.

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.

Total Core Studies Requirements 45-49 SH

Oral and Written Communication 9 SH

English, Communication. Regis courses: *RCC 200, *RCC 420J, COM 210, COM 211, *COM 250, *COM 251, *COM 252, COM 437, EN 203, EN 325, EN 475, EN/PL 482,

*COM 250--Speaking to Make a Difference

*COM 251--Media Literacy

*COM 252--Communication in Relationships

*RCC 200--First Year Writing

*RCC 420J--Justice and the Common Good

Engagement with Literature and Arts 6 SH

English, humanities, fine and performing arts. Regis Courses: any 300-400 EN, all HU courses, all COM courses excluding COM 210, COM 211, and COM 437

*EN 250 – Literature Matters

*Any fine arts core course (FAC)

‡HU 366--Leading Lives that Matter

Language and Global Awareness 6-8 SH

Modern languages, classical languages, archeology, history, political science, economics, geography, and social science. Regis courses: *RCC 410E, COM 400, COM 412, CR 446, EC 3500, EC 4200, HS 240E-WV, HU 435E-WV, HU 421E-WV, SO 204, SO 340, SO 472, RC 311, RC 458, RC 459

*RCC 410E--Global Environmental Awareness

Understanding Human Behavior, Diversity, and Culture 6 SH

Anthropology, economics, education, history, political science, psychology, criminology, peace and justice studies, sociology, social work, or women's/gender studies. Regis courses: *RCC 400D, COM courses (excluding COM 210, COM 211, and COM 437), all EC, all ED, all HS, all PY, all SO courses, all CR courses

*RCC 400D--Diversity and Cultural Tradition

Quantitative Literacy 3-4 SH

Computer Information Systems, Cybersecurity, and Information Technology students must complete MT 201, MT 250, MT 270, or any 300-400 level MT courses to fulfill this requirement.

Computer Science students must complete MT 320--Discrete Mathematics to fulfill this requirement.

Accounting, Business Administration, Finance, Human Resource Management, and Marketing students must complete MT 270 to fulfill this requirement.

The Natural World 3-4 SH

Astronomy, atmospheric science, biology, biochemistry, chemistry, ecology, environmental science, geology, oceanography, physical geography, or physics. Regis courses: SCI 205E, SCI 206E, SCI 410E, SCI 411E, HSC 240.

*A natural science with corresponding laboratory.

Philosophical Inquiry and Reflection 6 SH

Philosophy, ethics. Regis courses: RCC 430M, all PL courses

*PL 270--Philosophical Explorations

*RCC 430M--The Search for Meaning or *RCC 440A--Cultures of Self and Others, RCC 440B--Intercultural Reflection and RCC 440C--Culture and Meaning (RCC 400A, RCC 400B, and RCC 400C must total 3 semester hours and be taken in conjunction with a semester or year-long Regis-sponsored study abroad program).

Exploring Religious Traditions 6 SH

Religious studies, Theology. Regis courses: all RC, all RS courses

*RT 201--Religion and the Human Quest

*Students enrolled in traditional, semester-based daytime programs are required to complete these courses to fulfill core requirements.

‡Students enrolled in online and ground-based courses in the 5-week or 8-week format are required to complete this course to fulfill their core requirement.

UNDERGRADUATE PER SEMESTER CHARGES FOR THE 2022 – 2023 ACADEMIC YEAR

TRADITIONAL PROGRAM

Full Time Tuition (12-18 semester hours)	\$20,415
Part Time (per credit hour)	\$1,361
General Fee	\$260
Wellness Offset Fee (applies to students with six or more credit hours per semester)	\$210
Student Activity Fee Full Time (applies to students with six or more credit hours per semester)	\$225
Study Abroad Processing Fee	\$35
Study Abroad Program Fee	\$1,000 - \$7500
Computing Course Technology Fee (per course)	\$75
Course Material Fee (per semester hour)*	\$35
Late Clearance Fee	\$300
Graduation Application Fee	\$50

ACCELERATED PROGRAM

Undergraduate (per semester hour)	\$572
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45
Computing Course Technology Fee (per course)	\$75
Course Material Fee (per semester hour)*	\$35
Graduation Application Fee	\$50

*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, project management, and human resource 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:

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science
- Cybersecurity
- Finance
- Human Resource Management
- Information Technology
- Marketing
- 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, MBA, MNM). 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 academic success coach 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 academic success coach. They can apply during their *junior* or *senior* year if they 1) carry a 3.0 GPA, 2) have completed 15 credit hours at Regis, and 3) 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 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 academic success coach.
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-AC 4997 Accounting Apprenticeships. 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 academic success coach.
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.

Total Degree Requirements	120 SH
<i>Core Studies Requirements</i>	<i>45-49 SH</i>
<i>Lower Division Requirements</i>	<i>21-22 SH</i>
AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
BA 2900--Introduction to Business	3 SH
BA 3911--Business and Professional Communication	3 SH

EC 3200/EC 3200C--Principles of Macroeconomics	3 SH
EC 3300/EC 3300C--Principles of Microeconomics	3 SH
MT 360A--Calculus I or MT 330--Business Calculus	3-4 SH
<i>Upper Division Requirements</i>	<i>36 SH</i>
AC 4100--Intermediate Accounting I	3 SH
AC 4110--Intermediate Accounting II	3 SH
AC 4120--Intermediate Accounting III	3 SH
AC 4400--Cost Accounting	3 SH
AC 4500--Income Tax Accounting I	3 SH
AC 4800--Auditing Principles and Procedures	3 SH
AC 4910--Accounting Ethics	3 SH
AC 4985--Senior Capstone	3 SH
BA 4100--Business Finance	3 SH
BA 4981--Business Law	3 SH
Six semester hours selected from the following:	
AC 4310--Accounting Information Systems	3 SH
AC 4510--Income Tax Accounting II	3 SH
AC 4600--Governmental & Not-for-Profit Accounting	3 SH
AC 4750--Advanced Accounting	3 SH
AC 4830--Forensic and Fraud Audit	3 SH
AC 4850--Advanced Auditing	3 SH
<i>Minor (optional)</i>	<i>0 or 12 SH</i>
<i>General Electives</i>	<i>2 - 18 SH</i>
If a minor is completed:	2 - 6 SH
If a minor is not completed:	14 - 18 SH

Note: Students who plan to take the CPA exam; it is recommended that all six of the accounting electives be taken. Students interested in the graduate Data Science Certificate are encouraged to take Statistical Computing (MT 475).

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
- Human Resource Management
- 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 success coach 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 4990/4991-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 success coach.

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 success coach about opportunities to grow your network and gain experience.

Total Degree Requirements	120 SH
<i>Core Studies Requirements</i>	<i>45-49 SH</i>
<i>Lower Division Requirements</i>	<i>30 SH</i>
AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
BA 2900--Introduction to Business	3 SH
BA 3366--Management Essentials	3 SH
BA 3400--Marketing Principles	3 SH
BA 3911-- Business and Professional Communication	3 SH
CIS 300--Foundations of Information Systems	3 SH
EC 3200/EC 3200C--Principles of Macroeconomics	3 SH
EC 3300/EC 3300C--Principles of Microeconomics	3 SH
MT 201, MT 250, MT 260, or any 300-400 level MT course	3 SH
<i>Upper Division Requirements</i>	<i>27 SH</i>
BA 4100--Business Finance	3 SH
BA 4354--Organizational Behavior	3 SH
BA 4658--Project Management or BA 4465--Value Chain Management	3 SH
BA 4981--Business Law	3 SH
BA 4950--Ethical Decision Making in Business	3 SH
BA 4985--Business Policy and Strategy or BA 4986--Capstone: Applied Project	3 SH
<i>Specialization</i>	<i>9 SH</i>
A minimum of nine upper division semester hours selected from one of the following specializations:	
Finance	
BA 4104--Derivative Securities and Markets	3 SH
BA 4106--Advanced Corporate Finance	3 SH
BA 4115--Personal Financial Management	3 SH
BA 4120--Financial Analysis, Forecasting, and Planning	3 SH
BA 4124--Corporate Capital Budgeting	3 SH
BA 4132--Enterprise/Financial Risk Management	3 SH
BA 4140--Fundamentals of Investments	3 SH
BA 4149--Business Cycles and Financial Crises	3 SH

BA 4158--Money and Banking 3 SH

BA 4163--International Finance 3 SH

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.

Human Resource Management

BA 4260--Employment Law and Compliance 3 SH

BA 4270--Strategies in Compensation and Benefits 3 SH

BA 4280--Talent and Performance Management 3 SH

BA 4290--Labor/Employee Relations and Workplace Safety 3 SH

International Business

BA 4163--International Finance 3 SH

BA 4177--International Economics 3 SH

BA 4226—Leading Inclusive and Diverse Organizations or

BA 4314--Diversity in the Workplace 3 SH

BA 4368--International Business 3 SH

BA 4369--International Management 3 SH

BA 4428--International Marketing 3 SH

Management

BA 4308--Developing Your Leadership Potential 3 SH

BA 4226--Leading Inclusive and Diverse Organizations or

BA 4314--Diversity in the Workplace 3 SH

BA 4327--Introduction to Entrepreneurship 3 SH

BA 4331--Entrepreneurship Stories 3 SH

BA 4333--Women in Business 3 SH

BA 4369--International Management 3 SH

BA 4382--Values-Centered Management 3 SH

BA 4658--Project Management 3 SH

CBE 4990/4991--Internship in Business 3 SH

Marketing

BA 4410--Consumer Behavior 3 SH

BA 4412--Advertising and Promotion 3 SH

BA 4423--Marketing Research 3 SH

BA 4428--International Marketing 3 SH

BA 4429--Strategic Web Design 3 SH

BA 4434--Professional Selling and Sales Management 3 SH

BA 4443--Digital Marketing, Media Tactics, and Tools 3 SH

BA 4454--Neuromarketing and Buyer Biology 3 SH

BA 4483--Values-Centered Marketing 3 SH

BA 4488--Marketing Social Change-Uganda 3 SH

AND 3900--SEED Fellowship I 3 SH

AND 3901--SEED Fellowship II 3 SH

CBE 4990/4991--Internship in Business 1-3 SH

Project Management

BA 4657--Process Mapping and Improvement 3 SH

BA 4658--Project Management 3 SH

CIS 448--Agile Project Management 3 SH

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 six Business specializations (a minimum of 18 semester hours).

Minor (optional) 0 or 12 SH

General Electives 14 - 18 SH

If a minor is completed: 2 - 6 SH

If a minor is not completed: 14 - 18 SH

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.

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.

Total Degree Requirements **120 SH**

Core Studies Requirements **45-49 SH**

Foundational Courses **27 SH**

CIS 275--Foundations of Programming **3 SH**

CIS 300--Foundations of Information Systems **3 SH**

CIS 325--Systems Analysis and Design **3 SH**

CIS 375--Java Programming **3 SH**

CIT 311--Enterprise Systems Architecture **3 SH**

CIT 330--Foundations of Cyber Security **3 SH**

CS 336--Web and Database Applications
or

CS 338--Mobile and Enterprise Computing **3 SH**

MT 270--Introduction to Statistics
or

MT 274--Introduction to Statistics for Health Professions **3 SH**

MT 320--Introduction to Discrete Mathematics **3 SH**

Upper Division Requirements **15 SH**

CIS 445--Database Management **3 SH**

CIS 448--Agile Project Management **3 SH**

CIS 465--IS Strategy and Management **3 SH**

CIS 471--Visual Data Story Telling **3 SH**

CIS 493--Senior Capstone **3 SH**

Select one of the following two Tracks

Business Track **21 SH**

AC 3300--Accounting for Managers
or

AC 3200--Principles of Accounting I **3 SH**

BA 2900--Introduction to Business **3 SH**

CIS 318--Ethics for the Information Technology Professional **3 SH**

CIS 458--Business Process Management **3 SH**

CIS 461--Business Analytics **3 SH**

CIS 462--Supply Chain Management **3 SH**

CIS 464--Enterprise Systems **3 SH**

Health Care Track **21 SH**

HCA 402A--The Evolving Health Care System **3 SH**

HCA 402B--The Evolving Health Care System II **3 SH**

HCE 435--Ethics in Health Care Services **3 SH**

HCA 432--Foundations of Health Law **3 SH**

HIM 440--Health Care Data Analytics **3 SH**

HIM 445--Management of E-HIM and Information Governance **3 SH**

HIM 450--Health Care Informatics and Information Systems **3 SH**

Minor (Optional) **0 or 12 SH**

General Electives **0 - 12 SH**

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**

Core Studies Requirements **45 - 49 SH**

Foundational Courses **27 SH**

CIS 300--Foundations of Information Systems **3 SH**

CIS 325--Systems Analysis and Design **3 SH**

CIT 311--Enterprise Systems Architecture **3 SH**

CIT 330--Foundations of Cyber Security **3 SH**

CIS 275--Foundations of Programming **3 SH**

CIS 375--Java Programming **3 SH**

CS 336--Web and Database Applications
or

CS 338--Mobile and Enterprise Computing **3 SH**

MT 270--Introduction to Statistics
or

MT 274--Introduction to Statistics for Health Professions **3 SH**

MT 320--Introduction to Discrete Mathematics **3 SH**

Upper Division Requirements **15 SH**

CIS 445--Database Management **3 SH**

CIS 448--Agile Project Management	3 SH
CIS 465--IS Strategy and Management	3 SH
CIS 471--Visual Data Story Telling	3 SH
CIS 493--Senior Capstone	3 SH

Select one of the following two Tracks

Business Track 21 SH

AC 3300--Accounting for Managers or AC 3200--Principles of Accounting I	3 SH
BA 2900--Introduction to Business	3 SH
CIS 318--Ethics for the Information Technology Professional	3 SH
CIS 458--Business Process Management	3 SH
CIS 461--Business Analytics	3 SH
CIS 462--Supply Chain Management	3 SH
CIS 464--Enterprise Systems	3 SH

Health Care Track 21 SH

HCA 402A--The Evolving Health Care System	3 SH
HCA 402B--The Evolving Health Care System II	3 SH
HCE 435--Ethics in Health Care Services	3 SH
HCA 432--Foundations of Health Law	3 SH
HIM 440--Health Care Data Analytics	3 SH
HIM 445--Management of E-HIM and Information Governance	3 SH

HIM 450--Health Care Informatics and Information Systems	3 SH
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Graduate Electives 12 SH

Graduate Level Requirements depend on MS degree and are approved through student's academic success coach and graduate faculty advisor.

Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH

MS Degree Requirements 24 SH

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).

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.

Total Degree Requirements 120 SH

Core Studies Requirements 45 - 46 SH

Core must include:

- Quantitative Literacy: MT 320--Discrete Mathematics 3 SH
- Natural World: One Natural Science course intended for science and engineering majors with a laboratory 4 SH

Natural Science Requirement 2-4 SH

An additional Natural Science course intended for science and engineering majors (beyond the four semester hours required in the Core Studies requirements).

Foundational Courses 26 SH

CS 210--Introduction to Programming	3 SH
CS 310--Data Structures	3 SH
CS 324--Algorithms and Analysis	3 SH
CS 390--Principles of Programming Language	3 SH
CS 336--Web and Database Applications or CS 338--Mobile and Enterprise Computing	3 SH
Computer Science elective (200-400 level)	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH

<i>Upper Division Requirements</i>	39 SH
CS 431--Operating Systems Design and Analysis	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 444--Software Engineering	3 SH
CS 473--Introduction to Artificial Intelligence	3 SH
CS 469--Distributed Systems	3 SH
CS 475--Computation Theory	3 SH
CS 479--Ethical Leadership in Computer Science	3 SH
CS 493--Senior Capstone	3 SH
MT 415--Linear Algebra	3 SH
MT 472--Probability and Statistics or MT 470A--Mathematical Statistics I	3 SH
Computer Science Electives	9 SH
Nine semester hours of Computer Science electives selected from the following courses or an elective approved by the Chair of the Computer and Cyber Sciences department:	
CS 421--Data Science	3 SH
CS 433--Computer Systems Security	3 SH
CS 445--Database Management	3 SH
CS 450--Data Networks	3 SH
CS 464--Machine Learning	3 SH
CS 465--UNIX Operating Systems	3 SH
CS 468--Advanced UNIX	3 SH
CS 476--Introduction to Quantum Computing	3 SH
CS 490E-W--Independent Study in Computer Science	3 SH
CS 492E-W--Special Topics in Computer Science	3 SH
CS 498E-W--Internship in Computer Science	3 SH
<i>General Electives</i>	5 - 6 SH

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
<i>Core Studies Requirements</i>	45 - 46 SH
<ul style="list-style-type: none"> Quantitative Literacy: MT 320--Discrete Mathematics 3 SH Natural World: One Natural Science course intended for science and engineering majors with laboratory 4 SH 	
<i>Natural Science Requirement</i>	2-4 SH
An additional Natural Science course intended for science and engineering majors (beyond the four semester hours required in the Core Studies Requirements).	
<i>Foundational Courses</i>	23 SH
CS 210--Introduction to Programming	3 SH
CS 310--Data Structures	3 SH
CS 324--Algorithms and Analysis	3 SH
CS 390--Principles of Programming Language	3 SH
CS 336--Web and Database Applications or CS 338--Mobile and Enterprise Computing	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH
<i>Upper Division Requirements</i>	42 SH
CS 431--Operating Systems Design and Analysis	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 444--Software Engineering	3 SH
CS 475--Computation Theory	3 SH
CS 473--Introduction to Artificial Intelligence	3 SH
CS 469--Distributed Systems	3 SH
CS 479--Ethical Leadership in CS	3 SH
CS 493--Senior Project	3 SH
MT 415--Linear Algebra	3 SH
MT 472--Probability and Statistics or MT 470A--Mathematical Statistics I	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
Graduate Level Requirement (600-level)	3 SH
<i>General Electives</i>	5 - 6 SH
MS Degree Requirements	24 SH

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 be grounded in theory, real world experience, and the art and science of this dynamic field.

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.

Total Degree Requirements **120 SH**

Core Studies Requirements **45-49 SH**

Core must include:

- Quantitative Literacy: MT 320--Discrete Mathematics **3 SH**

Foundational Courses **39 SH**

CS 210--Introduction to Programming **3 SH**

CS 310--Data Structures **3 SH**

CSEC 210--Information Assurance and Cryptography Basics **3 SH**

CSEC 230--Software Security and Design **3 SH**

CSEC 250--Network Concepts, Technology, Protocols, and Defense **3 SH**

CSEC 320--Cyber Threats and Defense **3 SH**

CSEC 336--Database Management Security **3 SH**

CSEC 350--Policy, Ethics and Compliance **3 SH**

CSEC 360--Security Design Principles and Secure Operating System Concepts **3 SH**

CSEC 370--Computer/Host Forensics **3 SH**

CSEC 375--Network Forensics **3 SH**

CSEC 380--Advanced Digital Forensics **3 SH**

MT 270--Introduction to Statistics **3 SH**

Major Requirements **30 SH**

CIT 452--Systems Administration **3 SH**

CS 431--Operating Systems Design and Analysis **3 SH**

CS 440--Computer Organization and Architecture **3 SH**

CS 479--Ethical Leadership in Computer Science **3 SH**

CSEC 410--History and Ethics of Computers **3 SH**

CSEC 420--IA Architectures/Compliance and Standards, Certification and Accreditation **3 SH**

CSEC 430--Intrusion Detection and Response **3 SH**

Six additional 300-level or higher semester hours of Computer Science courses. (CIS, CIT, or CS) **6 SH**

Elective **3 SH**

One elective course selected from the following:

COM 400--Intercultural Communication **3 SH**

COM 407--Leadership Principles **3 SH**

COM 408--Conflict Management **3 SH**

COM 427--Communication Ethics **3 SH**

COM 452--Follower-Centered Leadership **3 SH**

BA 3366--Management Essentials **3 SH**

General Electives **6 SH**

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 **150 SH**

Core Studies Requirements 45-49 SH

Core must include:

- Quantitative Literacy: MT 320--Discrete Mathematics 3 SH

Foundational Courses 39 SH

CS 210--Introduction to Programming 3 SH

CS 310--Data Structures 3 SH

CSEC 210--Information Assurance and Cryptography Basics 3 SH

CSEC 230--Software Security and Design 3 SH

CSEC 250--Network Concepts, Technology, Protocols, and Defense 3 SH

CSEC 320--Cyber Threats and Defense 3 SH

CSEC 336--Database Management Security 3 SH

CSEC 350--Policy, Ethics and Compliance 3 SH

CSEC 360--Security Design Principles and Secure Operating System Concepts 3 SH

CSEC 370--Computer/Host Forensics 3 SH

CSEC 375--Network Forensics 3 SH

CSEC 380--Advanced Digital Forensics 3 SH

MT 270--Introduction to Statistics 3 SH

Major Requirements 30 SH

CIT 452--Systems Administration 3 SH

CS 431--Operating Systems Design and Analysis 3 SH

CS 440--Computer Organization and Architecture 3 SH

CS 479--Ethical Leadership in Computer Science 3 SH

CSEC 410--History and Ethics of Computers 3 SH

CSEC 420--IA Architectures/Compliance and Standards, Certification and Accreditation 3 SH

CSEC 430--Intrusion Detection and Response 3 SH

Elective 3 SH

One elective course selected from the following:

COM 400--Intercultural Communication 3 SH

COM 407--Leadership Principles 3 SH

COM 408--Conflict Management 3 SH

COM 427--Communication Ethics 3 SH

COM 452--Follower-Centered Leadership 3 SH

BA 3366--Management Essentials 3 SH

Graduate Level Requirement (600-level) 6 SH

General Electives 0 SH

MS Degree Requirements **30 SH****BACHELOR OF SCIENCE IN FINANCE**

A degree in finance prepares students for positions with banks, investment companies, government agencies, consulting firms, insurance firms, and large and small corporations. First careers may range from credit analysis and security analysis to product profitability. A degree in finance also prepares students to work with diverse management groups, marketing professionals, accountants, and others. Graduates of this program develop a comprehensive understanding of financial management and are qualified for a wide range of finance-related careers in small and large organizations.

Total Degree Requirements **120 SH**

Core Studies Requirements 45 - 49 SH

Lower Division Requirements 27 - 28 SH

AC 3200--Principles of Accounting I 3 SH

AC 3210--Principles of Accounting II 3 SH

BA 2900--Introduction to Business 3 SH

BA 3911--Business and Professional Communication 3 SH

BA 3366--Management Essentials 3 SH

EC 3200/EC 3200C--Principles of Macroeconomics 3 SH

EC 3300/EC 3300C--Principles of Microeconomics 3 SH

BA 3400--Marketing Principles 3 SH

MT 360A--Calculus I
or

MT 330--Business Calculus 3 - 4 SH

Upper Division Requirements 36 SH

BA 4100--Business Finance 3 SH

BA 4106--Advanced Corporate Finance 3 SH

BA 4120--Financial Analysis, Forecasting, and Planning 3 SH

BA 4140--Fundamentals of Investments 3 SH

BA 4149--Business Cycles and Financial Crises 3 SH

BA 4158--Money and Banking 3 SH

BA 4950--Ethical Decision Making in Business 3 SH

BA 4981--Business Law 3 SH

BA 4985--Business Policy and Strategy
or

BA 4986--Capstone: Applied Project 3 SH

Nine semester hours selected from the following:

BA 4104--Derivative Securities and Markets 3 SH

BA 4115--Personal Financial Management 3 SH

BA 4124--Corporate Capital Budgeting	3 SH
BA 4132--Enterprise/Financial Risk Management	3 SH
BA 4163--International Finance	3 SH
BA 4173--Public Finance and Public Policy	3 SH
<i>Minor (Optional)</i>	<i>0 or 12 SH</i>
<i>General Electives</i>	<i>0 - 12 SH</i>
If a minor is completed:	0 - 3 SH
If a minor is not completed:	7 - 12 SH

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

The Human Resource Management degree prepares students for positions in the areas of employment and recruiting, training and development, compensation, benefits, labor and employee relations, health and safety, legal compliance, human resource records administration and strategic planning. Human resource managers give advice and counsel managers in all levels of the organization, assist in human resource strategic planning and in budgeting for human resource needs. The human resources professional plays a significant role in the strategic success of organizations through identification and selection of employees for specific roles, training and development of those employees, and in the development of competitive total reward programs to retain the best people for organizational effectiveness.

Total Degree Requirements	120 SH
<i>Core Studies Requirements</i>	<i>45 - 49 SH</i>
<i>Lower Division Requirements</i>	<i>30 - 31 SH</i>
AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
BA 2900--Introduction to Business	3 SH
BA 391 I--Business and Professional Communication	3 SH
BA 3366--Management Essentials	3 SH
EC 3200/EC 3200C--Principles of Macroeconomics	3 SH
EC 3300/EC 3300C--Principles of Microeconomics	3 SH
BA 3400--Marketing Principles	3 SH
CIS 300--Foundations of Information Systems	3 SH
MT 201, MT 250, MT 260, or any 300-400 level MT course	3 SH
<i>Upper Division Requirements</i>	<i>24 SH</i>
BA 4100--Business Finance	3 SH
BA 4260--Employment Law and Compliance	3 SH
BA 4270--Strategies in Compensation and Benefits	3 SH
BA 4280--Talent and Performance Management	3 SH

BA 4290--Labor/Employee Relations and Workplace Safety	3 SH
BA 4354--Organizational Behavior	3 SH
BA 4950--Ethical Decision Making in Business	3 SH
BA 4985--Business Policy and Strategy or BA 4986--Capstone: Applied Project	3 SH
<i>Minor (Optional)</i>	<i>0 or 12 SH</i>
<i>General Electives</i>	<i>4 - 21 SH</i>
If a minor is completed:	4 - 9 SH
If a minor is not completed:	16 -21 SH

Earn a Master's Degree in Human Resource Management

Students in the BS in HRM program can pursue their Masters of Science in Human Resource Management while completing their bachelor's degree. Review the Fast Forward Admission Criteria section for more information.

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.

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 systematic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals.

Total Degree Requirements 120 SH

Total Degree Requirements 120 SH

Core Studies Requirements 45-49 SH

MT 270--Introduction to Statistics required in the Core

Foundational Courses 30 SH

CIS 318--Ethics for the Information Technology Professional 3 SH

CIS 325--System Analysis and Design 3 SH

CIT 311--Enterprise System Architecture 3 SH

CIT 316--Network Infrastructure 3 SH

CIT 330--Foundations of Cyber Security 3 SH

CIT 331--Fundamentals of Security Management 3 SH

CIS 275--Foundations of Programming 3 SH

CIS 375--Java Programming 3 SH

CIT 380--Introduction to Web Application Development 3 SH

MT 320--Discrete Mathematics 3 SH

Upper Division Requirements 30 SH

CIS 448--Agile Project Management 3 SH

CIS 445--Database Management 3 SH

CIT 411--Human Computer Interaction 3 SH

CIT 452--Systems Administration 3 SH

CIT 478--Management of Enterprise Networks 3 SH

CIT 493--Senior Capstone 3 SH

Information Technology Track Electives 12 SH

Twelve semester hours selected from one of the following tracks:

Cybersecurity Track

CIT 435--Cyber Forensics 3 SH

CIT 462--Ethical Hacking and Defense 3 SH

CIT 463--Cyber Crime and IT Compliance 3 SH

CIT 466--IT Audit and Risk Management 3 SH

Web Application Development Track

CIT480--Web Software Development 3 SH

CIT 481--Web Frameworks 3 SH

CIT 482--Web Visualization Frameworks 3 SH

CIT 483--Web Mobile Frameworks 3 SH

General Information Technology Track

CIT 435--Cyber Forensics 3 SH

CIT 466--IT Audit and Risk Management 3 SH

Six semester hours from the following:

CIT 444--Wireless Networks 3 SH

CIS 464--Enterprise Systems 3 SH

CIS 465--IS Strategy and Management 3 SH

General Electives 11 - 15 SH

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

Core Studies Requirements 45 - 49 SH

MT 270--Introduction to Statistics required in the Core

Foundational Courses 30 SH

CIS 318--Ethics for the Information Technology Professional 3 SH

CIS 325--Systems Analysis and Design 3 SH

CIT 311--Enterprise Systems Architecture 3 SH

CIT 316--Networking Infrastructure 3 SH

CIT 330--Foundations of Cyber Security 3 SH

CIT 331--Fundamentals of E-Security Management 3 SH

CIS 275--Foundations of Programming 3 SH

CS 375--Java Programming 3 SH

CIT 380--Introduction to Web Application Development 3 SH

MT 320--Discrete Mathematics 3 SH

Graduate and Upper Division Requirements 36 SH

CIS 448--Agile Project Management 3 SH

CIS 445--Database Management 3 SH

CIT 411--Human Computer Interaction 3 SH

CIT 435--Cyber Forensics 3 SH

CIT 452--Systems Administration 3 SH

CIT 466--IT Audit and Risk Management 3 SH

CIT 478--Management of Enterprise Networks	3 SH
CIT 493--Senior Capstone	3 SH
MS Degree Electives	12 SH
Twelve semester hours selected from one of the following MS degree Concentrations:	
<i>MS Information and Cyber Security</i>	
MSCC 610--Information Technology Concepts	3 SH
MSIA 680--Computer Forensics	3 SH
MSIA 682--Network Forensics	3 SH
MSCC 697--Information Technology Research Methods	3 SH
<i>MS Data Science</i>	
MSDS 600--Introduction to Data Science	3 SH
MSDS 610--Data Engineering	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 660--Statistical Methods and Experimental Design	3 SH
<i>MS Information Systems</i>	
MSCI 600--Strategic Information Technology	3 SH
MSDS 655--Business Intelligence	3 SH
MSES 602--Introduction to DevOps Engineering	3 SH
PM 6520--Agile Product Development	3 SH
<i>MS Software Engineering</i>	
MSSE 635--Software Architecture and Design	3 SH
MSSE 661--Web Software Development	3 SH
MSSE 663--Web Frameworks	3 SH
MSSE 667--Web Mobile Frameworks	3 SH
<i>General Electives</i>	5 - 9 SH
MS Degree Requirements	24 SH

See the specific Anderson College Master of Science Degree Requirements for remaining MS degree requirements.

BACHELOR OF SCIENCE IN MARKETING

Marketing is more important than ever in our increasingly competitive world. The discipline involves determining customer needs, translating those needs into products and services and selling them in a highly competitive global marketplace. The Bachelor of Science in Marketing emphasizes a strategic managerial approach to integrated marketing and it examines major dimensions of the marketing environment including economic, social, cultural, political, legal and regulatory information.

Total Degree Requirements	120 SH
<i>Core Studies Requirements</i>	45-49 SH
<i>Lower Division Requirements</i>	27 SH
AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
BA 2900--Introduction to Business	3 SH
BA 3911--Business and Professional communication	3 SH
BA 3366--Management Essentials	3 SH
EC 3200/EC 3200C--Principles of Macroeconomics	3 SH
EC 3300/EC 3300C--Principles of Microeconomics	3 SH
BA 3400--Marketing Principles	3 SH
MT 201, MT 250, MT 260, or any 300-400 level MT course	3 SH
<i>Upper Division Requirements</i>	33 SH
BA 4100--Business Finance	3 SH
BA 4410-- Consumer Behavior	3 SH
BA 4423--Marketing Research	3 SH
BA 4434--Professional Selling and Sales Management	3 SH
BA 4465--Value Chain Management	3 SH
BA 4950--Ethical Decision Making in Business	3 SH
BA 4981--Business Law	3 SH
BA 4985--Business Policy and Strategy or BA 4986--Capstone: Applied Project	3 SH
Nine semester hours selected from the following:	
BA 4412--Advertising and Promotion	3 SH
BA 4428--International Marketing	3 SH
BA 4429--Strategic Web Design	3 SH
BA 4443--Digital Marketing, Media Tactics, and Tools	3 SH
BA 4454--NeuroMarketing and Buyer Biology	3 SH
BA 4483--Values-Centered Marketing	3 SH
BA 4488--Marketing Social Change in Uganda	3 SH
AND 3900--SEED Fellowship I	3 SH
AND 3901--SEED Fellowship II	3 SH
<i>Minor (Optional)</i>	0 or 12 SH
<i>General Electives</i>	0 - 15 SH
If a minor is completed:	0 - 3 SH
If a minor is not completed:	11 - 15 SH

UNDERGRADUATE CERTIFICATES

Data Science 18 SH

DS 212--Python Programming	3 SH
MT 270--Introduction to Statistics	3 SH
DS 400--Introduction to Data Science	3 SH
DS 410--Computational Statistics	3 SH
DS 420--Data Curation	3 SH
DS 430--Visualization	3 SH

Full Stack 15 SH

CIT 480--Web Software Development	3 SH
CIT 481--Web Frameworks	3 SH
CIT 482--Web Visualization Frameworks	3 SH
CIT 483--Web Mobile Frameworks	3 SH
CIT 484--Software Engineering and Research Dev	3 SH

Project Management 12 SH

BA 4354--Organizational Behavior	3 SH
BA 4657--Process Mapping and Improvement	3 SH
BA 4658--Project Management	3 SH
CIS 448--Agile Project Management	3 SH

UNDERGRADUATE MINORS

Accounting Minor 18 SH

<i>Lower Division Requirements</i>	6 SH
AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
<i>Upper Division Requirements</i>	12 SH
Twelve upper division semester hours of accounting courses	12 SH

NOTE: AC 4994/4997 cannot be used to fulfill minor requirements.

Computer Information Systems Minor 12 SH

<i>Prerequisite Requirements</i>	6 SH
CIS 300--Foundations of Information Systems (or equivalent)	3 SH
CIS 325--Systems Analysis and Design (or equivalent)	3 SH
<i>Upper Division Requirements</i>	12 SH
CIS 445--Database Management	3 SH

CIS 448--Agile Project Management	3 SH
CIS 461--Business Analytics	3 SH
CIS 464--Enterprise Systems	3 SH

Computer Science Minor 21 SH

<i>Lower Division Requirements</i>	9 SH
CS 210--Introduction to Programming	3 SH
CS 310--Data Structures	3 SH
CS 336--Web and Database Applications or	
CS 338--Mobile and Enterprise Computing	3 SH
<i>Upper Division Requirements</i>	12 SH

Twelve upper division semester hours of Computer Science courses selected with the approval of the academic success coach.

Data Science Minor 12 SH

DS 400--Introduction to Data Science	3 SH
DS 410--Computational Statistics	3 SH
DS 420--Data Curation	3 SH
DS 430--Visualization	3 SH

Economics Minor 18 SH

<i>Lower Division Requirements</i>	6 SH
EC 3200/EC3200C--Principles of Macroeconomics	3 SH
EC 3330--Principles of Microeconomics	3 SH
<i>Upper Division Requirements</i>	12 SH

Twelve upper division semester hours of economics courses which must include:

EC 4110--Macroeconomic Theory	3 SH
Upper Division Economic Electives	9 SH

Finance Minor 21 SH

AC 3200--Principles of Accounting I	3 SH
AC 3210--Principles of Accounting II	3 SH
BA 2900--Introduction to Business	3 SH
BA 4100--Business Finance	3 SH
Upper division finance electives	9 SH

General Business Minor 15 SH

BA 2900--Introduction to Business	3 SH
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Twelve semester hours selected from upper division Business Administration courses in consultation with the major advisor.

NOTE: CBE 4990/4991 cannot be used to fulfill minor requirements.

Human Resources Minor 15 SH

BA 2900--Introduction to Business	3 SH
BA 4260--Employment Law and Compliance	3 SH
BA 4270--Strategies in Compensation and Benefits	3 SH
BA 4280--Talent and Performance Management	3 SH
BA 4290--Labor/Employee Relations and Workplace Safety	3 SH

International Business Minor 15 SH

BA 2900--Introduction to Business	3 SH
Three semester hours selected from the following:	
BA 4100--Business Finance	3 SH
BA 4981--Business Law	3 SH
BA 4950--Ethical Decision Making in Business	3 SH
Upper division international business electives	9 SH

Management Minor 18 SH

BA 2900--Introduction to Business	3 SH
BA 3366--Management Essentials	3 SH
Upper division management electives	12 SH

Marketing Minor 18 SH

BA 2900--Introduction to Business	3 SH
BA 3400--Marketing Principles	3 SH
Upper division marketing electives	12 SH

Project Management Minor 12 SH

BA 4354--Organizational Behavior	3 SH
BA 4657--Process Mapping and Improvement	3 SH
BA 4658--Project Management	3 SH
CIS 448--Agile Project Management	3 SH

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, the Master of Nonprofit Management, or one of the following Master of Science degree areas:

- Accounting
- Data Science
- Health Informatics
- Human Resource Management
- Information and Cyber Security
- Information Systems
- Marketing
- Organizational Leadership
- Project Leadership and Management
- Software Engineering

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, MNM). 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 2022 – 2023 ACADEMIC YEAR

Master of Business Administration (per semester hour)	\$1,020
Master of Nonprofit Management (per semester hour)	\$706
Master of Science	
Accounting	\$948
Data Science	\$948
Health Informatics	\$870
Human Resource Management	\$948
Information and Cyber Security	\$870
Information Systems	\$870

Marketing	\$948
Organizational Leadership	\$948
Project Leadership and Management	\$948
Software Engineering	\$870
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Computing Course Technology Fee (per course)	\$75
Course Material Fee (per semester hour)*	\$35
Graduation Application Fee	\$50

*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 success coach 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 coaching 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 Academic Records and Registration by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic coursework.
- A minimum cumulative grade point average of 3.000.
- Satisfactory completion of a master's project.

Incomplete grades, falling below the required cumulative grade point average, late application for graduation, or late receipt of transcripts of transfer credit may delay graduation and awarding of the degree to a subsequent semester.

For additional information on Commencement and Graduation, refer to the General Information section of this Catalog.

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 requirement 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--Foundations of Programming through Game Development

MSC 501--Object-Oriented Programming in Java

MSC 505--System 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 success coach 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, 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
- Human Resource Management
- Marketing
- Project Leadership and Management
- 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 degree 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 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*Business Core*

MGT 6000--Accounting for Managers 3 SH

MGT 6001--Finance for Managers 3 SH

MGT 6010--Ethical and Legal Environment of Business 3 SH

Management Core

EC 6000--Managerial Economics 3 SH

MSDS 655--Business Intelligence 3 SH

HR 6350--Strategic Human Resource Management 3 SH

Strategy Core

MGT 6017--Operations Management 3 SH

MKT 6240--Marketing Strategy 3 SH

MGT 6950--MBA Capstone (complete in last six-credits) 3 SH

Specialization Core 9 SH

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.

Business and Data Analytics Specialization 9 SH

MGT 6505--Data Preparation 3 SH

MGT 6510--Data Modeling 3 SH

MGT 6515--Data Delivery 3 SH

Finance Specialization 9 SH

AND 6910--Anderson Reports 3 SH

FIN 6025--Financial Analysis and Decision Making 3 SH

FIN 6125--Financial Planning and Capital Allocation 3 SH

Finance and Accounting Specialization 9 SH

AC 6020--Interpreting Accounting Information 3 SH

FIN 6025--Financial Analysis and Decision Making 3 SH

FIN 6125--Financial Planning and Capital Allocation
or

Accounting (AC) Graduate Level Elective 3 SH

General Business Specialization 9 SH

Three required courses (nine-credit hours) from graduate level business courses for which you have the prerequisites.

Health Industry Leadership Specialization 9 SH

Nine semester hours selected from the following:

HCE 600--Organizational Ethics and Health Care Compliance 3 SH

HSA 601--Leadership and Organization Development In Health Care Settings 3 SH

HSA 602--Strategic Planning and Development in Health Services 3 SH

HSA 624--Assessment of Quality Care and Patient Safety 3 SH

HSA 660--Methods of Inquiry and Research 3 SH

HSA 663--Advanced Concepts of Health Care Finance 3 SH

Human Resource Management Specialization 9 SH

HR 6360--Employment Law and Regulation 3 SH

Six semester hours selected from the following:

HR 6370--Strategic Compensation and Benefits 3 SH

HR 6380--Talent and Performance Management 3 SH

HR 6390--Labor/Employee Relations and Workplace Safety 3 SH

Marketing Specialization 9 SH

*Students who select the Marketing specialization should take MKT 6220--Marketing Mix Decisions instead of MKT 6240--Marketing Strategy in the MBA Core**

MKT 6020--Market Opportunity Assessment 3 SH

Six semester hours selected from the following:

MKT 6040--Global Marketing 3 SH

MKT 6050--Strategic Brand Management: The Power of the Brand 3 SH

MKT 6190--Digital Marketing and Promotion 3 SH

MKT 6225--Product Design and Development 3 SH

MKT 6230--Customer Relationships: Development and Management 3 SH

MKT 6300--Product Management 3 SH

*If a student has taken the MKT6240 Marketing Strategy course prior to declaring a specialization in Marketing, they can substitute MKT 6240 for MKT 6220 Marketing Mix Decisions.

Project Leadership and Management Specialization 9 SH

Nine semester hours selected from the following (must be taken in the order listed):

PM 6570--Leading Projects in Contemporary Organizations 3 SH

PM 6580--Project Performance 3 SH

PM 6590--Project Monitoring and Control 3 SH

Strategy and Innovation Specialization	9 SH
MGT 6110--Strategy Formulation & Implementation	3 SH
CBE 6240--Entrepreneurial Innovation	3 SH
LDR 6710--Strategic Leadership	3 SH

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 (SOFE). MNM 6970 involves the creation, development, and evaluation of a product or program and is presented in a thesis-like format. MNM 6770 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--History, Theory, & Future of the Nonprofit 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).

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.

DEGREE REQUIREMENTS

The Master of Nonprofit Management degree requires the successful completion of the following 36 semester hours of graduate courses (600 level).

Total Degree Requirements	36 SH
MNM 6010--History, Theory, and the Future of the Nonprofit Sector	3 SH
MNM 6030--Conflict Resolution for Leaders	3 SH
MNM 6070--Social Justice and the Civil Society	3 SH
MNM 6100--Legal and Ethical Issues for Nonprofits	3 SH
MNM 6240--Philanthropy and Grant Development	3 SH
MNM 6440--Financial Management of Nonprofit Organizations	3 SH
MNM 6470--Program Development & Accountability	3 SH
MNM 6480--Governance & Organizational Leadership	3 SH
MNM 6510--Research for Decision-Making	3 SH
MNM 6550--Leading from Within	3 SH
MNM 6700--Financial Resource Development	3 SH
MNM 6770--Service Oriented Field Experience or MNM 6970--Professional Project	3 SH

MASTER OF SCIENCE IN ACCOUNTING

The Regis University Master of Science in Accounting was developed to allow those interested in accounting to broaden and deepen their accounting skills. 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 the CPA Exam and/or the requirements for the CMA designation.

The mission of the Master of Science in Accounting program is to educate students for leadership roles in their profession and their organization. The 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 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.

- Financial and Managerial Accounting (AC 3200 and AC 3210)
- Business or Corporate Finance (BA 4100)
- Auditing Principles and Procedures (AC 4800)
- Intermediate Accounting I (AC 4100)
- Intermediate Accounting II (AC 4110)

Some or all of the foundation courses may be waived for students with sufficient educational background in the respective business areas covered. Student who petition to waive prerequisite courses must submit documentation showing successful mastery of the course content through CLEP or 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 Accounting for Managers (AC 6000, or MGT 6000, nor FIN 6000 or MGT 6001) in fulfillment of any requirement listed below.

Total Degree Requirements	30 SH
AC 6020--Interpreting Accounting Information	3 SH
AC 6040--Financial Communication	3 SH
AC 6910--Accounting Ethics or AC 6230--Issues in Accounting Ethics	3 SH
<i>Electives</i>	<i>21 SH</i>
Twenty-one semester hours selected from the following:	
AC 6030--Financial Reporting Policy and Practice	3 SH
AC 6050--Advanced Auditing	3 SH
AC 6060--Accounting Theory and Research	3 SH
AC 6070--Accounting for Non-Profit and Government Organizations	3 SH
AC 6080--International Accounting	3 SH
AC 6090--Case Studies in Management Accounting	3 SH
AC 6100--Controllership	3 SH
AC 6110--Tax Influence on Business Decision-Making	3 SH
AC 6140--IT Auditing	3 SH
AC 6150--Income Tax Research	3 SH
AC 6170--Accounting Information Systems	3 SH
AC 6173--Data Analytics for Accounting	3 SH
AC 6175--Current Topics in Accounting Technology	3 SH
AC 6190--Forensic and Fraud Audit	3 SH
AC 6220--Advanced Accounting	3 SH
AC 6992--Advanced Accounting Internship I	3 SH
AC 6993--Advanced Accounting Internship II	3 SH

In fulfillment of **two** MSA elective requirements, students may complete CBE 6030--Business Intelligence and Analysis or another graduate-level (6000-level) course of their choice, with the exception of AC 6000, MGT 6000, FIN 6000, or MGT 6001, offered in the Anderson College of Business. Students interested in the Data Science Certificate should consider taking two of the Data Science courses toward completion of the Certificate requirements.

Optional Specialization Electives **12 SH**

Optional specialization may be completed in an area listed below. Optional specialization courses may fulfill required elective credits. Students that pursue a specialization must complete the course requirements below and take a minimum of nine unique credits in the specialization in addition to the core MSA credits. Core MSA courses may not be counted toward a specialization, but a course may be used to meet the requirements of more than one specialization, if a minimum of nine unique credit hours are taken in requirement of each specialization elected.

Financial Accounting Specialization 12 SH

Twelve semester hours selected from the following:

AC 6030--Financial Reporting Policy and Practice	3 SH
AC 6050--Advanced Auditing	3 SH
AC 6060--Accounting Theory and Research	3 SH
AC 6070--Accounting for Nonprofit and Government Organizations	3 SH
AC 6080--International Accounting	3 SH
AC 6100--Controllership	3 SH
AC 6110--Tax Influence on Business-Making Decisions	3 SH
AC 6170--Accounting Information Systems	3 SH
AC 6173--Data Analytics for Accounting	3 SH
AC 6220--Advanced Accounting	3 SH

Fraud/Forensic Auditing Specialization 12 SH

AC 6050--Advanced Auditing	3 SH
AC 6140--IT Auditing	3 SH
AC 6173--Data Analytics for Accounting	3 SH
AC 6190--Forensic and Fraud Audit	3 SH
CBE 6030--Business Intelligence and Analytics	3 SH

IT Accounting Specialization 12 SH

AC 6140--IT Auditing	3 SH
AC 6170--Accounting Information Systems	3 SH
AC 6173--Data Analytics for Accounting	3 SH
CBE 6030--Business Intelligence and Analytics	3 SH
MSCC 610--Information Technology Concepts	3 SH

Managerial Accounting Specialization 12 SH

AC 6030--Financial Reporting Policy and Practice	3 SH
AC 6060--Accounting Theory and Research	3 SH
AC 6090--Case Studies in Management Accounting	3 SH
AC 6100--Controllership	3 SH
AC 6170--Accounting Information Systems	3 SH
AC 6173--Data Analytics for Accounting	3 SH
AC 6175--Current Topics in Accounting Technology	3 SH

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.

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.

Total Degree Requirements 36 SH

MSDS 600--Introduction to Data Science	3 SH
MSDS 610--Data Engineering	3 SH
MSDS 640--Ethics, Privacy, and Social Justice in Data Science	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 660--Statistical Methods and Experimental Design	3 SH
MSCC 697--Information Technology Research Methods	3 SH
<i>Degree Electives</i>	<i>12 SH</i>

Twelve semester hours selected from the following:

MSDE 620--Data Collection and Preparation	3 SH
MSDS 655--Business Intelligence	3 SH
MSDS 662--Exploratory Data Analysis	3 SH
MSDS 664--Statistical Inference and Predictive Analytics	3 SH
MSDS 670--Data Visualization	3 SH
MSDS 674--Geographic Information Systems	3 SH
MSDS 680--Machine Learning	3 SH
MSDS 682--Text Analytics	3 SH
MSDS 684--Reinforcement Learning	3 SH
MSDS 686--Deep Learning	3 SH
MSDS 688--Artificial Intelligence	3 SH

<i>Degree Completion Requirement</i>	6 SH
MSDS 692--Data Science Practicum I	3 SH
MSDS 696--Data Science Practicum II	3 SH

Optional Data Engineering Specialization

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.

Data Engineering Specialization	18 SH
MSDE 620--Data Collection and Preparation	3 SH
MSDE 621--Data Wrangling	3 SH
MSDE 630--Big Data Architecture	3 SH
MSDE 631--SQL and NoSQL	3 SH
MSDE 692—Data Engineering Practicum I	3 SH
MSDE 696—Data Engineering Practicum II	3 SH

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.

Total Degree Requirements	36 SH
MSHI 600--Information Systems Concepts	3 SH
MSHI 625--Workflow and Change Management in Adoption of Health IT	3 SH
MSHI 635--Design and Selection of IT Systems in Health Care	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings *	3 SH
MSHI 675--Health Care Performance Evaluation	3 SH

MSSC 697--IT Research Methods	3 SH
MSHI 692--Health Informatics Practicum I	3 SH
MSHI 696--Health Informatics Practicum II	3 SH
General Health Informatics Electives	12 SH
Complete four courses from the following:	
MSDS 600--Introduction to Data Science	3 SH
MSDS 640--Ethics, Privacy, and Social Justice in Data Science	3 SH
MSDS 655--Business Intelligence	3 SH
MSHI 645--Management of e-HIM	3 SH
MSHI 678--Nursing and Clinical Informatics	3 SH
Specialization in Data Science	12 SH
MSDS 600--Introduction to Data Science	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 660--Statistical Methods and Experimental Design	3 SH
MSDS 670--Data Visualization	3 SH

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

The Master of Science in Human Resource Management is an intensive, accelerated, post-traditional, integrated learning experience that provides preparation for strategic human resource leadership in a rapidly changing, global marketplace. The Master of Science in Human Resource Management program is designed for individuals who wish to cultivate their leadership 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 the qualitative 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, and communication with stakeholders.

Program Outcomes

The Master of Science in Human Resource Management Program challenges students to take responsibility for their personal learning experiences. Upon successful completion of the program learners will have the knowledge and ability to:

- Deploy appropriate HR metrics and analytics in order to make strategic HR decisions
- Propose systemic and sustainable solutions to complex business problems using critical thinking applied through human resources conceptual and theoretical frameworks.

- Exhibit the ability to make reasoned and ethical decisions based on professional standards and practices for ethical conduct, legal requirements, and regulatory guidelines.
- Evaluate human resources performance, conduct research, and recommend changes to HR practices.
- Practice socially responsible leadership in a changing global environment
- Communicate effectively and succinctly with all organizational stakeholders

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 and 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 Human Resource Management program, they are permitted to register for LDR 6830-Strategic Corporate Social Responsibility and Stewardship, the capstone course.

DEGREE REQUIREMENTS

Master of Science in Human Resource Management candidates must complete a minimum of 30 semester hours of graduate courses (6000-level), 24 of which must be taken at Regis University.

Total Degree Requirements	30 SH
CBE 6020--Leading in a New Era	3 SH
CBE 6030--Business Intelligence and Analytics	3 SH
HR 6350--Strategic Human Resource Management	3 SH
HR 6360--Employment Law and Compliance	3 SH
HR 6370--Strategies in Compensation and Benefits	3 SH
HR 6380--Talent and Performance Management	3 SH
HR 6390--Employee Relations and Performance Management	3 SH
LDR 6210--Leading Change and Innovation	3 SH
<i>Elective-- Any graduate level business course for which the student has the prerequisites</i>	3 SH
LDR 6830--Strategic Corporate Social Responsibility and Stewardship	3 SH

MASTER OF SCIENCE - INFORMATION AND CYBER SECURITY

Program 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.

Total Degree Requirements 36 SH

MSCC 610--Information Technology Concepts	3 SH
MSCC 630--Digital Transformation & Enterprise Architecture	3 SH
MSCC 697--Information Technology Research Methods	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH
MSIA 678--Risk Management	3 SH

Eighteen semester hours selected from one of the following specializations:

Cyber Security Specialization 18 SH

Required Courses:

MSIA 605--Advancing to Cyber Security	3 SH
MSIA 675--Offensive Cyber Security	3 SH
MSIA 680--Computer Forensics	3 SH

Nine semester hours selected from the following:

MSIA 673--Legal Basics in Cyber and Information Security	3 SH
MSIA 682--Network Forensics	3 SH
MSIA 683--Advanced Forensics	3 SH
MSIA 685--Malware Analysis and Response	3 SH

NOTE: MSIA 692 is required as the Capstone Completion for the Cyber Security specialization.

Information Assurance Policy Management Specialization 18 SH

MSIA 670--Enterprise Information Assurance	3 SH
MSIA 673--Legal Basics in Cyber and Information Security	3 SH
MSIA 674--Planning and Implementing Architecture Security	3 SH
MSIA 605--Advancing to Cyber Security	3 SH
MSIA 684--IT Auditing	3 SH
600-level MSIA elective course	3 SH

NOTE: MSIA 696 is required as the Capstone Completion for the Information Assurance Policy Management specialization.

Degree Completion Requirement 3 SH

Three semester hours selected from the following:

MSCC 693--Graduate Capstone (Faculty approval)	3 SH
MSCC 698--Graduate Thesis (Faculty approval)	3 SH
MSIA 692--Information Assurance Practicum I	3 SH
MSIA 696--Information Assurance Practicum II	3 SH

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.

Program 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.

Total Degree Requirements	30 SH
MSCI 600--Strategic Information Technology	3 SH
MSCI 610--Ethics in Information Technology	3 SH
LDR 6210--Leading Change and Innovation	3 SH
PM 6520--Agile Product Development	3 SH
MSES 602--Introduction to DevOps Engineering	3 SH
MSIA 672--Managing a Secure Enterprise	3 SH
MSDE 630--Big Data Architecture	3 SH
MSES 612--Fundamentals of Enterprise Systems Engineering	3 SH
MSDS 655--Business Intelligence	3 SH
MSCC 693--Graduate Capstone	3 SH

MASTER OF SCIENCE IN MARKETING

The Master of Science in Marketing is an intensive, integrated learning experience that provides preparation for effective leadership in a rapidly changing, global marketplace. The Marketing program is designed for entry level and mid-level marketing professionals with a desire to deepen knowledge and skills in strategy and tactics while providing broad marketing knowledge and skills utilizing state of the art tools and techniques. The program focuses on data gathering and analysis, opportunity and competitive analysis, application of ethical standards in marketing practices, service to customers, product/service development, critical thinking, and communication to stakeholders.

The MS in Marketing degree is designed for entry level and mid-level professionals with an interest in exploring leadership from a strategic and tactical perspective while offering an opportunity to cultivate the leadership skills to think critically, create vision based on ethical values, take risks, and institute change within an organization. The curriculum is a blend of contemporary marketing practices that focus on identifying and serving market needs, communicating, and facilitating change in a global environment.

Program Outcomes

The Master of Science in Marketing Program challenges students to take responsibility for their personal learning

experiences. Upon successful completion of the program learners will have the knowledge and ability to:

- Research and analyze industry and market data to define strategic market opportunity for organizations.
- Evaluate ethical considerations and make recommendations when conducting marketing initiatives for an organization.
- Analyze and recommend marketing solutions for industries, organizations and specific products and services through the use of case studies and client projects.
- Apply marketing concepts to customer acquisition, competition, product development, product distribution, promotion, and price strategies.
- Utilize measurement and control methods to achieve marketing goals for an organization.

COURSE SEQUENCING

The following courses should be among the first three courses taken in the program:

CBE 6020--Leading in a New Era

CBE 6030--Business Intelligence and Analytics

MKT 6020 and MKT 6220 should be taken before any electives are taken.* Other courses may be taken in any order, except MKT 6300, which is the capstone for this program and should be taken last.

DEGREE REQUIREMENTS

Master of Science in Marketing candidates must complete a minimum of 30 semester hours of graduate courses (6000-level), 24 of which must be taken at Regis University.

Total Degree Requirements	30 SH
CBE 6020--Leading in a New Era	3 SH
CBE 6030--Business Intelligence and Analytics	3 SH
MKT 6020--Market Opportunity Assessment	3 SH
MKT 6220--Marketing Mix Decisions	3 SH
<i>Electives (After completing MKT 6020 and MKT 6220)</i>	<i>15 SH</i>
Fifteen semester hours selected from the following:	
CBE 6240--Entrepreneurial Innovation	3 SH
MKT 6040--Global Marketing	3 SH
MKT 6050--Strategic Brand Management: The Power of the Brand	3 SH
MKT 6190--Digital Marketing and Promotion	3 SH
MKT 6225--Product Design and Development	3 SH
MKT 6230--Customer Relationships: Development and Management	3 SH

Capstone

MKT 6300--Product Management 3 SH

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 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 leader in each of 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, change, corporate social responsibility, ethics, and emotional intelligence.

Program 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.

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 and 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-- Strategic Corporate Social Responsibility and Stewardship, 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.

LDR 6830--Strategic Corporate Social Responsibility and Stewardship. The capstone course is the last course taken, a grade of "B" or better is required for LDR 6830.

- A cumulative grade point average of 3.000 or better in graduate-level Master of Science in Organization Leadership courses at Regis University;
- The ability to show practical application of leadership and change concepts through the successful completion of the capstone course.

Total Degree Requirements**30 SH**

CBE 6020--Leading in a New Era	3 SH
CBE 6030--Business Intelligence & Decision Making	3 SH
LDR 6210--Leading Change and Innovation	3 SH
LDR 6240--Organizational Development	3 SH
LDR 6250--Transformational Leadership	3 SH
LDR 6620--Foundations of Organizational Behavior	3 SH
LDR 6630--Organizational Culture and Design	3 SH
LDR 6710--Strategic Leadership	3 SH
Business Graduate Level Elective	3 SH
LDR 6830--Strategic Corporate Social Responsibility And Stewardship	3 SH

MASTER OF SCIENCE IN PROJECT LEADERSHIP AND MANAGEMENT

The Master of Science in Project Leadership and Management is an intensive, accelerated, post-traditional, integrated learning experience that provides preparation for strategic project management leadership in a rapidly changing, global marketplace. The Project Leadership and Management program is designed for individuals who wish to cultivate their leadership skills and make a profound difference or institutional change within an organization through the leadership and management of projects by applying leadership techniques, strategic management philosophies, and project management tools to projects in a variety of industries and settings.

The program equips students to be lifelong learners through the understanding of the following: application of PM methodologies, communication with project stakeholders, integration of projects with organizational goals (strategic alignment), solve problems using critical thinking, manage risks, utilize business intelligence to drive decisions, consider the global components of a project, and incorporate ethical perspectives/implications and Jesuit Principles into all project activities.

Program Outcomes

This degree is aligned with external professional standards from the Project Management Institute. By the successful completion of this degree program, students will have gained the following outcomes:

- Demonstrate knowledge of current PM thinking and methodologies of the PM discipline
- Demonstrate the ability to communicate effectively and efficiently with project stakeholders
- Select and integrate organizational projects with organizational strategic goals
- Using critical thinking techniques, develop and analyze risk management tools and techniques for effective risk mitigation
- Demonstrate the ability to use business intelligence data/information to drive project decisions
- Implement and understand the global components of the project life-cycle and methodology
- Incorporate ethical perspectives/implications and Jesuit Principles into all project activities and decisions.

COURSE SEQUENCING

The first course taken in the program should be one of the following:

PM 6510 - Organizational Excellence

PM 6570 - Leading Projects in Contemporary Organizations

Also, the following courses must be taken in the order below:

PM 6570--Leading Projects in Contemporary Organizations

PM 6580--Management of Project Performance

PM 6590--Project Monitoring and Delivery

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 Project Leadership and Management program, they are permitted to register for PM 6590—Project Monitoring and Delivery, the capstone course.

DEGREE REQUIREMENTS

Master of Science in Project Management and Leadership candidates must complete a minimum of 30 semester hours of graduate courses (6000-level), 24 of which must be taken at Regis University.

Total Degree Requirements	30 SH
CBE 6020--Leading in a New Era	3 SH
CBE 6030--Business Intelligence and Analytics	3 SH
LDR 6210--Leading Change and Innovation	3 SH
PM 6510--Delivering Organization Excellence	3 SH
PM 6520--Agile Product Development	3 SH
PM 6560--Strategic and Business Management for Project Managers	3 SH

PM 6570--Leading Projects in Contemporary Organizations	3 SH
PM 6580--Management of Project Performance	3 SH
Business Graduate Level Elective	3 SH
PM 6590--Project Monitoring and Delivery (Capstone)	3 SH

MASTER OF SCIENCE – SOFTWARE ENGINEERING

Program Outcomes

The Software Engineering program outcomes are designed to help students build a body of knowledge that will enable them to take on leadership positions with respect to 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.

Students with no prior programming experience must complete this prerequisite:

MSC 501--Object-Oriented Programming in Java

Total Degree Requirements	36 SH
<i>Degree Requirements</i>	<i>18 SH</i>
MSSE 600--Object-Oriented Software Engineering	3 SH
MSSE 610--Software Requirements and Processes	3 SH
MSSE 635--Software Architecture & Design	3 SH
MSSE 640--Software Quality and Test	3 SH
MSSE 642--Software Assurance	3 SH

MSSE 695--Software Engineering Research and Development 3 SH

Degree Electives 9 SH

*Nine semester hours selected from the following:

Enterprise Java Software Engineering Track

MSSE 670--Object Oriented Software Construction 3 SH

MSSE 672--Component-Based Software Development 3 SH

MSSE 674--Service-Based Software Development 3 SH

Full Stack Track

MSSE 661--Web Software Development 3 SH

MSSE 663--Web Frameworks 3 SH

MSSE 667--Web Mobile Frameworks 3 SH

Mobile Development Track

MSSE 670--Object Oriented Software Construction 3 SH

MSSE 655--Mobile Software Engineering in Android 3 SH

MSSE 667--Web Mobile Frameworks 3 SH

General Electives 6 SH

Six semester hours of any Anderson College 600-level course

Degree Completion Requirement 3 SH

Three semester hours selected from the following:

MSCC 693--Graduate Capstone 3 SH

MSCC 698--Graduate Thesis 3 SH

MSSE 696--Software Engineering Practicum II 3 SH

* Note: these classes could count as part of one of the MSSE certificates. All certificates will include MSSE 635 (Software Architecture & Design)

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 students' 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 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 **12 SH**

Twelve semester hours selected from the following:

MSIA 672--Managing a Secure Enterprise	3 SH
MSIA 675--Offensive Cyber Security	3 SH
MSIA 680--Computer Forensics	3 SH
MSIA 682--Network Forensics	3 SH
MSIA 683--Advanced Forensics	3 SH
MSIA 685--Malware Analysis and Response	3 SH

Cybersecurity Essentials **12 SH**

MSCC 610--Information Technology Concepts	3 SH
MSIA 605--Advancing to Cyber Security	3 SH
MSIA 678--Risk Management	3 SH
MSIA 680--Computer Forensics	3 SH

Data Science **12 SH**

MSDS 600--Introduction to Data Science	3 SH
MSDS 610--Data Engineering	3 SH
MSDS 650--Data Analytics	3 SH
MSDS 692--Data Science Practicum I	3 SH

DevOps **12 SH**

MSES 602--DevOps Engineering	3 SH
MSES 618--Continuous Integration	3 SH
MSSE 661--Web Software Development	3 SH
MSSE 670--Object Oriented Software Construction	3 SH

Enterprise Engineering **12 SH**

MSIA 672--Managing a Secure Enterprise	3 SH
MSDE 630--Big Data Architecture	3 SH
MSES 612--Fundamentals of Enterprise Systems Engineering	3 SH
MSCI 610--Ethics in Information Technology	3 SH

Enterprise Java Software Development **12 SH**

MSSE 635--Software Architecture & Design	3 SH
MSSE 670--Object Oriented Software Construction	3 SH
MSSE 672--Component-Based Software Development	3 SH
MSSE 674--Service-Based Software Development	3 SH

Executive Project Management **15 SH**

The Executive Project Management Certificate is designed to meet the needs of students who require project management, leadership, and people management skills. This Certificate is designed for adults who wish to enhance their work-related knowledge and skills and to advance themselves educationally.

PM 6520--Agile Product Development	3 SH
PM 6560--Strategic and Business Management for Project Leaders	3 SH
PM 6570--Leading Projects in Contemporary Organizations	3 SH
PM 6580--Management of Project Performance	3 SH
PM 6590--Project Monitoring and Delivery	3 SH

Full Stack + **12 SH**

MSSE 635--Software Architecture & Design	3 SH
MSSE 661--Web Software Development	3 SH
MSSE 663--Web Frameworks	3 SH
MSSE 667--Web Mobile Frameworks	3 SH

Health Care Informatics **12 SH**

MSHI 625--Workflow Change Management in Adoption of Health IT	3 SH
MSHI 635--Design and Selection of IT Systems in Health Care	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
MSHI 675--Health Care Performance Evaluation	3 SH

Information Assurance Policy Management 12 SH

Twelve semester hours selected from the following:

MSIA 670--Enterprise Information Assurance 3 SH

MSIA 672--Managing a Secure Enterprise 3 SH

MSIA 673--Legal Basics in Cyber and Information Security 3 SH

MSIA 674--Planning and Implementing Architecture Security 3 SH

MSIA 678--Risk Management 3 SH

MSIA 684--Information Technology Auditing 3 SH

Leading Technology Teams 12 SH

MSCI 600 --Strategic Information Technology 3 SH

LDR 6210--Leading Change and Innovation 3 SH

PM 6520--Agile Product Development 3 SH

MSES 602--Introduction to DevOps Engineering 3 SH

Mobile Software Development 12 SH

MSSE 635--Software Architecture & Design 3 SH

MSSE 655--Mobile Software Engineering in Android 3 SH

MSSE 667--Web Mobile Frameworks 3 SH

MSSE 670--Object Oriented Software Construction 3 SH

Nonprofit Leadership 12 SH

MNM 6010--History, Theory, and the Future of the Nonprofit Sector 3 SH

MNM 6070--Social Justice and the Civil Society 3 SH

MNM 6100--Legal and Ethical Issues for Nonprofits 3 SH

MMN 6550--Leading from Within 3 SH

Software Engineering 12 SH

MSSE 600--Object-Oriented Software Engineering 3 SH

Nine semester hours selected from the following:

MSSE 610--Software Requirements and Processes 3 SH

MSSE 635--Software Architecture and Design 3 SH

MSSE 661--Web Software Development 3 SH

MSSE 663--Web Frameworks 3 SH

MSSE 667--Web Mobile Frameworks 3 SH

MSSE 640--Software Quality and Test 3 SH

MSSE 642--Software Assurance 3 SH

MSSE 655--Mobile Software Engineering in Android 3 SH

MSSE 670--Object Oriented Software Construction 3 SH

MSSE 672--Component-Based Software Development 3 SH

MSSE 674--Service-Based Software Development 3 SH

ANDERSON COLLEGE OF BUSINESS AND COMPUTING COURSE DESCRIPTIONS

UNDERGRADUATE

ACCOUNTING (AC)

AC 3200. PRINCIPLES OF ACCOUNTING I (3). Introduces basic accounting principles and procedures for sole proprietorship, partnerships, and corporations.

AC 3210. PRINCIPLES OF ACCOUNTING II (3). 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 3300. ACCOUNTING FOR MANAGERS (3). Introduces basic terminology and concepts embodied in accounting that are utilized by business organizations to facilitate sound decision making. The primary focus of this course is aimed at non accounting students who are interested in better understanding how managers assess overall economic performance of their companies when applying accounting tools and techniques that help measure that performance. NOTE: Non-majors only. This course may not be substituted for AC 3200 and AC 3210, although students may elect to take AC 3200 and AC 3210 in place of AC 3300.

AC 4100. INTERMEDIATE ACCOUNTING I (3). 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). 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). 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). Examines information systems and their role in business processes. Focuses on the use of technology and technology related tools and their value within accounting and the organization. Prerequisite(s): AC 3210.

AC 4400. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasize current topics from CPA examinations. Prerequisite(s): AC 3210.

AC 4500. INCOME TAX ACCOUNTING I (3). 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). 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 AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Prerequisite(s): AC 3210.

AC 4700. ACCOUNTING THEORY (3). Examines the conceptual, institutional and policy elements of accounting and major components of generally accepted accounting principles, conventions and practices. Integrates accounting theory, institutional dimensions of accounting, and their relationships with the financial reporting environment. Prerequisite(s): AC 4110.

AC 4750. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting, installment sales and consignments and home office and branch operations. Prerequisite(s): AC 4120.

AC 4800. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Prerequisite(s): AC 4120.

AC 4830. FORENSIC AND FRAUD AUDIT (3). 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. NOTE: Majors only. Prerequisite(s): AC 4800.

AC 4850. ADVANCED AUDITING (3). Examines cases of failed audits to assess audit risk; identify relevant assertions, inherent risks, and control risks; formulate audit objectives; and evaluate appropriateness of audit evidence. Examines earnings, management incentives, and devices; and threats to auditor's independence. Prerequisite(s): AC 4800.

AC 4900E-W. INDEPENDENT STUDY IN ACCOUNTING (1-6). Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member. Prerequisite(s): Junior standing and approval of department chair.

AC 4910. ACCOUNTING ETHICS (3). Examines the ethical responsibilities of accountants in the business environment, both individually and within an organization. Focuses on various frameworks for ethical decision making, accounting codes of conduct, accountants' responsibilities for ethical behavior, and the current state of the accounting profession based on past and current ethical dilemmas faced by the profession. Prerequisite(s): AC 4120 and AC 4800.

AC 4985. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application

of theory through research. Must be completed as graded course work at Regis University. Prerequisite(s): AC 4800 and AC 4120. NOTE: Majors only and Senior standing. Successful completion of eighteen (18) upper division Accounting semester hours required.

AC 4994. INTERMEDIATE ACCOUNTING APPRENTICESHIP I (3). 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 ACCOUNTING APPRENTICESHIP II (3). 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). 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 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 4997. ADVANCED ACCOUNTING APPRENTICESHIP II (3). 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 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). 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). 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). 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 3906. BUSINESS SYSTEMS IN A SUSTAINABLE SOCIETY (3). Applies individual skills in a systems approach to business, probes individual and organizational functional dependencies, and responsibility to internal and external stakeholders in the context of social responsibility, sustainable growth, and the Jesuit world view questioning "How ought we to live?"

BA 3911. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Introduction to basic skills, principles and contexts of communication in business and professional settings. Focuses on organization, adaptation and delivery of presentations for many types of business and professional settings. Prerequisite(s): RCC 200, or EN 203 and COM 210/COM 250.

BA 4100. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Prerequisite(s): AC 3210

BA 4104. DERIVATIVE SECURITIES AND MARKETS (3). 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). 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: BA 4100.

BA 4115. PERSONAL FINANCIAL MANAGEMENT (3). Examines the field of personal financial management and planning. Includes setting financial goals and planning for education, retirement, estates and insurance, and the tax effects of different financial choices. Explores the role of the professional financial planner in helping individuals to make financial decisions. Prerequisite(s): BA 2900.

BA 4120. FINANCIAL ANALYSIS, FORECASTING, AND PLANNING (3). Financial statements provide information for managers, investors, and creditors. Introduces the skills necessary to understand and analyze financial statements and apply these skills in order to determine the value of a firm and its underlying securities. Prerequisite(s): BA 4100 and Junior standing.

BA 4124. CORPORATE CAPITAL BUDGETING (3). Reviews cost of capital with an emphasis on risk analysis and management. Examines sources of capital, including money markets and capital markets, lease financing, venture capital, and foreign markets. Prerequisite(s): BA 4106.

BA 4132. ENTERPRISE/FINANCIAL RISK MANAGEMENT (3). Explores the concepts of adding value to the firm through financial risk management. Enterprise risk management includes the identification, analysis and management of various risk factors that affect the organization. The course combines the study of both types of risk management to add value to organizations through risk management techniques. Prerequisite(s): BA 4100.

BA 4140. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 4100, and AC 3210. Cross listing: EC 4140.

BA 4144. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 3200 and EC 3300 or permission of instructor. Cross listing: EC 4144.

BA 4149. BUSINESS CYCLES AND FINANCIAL CRISES (3). Examines theoretical explanations of economics growth in advanced industrial economic systems and the causes of financial crises and of other deviations from the growth trend. Prerequisite(s): EC 3200 and EC 3300. Cross listing: EC 4149.

BA 4158. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing, and the gross national product. Prerequisite(s): EC 3200, EC 3300 and BA 4100. Cross listing: EC 4158.

BA 4163. INTERNATIONAL FINANCE (3). Presents the economic issues of international finance, including the history in International Finance, fixed and flexible exchange rates, and international agencies that help stabilize international financial markets. Examines issues faced by financial managers of multinational firms. Prerequisite(s): EC 3200, EC 3300, BA 4100, MT 330 or MT 360A and junior standing. Cross listing: EC 4163.

BA 4170. ECONOMIC DEVELOPMENT (3). Studies various models/theories of economic development that traces a history of underdevelopment. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects, and policies for the future. Prerequisite(s): EC 3200. Cross listing: EC 4170, ENVS 470, and PJ 470.

BA 4173. PUBLIC FINANCE AND PUBLIC POLICY (3). 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: PEC 473.

BA 4177. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 3200, EC 3300 and either EC 4100 or EC 4110. Cross listing: EC 4177.

BA 4226. LEADING INCLUSIVE AND DIVERSE ORGANIZATIONS (3). Provides an in-depth exploration of diversity influences in organizations, includes stereotypes and other blocks to equal treatment, and the impact of increasing diversity on organizational objectives and career expectations. Prerequisite(s): BA 3366.

BA 4260. EMPLOYMENT LAW AND COMPLIANCE (3). Identifies the federal and state laws and regulations that affect the employment relationship. Focuses on developing programs that help the organization meet its workforce needs in support of business requirements, while preventing lawsuits from employees and federal agencies. Topics include Discrimination Law, Wage and Hour Law, Labor Law, Benefits Law, and other federal laws and regulations.

BA 4270. STRATEGIES IN COMPENSATION AND BENEFITS (3). Analyzes the theories, concepts and practices related to managing strategic compensation and benefits programs. Focuses on the role of human resources in managing competitive rewards and pay plans. Specific topics include compensation administration, job evaluation and pay structures, base and incentive pay, executive compensation, and employee benefits plans including required, voluntary, and retirement options.

BA 4280. TALENT AND PERFORMANCE MANAGEMENT (3). Identifies a framework for acquiring and maintaining diverse and talented employees in alignment with business requirements of the organization. Focuses on the recruitment, selection, and development systems that are part of the human resources function. 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. LABOR/EMPLOYEE RELATIONS AND WORKPLACE SAFETY (3). 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). 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 4327. INTRODUCTION TO ENTREPRENEURSHIP (3). Introduces entrepreneurship and the entrepreneurial process. Explores how the functional areas of business are applied to new ventures. Examines the role entrepreneurship plays in fulfilling their professional aspirations. Prerequisite(s): BA 3366 and junior class standing.

BA 4314. DIVERSITY IN THE WORKFORCE (3). Examines changing roles of African Americans, Latinos, Asian Americans, physically disabled, and elderly. Focuses on the internationalization of the workforce with respect to peace and justice. Provides an extended case application of theories of organizational behavior and change with an eye on globalization. Cross listing: PJ 414. Prerequisite(s): BA 3366 and junior class standing.

BA 4331. ENTREPRENEURSHIP STORIES (3). 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: Junior standing required.

BA 4333. WOMEN IN BUSINESS (3). 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 485S. Prerequisite(s): Sophomore class standing.

BA 4354. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling and interpersonal and group dynamics. Prerequisite(s): BA 3366 and sophomore class standing.

BA 4368. INTERNATIONAL BUSINESS (3). Examines scopes and challenges of doing business and marketing goods and services to foreign markets. Addresses cultural, legal, political, geographic, management, organizational, and marketing practices. Reviews establishing markets, research, distribution channels, and export processes. Prerequisite(s): BA 3366 and junior class standing.

BA 4369. INTERNATIONAL MANAGEMENT (3). Studies the history and evolution of international business, the international environment, and the development, organization, and structure of the international organization. Includes cultural differences and business-governmental relations. Prerequisite(s): BA 3366 and junior class standing.

BA 4380E-W. ISSUES IN MANAGEMENT (3). Focuses on various aspects of management. Provides perspective on current issues and practices in both for-profit and not-for-profit organizations. Explores legal and ethical behavior, technology's impact on management and operations, changing cultures and organizational structure, demographic shifts, and international competitive forces.

BA 4382. VALUES-CENTERED MANAGEMENT (3). Examines the nature and meaning of work from a historical perspective and traces work traditions through industrial past. Focuses on current work environments, including issues of work/life balance, spirituality and global developments. Cross listing: CAS 460H. Prerequisite(s): BA 3366 and junior class standing.

BA 4384. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 3200. Cross listing: EC 4384, PJ 484, and CAS 460G.

BA 4410. CONSUMER BEHAVIOR (3). 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 topics associated with buying and selling.

BA 4412. ADVERTISING AND PROMOTION (3). 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). 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). 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). 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 4434. PROFESSIONAL SELLING AND SALES MANAGEMENT (3). 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, AND TOOLS (3). 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). 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). 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). 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: CAS 460I.

BA 4486. RESEARCH PRACTICUM IN MARKETING (3). 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, BA 4423, and BA 4434.

BA 4488. MARKETING FOR SOCIAL CHANGE IN UGANDA (3). Experiential immersion course, exploring multiple disciplinary perspectives (e.g., business, economics, gender, history, geography, political science) on extreme poverty and economic development in Uganda. In the middle of the semester-long course, students will travel to Uganda. Cross-

listing: ENVS 451, PJ 451W, WGS 485W. NOTE: Junior standing required. Travel to Uganda is required.

BA 4657. PROCESS MAPPING AND IMPROVEMENT (3). 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). 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 4810. CONSCIOUS CAPITALISM (3). Examines principles of conscious capitalism and applies those principles to a real-world business by conducting a conscious business audit, with recommendations for advancing conscious practices, and by developing a plan to address a specific business problem, challenge, or initiative in a conscious manner. Students work in teams.

BA 4820. FUNDAMENTALS OF INNOVATION ENGINEERING (3). 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 IN BUSINESS (3). Enables students to pursue special topics of interest not covered in regularly offered courses. Developed under the direction of a faculty member.

BA 4950. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems in the business environment including whistleblowing, 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). 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). This capstone course for Business Administration majors addresses the business firm in its totality as a functioning entity in its environment, both global and local. Analyzes actual policies and strategies of existing firms. Prerequisite(s): Must have completed lower and upper division core courses prior to registering for this course. Senior class standing required.

BA 4986. CAPSTONE APPLIED PROJECT (3). Culminating experience for the major, requiring students to utilize integrated program concepts and theories to investigate and address a complex business problem, need or opportunity. Prerequisite(s): Must have completed lower and upper division core courses prior to registering for this course. Senior class standing required.

BA 4987. SENIOR CAPSTONE (3-6). Provides culminating experience of the major, focusing on integrating theory with application and implementation of research to a complex business problem, need, or opportunity. Prerequisite(s): Senior standing.

BUSINESS – GENERAL (CBE)

CBE 4890. MARKETPLACE ETHICS; CULTURE AND PRACTICE (3). 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 4990. INTERMEDIATE INTERNSHIP I (1-3). 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 (1-3). 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 4992. ADVANCED INTERNSHIP I (1-3). 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 (1-3). 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). 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.

CBE 6999. INTERNSHIP – GENERAL BUSINESS (0). 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). 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). Introduces 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. Hands-on experience with SAP ERP software.

CIS 318. ETHICS FOR THE INFORMATION TECHNOLOGY PROFESSIONAL (3). Focuses on ethical problems that arise in the Information Technology world. Explores the areas of IT crime, privacy, intellectual property, software development, and employer/employee issues. Introduces the codes of ethics for various IT professional associations and organizations.

CIS 325. SYSTEMS ANALYSIS AND DESIGN (3). Studies the analysis and design of computer-based information systems. Considers transformation processes and comprehensive design. Includes advanced technology, emphasizing expert and knowledge-based systems. Considers human resources, communications and computers in a systems framework. Prerequisite(s): CIS 300.

CIS 375. JAVA PROGRAMMING (3). 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: CIS 275

CIS 445. DATABASE MANAGEMENT (3). Introduces core concepts in data management. Students identify organizational information requirements, convert conceptual data models into relational data models, apply normalization techniques, and utilize an Oracle relational database management system in a virtual lab environment. Prerequisite(s): CIS 275 or CIS 300.

CIS 448. AGILE PROJECT MANAGEMENT (3). 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). 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). Introduces business intelligence techniques for transforming structured/unstructured data into meaningful information in order to gain competitive advantage. Explores the managerial, strategic and technical issues associated with developing/deploying business intelligence and analytics solutions. Prerequisite(s): MT 270 or MT 274.

CIS 462. SUPPLY CHAIN MANAGEMENT (3). 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 or CS 461.

CIS 464. ENTERPRISE SYSTEMS (3). Provides an understanding of the managerial/technical issues in planning, designing, and implementing enterprise systems. Demonstrates the integration of information and business processes across functional areas into a unified system. Hands-on experience with SAP ERP software. Prerequisite(s): CIS 458 or CIS 462.

CIS 465. IS STRATEGY AND MANAGEMENT (3). 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, or CIS 462, or CIS 464.

CIS 471. VISUAL DATA STORY TELLING (3). 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). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Senior standing and successful completion of eighteen (18) upper division CIS semester hours.

COMPUTER SCIENCE (CS)

CS 202. COMPUTATIONAL FOUNDATIONS (3). 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). 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). 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). Continues practice with software development focusing on algorithm design, analysis, and efficiency. Includes the study of advanced data structures (graphs, heaps, advanced trees: AVL, B, red-black, tries), advanced algorithms, and complexity (P vs. NP). Prerequisite(s): CS 310 and MT 320, or MT 360A.

CS 336. WEB AND DATABASE APPLICATIONS (3). 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. NOTE: Credit can be awarded for CS 336 or CS 482, but not more than one.

CS 338. MOBILE ENTERPRISE COMPUTING (3). 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 346. INTRODUCTION TO GAME DEVELOPMENT (3). Students learn the fundamentals of game design and develop a computer game using a 3D game engine. Prerequisite(s): CS 310.

CS 370. ASSEMBLY LANGUAGE (3). Describes the elements and techniques of assembly language programming for microprocessors used in the IBM compatible family of microcomputers. Introduces computer architectures, and discusses the concepts of data representations, processing instructions, addressing modes, macros, functions and procedures, and file I/O. Prerequisite(s): CS 310.

CS 390. PRINCIPLES OF PROGRAMMING LANGUAGES (3). Introduces the constructs upon which contemporary programming languages are based. Students investigate

programs written in declarative and imperative programming languages including functional, logic, structured, and object-based approaches. Prerequisite(s): CS 310 Prerequisite or co-requisite: MT 320.

CS 421. DATA SCIENCE (3). Introduces topics of data science including data manipulation, data analysis using statistics and machine learning, techniques for working with big data, communication of analysis using information visualization, and ethical use of data analyses. Prerequisite(s): CS 310 and MT 270.

CS 431. OPERATING SYSTEMS DESIGN AND ANALYSIS (3). Includes processor scheduling, multiprocessor scheduling, deadlock detection and prevention, memory management, hashing, performance directed cache design, multilevel cache hierarchies, virtual memory, demand paging, thrashing and locality, disk scheduling, distributed systems, networked environments, and performance analysis based on mathematical modeling techniques. Prerequisite(s): CS 324 and CS 390. Cyber Security students prerequisites are CS 310 and CSEC 250.

CS 433. COMPUTER SYSTEMS SECURITY (3). Introduces the concept of security in computing. Topics include cryptography, program security, operating systems protection, database security, and network security. Explores current security models, internal and external security threats, risk analysis, privacy issues and security laws and regulations. Prerequisite(s): CS 324 and CS 390.

CS 434. OBJECT-ORIENTED PROGRAMMING USING JAVA (3). Introduces the Java programming language and application of object-oriented programming principles to the solution of contemporary software engineering problems, including Graphical User interfaces, Design Patterns, and Platform-Based Development (tablets, smart phones, and servers). NOTE: Not to be taken by students who complete CS 310.

CS 440. COMPUTER ORGANIZATION AND ARCHITECTURE (3). 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(s): CS 324 and CS 390. Cyber Security students' prerequisites are CS 310 and CSEC 250.

CS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL/PL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use subqueries, data security and integrity. Prerequisite(s): CS 445 or CIS 445. Cross listing: CIS 442.

CS 444. SOFTWARE ENGINEERING (3). Studies modern software engineering techniques that ensures development of well-designed, reliable, flexible, modular, and verified software and software systems. Topics include software development lifecycle, requirements, maintenance, UML, traditional, model-based, agile development, and teamwork. Prerequisite(s): CS 336 or CS 338.

CS 445. DATABASE MANAGEMENT (3). Introduces the theory of database design. Discusses techniques of database systems implementation, physical file organization, data integrity, security techniques, and management of the database environment. Explores data structures used in databases, database management, and data communications. Prerequisite(s): CS 310.

CS 449. ALGORITHMS AND COMPLEXITY (3). Concentrates on NP-complete problems and the algorithms that solve NP-complete problems. Involves designing and analyzing algorithms from an efficiency point of view. Prerequisite(s): CS 390 and MT 360B. NOTE: Credit may be awarded for CS 324 or CS 371 or CS 449, but not more than one.

CS 450. DATA NETWORKS (3). Provides the concepts and terminology of data communications and network design. Includes transmission techniques, network topologies, protocols, security network control and network architectures. Prerequisite(s): CS 336 or CS 338.

CS 461. ARTIFICIAL INTELLIGENCE SYMBOLIC REASONING (3). Artificial Intelligence studies computer-based agents that perceive and act rationally within an environment. Introduction to the technologies used to construct agents that represent knowledge, search spaces, perform inference and learn.

CS 462. COMPUTER SYSTEMS PERFORMANCE ANALYSIS (3). Covers mathematical models based on queuing theory, stochastic processes, Markov chains and mean value analysis. Discusses applications to computer systems for the purpose of optimizing performance. Includes problems and a project requiring the modeling contemporary disk technologies and system balancing techniques. Prerequisite(s): CS 324, CS 390, and MT 360A.

CS 464. MACHINE LEARNING (3). 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). 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). 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). 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). 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). 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). Introduces quantum computation from a Computer Science perspective, including basic Quantum Mechanics and Quantum: Circuits, Algorithms, Complexity, and Programming 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). 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. Prerequisite(s): CS 336 or CS 338. Cyber Security students prerequisites are CS 310 and CSEC 250.

CS 490E-W. INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3). Explores areas of interest. Content to be arranged. Concludes with a written report. Prerequisite(s): Approval of department chair.

CS 492E-W. SPECIAL TOPICS IN COMPUTER SCIENCE (3). Explores 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). 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 IN COMPUTER SCIENCE (3). Involves placement of advanced computer science students in industry, government or other agencies. Faculty approval, supervision, and evaluation of students' work required. Majors only. Approval of department chair and director of the Academic Internship Program. NOTE: 3.00 cumulative grade point average required.

CYBERSECURITY (CSEC)

CSEC 210. INFORMATION ASSURANCE AND CRYPTOGRAPHY BASICS (3). Introduces 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 230. SOFTWARE SECURITY AND DESIGN (3). 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): CSEC 210.

CSEC 250. NETWORK CONCEPTS, TECHNOLOGY, PROTOCOLS, AND DEFENSE (3). 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 230.

CSEC 320. CYBER THREATS AND DEFENSE (3). 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 250.

CSEC 336. DATABASE MANAGEMENT SECURITY (3). 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 230.

CSEC 350. POLICY, ETHICS, AND COMPLIANCE (3). 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 360. SECURITY DESIGN PRINCIPLES AND SECURE OPERATING SYSTEM CONCEPTS (3). Explores the role of an operating system, its basic function and services provided by the operating in terms of a secure operating systems. It covers such topics as privileged and non-privileged states, process and threats, access control models and access controls lists. The course discusses fundamental security design principles as they relate to an OS and how an OS can protect itself from attack. Prerequisite(s): CSEC 230.

CSEC 370. COMPUTER/HOST FORENSICS (3). Provides students with the ability to apply forensic techniques to investigate and analyze a host in a network. This course will cover files systems and associated forensics, registry analysis,

steganography and live system investigation. Prerequisite(s): CSEC 250.

CSEC 375. NETWORK FORENSICS (3). Examines the ability to apply forensics techniques to investigate and analyze network traffic. Specific topics include packet capture/analysis, network intrusion detection and prevention, interlacing of device and network forensics, forensic imaging and analysis, log file analysis. Prerequisite(s): CSEC 250.

CSEC 380. ADVANCED DIGITAL FORENSICS (3). 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 370 and CSEC 375.

CSEC 410. HISTORY AND ETHICS OF COMPUTERS (3). Reviews the history of computers from earliest times and studies the ethical decisions which faced society following each major computing advance. Topics include ethical decision-making models and frameworks, ethical self-reflection, and the role of ethics in the development of computers from the earliest times. Prerequisite(s): CSEC 210.

CSEC 420. IA ARCHITECTURES/ COMPLIANCE, CERTIFICATION AND ACCREDITATION (3). Provides an advanced analysis of common security architectures for the protection of computer systems and data and an understanding of the rules/issues related to compliances of associated laws and regulations. This course will also cover processes and regulations associated with the analysis and evaluation of operation systems, DoD policies and components of the DoD certification process. Prerequisite(s): CSEC 230.

CSEC 430. INTRUSION DETECTION AND RESPONSE (3). 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 380.

CSEC 493. SENIOR CAPSTONE/ INTERNSHIP (3). 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). 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. NETWORK INFRASTRUCTURE (3). 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.

CIT 330. FOUNDATIONS OF CYBER SECURITY (3). 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). 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. INTRODUCTION TO WEB APPLICATION DEVELOPMENT (3). 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 deployment. Prerequisite(s): CIS 375.

CIT 411. HUMAN COMPUTER INTERACTION (3). 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). 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). This course 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). 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: CSEC 250 and CS 310).

CIT 462. ETHICAL HACKING AND DEFENSE (3). Explores security threats and vulnerabilities that face computer network engineers by using penetration testing techniques. Examines requirements for a formal hacking lab and discusses ethical

boundaries between white and black hat hacking. Prerequisite(s): CIT 331.

CIT 463. CYBER CRIME AND IT COMPLIANCE (3). Examines societal, ethical, and legal issues involved in information assurance as implemented through ethics and laws. Analysis of compliance themes that affect IT environment for financial, publicly traded, and healthcare organizations as well as industry regulations Prerequisite(s): CIT 331.

CIT 466. IT AUDIT AND RISK MANAGEMENT (3). 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). 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). 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). 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). 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). 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 ENGINEERING RESEARCH AND DEVELOPMENT (4). 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). 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). 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 300. THE WORLD OF DATA SCIENCE (3). The use of data to understand our world is pervasive in our society, its businesses, organizations, and communities. This course surveys current ds and technologies such as: visualization techniques, machine learning and artificial intelligence, geographic information systems, and other analytic techniques.

DS 400. INTRODUCTION TO DATA SCIENCE (3). 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). Introduces and examines the applications of data science library packages for descriptive and probabilistic statistics including regression and correlation of univariant and multivariant 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). 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). 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 3200. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 3300. PRINCIPLES OF MICROECONOMICS (3). Analyzes economic models of consumer and producer decision-making, demand, supply, equilibrium in markets. Examines the causes of different market structures and their influence on market

conduct and performance. Explores microeconomic issues related to market outcomes, such as market power, market failure, efficiency, equity, and international economic interdependence.

EC 4100. MICROECONOMIC THEORY (3). Analyzes consumer behavior and market demand. Includes production and cost functions and their relationship to market supply. Evaluates various types of market structures and their impact on the economic well-being of our society. Prerequisite(s): EC 3300 and MT 360A.

EC 4103. SUSTAINABLE DEVELOPMENT AND CHANGE (3). 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).

EC 4108. CONSUMPTION, CONTENTMENT, AND CLIMATE CHANGE (3). Explores the relationship between consumption, happiness, and climate change, probing the assumption that economic growth promotes happiness and considers alternatives to mainstream economics. Prerequisite(s): Junior class standing or completion of distributive core required.

EC 4110. MACROECONOMIC THEORY (3). Emphasizes the determination of national income. Studies economic growth and the effects of various monetary policies and fiscal policies on general economic activity. Prerequisite(s): EC 3200 and MT 360A or permission of instructor.

EC 4120. ECONOMETRICS (3). Studies the mathematical models used to analyze economic variables for purposes of testing economic theory, formulating policy, and making economic forecasts. The primary method covered is ordinary least squares regression analysis. Prerequisite(s): MT 270, EC 4100 and EC 4110.

EC 4140. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 4100, AC 3200 and AC 3210. Cross listing: BA 4140.

EC 4144. ECONOMICS OF POVERTY AND INEQUALITY (3). Examines poverty, inequality, and discrimination in an economic context and explores the effectiveness of government policies designed to address associated inequalities. Consideration is given to the wealth gap, wage disparities, and capital access both within countries and between countries. Prerequisite(s): EC 3200 and EC 3300 or permission of instructor. Cross listing: BA 4144.

EC 4149. BUSINESS CYCLES AND FINANCIAL CRISES (3). 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. Prerequisite(s): EC 3200 and EC 3300. Cross listing: BA 4149.

EC 4158. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions, and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing, and the gross national product. Prerequisite(s): EC 3200, EC 3300 and either BA 4100 or EC 4100. Cross listing: BA 4158.

EC 4163. INTERNATIONAL FINANCE (3). Presents the economic issues of international finance, including the history in International Finance, fixed and flexible exchange rates, and international agencies that help stabilize international financial markets. Examines issues faced by financial managers of multinational firms. Prerequisite(s): EC 3200, EC 3300, BA 4100, MT 330 or MT 360A and junior standing; Cross listing: BA 4163.

EC 4170. ECONOMIC DEVELOPMENT (3). Studies various models/theories of economic development that traces a history of underdevelopment. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects, and policies for the future. Prerequisite(s): EC 3200. Cross listing: BA 4170, ENV5 470, and PJ 470.

EC 4177. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions, and regional trading blocks. Prerequisite(s): EC 3200, EC 3300 and either EC 4100 or EC 4110. Cross listing: BA 4177.

EC 4200. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism, and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems.

EC 4212. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions.

EC 4218. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 3200. Cross listing: ENV5 418.

EC 4232. INTERNATIONAL POLITICAL ECONOMY (3). Evaluates interdependencies of politics and economics at systemic/global level. Reviews alternative frameworks for the analysis of the nature, dynamics, relationships, and implications of political and economic interactions. Application to key contemporary issues, problems and controversies. Prerequisite(s): EC 200 or EC 3200 and junior class standing. Cross listing: ENV5 432, POL 432 and PJ 454.

EC 4243. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD (3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200 or EC 3200 or EC 3300. Cross listing: CAS 443, PJ 478 and RCC 420J. NOTE: Junior standing or completion of Distributive Core required.

EC 4245. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction, and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 3200. Cross listing: ENV5 445 or POL 445 or PJ 446.

EC 4384. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic Social Thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 3200. Cross listing: BA 4384, PJ 484, and CAS 460G.

EC 4900E-W. INDEPENDENT STUDY IN ECONOMICS (1-6). Includes topics of interest not covered in regularly offered courses. Develops content under the direction of a faculty member. Prerequisite(s): Junior standing and approval of department chair.

EC 4980A. INTERNSHIP IN ECONOMICS I (3). Provides faculty-directed fieldwork opportunity. Prerequisite(s): Approval of department chair and director of Academic Internship Program. NOTE: Division of Business Regulations include relevant internship policy information for majors.

EC 4980B. INTERNSHIP IN ECONOMICS II (3). Provides faculty-directed fieldwork opportunity. Prerequisite(s): Approval of department chair and director of Academic Internship Program. NOTE: Division of Business Regulations include relevant internship policy information for majors.

EC 4985. CAPSTONE PROJECT IN ECONOMICS (3). Applies various economic concepts (macroeconomic or microeconomic theory, econometrics, etc.) in order to answer a research question posed by the student. Students will pose a testable economic hypothesis, research views and conclusions of other researchers, assemble appropriate data, use econometric software or other methodology to test the hypothesis, and summarize the results of the study. The final deliverable will be a research paper that will be attractive to either graduate school programs or future employers. Prerequisite(s): EC 4100 and EC 4120, or permission of instructor.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 313. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (3). Emphasizes form, content and regulations impacting the health care record in the acute care setting. Explores legal reimbursement and computerized aspects of the health record as well as the functions and responsibilities of Health Information Services. Examines various health care delivery systems and health care practitioners.

HIM 320. HUMAN DISEASE AND PHARMACOLOGY (3). Provides an overview of disease processes, symptoms and etiology organized by body systems. Includes basic diagnostic tests, treatments and medications for common diseases along with basic pharmacologic principles.

HIM 350. DISEASE CLASSIFICATION SYSTEMS (3). Introduces the development and use of various disease classification systems and reimbursement regulations. Emphasizes ICD coding and the diagnosis related groups (DRG) systems for inpatient reimbursement. Explores coding management issues. Discusses medications in conjunction with each body system and disease. Prerequisite(s): BL 244, BL 246 and HSC 310.

HIM 385. DIRECTED PRACTICE (3). Virtual clinical/internship experience allowing hands-on practice with various clinical and health care applications such as abstracting software, Release of Information and coding software and other administrative systems used by health information professionals. Includes planning for the management practicum and identifying a volunteer/service activity to be completed at the end of HIM 485.

HIM 415. HEALTH INFORMATION MANAGEMENT: DATA SYSTEMS AND STRUCTURES (3). Introduces health care data sets, data sources, and the roles and functions of Health Information Management in all health care delivery systems: acute care, home health, long term care, hospice, ambulatory care and consulting practices. Focuses on the electronic health record and data standards such as SGML, XML and HL7. Prerequisite(s): HIM 313 or permission of instructor required.

HIM 430. HEALTH LAW FOR INFORMATICS AND INFORMATION MANAGEMENT (3). 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 is also covered. Graduate level includes completion of a project focused on the role of Risk Management and Quality Improvement programs in health care organization in responding to and preventive adverse events.

HIM 440 HEALTH CARE DATA ANALYTICS (3). 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 AND INFORMATION GOVERNANCE (3). The focus of this course is on the advanced concepts of managing digital clinical information in health care facilities. Topics include: identity management, health information exchange and data sharing, current trends in e-HIM, 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 & INFORMATION SYSTEMS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Provides an overview of information systems in all health care settings with emphasis on electronic health record systems, data standards, and data exchanges. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems. The graduate component extends foundational knowledge through additional readings, case analysis, and/or applied project work.

HIM 451. REIMBURSEMENT MANAGEMENT IN HEALTH CARE SETTINGS (3). Reviews the use of coding and classification systems and explores their use in the health care reimbursement system. Examines DRG and coding audits, revenue cycle processes and other management strategies critical to health care facility revenues. Prerequisite(s): HIM 350 or equivalent.

HIM 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development. Prerequisite(s): MT 270 or equivalent.

HIM 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HIM 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HIM 460. Student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): Majors only. Approval of department director. .

HIM 470. ORGANIZATIONAL MANAGEMENT IN HIM (3). 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

improvement. Professional ethics related to HIM is also included. NOTE: Senior standing only.

HIM 480. ADMINISTRATION OF HEALTH INFORMATION MANAGEMENT SERVICES (3). Provides the student with opportunities to apply multiple elements from other courses as related to the organization and administration of a health information services department. Emphasizes project management, operation analysis and planning, current topics, emerging issues and career management. Prerequisite(s): Satisfactory completion of all prior HIM coursework or permission of instructor.

HIM 485. MANAGEMENT PRACTICUM (3). 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 385.

HIM 490E-W. INDEPENDENT STUDY IN HEALTH INFORMATION MANAGEMENT (1-3). Offers an opportunity for a focused course of study with in a specific practice area of health information management under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): Senior standing. Majors only.

HEALTH SCIENCES

HSC 240. FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY (3). Designed to provide students with an understanding of the basic concepts of human anatomy and physiology. The student will learn basic terminology and the general organization of body systems including the tissue, organ, and organ system levels. The specific organ systems to be studied in this course include the integumentary (skin), skeletal, muscular, nervous, special senses, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive.

HSC 250. COMPUTER CONCEPTS/APPLICATIONS FOR HEALTH CARE PROFESSIONALS (3). Explores basic theory and practical application of various software programs emphasizing applications typically utilized in health care settings including word processing, databases, spreadsheets, presentation packages and health care related Internet resources. Course is taught in a laboratory environment with extensive hands-on experience.

HSC 310. MEDICAL TERMINOLOGY (3). Provides an intensive study in the language used in the health care field. Includes the use of prefix, suffix and root words to identify, analyze, define and interpret medical terms. Emphasizes the correct construction, pronunciation, spelling and use of medical terminology, especially as applied in the interpretation of medical reports.

HSC 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Explores physiological, psychological, cultural, economic, political, sociological, and spiritual factors that influence women's health over the lifespan. Cross listing: PE 401 or WS 401.

MATHEMATICS (MT)

MT 201. COLLEGE ALGEBRA (3). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions and linear systems of equations.

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics of interest to the liberal arts student. Extensive use of technology to explore logic, matrices, probability, exponentials, graph theory, linear programming, game theory and problem-solving skills usable by a productive citizen. Prerequisite(s): Placement by Department.

MT 205. CONTEMPORARY MATHEMATICS FOR LIBERAL ARTS STUDENTS (3). 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: Cannot receive credit for MT 204 and MT 205.

MT 206. CONTEMPORARY MATHEMATICS FOR BUSINESS STUDENTS (3). 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: Cannot receive credit for MT 204 and MT 206.

MT 270. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistics, probability distributions, estimations, hypothesis testing, linear regression and correlation and other topics.

MT 320. INTRODUCTION TO DISCRETE MATHEMATICS (3). Introduces mathematical tools used by computer scientists with an emphasis on developing problem-solving abilities. Topics include machine logic, set theory, Boolean algebra, mathematical induction, and data structures. Prerequisite(s): C- or higher in MT 201 or MT 260.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 201. NOTE: Course fee required. Prerequisite(s): ACT math score of 26 or greater, SAT math score of 610 or greater, or C- or higher in MT 260.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): C- or higher in MT 360A, or placement by the department.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory,

numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): C- or higher in MT 463, or permission of instructor.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): C- or higher in MT 360A.

MT 417. DISCRETE MATHEMATICAL STRUCTURES (3). Presents tools used by mathematicians and computer scientists. Emphasizes developing problem-solving ability. Topics covered include logic, set theory, counting techniques, mathematical induction, and properties of graphs, digraphs and trees. Prerequisite(s): MT 320.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings, and fields. Prerequisite(s): C- or higher in MT 401 and MT 415.

MT 426. HISTORY AND FOUNDATIONS OF MATHEMATICS (3). Discusses topics in ancient methods of numeration and calculation, the history and solution of classical problems, including topics from number theory, algebra, geometry, and calculus. Includes contributions of the great mathematicians, under-represented groups (including minorities and women), and diverse cultures. Investigates the role of mathematics in civilization. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 430. INTRODUCTION TO MATHEMATICAL MODELING (3). Studies principles of constructing mathematical models using techniques such as: difference equations, proportionality, geometric similarity, graphical analysis and dimensional analysis, simulation with random numbers, and systems of differential equations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute, and projective geometries. Geometries are studied using analytic methods and the relation to real-world situations. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 445. ADVANCED LINEAR ALGEBRA (3). Continues the study of Matrices, determinants, systems of equations eigenvalues, characteristics matrices, and space matrices. Prerequisite(s): MT 415.

MT 463. DIFFERENTIAL EQUATIONS (3). Studies solutions first and second order differential equations, applications, linear differential equations, series solutions, laplace transforms, numerical solutions, and systems of linear differential equations with constant coefficients. Prerequisite(s): C- or higher in MT 360B.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B.

MT 475. STATISTICAL COMPUTING (3). 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.

SPECIAL TOPICS – ANDERSON (AND)

AND 3900. SEED FELLOWSHIP I (3). Students will 1) understand and be in dialogue about contemporary concepts about how sustainability is showing up in businesses and organizations 2) design and learn how to record a podcast or alternative communication modality in order to communicate learnings with peers and 3) reach out to sustainability practitioners, researchers, and organizational leaders to invite them to speak at Regis. The course will challenge students to explore diverse perspectives, create meaningful relationships, develop a critical consciousness, and service as positive agents of sustainability. Prerequisite(s): Sophomore standing, approval of instructor or director of SEED.

AND 3901. SEED FELLOWSHIP II (3). Students will 1) understand and be in dialogue about contemporary concepts about how sustainability is showing up in businesses and organizations 2) produce a podcast or alternative communication modality and market it in order to communicate learnings with peers 3) engage with practitioners, researchers, and organizational leaders on the topic of sustainability. The course will challenge students to explore diverse perspectives, create meaningful relationships, develop a critical consciousness, and service as positive agents of sustainability. Prerequisite(s): AND 3900, sophomore standing, approval of instructor and director of SEED.

AND 3110E-W. SEED SEMINAR (1). Common Good Computing Seminars are interdisciplinary courses about connecting students with the community outside of Regis University. The aim of each course is to provide students with opportunities to get involved with organizations and members of the surrounding community that require assistance in addressing social, ethical and community-based needs. Ultimately, the seminars strive to connect students with situations where they can find ways to add value, regardless of their specific degree program.

AND 3120E-W. COMPUTING FOR THE COMMON GOOD SEMINAR (1-3). Common Good Computing Seminars are interdisciplinary courses about connecting students with the community outside of Regis University. The aim of each course is to provide students with opportunities to get involved with organizations and members of the surrounding community that require assistance in addressing social, ethical and community-based needs. Ultimately, the seminars strive to connect students with situations where they can find ways to add value, regardless of their specific degree program.

GRADUATE**ACCOUNTING (AC)**

AC 6020. INTERPRETING ACCOUNTING INFORMATION (3). Examines adjustment of financial statements used for analysis after assessing accounting policies used and other limitations of accounting model. Analysis of firm's financial ratios, free cash flow, earnings quality, sustainable earnings, creditworthiness, and fundamental (intrinsic) equity value. Prerequisite(s): Prerequisite(s): MBA students must have completed MGT 6001 or FIN 6000. MSA students must have completed Program Foundation courses.

AC 6030. FINANCIAL REPORTING POLICY AND PRACTICE (3). Examines objectives, recognition and measurement concepts, and definitions of financial statement elements in the FASB's Conceptual Framework; preparation of financial statements; and ethical, economic, and political context of accounting standard-setting and financial reporting policy choices.

AC 6040. FINANCIAL COMMUNICATION (3). Examines the tools to approach a variety of audiences and clearly articulate complex information. Students will use written, spoken, and presentation formats to practice and improve communication skills. Note: Majors Only.

AC 6050. ADVANCED AUDITING (3). Examines cases of failed audits to assess audit risk; identify relevant assertions, inherent risks, and control risks; formulate audit objectives; and evaluate appropriateness of audit evidence. Examines earnings management incentives and devices; and threats to auditor's independence.

AC 6060. ACCOUNTING THEORY AND RESEARCH (3). Explores accounting theory through the use of accounting research tools and techniques. Students learn the foundations of accounting research and communication of their research to various stakeholders in a professional and informative manner.

AC 6070. ACCOUNTING FOR NONPROFIT AND GOVERNMENT ORGANIZATIONS (3). Examines accounting for not-for-profit organizations and governments. Emphasizes the use of accounting information to help identify and solve problems encountered in the management of these organizations.

AC 6080. INTERNATIONAL ACCOUNTING (3). Examines international financial reporting standards (IFRS) and convergence issues between US GAAP and IFRS. Reviews accounting standards (U.S. GAAP) and other regulatory guidance for foreign exchange, taxation, transfer pricing, and other reporting items.

AC 6090. CASE STUDIES IN MANAGEMENT ACCOUNTING (3). Develops students' management accounting techniques and skills needed to make ethical profit-maximizing decisions. Emphasizes data selection, analysis, decision making and evaluation of results in complex, realistic situations.

AC 6100. CONTROLLERSHIP (3). Examines the function, role, and responsibilities of the chief accounting officer of a business organization. Considers both financial and nonfinancial aspects

of the controllership function. Prerequisite(s): Program Foundation courses.

AC 6110. TAX INFLUENCE ON BUSINESS DECISION-MAKING (3). Studies the structure of the tax code, principles underlying it and impact on business transactions. Emphasizes tax planning. Prerequisite(s): Program Foundation courses.

AC 6120. SUSTAINABILITY AND CSR FOR ACCOUNTING (3). Explores the accountants' role in sustainability, CSR, and Integrated Reporting in organizations. The topics include adding value through sustainability and CSR initiatives, defining and implementing the initiatives, and developing performance reports.

AC 6140. IT AUDITING (3). Combines accounting, regulation and IT security practices to educate students to protect organizational assets through establishment of auditing best practices, current governmental reporting standards, Sarbanes-Oxley requirements and secure management techniques. Prerequisite(s): Program Foundation courses.

AC 6150. INCOME TAX RESEARCH (3). Develops the ability to research complex income tax questions. Examines the basis of tax law, research materials and research strategies. Research is completed using both manual and automated research systems.

AC 6170. ACCOUNTING INFORMATION SYSTEMS (3). Identifies and defines the manual and automated systems necessary to provide accounting information. Studies and compares systems to prepare financial accounting, cost accounting and tax documents. Develops efficient, controlled systems that provide both required and management information.

AC 6173. DATA ANALYTICS FOR ACCOUNTING (3). Introduces how data analytics is used in business and accounting. It provides the concepts and tools to understand and analyze data in meaningful and actionable ways to enhance decision making. The course will explore how data analytics provides relevance to many of the tasks currently performed by accountants and opens new pathways for accountants.

AC 6175. CURRENT TOPICS IN ACCOUNTING TECHNOLOGY (3). Explores the growing use of technology and its impacts on the accounting profession. This course will introduce students to the current and emerging technological changes and opportunities occurring in the accounting profession.

AC 6190. FORENSIC AND FRAUD AUDIT (3). Provides an opportunity to study contemporary financial statement fraud cases using a five-part fraud taxonomy: fraud perpetration, fraud detection, fraud investigation, fraud prosecution and fraud prevention and the accountant's role.

AC 6220. ADVANCED ACCOUNTING (3). 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 6230. ISSUES IN ACCOUNTING ETHICS (3). Addresses 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 regulation 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). Seminar course exploring current issues in Accounting.

AC 6910. ACCOUNTING ETHICS (3). Provides the knowledge, insight, and analytical tools necessary to make ethical decisions in accounting. Explores the ethical standards and challenges in tax accounting, corporate accounting, and auditing. NOTE: Students must attend a weekly ethics lab.

AC 6992. ADVANCED ACCOUNTING INTERNSHIP I (3). 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 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 6993. ADVANCED ACCOUNTING INTERNSHIP II (3). 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). Explores and examines the concept of shared leadership in organizations and how this paradigm impacts organizational purpose, mission vision, culture, and ethics. Explores concepts related to leading in a socially responsible manner.

CBE 6030. BUSINESS INTELLIGENCE AND ANALYTICS (3). 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 6070. BUSINESS ACCELERATOR (3). Covers techniques needed to commercialize business ideas. Explores how to take ideas from conception to the market focusing on financial, marketing, operations, capitalization, legal and human resources. Includes working with business mentors and guest

speakers, start-ups and business executives. Note: Completion of Core Courses or permission of instructor required.

CBE 6090. DESIGN THINKING AND BUSINESS ANALYTICS (3). Utilizes problem-based learning to identifying and solve problems to retool and revitalize business enterprises. Integrates different disciplines and combines business analysis, process modeling, and transformation and user experience design techniques to tackle the most complex problems facing an organization. Complementary methodologies such as AGILE will be introduced.

CBE 6240. ENTREPRENEURIAL INNOVATION (3). 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). Concentrates on contemporary literature in selected areas of interest to managers. Content varies by term, based on topic's relevance to current business conditions. Prerequisite(s): Permission of instructor.

CBE 6890. MARKETPLACE ETHICS: CULTURE AND PRACTICE (3). 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). 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: Offered as special study course only.

CBE 6990. INTERMEDIATE INTERNSHIP I (1-3). 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 699 I. INTERMEDIATE INTERNSHIP II (1-3). 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 (1-3). 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 (1-3). 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.

ECONOMICS (EC)

EC 6000. MANAGERIAL ECONOMICS (3). 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). 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): MGT 6001.

FIN 6025. FINANCIAL ANALYSIS AND DECISION MAKING (3). Prepares students to assess the financial viability of business projects and make financial decisions regarding the conduct of business.

FIN 6030. INVESTMENTS AND PORTFOLIO MANAGEMENT (3). Provides an understanding of the kinds of analysis and techniques used by individual investors and professional money managers to decide on investment objectives and select possible investment alternatives. Prerequisite(s): FIN 6020 or FIN 6025.

FIN 6040. FINANCIAL INSTITUTIONS MANAGEMENT (3). Provides a framework for understanding financial institutions

and markets, and the effects of government policy on financial institutions, interest rates and levels of economic activity. Prerequisite(s): FIN 6020 or FIN 6025.

FIN 6050. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite(s): FIN 6020 or FIN 6025.

FIN 6120. BUSINESS VALUATION (3). 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 AND CAPITAL ALLOCATION (3). 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.

FIN 6130. MERGERS AND ACQUISITIONS FINANCE (3). Examines the financial (and certain accounting and income tax) aspects of mergers and acquisitions, 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 or FIN 6025.

HEALTH INFORMATICS (MSHI)

MSHI 600. INFORMATION SYSTEMS CONCEPTS (3). Introduces information systems concepts, architectures, and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from the business (healthcare) viewpoint including processes, value proposition and different types of information systems. Prerequisite(s): Graduate Standing. NOTE: Course fee required.

MSHI 625. WORKFLOW AND CHANGE MANAGEMENT IN ADAPTION OF HEALTH IT (3). Examines human behavior in organizations focusing on the analysis of data and workflow diagrams, SSC methodology (Start-Stop-Continue Design Decisions), developing an impact analysis, training requirements, process assessment at the micro and macro level affected by the new technology and introduces change management theories necessary to parallel system implementation. User workflows and processes are used as a basis for analysis. NOTE: Course fee required.

MSHI 635. DESIGN AND SELECTION OF IT SYSTEMS IN HEALTH CARE (3). Introduces planning, acquisition, and implementation of systems which include migration paths, functional requirements, costs, benefits realization and a critical analysis of the system proposed in addition to the technological infrastructure needed to support facility-wide systems. Activities include evaluating 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. NOTE: Course fee required.

MSHI 645. MANAGEMENT OF E-HIM (3). The focus of this course is on the advanced concepts of managing digital clinical information and other electronic storage in health care 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. Prerequisite(s): Graduate standing required. Cross listing: HIM 445. NOTE: Course fee required.

MSHI 650. HEALTH CARE INFORMATICS AND INFORMATION MANAGEMENT IN HEALTH CARE SETTINGS (3). Introduces foundational knowledge and skills to participate in the design, selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging technologies in the health care field and includes concepts and principles of health care informatics in the health professions and health care delivery systems. Prerequisite(s): HSC 250. NOTE: Course fee required.

MSHI 675. HEALTH CARE PERFORMANCE EVALUATION (3). 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. NOTE: Course fee required.

MSHI 678. NURSING AND CLINICAL INFORMATICS (3). 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. NOTE: Course fee required.

MSHI 680. HEALTH CARE INFORMATICS CAPSTONE (3). A capstone seminar 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. Prerequisite: all MSHI coursework. NOTE: Course fee required.

MSHI 692. HEALTH INFORMATICS PRACTICUM I (3). 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. NOTE: Course fee required.

MSHI 696. HEALTH INFORMATICS PRACTICUM II (3). 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. Prerequisites: MSHI 692. NOTE: Course fee required.

HUMAN RESOURCES (HR)

HR 6350. STRATEGIC HUMAN RESOURCE MANAGEMENT (3). Identifies the critical importance of human resources (HR). Examines how HR professional and organizational leaders can maximize human capital and potential to achieve individual team and strategic organizational goals. Delves into how professionals align HR efforts to the overall organization strategic plan to improve organizational performance. Examines the importance of creating a culture that increases employee engagement.

HR 6360. EMPLOYMENT LAW AND COMPLIANCE (3). Identifies the federal and state laws and regulations that affect the employment relationship. Focuses on developing programs that help the organization meet its workforce needs in support of business requirements, while preventing lawsuits from employees and Hour Law, Labor Law, Benefits Law, and other federal laws and regulations.

HR 6370. STRATEGIES IN COMPENSATION AND BENEFITS (3). Analyzes the theories, concepts and practices related to managing strategic compensation and benefits programs. Focuses on the role of human resources in managing competitive rewards and pay plans. Specific topics include compensation administration, job evaluation and pay structures, base and incentive pay, executive compensation, and employee benefits plans including required, voluntary, and retirement options.

HR 6380. TALENT AND PERFORMANCE MANAGEMENT (3). Identifies a framework for acquiring and maintaining diverse and talented employees in alignment with business requirements of the organization. Focuses on the recruitment, selection, and development systems that are part of the human resources function. 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 PERFORMANCE MANAGEMENT (3). 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. Prerequisite(s): LDR 6210.

LEADERSHIP (LDR)

LDR 6210. LEADING CHANGE AND INNOVATION (3). Enables learners to understand that the need for change is both

predictable and unpredictable and can include down-sizing and massive growth spurts that challenge organizational resources. Uses actual workplace situations to diagnose when innovation within organizations is catalyzing change, and when innovation provides a solution for change.

LDR 6240. ORGANIZATIONAL DEVELOPMENT (3). 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). 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). Explore how people and groups in organizations behave, react, and interpret events. Examine individual characteristics such as learning, personality, and motivation. Consider group formation, development, and structure.

LDR 6630. ORGANIZATIONAL CULTURE AND DESIGN (3). 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). This course is designed to equip strategic leaders with the skills and competencies needed to mobilize their followers and organizations for effective current-day action in preparation for future challenges, threats, and opportunities.

LDR 6830 STRATEGIC CORPORATE SOCIAL RESPONSIBILITY AND STEWARDSHIP (3). 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. NOTE: 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 to LDR 6830--Capstone: Strategic Corporate Social Responsibility and Stewardship, the capstone course.

MANAGEMENT (MGT)

MGT 6000. ACCOUNTING FOR MANAGERS (3). 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, nor for MBA electives or specializations. Students who have taken AC 6000 may not take this course for credit. NOTE: Majors only.

MGT 6001. FINANCE FOR MANAGERS (3). 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, or permission of instructor. NOTE: Majors only.

MGT 6010. ETHICAL AND LEGAL ENVIRONMENT OF BUSINESS (3). 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). 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). 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). 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). 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). Focuses on business industrial change and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods available to plan, initiate, and direct change for facilitating positive benefits for future forecasts. NOTE: Fee required.

MGT 6170. POWER AND POLITICS (3). 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). 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). 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). 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 IN STRATEGIC MANAGEMENT (3). Seminar course exploring current issues in Strategic Management.

MGT 6950. MBA CAPSTONE (3). Multifaceted project course which serves as a culminating academic experience that reflects the business concepts and practices that affect business, globalization, ethical frameworks and CSR/sustainability in the 21st century workforce. NOTE: Course must be taken at the end of the MBA program. Registration in the Capstone course before a student has completed at least ten MBA courses will result in being automatically dropped from the class.

MARKETING (MKT)

MKT 6020. MARKET OPPORTUNITY ASSESSMENT (3). 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). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns within a global market. Prerequisite(s): MKT 6220.

MKT 6050. STRATEGIC BRAND MANAGEMENT: THE POWER OF THE BRAND (3). 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 AND PROMOTION (3). This course addresses digital marketing strategies including: web, search, social and mobile marketing. Students examine unique strengths of digital marketing components, helping students generate innovative approaches to engage, motivate and inspire buyer brand participation.

MKT 6220. MARKETING MIX DECISIONS (3). 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). 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 RELATIONSHIPS: DEVELOPMENT AND MANAGEMENT (3). 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). 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). Includes a computer simulation that provides hands-on experience in running a global company. The simulation provides the opportunity to work with all the essential managerial functions including research and development, marketing, production and finance, and to experience the interactions and interrelationships that businesses must engage in internally and externally to succeed. The course includes practical application of ethical theories as they apply to business decisions.

MKT 6880E-W. SEMINAR IN MARKETING (3). Addresses current topics relevant to marketing managers. Content varies by term, based on student needs and changes in the marketing environment.

COMPUTER INFORMATION SCIENCES (MSC)

MSC 500. FOUNDATIONS OF PROGRAMMING THROUGH GAME DEVELOPMENT (3). 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. NOTE: Course fee required.

MSC 501. OBJECT-ORIENTED PROGRAMMING IN JAVA (3). 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. NOTE: Course fee required.

MSC 505. SYSTEMS ANALYSIS AND ARCHITECTURE (3). 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. NOTE: Course fee required.

MSC 575. STATISTICAL COMPUTING (3). 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. NOTE: Course fee required.

MSC690E-W. INDEPENDENT STUDY (1-3). Provides an opportunity for faculty directed independent research in any field or topic in computer information systems not covered in scheduled course offerings. Prerequisite(s): MSCC 610 and approval of Department Chair. Prerequisite(s): MSCC 610.

MSC 695E-W. SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Technology professionals based on topics relevant to current technological conditions. Prerequisite(s): MSCC 610.

MASTER OF SCIENCE: CORE (MSCC)

MSCC 610. INFORMATION TECHNOLOGY CONCEPTS (3). Introduces information systems concepts, architectures, and technologies. Emphasizes information systems resources needed to meet organizational mission and objectives. Focuses on information systems from a management perspective, including applying information technology, developing and acquiring information systems, and managing them. NOTE: Course fee required.

MSCC 630. DIGITAL TRANSFORMATION AND ENTERPRISE ARCHITECTURE (3). Today's organizations use digital transformation to be innovative, agile, and competitive. This course presents Enterprise Architecture as an approach for designing and implementing strategic digital transformation

solutions. An architectural approach will be applied to analyze frameworks such as Information Governance and emerging technologies such as cloud computing, Big Data, and AI. Prerequisite(s): MSCC 610 and MSCC 697. NOTE: Course fee required.

MSCC 693. GRADUATE CAPSTONE (3). Teams to critically analyze problems of a real-world organization and design a recommended solution. Case-based 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. Prerequisite(s): MSCC 630. NOTE: Course fee required.

MSCC 697. INFORMATION TECHNOLOGY RESEARCH METHODS (3). 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. Prerequisite(s): MSCC 610 and completion of 12 semester hours in the degree requirements and degree electives area. NOTE: Course fee required.

MSCC 698. GRADUATE THESIS (3). Students complete a master's thesis that is a substantial body of original scholarly work in the area of Information Technology. Prerequisite(s): MSCC 630. NOTE: Pass/No Pass grading only. Students must have successfully completed all other degree requirements for this program prior to completing this course. 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.

DATABASE TECHNOLOGY (MSCD)

MSCD 600. DATABASE ARCHITECTURE (3). Provides an introduction to the internal structures and architectures of database management systems. Focuses on the Oracle10g ORDBMS architecture and associated processes and physical files. Covers general concepts such as design, deployment, and operation. Prerequisite(s): MSCC 610. NOTE: Course fee required.

MSCD 610. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL3 in-depth. Utilizes Oracle10g ORDBMS and Oracle command line interface, SQL*Plus for all lab work. Provides hands-on experience with an enterprise class, object-relational database management system. Prerequisite(s): MSCD 600. NOTE: Course fee required.

MSCD 640. ORACLE® DATABASE ADMINISTRATION (3). Examines key tasks and functions required of a database administrator in a production environment. Students create, start up, and manage a database. In addition, students implement data security and integrity measures and grant access privileges to individual database users. Prerequisite(s): MSCD 610. NOTE: Course fee required.

MSCD 642. DATABASE BACKUP AND RECOVERY (3). Studies the critical tasks of planning and implementing database backup and recovery strategies. Explores backup methodologies based on business requirements in a typical enterprise and utilizes multiple strategies to recover from different types of recovery failures. Prerequisite(s): MSCD 640. NOTE: Course fee required.

MSCD 644. DATABASE PERFORMANCE TUNING (3). Studies database servers from the perspective of optimization and performance. Focuses on techniques for improving data access and storage, emphasizing performance diagnosis and resolution using real-world scenarios. Prerequisite(s): MSCD 640. NOTE: Course fee required.

MSCD 650. PL/SQL PROGRAMMING (3). Studies advanced SQL and SQL*Plus concepts and how to write PL/SQL procedures, functions and packages. Topics include extending statements to include Set Operators, and building correlated sub queries and hierarchical queries. Student creates and manages PL/SQL program units and database triggers as a basis for complex application development. Prerequisite(s): MSCD 610. NOTE: Course fee required.

MSCD 661. BUSINESS INTELLIGENCE (3). Architectures, theories, methodologies and technologies that transform structured, semi-structured and unstructured data into meaningful and useful information. Covers analysis of enterprise data requirements to develop queries, reports and building OLAP cubes that use business analytics to answer complex business questions. NOTE: Course fee required.

MSCD 664. INTRODUCTION TO NOSQL DATABASES (3). Introduces students to an overview and history of NoSQL databases (non-relational databases). The four types of NoSQL databases (e.g. Document-Oriented, Key-Value Pair, Column-Oriented and Graph) will be explored in detail. The topics for each of the NoSQL database types will include the 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, HBase, MongoDB, Neo4J, Riak, etc. NOTE: Course fee required.

MSCD 665. NoSQL DATABASE CONCEPTS USING CASSANDRA (3). 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. NOTE: Course fee required.

MSCD 667. NoSQL DATABASE CONCEPTS USING MONGODB (3). Provides students the necessary skills to develop applications using MongoDB. Topics include document management, querying data, indexing, aggregation techniques and sharding. Prerequisite(s): MSCD 664, or permission of instructor. NOTE: Course fee required.

MSCD 668. NoSQL DATABASE CONCEPTS WITH Neo4J (3). Provides students the necessary skills to develop applications using the Neo4J Graph Database. Topics include data modeling,

Cypher language, data analysis, managing data and performance tuning. Prerequisite(s): MSCD 664, or permission of instructor. NOTE: Course fee required.

MSCD 670. MIDDLEWARE ARCHITECTURES AND DATABASE APPLICATIONS (3). Examines middleware implementation of portals using Oracle's advanced I0gAS platform as an application study. Focuses on middleware design, development and administration of web- based enterprise portal technology. Explores B2B applications, case studies, and Internet access to the database. Prerequisite(s): MSCD 610. NOTE: Course fee required.

MSCD 675. DATABASE TECHNOLOGIES AND SERVICE ORIENTED ARCHITECTURE (3). Introduces SOA, middleware, with enterprise architecture, interoperability and loose coupling. Explores technical and organizational perspectives and alignment using design principles and industry-standard organizational models. Includes hands-on implementation of distributed Web Services-based interfaces to database system. Prerequisite(s): MSCD 670. NOTE: Course fee required.

MSCD 681. DATA WAREHOUSE DESIGN (3). Data warehouse design includes in-depth exploration of organizational decision based on data repository, focusing on requirements, data warehouse design, data extraction and data stores. Includes business intelligence systems implications with hands-on approach to design. Prerequisite(s): MSCD 600 and MSCD 610. NOTE: Course fee required.

MSCD 692. DATABASE PRACTICUM I (3). Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MSCD 630, MSCD 640 and permission of instructor. NOTE: Course fee required.

MSCD 696. DATABASE PRACTICUM II (3). A continuation of Database Practicum I. Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MSCD 692 and permission of instructor. NOTE: Course fee required.

MASTER OF SCIENCE: INFORMATION SYSTEMS (MSCI)

MSCI 600. STRATEGIC INFORMATION TECHNOLOGY (3). Presents the importance of information technology as a necessary component of a successful business. Focuses on the evolution of information technology from an enabling tool to a competitive business strategy. Illuminates roles of CIO. NOTE: Course fee required.

MSCI 610. ETHICS IN INFORMATION TECHNOLOGY (3). Course illuminates ethical issues regarding information systems (access, data storage, and data utilization). Focuses on developing a set of ethical standards for professionals in information technology. 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. NOTE: Course fee required.

MSCI 615. BUSINESS PROCESS ENGINEERING (3). Focuses on the strategic and organizational issues of process management and the use of Enterprise Resource Planning systems (ERPs). Topics include major strategic approaches used to understand, analyze and implement efficient business processes, workflow modeling techniques, process modeling techniques and procedure models. NOTE: Acceptance to Graduate Programs required. NOTE: Course fee required.

MSCI 625. SUPPLY CHAIN MANAGEMENT (3). Focuses on supply chain management from order through delivery, encompassing the interactions of suppliers and customers in a systematic process while utilizing the SAP platform to illustrate concepts and facilitate hands-on learning for students. NOTE: Acceptance to Graduate Programs required. NOTE: Course fee required.

MSCI 630. KNOWLEDGE MANAGEMENT (3). Presents detailed insights into knowledge management focusing on concepts, theories and technologies that provide the foundation for knowledge management and on information technology as an important catalyst. Prerequisite(s): MSCI 600, MSCI 610, MSCI 680, MSCI 685 and MSCC 697. NOTE: Course fee required.

MSCI 640. ENTERPRISE TECHNOLOGY MANAGEMENT (3). Introduction to Enterprise Resource Planning systems. Emphasizes impacts on organizations, development of practical skills associated with Enterprise Resource Planning systems, and the SAP platform. NOTE: Acceptance to Graduate Programs required. NOTE: Course fee required.

MSCI 660. GLOBAL E-BUSINESS (3). Surveys challenges facing business and IT professionals in an increasingly global, technological environment placing emphasis on infrastructure, integration, technology, cultural, organizational, sociopolitical issues, and appreciation of how types of IS influences international business practices. Prerequisite(s): MSCI 600, MSCI 610, MSCI 680, MSCI 685 and MSCC 697. NOTE: Course fee required.

MSCI 680. INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3). Investigates prevalent PM approaches (e.g. Traditional, Agile/Scrum) applicability and how blended best practices support project success. Analyzes project case failures to determine how to avoid failure and improve business outcomes. Covers PMO value-add. Prerequisite(s): MSCI 610. NOTE: Course fee required.

MSCI 681. ENTERPRISE PROJECT SYSTEMS (3). Focuses on the total Program Management lifecycle. Introduces skills required to define, configure, plan and track different types of projects. Microsoft Project will be used to illustrate and execute Enterprise Project Management. Prerequisite(s): MSCC 610. NOTE: Acceptance to Graduate Programs required. NOTE: Course fee required.

MSCI 682. AGILE SYSTEMS DEVELOPMENT (3). Explores systems development utilizing Lean, Agile methods to meet goals of timely delivery, meeting budgetary constraints, delivering products frequently, maintaining predictable and reliable outcomes/products. Compares/contrasts traditional

methods for delivering and managing projects with evolutionary approaches. Prerequisite(s): MSCI 600, MSCI 610, MSCI 680 MSCI 685 and MSCC 697. NOTE: Course fee required.

MSCI 685. EMERGING TECHNOLOGIES (3). 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. Prerequisite(s): MSCI 600 and MSCI 610. NOTE: Course fee required.

MSCI 692. ITM PRACTICUM I (3). Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Prerequisite(s): MSCC 697 and permission of instructor. NOTE: Majors only. NOTE: Course fee required.

MSCI 696. ITM PRACTICUM II (3). A continuation of ITM Practicum I. Includes a real world information technology strategic project using knowledge and skills developed in previous ITM courses. Prerequisite(s): MSCI*692 and permission of instructor. NOTE: Majors only. NOTE: Course fee required.

DATA ENGINEERING (MSDE)

MSDE 620. DATA COLLECTION AND PREPARATION (3). 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. NOTE: Course fee required.

MSDE 621. DATA WRANGLING (3). 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. NOTE: Majors only. Course fee required. Prerequisite(s): MSDS 600 and MSDS 610.

MSDE 630. BIG DATA ARCHITECTURE (3). 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. NOTE: Course fee required.

MSDE 631. SQL AND NoSQL (3). 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. NOTE: Majors only. Course fee required. Prerequisite(s): MSDS 600 and MSDS 610.

MSDE 692. DATA ENGINEERING PRACTICUM I (3). 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. NOTE: Majors only. Course fee required. Prerequisite(s): MSDE 621, MSDE 630, and MSDE 631.

MSDE 696. DATA ENGINEERING PRACTICUM II (3). 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. NOTE: Majors only. Course fee required. Prerequisite(s): MSDE 692.

DATA SCIENCE (MSDS)

MSDS 600. INTRODUCTION TO DATA SCIENCE (3). Introduces foundational topics of data science including data manipulation, data analysis using statistics and machine learning, techniques for working with Big Data, communication of analysis using information visualization, and ethical use of data analyses. Prerequisite(s): Completion of Python self-assessment, MSC575, or Python coding experience. Consult your admissions counselor, academic success coach, or faculty advisor on the details regarding the Python prerequisite. NOTE: Course fee required.

MSDS 610. DATA ENGINEERING (3). Presents techniques for designing, building, and managing information with relational databases, NoSQL databases, and big data infrastructure. Provides a hands-on experience running the MapReduce algorithm on Hadoop ecosystem. Prerequisite(s): MSDS 600. NOTE: Course fee required.

MSDS 640. ETHICS, PRIVACY, AND SOCIAL JUSTICE IN DATA SCIENCE (3). 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. NOTE: Course fee required.

MSDS 650. DATA ANALYTICS (3). Examines techniques for the discovery and communication of meaningful patterns in data. Techniques include experimental design, statistical modeling, machine learning, computer programming, operations research, and data visualization. Introduces classification,

clustering, and recommender systems. Prerequisite(s): MSDS 600. NOTE: Course fee required.

MSDS 655. BUSINESS INTELLIGENCE (3). Architectures, theories, methodologies and technologies that transform structured, semi-structured and unstructured data into meaningful and useful information. Covers analysis of enterprise data requirements to develop queries, reports and building online analytical processing (OLAP) cubes that use business analytics to answer complex business questions. NOTE: Course fee required.

MSDS 660. STATISTICAL METHODS AND EXPERIMENTAL DESIGN (3). Examines the statistical techniques 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. NOTE: Course fee required.

MSDS 662. EXPLORATORY DATA ANALYSIS (3). 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. NOTE: Course fee required.

MSDS 664. STATISTICAL INFERENCE AND PREDICTIVE ANALYTICS (3). 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. NOTE: Course fee required.

MSDS 670. DATA VISUALIZATION (3). 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, NOTE: Course fee required.

MSDS 674. GEOGRAPHIC INFORMATION SYSTEMS (3). 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. NOTE: Course fee required.

MSDS 680. MACHINE LEARNING (3). Examines the construction and study of software systems that learn from data. Includes supervised and 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. NOTE: Course fee required.

MSDS 682. TEXT ANALYTICS (3). 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. NOTE: Course fee required.

MSDS 684. REINFORCEMENT LEARNING (3). 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. NOTE: Course fee required.

MSDS 686. DEEP LEARNING (3). 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 650. NOTE: Course fee required.

MSDS 688. ARTIFICIAL INTELLIGENCE (3). 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. NOTE: Course fee required.

MSDS 692. DATA SCIENCE PRACTICUM (3). Provides a hands-on Data Science lab experience that covers all phases of a typical data science project--data discovery, data preparation, model planning, model building, and communicating results. Concludes with a mock presentation to stakeholders--senior management or investors. Prerequisite(s): MSDS 650. NOTE: Course fee required.

MSDS 696. DATA SCIENCE PRACTICUM II (3). 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. NOTE: Course fee required.

ENTERPRISE SYSTEMS ENGINEERING (MSES)

MSES 602. INTRODUCTION TO DEVOPS ENGINEERING (3). 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. NOTE: Course fee required.

MSES 612. FUNDAMENTALS OF ENTERPRISE SYSTEMS ENGINEERING (3). 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. NOTE: Course fee required.

MSES 614. SYSTEM ARCHITECTURE AND DESIGN (3). 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. NOTE: Course fee required.

MSES 618. CONTINUOUS INTEGRATION (3). 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. NOTE: Course fee required.

MSES 622. SYSTEMS REQUIREMENTS ENGINEERING (3). 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. NOTE: Course fee required.

MSES 642. DEPLOYING AND MANAGING A CLOUD INFRASTRUCTURE (3). Introduction to provisioning, operating, and managing distributed application systems on a Cloud-based platform. Prerequisite(s): MSES 602. NOTE: Course fee required.

MSES 692. ENTERPRISE SYSTEMS ENGINEERING PRACTICUM I (3). 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. NOTE: Course fee required.

MSES 696. ENTERPRISE SYSTEMS ENGINEERING PRACTICUM II (3). 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. NOTE: Course fee required.

INFORMATION AND CYBER SECURITY (MSIA)

MSIA 605. ADVANCING TO CYBER SECURITY (3). 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. NOTE: Course fee required.

MSIA 670. ENTERPRISE INFORMATION ASSURANCE (3). Introduces the basic Information Assurance (IA) model; security of the database, the application and the system. Examines current security standards, best practices and auditing practices. NOTE: Course fee required.

MSIA 672. MANAGING A SECURE ENTERPRISE (3). Provides the knowledge of designing and managing a secure enterprise. Includes aspects of enterprise security, physical security, disaster-recovery planning, and business continuity planning. NOTE: Course fee required.

MSIA 673. LEGAL BASICS IN CYBER AND INFORMATION SECURITY (3). Legal interpretation of security policy and resulting obligations providing a background to create a stable set of processes, frameworks, and models capable of handling multiplying domestic and international laws and regulations. Prerequisite(s): MSIA 672 or permission of instructor. NOTE: Course fee required.

MSIA 674. PLANNING AND IMPLEMENTING ARCHITECTURE SECURITY (3). Explores security policy development, implementation and standards compliance and testing on corporate systems, application and data. Examines target architectures: telecommunications and wireless enterprise corporate data network. NOTE: Course fee required.

MSIA 675. OFFENSIVE CYBER SECURITY (3). Exposes student 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. NOTE: Course fee required.

MSIA 678. RISK MANAGEMENT (3). Prepares students to evaluate an organizations exposure to information technology security threats using rigorous policy and standards based analysis of the existing policy directives and the derived threat matrix. NOTE: Course fee required.

MSIA 680. COMPUTER FORENSICS (3). Explores computer forensics encompassing a variety of legal and technical challenges. Provides hands-on and theoretical experience with technology, techniques and legal policy during investigation of computer components. Prerequisite(s): MSIA 675, or permission of instructor. NOTE: Course fee required.

MSIA 682. NETWORK FORENSICS (3). Examines forensic analysis of networks utilizing unique and sophisticated sets of tools, techniques and legal policies. Covers established concepts, methodology and tools to enhance performance of network forensics. Prerequisite(s): MSIA 675, MSIA 680, or permission of instructor. NOTE: Course fee required.

MSIA 683. ADVANCED FORENSICS (3). Assessment and evaluation of forensic artifacts from systems, networks and hosts with respect to legal techniques and policy utilizing tools and appliances. Provides exposure to real-life scenarios through competition based learning. Prerequisite(s): MSIA 680 and MSIA 682 or permission of instructor. NOTE: Course fee required.

MSIA 684. IT AUDITING (3). Combines accounting, regulation and IT security practices to educate students to protect

organizational assets through establishment of auditing best practices, current governmental reporting standards, Sarbanes-Oxley requirements and secure management techniques. Prerequisite(s): MBAA 602 or MSAA 602 or permission of instructor. Cross listing: MBAA 614 and MSAA 614. NOTE: Course fee required.

MSIA 685. MALWARE ANALYSIS AND RESPONSE (3). 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. NOTE: Course fee required.

MSIA 692. INFORMATION ASSURANCE PRACTICUM I (3). 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. NOTE: Course fee required.

MSIA 696. INFORMATION ASSURANCE PRACTICUM II (3). Students gain additional information assurance experience by performing a low level vulnerability assessment of a series of machines and using that information, create 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: Course fee required.

SOFTWARE ENGINEERING (MSSE)

MSSE 600. OBJECT-ORIENTED SOFTWARE ENGINEERING (3). Introduces the Software Engineering Body of Knowledge and the Unified Modeling Language used to communicate the design of object-oriented software systems. Presents an Agile software development process that is enabled with the use of a layered software architecture. Prerequisite(s): MSCC 610. NOTE: Course fee required.

MSSE 610. SOFTWARE REQUIREMENTS AND PROCESSES (3). Examines acquisition, analysis, specification, validation, and management of software requirements. Explores formal software processes, including the definition, implementation, measurement, management, change, and improvement of the software engineering process. Prerequisite(s): MSSE 600. NOTE: Course fee required.

MSSE 635. SOFTWARE ARCHITECTURE AND DESIGN (3). 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. NOTE: Course fee required.

MSSE 640. SOFTWARE QUALITY AND TEST (3). Introduces the software quality assurance process and the means to monitor, control, and evaluate software quality. Presents software testing techniques, tools, and processes. Covers both plan-driven and Agile techniques for software quality and test. Prerequisite(s): MSSE 600. NOTE: Course fee required.

MSSE 642. SOFTWARE ASSURANCE (3). Provides a detailed explanation of software assurances practices, methods, and tools required throughout the software development life-cycle. Applies life-cycle knowledge in exploring common programming errors and evaluates common software testing tools. Prerequisite(s): MSSE 600 and MSSE 670. NOTE: Course fee required.

MSSE 655. MOBILE SOFTWARE ENGINEERING IN ANDROID (3). Introduces Android software development, using the Java programming language, Android Developer Tools (ADT) and the Android Studio for Android mobile devices. Includes software development of a project in preparation for deployment to Android devices. Prerequisite(s): MSSE 670. NOTE: Course fee required.

MSSE 661. WEB SOFTWARE DEVELOPMENT (3). Introduces web page development using HTML/HTML5, CSS/CSS3, and JavaScript. Student learn how to design and develop a website, structure and style its content, and navigate/update the document object model (DOM). NOTE: Course fee required.

MSSE 663. WEB FRAMEWORKS (3). 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. NOTE: Course fee required

MSSE 667. WEB MOBILE FRAMEWORKS (3). 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): MSSE 661. NOTE: Course fee required.

MSSE 670. OBJECT ORIENTED SOFTWARE CONSTRUCTION (3). Introduces use-case driven iterative software development techniques using a layered software architecture using the Java programming language. Topics include unit testing, the use of various software patterns, and refactoring code. Requires students to document and develop a project using layered software architecture. Prerequisite(s): MSSE 600 and undergraduate-level programming skills. NOTE: Course fee required.

MSSE 672. COMPONENT-BASED SOFTWARE DEVELOPMENT (3). Introduces advanced features of the Java software development environment along with auxiliary software development tools. Topics include Eclipse, the Ant build tool, the use of Java exceptions and logging, collections and generics, JDBC and object-relational mapping with Hibernate, XML processing, client-server programming, and multithreaded applications. Prerequisite(s): MSSE 670. NOTE: Course fee required.

MSSE 674. SERVICE-BASED SOFTWARE DEVELOPMENT (3). Continues the advanced use of the Java 2 Platform. Topics

include web applications and Java 2 Enterprise Edition. Emphasizes the use of Java Servlets and Java Server Pages (JSPs) to develop web application using a layered software architecture. Other topics include Custom Tag libraries, Apache Struts, request and response filters, and security. Prerequisite(s): MSSE 672. NOTE: Course fee required.

MSSE 692. SOFTWARE ENGINEERING PRACTICUM I (3). Begins development of a distributed software system using the principles of Service Oriented Architectures. Encourages use of a cloud provider like Amazon Web Services, Windows Azure, or the Google App Engine. Prerequisite(s): MSCC 630. NOTE: Course fee required.

MSSE 695. SOFTWARE ENGINEERING RESEARCH AND DEVELOPMENT (3). 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. NOTE: Course fee required.

MSSE 696. SOFTWARE ENGINEERING PRACTICUM II (3). Completes development of the software system begun in MSSE 692. Concludes with a presentation and paper to mock stakeholders, such as senior management or investors. Prerequisite(s): MSSE 692 and permission of instructor. NOTE: Course fee required.

SOFTWARE ENGINEERING AND DATABASE TECHNOLOGIES (MCT)

NOTE: Students must be accepted into the MSSED (MCT) program prior to enrolling in MCT courses.

MCT 609. FUNDAMENTALS OF PROGRAMMING (3). Foundational programming module suitable for students with no previous experience of programming and those with moderate previous knowledge. Provides a foundation in key concepts of functional programming, as well as an appreciation of object-oriented programming.

MCT 610. SOFTWARE ENGINEERING (3). Introduces comprehensive concepts of software engineering including structured software analysis, design and management techniques, systems development lifecycle (SDLC), structured systems analysis and design techniques, Computer Aided Software Engineering (CASE) tools, and software project management. Prerequisite(s): MCT 619.

MCT 611. COMPUTER ARCHITECTURE AND OPERATING SYSTEMS (3). Explores the concepts of computer architecture and operating systems including system components, access methods, numbering systems, and digital logic. Examines operating system design including architectures, input/output, memory, process management, file management and security.

MCT 618. OBJECT-ORIENTED DESIGN (3). Introduces object-oriented analysis and design techniques and industry standard notation UML (Unified Modeling Language). Students develop analysis and design models using CASE tools tracking

systems from inception through analysis, solution design, and technical implementation. Prerequisite(s): MCT 610.

MCT 619. OBJECT-ORIENTED PROGRAMMING (3). Explores object modeling, class definition, inheritance, composition, encapsulation, polymorphism, abstract classes, and interfaces. Focuses on the Java programming language emphasizing applets, graphics, data storage, multi-threaded programming, and exception handling.

MCT 620. DISTRIBUTED SYSTEMS (3). Investigates design and implementation of internet based distributed applications including APIs, frameworks, standard internet protocol stack, client/server architectures, network programming, Java, I/O, multithreaded programming, Sockets, thin client/web server support, Servlets, JSP, EJBs and web services. Prerequisite(s): MCT 619.

MCT 621. ARTIFICIAL INTELLIGENCE (3). Introduces the concepts and techniques of Artificial Intelligence (AI) including use of the Prolog language, knowledge representation, machine learning, expert systems, uncertainty, neural networks, and real world application of AI techniques. Prerequisite(s): MCT 609.

MCT 622. REAL-TIME SYSTEMS (3). Explores embedded real-time systems including foundations, designing and developing software, implementation, and performance issues. Focuses on dependable software, design concepts, real-time operating systems (RTOSs), language selection, benefits, testing, static/dynamic analysis methods, tools, debugging, and documentation. Prerequisite(s): MCT 610 and MCT 611.

MCT 623. GRAPHICS PROGRAMMING (3). Introduces theoretical concepts of modern graphics programming including compromises and trade-offs. Hands-on experience will be gained in two graphics programming environments: Virtual Reality Modeling Language (VRML) and Open Graphics Library (OpenGL).

MCT 624. THESIS FOUNDAMENTALS (3). Assists students in developing a thesis topic working under an approved research director.

MCT 626. THESIS (3). Assists students to refine their thesis statement, to explore various research methods, to create a project plan, and to begin their secondary research.

MCT 628. SOFTWARE QUALITY AND TEST (3). Reviews the Software Quality Assurance (SQA) and Verification and Validation (V&V) processes. Addresses verification of the behavior of a program on a set of test cases selected from the execution domain. Prerequisite(s): MCT 610.

MCT 692. DATABASE PRACTICUM I (3). Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis requirement. Prerequisite(s): MSCD 640. Cross listing: MSCD 692.

MCT 696. DATABASE PRACTICUM II (3). Continuation of Database Practicum I. Simulates a real-world information technology organization where students enhance skills learned in previous database courses. Provides a research platform that can be used towards the collection of data to fulfill the thesis

requirement. Prerequisite(s): MCT 692. Cross listing: MSCD 696.

MASTER OF NONPROFIT MANAGEMENT (MNM)

MNM 6010. HISTORY, THEORY AND THE FUTURE OF THE NONPROFIT SECTOR (3). Examines origins and societal roles of nonprofit organizations in a global environment including social, political, economic, cultural and ideological issues. Addresses types and characteristics of nonprofit organizations, and trends and projections for the future of the third sector.

MNM 6030. CONFLICT RESOLUTION FOR LEADERS (3). Examines the principles and practices of effective communication, with an emphasis on understanding oral communication styles. Explores techniques, tools, tactics and strategies on managing diverse communication styles in nonprofit organizations. Examines theory and practice of resolving conflict, including understanding varying conflict management styles at the intrapersonal, interpersonal and intergroup arenas. Prerequisite(s): MNM 6010.

MNM 6070. SOCIAL JUSTICE AND THE CIVIL SOCIETY (3). Examines the wide range of meanings of social justice using perspectives of philosophy and religion, economics, and politics. We explore the role of the nonprofit sector in growing an equitable and inclusive Common Good by addressing complex social issues including diversity, human rights, and poverty

MNM 6100. LEGAL AND ETHICAL ISSUES FOR NONPROFITS (3). Introduces critical legal issues affecting nonprofit organizations. Explores nonprofit formation, statutory requirements, liability, contract and employment issues, applicable portions of the Federal Tax Code, laws that affect lobbying and public advocacy and laws regarding fund raising. Prerequisite(s): MNM 6010.

MNM 6240. PHILANTHROPY AND GRANT DEVELOPMENT (3). Provides an in-depth examination of all aspects of grant writing including foundation, federal and corporate proposals. Examines the essentials of a successful grant writing strategy for nonprofit organizations. Prerequisite(s): MNM 6010.

MNM 6440. FINANCIAL MANAGEMENT OF NONPROFIT ORGANIZATIONS (3). Focuses on using financial information management for budgeting, finance and investment decision-making in nonprofit organizations. Topics include acquisition, reporting, taxation, risk management and regulatory issues. Emphasizes unique problems of nonprofits in capital formation, generating earned income, managing endowments, gifts and tax planning. Prerequisite(s): MNM 6010.

MNM 6470. PROGRAM DEVELOPMENT AND ACCOUNTABILITY (3). Designs, evaluates and analyzes programs through the utilization of research methods and best practices to determine the effectiveness of programs while at the same time providing accountability to the organization's mission. Utilizes evidence-based and other data to evaluate and develop techniques and strategies that can produce effective program measurement. Prerequisite(s): MNM 6010.

MNM 6480. GOVERNANCE AND ORGANIZATIONAL LEADERSHIP (3). Examines accountabilities of nonprofit

governance. Analyzes governing board and executive director roles in leading change, decision processes, and modeling ethical behaviors. Explores strategies which position organization for Third Sector leadership. Prerequisite(s): MNM 6010.

MNM 6510. RESEARCH FOR DECISION-MAKING (3). Examines qualitative and quantitative research design and methods of inquiry and analysis as applied to nonprofit organizations, programs, and services and to civil society globally. Recommended prerequisite(s): Course is better taken in preparation for the capstone or after completing twenty-seven graduate credit hours.

MNM 6550. LEADING FROM WITHIN (3). Explores the role of mindfulness in leadership. Investigates various practices that connect your beliefs and behaviors as it relates to your leadership. Prerequisite(s): MNM 6010.

MNM 6700. FINANCIAL RESOURCE DEVELOPMENT (3). Examines the principles, strategies and techniques of resource development. Topics include an overview of resource development from foundations, corporations, government and individuals, proposal writing and presentation, direct mail, conducting special events, and individual major gift programs. Prerequisite(s): MNM 6010.

MNM 6770 SERVICE ORIENTED FIELD EXPERIENCE (3). Examines the historical factors, political climate, and unique contributions of the nonprofit sector in a variety of different national and international settings through hands on experience. Students will travel in other countries and/or regions. Prerequisite(s): Course cannot be taken until 30 graduate credit hours have been completed.

MNM 6890E-W. GRADUATE SEMINAR (1-3). 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. INDEPENDENT STUDY IN NONPROFIT MANAGEMENT (1-4). Provides an opportunity for faculty directed independent research in any field or topic in nonprofit management not covered in scheduled course offerings. Prerequisite(s): Approval of degree chair. NOTE: Offered as special study course only.

MNM 6970. PROFESSIONAL PROJECT (3). Forms the capstone experience representing the creation, development, improvement or evaluation of a product or program or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world. Prerequisite(s): Course cannot be taken until 30 graduate credit hours have been completed.

PROJECT MANAGEMENT

PM 6510. DELIVERING ORGANIZATION EXCELLENCE (3). 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). 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 6560. STRATEGIC AND BUSINESS MANAGEMENT FOR PROJECT MANAGERS (3). Explores and examines the 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 ORGANIZATIONS (3). Explores project management from a strategic management perspective, focusing on development of leadership skills in the management of project teams. Examines the roles of the manager and management team; project selection, organization, and planning process; communications and negotiations; and the tactical and strategic implications in a project environment. Reviews management of business/computer information technology projects including development approaches, technical aspects of project estimation, and manual and automated project management tools.

PM 6580. MANAGEMENT OF PROJECT PERFORMANCE (3). Examines aspects of project risk, cost and schedule management. Identifies the management processes required to ensure the project is completed within budget and on schedule. Provides knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project; analyze risks and opportunities within projects, identify methods for reducing and mitigating risks, manage project performance, including quality, human resources, communications and procurement. Prerequisite(s): PM 6570.

PM 6590. PROJECT MONITORING AND DELIVERY (3). Examines various interrelated functions impacting project deliveries and how functions contribute to the strategic success of the enterprise. Provides the advanced knowledge required to develop, analyze and change a project plan, determine risk and allocate the necessary resources to effectively manage and complete a project in a client environment. Prerequisite(s): PM 6570, and PM 6580.

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
 Environmental Science
 Mathematics
 Neuroscience
 Political Economy
 Physics
 Psychology

UNDERGRADUATE CERTIFICATE

Applied Craft Brewing
 TESOL (Education)
 Undergraduate Research

MASTER OF SCIENCE (MS)

Biomedical Sciences
 Environmental Biology

MASTER OF DEVELOPMENT PRACTICE

MASTER OF FINE ARTS

Creative Writing
Optional Specializations
 Dual Genre
 Pedagogy of Creative Writing

GRADUATE CERTIFICATES

Genetics and Genomics
 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

**SCHOOL FOR PROFESSIONAL
ADVANCEMENT 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
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 COLLEGE CORE:
"HOW OUGHT WE TO LIVE?"**

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

Regis University's mission is to develop leaders in the service of others. Therefore, the Regis College Core Curriculum is firmly rooted in the Regis University Core Philosophy Statement. The

Core Curriculum is guided by the framework of the Characteristics of the Core Educational Experience: Development of the Whole Person, Academic Challenge, Liberal Arts Foundation, Integration, Ethical Inquiry and Reflection, Spirituality and Religion, Concern for Justice, Global Awareness and Leadership.

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

Foundational Core: The First-Year Experience (6 credits) is a two-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.

Fall Semester		Spring Semester	
RCC 200 – First Year Writing	3 SH	First Year Communication Intensive Seminar	3 SH
RCC 200H – Writing Seminar: The Idea of a University (for Honors Program Students)	3 SH	RCC 400H— Tradition and Innovation (for Honors Program Students)	3 SH

RCC 200--FIRST YEAR WRITING : This writing-intensive seminar is required for all students in the Fall of their first year at Regis. The 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.

FIRST YEAR COMMUNICATION-INTENSIVE SEMINAR: This communication-intensive seminar is required of all students in the Spring of their first year at Regis. This seminar focuses on critical thinking by developing college-level skills active listening and speaking. Paired with the fall first-year seminar, this course also satisfies a core requirement in the Distributive Core (see below).

RCC 200H--HONORS WRITING SEMINAR: The Idea of a University (for Honors Program Students): This course begins a five-semester honors sequence of historically recursive seminars

that bring the traditions of Christianity and classical learning into fruitful engagement with new developments in thought and culture. It examines the timeless struggle between reason and emotion, mind and heart, situating the conversation within an ongoing dialog on the nature of education and a university’s role in fostering it.

RCC 400H--HONORS SEMINAR TRADITION AND INNOVATION (for Honors Program Students): As the second course in a series of five honors seminars, 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.

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.

Communication (COM 250/250C, COM 251, or COM 252/COM 252C)	3 SH
Economic Systems (EC 200/200C, EC 3200/3200C, or EC 3300/3300C)	3 SH
Fine Arts (Any 200-level FAC course, FAHS 211, or FAHS 212)	3 SH
Foreign Language (two classes in one language)	6 to 8 SH
Literature (EN 250/250C or EN 300)	3 SH
Mathematics (MT 204, MT 225, MT 250, MT 260, MT 270, MT 272, MT 320, MT 360A, or MT 360B)	3 to 4 SH
Natural Science with Lab (AS 250/251, BL 204/205, BL 208/209, BL 216/217, BL 258/259, BL 260/261, CH 202/203, CH 204/205, CH 220/221, ENVS 250/251, GE 208/209, PH 202A/205A, PH 304A/305A, NS 260/261)	4 SH
History (Any 200-level HS course)	3 SH
Philosophy (PL 270/270C or 270H)	3 SH
Religious Studies (RT 201/201C, and any 300 level RT course)	6 SH
Social Science (AN, ED, PJ, POL, PSY, or SO)	3 SH

The Integrative Core (12 credits):

Students take four upper division interdisciplinary courses: RCC 400D--Diversity and Cultural 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.

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

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 AND CULTURAL TRADITION (3). Explores issues of diversity by examining the issues of groups that historically have been oppressed. Examines fundamental questions about diversity and in particular how the self and others constitute our global society. 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 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 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. Cross listing(s): HO 440A.

RCC 440B. INTERCULTURAL REFLECTION (1). Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays. NOTE: 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. Cross listing(s): HO 440B.

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 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. Cross listing(s): HO 440C.

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

Core Transfer Policy

RCC 200--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. All transfer students with fewer than 17 semester hours of transfer credit must take

RCC 200. Transfer students with 17 semester hours or more of transfer credit who do not have an English composition course must take EN 203 -- Intermediate Composition or, with written permission of the associate dean, RCC 200. Transfer students with 17 hours or more of transfer credit, including an English composition course or its equivalent, are not required to take either RCC 200 or EN 203.

Transfer students will be placed in an RCC400D 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, RCC 420J, or RCC 430M.

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	Leadership
Anthropology	Linguistics
Art History	Mathematics
Asian Pacific Studies	Music
Biology	Neuroscience
Catholic Studies	Peace and Justice Studies
Chemistry	Philosophy
Christian Leadership	Physical Education
Cognitive Literary Studies	Physical Education: Coaching
Communication	Physics

Conflict Transformation	Politics
Criminal Justice	Political Economy
Culturally and Linguistically Diverse Education	Pre-Law
Education	Psychology
English	Racial Justice
English Film Studies	Religious Studies
Environmental Studies	Sociology
Ethics, Politics, and Society	Spanish
French	Special Education
Hispanic Studies	Visual Arts
History	Women and Gender Studies
Integrative 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.

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.

Available in all departments in Regis College, an academic internship allows a student to participate in an off-campus placement of their choosing in the professions, nonprofit sector, business, or industry while earning credit.

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 with family members.

In order to find a placement that meets requirements, students should schedule a meeting with staff in the Academic Internship Program at least one semester before their internship semester.

Regis College requires a minimum of 120 hours at the internship site over the full semester, for which students earn three semester hours of credit. Exceptions to these policies must be determined at the beginning of the semester through consultation with the internship professor and the director of Academic Internship Program, with approval in writing by the associate dean for Regis College.

In addition to interning for 120 hours, students work closely with a Regis professor during the internship semester. Academic requirements may include reading and research in the field, 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.

Students in all Regis College program areas, including Integrative Studies majors, can look forward to an enriching experience in the private sector, public sector, or nonprofit organization in the Denver area or in another state. Regis College also offers a semester-long academic internship program in Washington D.C. Twelve to fifteen semester hours of Regis credit are awarded. Students must apply for these programs during the on-campus application cycle, usually in January each year. Specific internship programs for historically underrepresented student are also available.

There are two ways to earn credit for an internship:

Field Experience Course

PC 390 enables the student to gain professional experience, consider a career path, and reflect on their calling. PC 390 is available to sophomores, juniors, and seniors and has no prerequisite requirements. Students in this course receive three elective credits, and can take the course for a letter grade or opt for Pass/No Pass. University regulations on taking courses P/NP apply.

Internship Course

Through the 498 internship course available in every department (for example, COM 498 and PSY 498), juniors and seniors gain practical experience in a field of interest while earning credit in their program of study. The internship course can be taken for a letter grade only. In several departments, an academic internship is required for graduation, and the course credits count toward the major or minor. In other departments, the internship course counts as elective credit in the major or minor. Each department determines the prerequisite courses that must be taken prior to the internship course.

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 Biochemistry, Biology, Chemistry, English, Neuroscience, and Psychology. Students should contact the appropriate Department Chair for information. Departmental honors requirements are listed with the appropriate departmental major information in this *Catalog*.

PRE-LAW MINOR

Through the Pre-Law minor, Regis University offers courses and structure, student campus organizations, mentor and internship relations in the legal field, and law-related advising across several academic disciplines. *Res Judicata* – meaning “those 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 amyrotc@colorado.edu or visit www.colorado.edu/lotc. 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 2022 - 2023 ACADEMIC YEAR

TUITION AND FEES

Full-time (12-18 semester hours)	\$20,415
Part-time (per semester hour under 12 hours)	\$1,361
Overload (per semester hour over 18 hours, in addition to the full time rate)	\$1,361
Summer Session (per semester hour)	\$515
Orientation Fee (one-time fee for new students)	\$350
General Fee (applies to students with six or more credit hours per semester)	\$260
Student Activity Fee* (applies to students with six or more credit hours per semester)	\$225
Wellness Offset Fee (applies to students with six or more credit hours per semester)	\$210
Course Material Fee(per semester hour)**	\$35
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

*Set by Student Executive Board

** Opt-Out available

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 Academic Records and Registration for processing.

Notice of withdrawal from the University must be received by the Office of Academic Records and Registration by using the official University Withdrawal online form. The date the withdrawal request is processed and the date the student vacates the residence hall, if applicable, determines the amount of refund credited to the student. Refund policies are further described in the General Information Section of this *Catalog* under the 'Withdrawal and Refund of Tuition' heading.

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:

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

PROGRAM OF STUDY

ANTHROPOLOGY, SOCIOLOGY and CRIMINAL JUSTICE

Dr. Jude Fokwang, Assistant Professor, Chairperson

Dr. Gilbert Gardner, Associate Professor

Dr. Damla Isik, Associate Professor

Dr. Eve Passerini, Associate Professor

Mr. James Bullington, Lecturer

Anthropology Major 36 SH

Lower Division Requirements 12 SH

AN/SO 204--Introduction to Cultural Anthropology 3 SH

AN 300--Writing Culture 3 SH

BL 208--Biological Anthropology and Archeology 3 SH

SO 200--Introduction to Sociology

or

SO 203--Social Problems 3 SH

Upper Division Requirements 24 SH

AN/CJ/SO 402--Ethnography Research Methods 3 SH

SO 403--Sociological Theory 3 SH

AN 499--Major's Seminar 3 SH

Upper Division (400-level) Anthropology Electives 15 SH

Anthropology Minor 15 SH

Lower Division Requirements 3 SH

AN/SO 204--Introduction to Cultural Anthropology 3 SH

Upper Division Requirements 12 SH

Upper Division (400-level) Anthropology Electives 12 SH

Animals, Society, and Culture Minor 16 SH

BL 258--General Biology I: Organismic 3 SH

BL 259--Organismic Biology Laboratory 1 SH

AN/SO 469E--Animal Rights and Justice 3 SH

BL 458--Behavioral Ecology 3 SH

*Plus six semester hours selected from the following upper division courses:

AN 471I/PJ 471/SO 471--Animals, Society, and Culture 3 SH

BL 428--Conservation Biology 3 SH

BL 446--Marine Biology 3 SH

BL 462--Primate Ecology and Behavior 3 SH

BL 481V--Advanced Primate Ecology and Behavior 3 SH

*Some section offerings of RCC 410E and RCC 420J may fulfill elective requirements, please check with advisor to determine eligible section offerings. Our Common Home: Religion, Animals, and the Environment (RC/HU 475) and Web of Life: Environmental Ethics (PL/HU 476) may fulfill elective credits with advisor approval.

Criminal Justice Major 33-36 SH

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.

Lower Division Requirements 9 SH

SO 200--Introduction to Sociology 3 SH

AN/SO 204--Intro to Cultural Anthropology 3 SH

SO 300--Writing Culture 3 SH

Upper Division Requirements 24-27 SH

AN/CJ/SO 402--Ethnography Research Methods

or

CJ 404--Surveys for Social Change 3 SH

CJ/SO/PJ 422--Diversity in U. S. Society 3 SH

CJ 450--Criminology 3 SH

CJ 498E-W--Internship in Criminal Justice 3 SH

SO 403--Sociological Theory 3 SH

Upper Division (400-level) Criminal Justice Electives 9-12 SH

Nine to twelve additional upper division semester hours of Criminal Justice selected with the approval of the major advisor.

Criminal Justice Minor 15 SH

Three semester hours selected from the following:

SO 200--Introduction to Sociology	
or	
AN/SO 204--Intro to Cultural Anthropology	3 SH
<i>Upper Division Requirements</i>	12 SH
CJ 450--Criminology	3 SH

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

Sociology Major 36 SH

<i>Lower Division Requirements</i>	9 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
SO 204--Introduction to Cultural Anthropology	3 SH
SO 300--Writing Culture	3 SH
<i>Upper Division Requirements</i>	27 SH

Twenty-seven upper division semester hours of Sociology courses, which must include:

AN/CJ/SO 402--Ethnography Research Methods	3 SH
SO 403--Sociological Theory	3 SH
SO 404--Surveys of Social Change	3 SH
SO 499--Majors Seminar	3 SH
Upper Division Sociology Electives	15 SH

Sociology Minor 15 SH

<i>Lower Division Requirements</i>	3 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
<i>Upper Division Requirements</i>	12 SH

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

BIOLOGY

Dr. John Sakulich, Associate Professor, Chairperson

Dr. Jay Campisi, Professor

Dr. Michael Ghedotti, Professor

Dr. Amy Schreier, Professor

Dr. Max Boeck, Associate Professor

Dr. Gena Nichols, Associate Professor

Dr. Kristofor Voss, Associate Professor

Dr. Tyler Imfeld, Assistant Professor

Dr. Bethany Lucas, Assistant Professor

Dr. Allyson Spence, Assistant Professor

Dr. Karin Streifel, Assistant Professor

Dr. Melanie Badtke, Senior Term Professor

Mr. Matthew Peetz, Term Professor

Ms. Lea Stenerson, M.S., Term Professor

The biology department offers two degrees, a Bachelor of Science and a Bachelor of Arts in Biology. An Honors-in-Biology option is available for the Bachelor of Science degree. An optional specialization in Molecular Biology and Genetics or Ecology and Evolution is available for all Biology degrees.

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

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

The Bachelor of Arts in Biology is designed to allow flexibility while ensuring a strong background in Biology. The importance of biology in the modern world has made the combination of a strong background in biology with other fields of study a valuable endeavor. This degree is designed for those interested in pursuing advanced degrees in law, business, certain health science fields, 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) 64 SH

BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH

CH 420--Organic Chemistry II	4 SH
CH 421--Organic Chemistry Laboratory II	1 SH
MT 272/MT 272C--Statistics for the Life Sciences	3 SH
One of the following 8 semester hour options of physics:	
• PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics with Trigonometry Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics with Trigonometry Laboratory II	1 SH
• PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

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

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

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

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

Honors-In-Biology Major 66 SH

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

BL 491E-W--Undergraduate Research in Biology	3 SH
BL 499A--Senior Thesis I*	1 SH
BL 499B--Senior Thesis II*	1 SH

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

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

1. Select a thesis advisor and submit a preliminary thesis proposal.
2. Complete a long-term research project for Undergraduate Research in Biology credit over at least three semesters.
3. Complete Thesis I requirements which will include:
 - a. Submitting a detailed thesis outline to the thesis advisor and Senior Thesis I instructor before the mid-semester break.
 - b. Submitting a partial thesis draft including the literature review components and the Materials and Methods section(s) to the thesis advisor and Senior Thesis I instructor before the course withdrawal deadline.
4. Complete Senior Thesis II requirements by:
 - a. Submitting a draft thesis to the thesis advisor before the mid-semester break.
 - b. Submitting a final thesis (conforming to formatting guidelines provided by the Biology Department) for approval to an examination committee of three faculty (including the thesis advisor and at least two Regis Biology Department faculty) before the course withdrawal deadline.
5. Defending his/her thesis before the examination committee in a public forum followed by a discussion with the committee.

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

Biology Major (Bachelor of Arts) 46 SH

BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
MT 272/MT 272C--Statistics for the Life Sciences	3 SH

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

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

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

** The upper division electives must include a minimum of one upper division laboratory course. 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) 14-15 SH

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 14 SH

Students may complete this specialization with any Biology degree. Student completing this specialization must complete the following upper division biology course.

BL 464--Evolution	3 SH
Upper Division Biology General Electives	3 SH

Plus, a minimum of eight semester hours selected from the following upper division biology courses, which must include at least one Laboratory:

BL 406--Human and Comparative Anatomy	3 SH
BL 407--Human and Comparative Anatomy Laboratory	1 SH
BL 410--Aquatic Ecology	3 SH
BL 428--Conservation Biology	3 SH
BL 435--Advanced Field Ecology Laboratory	2 SH
BL 436--Human and Comparative Physiology	3 SH
BL 437--Human and Comparative Physiology Laboratory	1 SH
BL 446--Marine Biology	3 SH
BL 448--Plant Diversity and Ecology	3 SH
BL 458--Behavioral Ecology	3 SH
BL 460--Forest and Landscape Ecology	3 SH
BL 462--Primate Ecology and Behavior	3 SH

Molecular Biology and Genetics 14 SH

Students may complete this specialization with any Biology degree. Students completing this specialization must complete the following upper division biology courses:

BL 426--Molecular Biology	3 SH
BL 427--Molecular Biology Laboratory	1 SH
Upper Division Biology General Electives	3SH

Plus a minimum of seven semester hours selected from the following upper division biology courses:

BL 412--Developmental Biology	3 SH
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BL 416--Molecular and Cellular Biochemistry	3 SH
BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
BL 420--Human Genomics	3 SH
BL 424--Cell and Cancer Biology	3 SH
BL 466--Immunology	3 SH

Biology Minor 20 SH

Lower Division Requirements 8 SH

BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH

Upper Division Requirements 12 SH

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

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), 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 15 SH

Lower Division Requirements 3 SH

CAS 300E-W--Foundations of Catholic Traditions	3 SH
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Upper Division Requirements 12 SH

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.

CHEMISTRY

Dr. Nicholas Kallan, Associate Professor, Chairperson

Dr. John Jean, Professor

Dr. Kimberley Waldron, Professor

Dr. Kateri Ahrendt, Associate Professor

Dr. Stacy Chamberlain, Associate Professor

Dr. Lynetta Mier, Associate Professor

Dr. Sarah Stevens, Lecturer/Lab Manager

Dr. Sarah Kohler, Term Professor

Dr. Niels Schonbeck, 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 57 SH

<i>Lower Division Requirements</i>	31 SH
CH 210--General Chemistry I*	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH

CH 251--Organic Chemistry Laboratory I	1 SH
MT 360A--Calculus I**	4 SH
MT 360B--Calculus II	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

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

** Prerequisite may be required depending on mathematics placement.

Upper Division Requirements 26 SH

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

CH 410--Quantitative Analysis-Laboratory	2 SH
CH 420--Organic Chemistry II	4 SH
CH 421--Organic Chemistry Laboratory II	1 SH
CH 428--Synthesis and Characterization Laboratory	2 SH
CH 431--Physical and Computational Chemistry Laboratory	2 SH
CH 430A--Thermodynamics and Kinetics	3 SH
CH 430B--Quantum Theory and Spectroscopy	3 SH
CH 440--Instrumental Analysis	2 SH
CH 441--Instrumental Analysis Laboratory	2 SH
CH 466--Modern Inorganic Chemistry	3 SH
CH 485--Junior Chemistry Seminar	1 SH
CH 495--Senior Chemistry Seminar	1 SH

Chemistry-ACS Certified 61 SH

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

CH 452A--Biochemistry I	3 SH
CH 499A-D--Research Experience in Chemistry or Biochemistry	1 SH

Chemistry Minor 27 SH

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

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

Upper Division Requirements 12 SH

Twelve (CH) upper division semester hours, which must include:

CH 420--Organic Chemistry II 4 SH

CH 421--Organic Chemistry Laboratory II 1 SH

Biochemistry Major 69 SH

Lower Division Requirements 39 SH

BL 258--General Biology I: Organismic* 3 SH

BL 259--Organismic Biology Laboratory 1 SH

BL 260--General Biology II: Molecular and Cellular 3 SH

BL 261--Molecular and Cellular Biology Laboratory 1 SH

CH 210--General Chemistry I* 4 SH

CH 211--General Chemistry Laboratory I 1 SH

CH 230--General Chemistry II 4 SH

CH 231--General Chemistry Laboratory II 1 SH

CH 250--Organic Chemistry I 4 SH

CH 251--Organic Chemistry Laboratory I 1 SH

MT 360A--Calculus I** 4 SH

MT 360B--Calculus II 4 SH

PH 304A--General Physics with Calculus I 3 SH

PH 305A--General Physics with Calculus Laboratory I 1 SH

PH 304B--General Physics with Calculus II 3 SH

PH 305B--General Physics with Calculus Laboratory II 1 SH

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

** Prerequisite may be required depending on mathematics placement.

Upper Division Requirements 30 SH

CH 410--Quantitative Analysis-Laboratory 2 SH

BL 426--Molecular Biology 3 SH

BL 427--Molecular Biology Laboratory 1 SH

CH 420--Organic Chemistry II 4 SH

CH 421--Organic Chemistry Laboratory II 1 SH

CH 428--Synthesis and Characterization Laboratory or

CH 431--Physical and Computational Laboratory 2 SH

CH 430A--Thermodynamics and Kinetics 3 SH

CH 440--Instrumental Analysis 2 SH

CH 441--Instrumental Analysis Laboratory 2 SH

CH 452A--Biochemistry I 3 SH

CH 452B--Biochemistry II 3 SH

CH 453--Biochemistry Laboratory 2 SH

CH 485--Junior Chemistry Seminar 1 SH

CH 495--Senior Chemistry Seminar 1 SH

Biochemistry-ACS Certified 73 SH

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

CH 466--Modern Inorganic Chemistry 3 SH

CH 499A-D--Research Experience in Chemistry or Biochemistry 1 SH

COMMUNICATION

Dr. Susan Sci, Associate Professor, Chairperson

Dr. Janna Goodwin, Professor

Dr. Robert Margesson, Associate Professor

Dr. Meghan Cohen, Associate Professor

Dr. Kelsey Cameron, Assistant Professor

Dr. Emily Stones, Assistant Professor

Kacie Henderson, Lecturer

DEPARTMENTAL INFORMATION

In this second decade of the new millennium—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, 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 before graduating.

Communication Major 39 SH

Required Courses – All emphasis areas

COM 300--Career and Professional Portfolio	3 SH
COM 380--Communication: Questions, Contexts, and Theory	3 SH
COM 381--Research Methods in Communication	3 SH
COM 427--Communication Ethics	3 SH
COM 495--Senior Capstone Experience	3 SH
COM 498E--Internship in Communication	3 SH

Choose one of the following specialization areas:

<i>Human Communication and Conflict (HC)</i>	6 SH
COM 423A--Interpersonal Communication	3 SH
COM 423B--Organizational Communication	3 SH

Media and Society (MS) 6 SH

COM 409A--Digital Storytelling 3 SH

COM 409B--Critical Media Studies 3 SH

Public Relations and Civic Engagement (PR) 6 SH

COM 416A--Principles of Public Relations 3 SH

COM 416B--Strategic Public Relations 3 SH

Upper Division Electives 15 SH

*Fifteen upper division semester hours selected from the following courses:

COM 400--Intercultural Communication 3 SH

COM 402--Media Aesthetics 3 SH

COM 404--Community Storytelling 3 SH

COM 405--Interpersonal Conflict Studies 3 SH

COM 411--Performances of Self & Society 3 SH

COM 413--Divisive Discourses and Difficult Conversations 3 SH

COM 415--Writing for the Media 3 SH

COM 419--Theatre and Justice Workshop 3 SH

COM 421--Persuasion and Argumentation 3 SH

COM 424--New Communication Technologies 3 SH

COM 425--Video Production 3 SH

COM 428--Media and Politics 3 SH

COM 429--Audio Technology 3 SH

COM 432--Advertising Theory and Practice 3 SH

COM 440--Gender, Sexuality, and Communication 3 SH

COM 443--Freedom of Speech 3 SH

COM 445--Television Programming and Criticism 3 SH

COM 456--Culture and Politics of Public Memory 3 SH

COM 457E-W--Special Topics: Communication and Diversity 3 SH

COM 458E-W--Special Topics: Communication and Environment 3 SH

COM 459E-W--Special Topics: Communication and Justice 3 SH

COM 460E-W--Special Topics: Communication and Meaning 3 SH

COM 464E-W--Film Criticism 3 SH

COM 471--International Communication 3 SH

COM 484A--Media Technology I 1 SH

COM 484B--Media Technology II 1 SH

COM 484C--Media Technology III 1 SH

COM 485E-W--Special Topics in Communication 3 SH

COM 486--Mass Communication and Society 3 SH

COM 490E-W--Independent Study 0-6 SH

*Students may count one Integrative Core course as a COM elective if course was taught by a Communication Faculty member.

Communication Minor 15 SH

Lower Division Requirements 3 SH

COM 380--Communication: Questions, Contexts, and Theory 3 SH

Upper Division Requirements 12 SH

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

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. Mark Bruhn, Professor

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 39 SH

Lower Division Requirements 3 SH

EN 300--Literary Analysis 3 SH

Survey Courses 12 SH

EN 323--American Literature Survey to 1900 3 SH

EN 324--American Literature Survey 1900 to Present 3 SH

EN 353--British Literature Survey to 1789 3 SH

EN 354--British Literature Survey 1789 to Present 3 SH

Upper Division Requirements 24 SH

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

Writing course (poetry, fiction, rhetoric, etc.) 3 SH

One course on Major Author* 3 SH

EN 454--Linguistic Approaches to Literature or

EN 466--Literary Theory or

EN 468--Cognitive Literary Studies 3 SH

Upper division English electives selected with the approval of the major advisor. 12 SH

EN 499--Senior Capstone - English 3 SH

Cognitive Literary Studies Minor 15 SH

Lower Division Requirements 3 SH

EN 300--Literary Analysis 3 SH

Upper Division Requirements 12 SH

EN 468--Cognitive Literary Studies 3 SH

Nine upper division semester hours of English courses with a cognitive emphasis. 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 Minor 15 SH

Lower Division Requirements 3 SH

EN 300--Literary Analysis 3 SH

Upper Division Requirements 12 SH

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

English Film Studies Minor 15 SH

EN 310--Introduction to Film Studies 3 SH

Upper Division Requirements 12 SH

Twelve upper division semester hours of Film Studies courses selected with the approval of the English Department

Linguistics Minor 12 SH

Twelve semester hours selected from the following:

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

EN 443--Old English 3 SH

EN 454--Linguistics Approaches to Literature 3 SH

EN 465--History of the English Language 3 SH

SP 423--Translation/Interpretation/Composition 3 SH

SP 445--Spanish Phonetics and Phonology 3 SH

SP/FR 460--Romance Linguistics 3 SH

Writing Minor 12 SH

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.

Upper Division Requirements 12 SH

Twelve semester hours selected from the following:

EN 412--Rhetoric: The Art of Persuasive Writing 3 SH

EN 478--Creative Writing: Playwriting 3 SH

EN 479--Creative Writing: Screenwriting 3 SH

EN 483--Creative Writing: Fiction 3 SH

EN 486--Creative Writing: Poetry 3 SH

EN 487--Creative Writing: Advanced Fiction 3 SH

EN 488--Creative Writing: Advanced Poetry 3 SH

EN 489--Creative Writing: Nonfiction 3 SH

EN 498E-W--Internship in Writing 3 SH

* 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 51 SH

Students pursuing this degree are required to complete a companion major or minor in one of the following areas: Biology, Biochemistry, Chemistry, Computer Science, Mathematics, Neuroscience, Physics, or Secondary Education.

Lower Division Requirements 29 SH

BL 258--General Biology I: Organismic 3 SH

BL 259--Organismic Biology Laboratory 1 SH

BL 260--General Biology II: Molecular and Cellular 3 SH

BL 261--Molecular and Cellular Biology Laboratory 1 SH

CH 210--General Chemistry I 4 SH

CH 211--General Chemistry Laboratory I 1 SH

CH 230--General Chemistry II 4 SH

CH 231--General Chemistry Laboratory II 1 SH

ENVS 250--Introduction to Environmental Science 3 SH

ENVS 251--Introduction to Environmental Science Laboratory 1 SH

GE 208--Introduction to Geology 3 SH

GE 209--Introduction to Geology Laboratory 1 SH

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

It is recommended that Environmental Science students take SO 200/SO 200C as an elective or to fulfill the Social Science Core Requirement for Regis college.

<i>Upper Division Requirements</i>	22 SH
ENVS 402--Principles of Ecology	3 SH
ENVS 403--Quantitative Ecology Laboratory	1 SH
ENVS 406--Climate Change	3 SH
ENVS 474--Geographic Information Science	3 SH
Environmental Studies Elective Requirement	12 SH

Students must complete a minimum of twelve semester hours of additional 400-level ENVS courses in consultation with their academic advisor. ENVS 498E-W is also recommended.

BA in Environmental Studies Major 31 SH

<i>Lower Division Requirements</i>	4 SH
ENVS 250--Introduction to Environmental Science	3 SH
ENVS 251--Introduction to Environmental Science Laboratory	1 SH
<i>Upper Division Requirements</i>	27 SH
CIL 401--Surveys for Social Change	3 SH
ENVS 415--Environmental Ethics	3 SH
ENVS 418--Environmental Economics and the Law	3 SH
ENVS 496--Integrative Capstone	3 SH
Environmental Studies Electives (One ENVS elective must be an Environmental Justice or Policy course)	15 SH

Environmental Studies Minor 16 SH

<i>Lower Division Requirement</i>	4 SH
ENVS 250--Introduction to Environmental Science	3 SH
ENVS 251--Introduction to Environmental Science Laboratory	1 SH
<i>Upper Division Requirements</i>	12 SH

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 Landry-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, applied music, and music ensembles. The Bachelor of Arts degree is available with a major in Visual Arts, Art History, Music, Music Performance, and Music History and Literature. Minors are available in Visual Art, Art History and Music.

FINE ARTS: VISUAL ARTS

Students planning to major in Visual Arts must submit a Major Declaration form. Acceptance into the major requires a portfolio review by the Department and approval of the department co-chair/art program director. Students wishing to obtain more information regarding the portfolio requirement should contact the department co-chair/art program director.

The Visual Arts major is designed to give students a broad and flexible foundation in the visual arts while also giving them an opportunity to develop an emphasis in a particular medium. Students establish a firm basis in design, art history, and criticism while pursuing technical proficiency. This prepares students for the practice of art and grounds their knowledge in experience and first-hand problem solving. The Visual Arts major prepares students for jobs in a wide field of options, including publications, public relations, graphic design and others. The Bachelor of Arts in Visual Arts is also excellent preparation for graduate programs in Fine Arts.

Each student works with an advisor from the department who will guide her or him through completion of the requirements for the major and assure that the student's future plans are optimized by the art curriculum.

A Junior Portfolio Review of each fine arts major will be conducted in the second semester of the student's junior year. The purpose of this evaluation is to determine how the student has progressed in his/her chosen medium or media and discuss goals and objectives for the senior thesis show.

Transfer students who wish to major in Fine Arts must present a portfolio for review by the Department. Besides the requirement that at least half of the upper division courses must be taken at Regis, graduating art students must complete FAA 499--Senior Thesis, which culminates with a student exhibition in the Arts Center.

Fine Arts: Visual Arts Major 45 SH

Lower Division Requirements 21 SH

Twenty-one lower division semester hours, which must include the following:

FAA 330--Design Foundation	3 SH
FAA 331--Graphic Design Foundation	3 SH
FAHS 211--Art History: Prehistory to the Proto-Renaissance	3 SH

FAHS 212--Art History Survey: Renaissance to Present	3 SH
Lower Division Studio Electives	9 SH
<i>Upper Division Requirements</i>	24 SH
Twenty-four upper division semester hours, which must include the following:	
Upper division in a single medium	6-9 SH
Upper division in additional mediums	3-6 SH
Upper division in Art History	6 SH
FAA 497--Senior Art Studio	3 SH
FAA 499--Senior Thesis	3 SH

Visual Arts Minor 12 SH

Upper Division Requirements 12 SH

Twelve upper division semester hours of Studio Art and/or Art History courses selected with the approval of the major advisor.

FINE ARTS: CORE

All Regis College students are required to complete a Fine Arts Core course. The Core Studies requirement emphasizes that the basic human impulse to create is common across all of the arts. The requirement may be fulfilled by taking any courses with the FAC prefix. These courses introduce students to aesthetic vocabularies through a survey of specific art disciplines (Visual Arts, 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: ART HISTORY

Art History Major 36 SH

<i>Lower Division Requirements</i>	9 SH
FAHS 211--Art History: Prehistory to the Proto-Renaissance	3 SH
FAHS 212--Art History Survey: Renaissance to Present	3 SH
Three semester hours from the following courses:	
FAA 215--Introduction to Digital Art	3 SH
FAA 220--Introduction to Three-Dimensional Printing	3 SH
FAA 240--Introduction to Photography	3 SH
FAA 250--Introduction to Painting	3 SH
FAA 260--Introduction to Sculpture	3 SH
FAA 270--Introduction to Drawing	3 SH
FAA 290--Introduction to Printmaking	3 SH

FAA 330--Design Foundation	3 SH
<i>Upper Division Requirements</i>	27 SH
Fifteen semester hours from the following courses:	
FAHS 408E-W--Themes in Art History	3 SH
FAHS 410--Modern Art: Neo-Classicism to 1945	3 SH
FAHS 415--Contemporary Art: 1945 to the Present	3 SH
FAHS 420--Early Modern Art 1300-1800	3 SH
FAHS 430--Asian Art	3 SH
FAHS 440--American Art: Colonial to Present	3 SH
FAHS 445--History of Photography	3 SH
FAHS 450--Medieval Art	3 SH
FAHS 453E-W--Special Topics in Music and Art	3 SH
FAHS 460--New Mexico Santo Tradition	3 SH
Six upper division (400 level) semester hours in consultation with and academic advisor	
FAHS 497--Senior Art History Thesis Research	3 SH
FAHS 499--Senior Art History Thesis	3 SH

Art History Minor 12 SH

Upper Division Requirements 12 SH

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

FINE ARTS: MUSIC

The Music Program includes a wide variety of courses and is intended for students of all levels of experience, offering participation in beginning to advanced music lessons and classes, performing ensembles, and courses in music history and music theory. Students who want to concentrate in more advanced studies in music may pursue a Bachelor of Arts or a structured music minor.

Students wishing to pursue the music major or minor should contact the 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. The music major curriculum offers a comprehensive course of study in historical, cultural, theoretical, and performance perspectives. With a grounding in the traditional music styles of Western art music, music majors will also acquire an essential awareness and knowledge of contemporary musical directions, American music, interdisciplinary studies between music and art, and the musical traditions of other cultures. The Bachelor of Arts in Music prepares students to go onto graduate studies, education, or one that combines music with other disciplines such as music and liturgy, arts management and administration, communication, business or community-based professions.

Music majors with an emphasis in performance are expected to participate in applied lessons and ensembles every semester, once

they have declared the major. Performance majors have added studies in Techniques and Performance and advanced ensembles. Performance majors prepare and present public recitals in both their junior and senior years. The Department currently offers the Performance Emphasis in the applied areas of voice, piano, guitar, oboe, clarinet, flute, bassoon, recorder, trumpet, trombone, percussion, violin, viola, cello, bass, mandolin, and harp. Auditions are required.

The Structured Music minor is offered to any Regis College student who demonstrates substantial skill and technique on an instrument or voice (audition required). The music minor at Regis College is designed to give students an excellent general foundation in music, music history, and the technical language of music. Music minors develop a serious mastery of an instrument or voice and gain experience working in advanced ensemble groups.

NOTE: All music majors must pass a keyboard proficiency exam.

Music Major 39 SH

Lower Division Requirements 21 SH

Vernacular Traditions/American Music (choose one)

FAC 201J—R.O.C.K. in the U.S.A.	3 SH
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 201N/FAC 201NC--American Musical Theater	3 SH
FAC 201P/256C--Music In American Culture	3 SH
FAC 257--Jazz in American Culture	3 SH

Music in World Cultures

FAC 201L--Soundscapes in a Changing World	3 SH
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Music Theory

FAMT 200--Music Theory I *	3 SH
FAMT 201--Aural Skills I *	2 SH
FAMT 300--Music Theory II	3 SH
FAMT 301--Aural Skills II	2 SH
FAMT 350--Music Theory III	3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)

Applied Lesson	1 SH
Applied Lesson	1 SH

Music Ensemble (FAM-200 level)

Ensemble	0 SH
Ensemble	0 SH

Recital Hour

FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements 18 SH

Advanced Music History

FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH

Advanced Music Theory

FAMT 400--Orchestration, Arranging, and Conducting	3 SH
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Advanced Applied Music (FAM 400-level)

Advanced Applied Lesson	1 SH
Advanced Applied Lesson	1 SH

Advanced Music Ensemble (FAM-400 level)

Advanced Ensemble	2 SH
Advanced Ensemble	2 SH

Recital Hour

FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH

Senior Thesis: Music in the Arts

FAM 499--Senior Thesis: Music in the Arts	3 SH
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Music Performance Major 45 SH

Lower Division Requirements 21 SH

Vernacular Traditions/American Music (choose one)

FAC 201J--R.O.C.K. in the U.S.A.	3 SH
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 201N/FAC 201NC--American Musical Theater	3 SH
FAC 201P/256C--Music in American Culture	3 SH
FAC 257--Jazz in American Culture	3 SH

Music in World Cultures

FAC 201L--Soundscapes in a Changing World	3 SH
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Music Theory

FAMT 200--Music Theory I *	3 SH
FAMT 201--Aural Skills I *	2 SH
FAMT 300--Music Theory II	3 SH
FAMT 301--Aural Skills II	2 SH
FAMT 350--Music Theory III	3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)

Applied Lesson	1 SH
Applied Lesson	1 SH

Music Ensemble (FAM-200 level)

Ensemble	0 SH
Ensemble	0 SH

Recital Hour

FAMR 200A--Freshman Recital Hour A	0 SH
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FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements 24 SH

Advanced Music History

FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH

Advanced Music Theory

FAMT 400--Orchestration, Arranging, and Conducting	3 SH
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Techniques and Performance in Applied Area

Techniques and Performance I	2 SH
Techniques and Performance II	2 SH
Techniques and Performance III	2 SH
Techniques and Performance IV	2 SH

Music Major Recitals

FAMR 403--Junior Recital	0 SH
FAMR 404--Senior Recital	0 SH

Advanced Music Ensemble (FAM-400 level)

Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH

NOTE: Four semester hours required--sustained over four semesters.

Recital Hour (Required every semester)

FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH

Senior Thesis: Music in the Arts

FAM 499--Senior Thesis: Music in the Arts	3 SH
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Music History and Literature Major 45 SH

Lower Division Requirements 24 SH

Vernacular Traditions/American Music (choose one)

FAC 201J--R.O.C.K. in the U.S.A.	3 SH
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 201N/FAC 201NC--American Musical Theater	3 SH
FAC 201P/256C--Music In American Culture	3 SH
FAC 257--Jazz in American Culture	3 SH
or	

Music in World Cultures

FAC 201L--Soundscapes in a Changing World	3 SH
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Music Theory

FAMT 200--Music Theory I *	3 SH
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FAMT 201--Aural Skills I *	2 SH
FAMT 300--Music Theory II	3 SH
FAMT 301--Aural Skills II	2 SH
FAMT 350--Music Theory III	3 SH

* Prerequisites may be required depending upon music theory placement.

Applied Music (FAM 200-level)

Applied Lesson	1 SH
Applied Lesson	1 SH
Applied Lesson	1 SH
Applied Lesson	1 SH

Music Ensemble (FAM 200-level)

Ensemble	0-2 SH
Ensemble	0-2 SH
Ensemble	0-2 SH
Ensemble	0-2 SH

Recital Hour

FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

NOTE: Required every semester once the music major is declared.

Upper Division Requirements 21 SH

Advanced Music History

FAMH 452--European Music Literature	3 SH
FAMH 455E-W--Topics in Music History	3 SH

Six semester hours selected from the following:

(Students must complete either FAC 201L or FAMH 450E-W.)

FAMH 450E-W--World Music Literature	3 SH
FAMH 451--History of U.S. Folk, Pop and Jazz	3 SH
FAMH 453E-W--Special Topics in Music and Art	3 SH
FAMH 454--History and Performance of American Musical Theater	3 SH

Advanced Music Theory

FAMT 400--Orchestration, Arranging, and Conducting	3 SH
FAMT 401--Counterpoint	3 SH

Recital Hour

FAMR 400A--Junior Recital Hour A	0 SH
FAMR 400B--Junior Recital Hour B	0 SH
FAMR 450A--Senior Recital Hour A	0 SH
FAMR 450B--Senior Recital Hour B	0 SH

Senior Thesis: Music in the Arts

FAM 499--Senior Thesis: Music in the Arts	3 SH
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Music Minor 21 SH

Lower Division Requirements 9 SH

Vernacular Traditions/American Music (choose one)

FAC 201J--R.O.C.K. in the U.S.A.	3 SH
FAC 251--United States Folk, Pop, and Jazz	3 SH
FAC 201N/FAC 201NC--American Musical Theater	3 SH
FAC 201P/256C--Music In American Culture	3 SH
FAC 257--Jazz in American Culture	3 SH

or

Music in World Cultures

FAC 201L--Soundscapes in a Changing World	3 SH
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Music Theory

FAM 235--Foundations of Music	3 SH
FAM 236--Basic Musicianship	2 SH

Note: These courses may be waived depending on music theory placement.

Applied Music (FAM 200-level) Applied Lesson	1 SH
Music Ensemble (FAM 200-level) Ensemble	0-2 SH

Recital Hour

FAMR 200A--Freshman Recital Hour A	0 SH
FAMR 200B--Freshman Recital Hour B	0 SH
FAMR 300A--Sophomore Recital Hour A	0 SH
FAMR 300B--Sophomore Recital Hour B	0 SH

<i>Upper Division Requirements</i>	12 SH
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Advanced Music History

FAMH 452--European Music Literature	3 SH
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Techniques and Performance (Applied Area)

Techniques and Performance I	2 SH
Techniques and Performance II	2 SH
Techniques and Performance III	2 SH

Advanced Ensemble

Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH
Advanced Ensemble	0-2 SH

Music Minor Recital

FAMR 402--Music Minor Recital	0 SH
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GEOLOGY

A major in Geology is not available.

Geology is the study of the Earth, its materials, processes, and history. Geology courses are offered in support of the Environmental Studies, Core, and Education programs.

HEALTH AND EXERCISE SCIENCE

Dr. Clifford Barnes, Associate 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 12 SH

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 POLITICAL ECONOMY

Dr. Michael Chiang, Associate Professor, Chair

Dr. Nicki Gonzales, Professor

Dr. Robin Koenigsberg, Associate Professor

Dr. Ethan Sanders, Associate Professor

Dr. Meaghan Shaughnessy, Associate Professor

Dr. Lauren Hirshberg, Assistant Professor

Dr. Helen Kras, Assistant Professor

Dr. Mausumi Mahapatro, Assistant Professor

Dr. Ian Zuckerman, Assistant Professor

Dr. Daniel Clayton, Professor Emeritus

Dr. Terry Schmidt, Professor Emeritus

History Major 39 SH

Lower Division Requirements 15 SH

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.

Global Environmental History

HS/POL 200--Sustainability and Collapse in World History 3 SH

HS/POL 201--Origin and Challenges of the Modern World 3 SH

World History

HS 231--World History to 1500 3 SH

HS 232--World History since 1500 3 SH

Europe

HS 213--Europe to 1789 3 SH

HS 214--Europe Since 1789 3 SH

America/United States

HS 223--History of the United States to 1865 3 SH

HS 224--History of the United States since 1865 3 SH

Middle East

HS 238--The Middle East to 1800 3 SH
 HS 239--The Middle East since 1800 3 SH

Africa

HS 250--Africa to 1800 3 SH
 HS 251--Africa since 1800 3 SH

East Asia

HS 253--Premodern East Asia 3 SH
 HS 254--Modern East Asia 3 SH

Latin America and the Caribbean

HS 260--Survey of Latin America to 1826 3 SH
 HS 261--Survey of Latin America since 1826 3 SH

Upper Division Requirements 24 SH

Regional or National Histories

Nine semester hours selected from the following:

HS 430--History of Colorado 3 SH
 HS 433--History of the Caribbean and the Atlantic World 3 SH
 HS 437--The West in United States History 3 SH
 HS 451--Premodern Japan 3 SH
 HS 452--Modern Japan 3 SH
 HS 453--Premodern China 3 SH
 HS 454--Modern China 3 SH
 HS 465--Europe from 1914 to 1945 3 SH
 HS 481--History of Christianity in Africa 3 SH
 HS 482--The Indian Ocean World 3 SH
 HS 485E-W--Topics in History: National/Regional 3 SH
 HS 490E-W--Independent Study in History 3 SH
 HS 494--Research Apprenticeship 3 SH

Topical or Thematic

Nine semester hours selected from the following:

HS 412--Immigration in American History 3 SH
 HS 425--The Civil War and Gilded Age America 3 SH
 HS 426--America During the Jazz Age 3 SH
 HS 427--The United State and the World Wars 3 SH
 HS 428--United States History, 1945 to Present 3 SH
 HS 429--United States in the 1960's and 70's 3 SH
 HS 441--The Culture and Politics of Public Memory 3 SH
 HS 442--Oral History: Theory and Methods 3 SH
 HS 455--Stories from Wartime 3 SH
 HS 458--The History of Chinese Food 3 SH

HS 476--Human Rights and Humanitarianism in Africa and the Middle East 3 SH

HS 477--Revolution in the Middle East 3 SH

HS 478--Inter-Religious Relations in the Middle East 3 SH

HS 480--Religion and Politics in Modern Africa 3 SH

HS 484E-W--Topics in History: Topical/Thematic 3 SH

HS 490E-W--Independent Study in History 3 SH

HS 494--Research Apprenticeship 3 SH

Capstone and Major Portfolio 6 SH

HS 499A--Capstone I: Theory and Methods 3 SH

HS 499B--Capstone II: The Senior Thesis 3 SH

Asian Pacific Studies Minor 15 SH

Lower Division Requirements 3 SH

Three semester hours selected from the following:

HS 253--Premodern East Asia 3 SH
 HS 254/254C--Modern East Asia 3 SH
 HS 255/255C--Democracy and Development in Taiwan 3 SH

Upper Division Requirements 12 SH

Twelve semester hours selected from the following:

HS 451--Premodern Japan 3 SH
 HS 452--Modern Japan 3 SH
 HS 453--Premodern China 3 SH
 HS 454--Modern China 3 SH
 HS 458--The History of Chinese Food 3 SH
 HS 482--The Indian Ocean World 3 SH
 HS 485L--History of Hawaii 3 SH
 PEC 402--Political Economy of Underdevelopment 3 SH
 PJ 433--Vietnam and the United States 3 SH
 PL 432--Asian Philosophies and Religions 3 SH
 PL 435E-W--Themes in Asian Philosophies & Religions 3 SH
 RT 450E-W--Topics in World Religions 3 SH

History Minor 15 SH

Lower Division Requirements 3 SH

Three lower division semester hours History Course 3 SH

Upper Division Requirements 12 SH

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

Political Economy Major 39 SH*Lower Division Requirements 15 SH*

EC 200--Economics for Responsible Citizenship 3 SH

EC 3200/EC 3200C--Principles of Macroeconomics 3 SH

EC 3300/EC 3300C--Principles of Microeconomics 3 SH

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

POL 231--Introduction to International Relations
orPOL 241--Introduction to Comparative Politics and
Government 3 SH*Upper Division Major Requirements 24 SH*

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

Macroeconomic Foundations

Three semester hours selected from the following:

EC 4110--Macroeconomic Theory 3 SH

EC 4245/POL 445--Comparative Public Policy 3 SH

Microeconomic Foundations

Three semester hours selected from the following:

EC 4100--Microeconomic Theory 3 SH

PEC 473--Public Finance and Public Policy 3 SH

General Dimensions

Twelve semester hours selected from the following, in consultation with Political Economy advisor:

EC 4103--Sustainable Development and Change 3 SH

EC 4108/ENVS 408--Consumption, Contentment and
Climate Change 3 SH

EC 4177--International Economics 3 SH

EC 4200--Comparative Economics Systems 3 SH

EC 4218/ENVS 418--Environmental Economics and Law 3 SH

EC 4232/POL 432--International Political Economy 3 SH

EC 4243--Economic Policy, Justice, and the Common Good 3 SH

PEC 402/POL 402--Political Economy of Underdevelopment 3 SH

PEC 430--Behavioral Economics 3 SH

PEC 441--Measuring What Matters 3 SH

PEC 473--Public Finance and Public Policy 3 SH

PEC 482E-W--Topics in Political Economy 3 SH

POL 416--Politics of Mass Incarceration 3 SH

POL 496G--Democracy in the Americas 3 SH

Optionally, three semester hours from the following may be applied toward the General Dimension electives:

PEC 490E-W--Independent Study in Political Economy 3 SH

PEC 494--Research Apprenticeship 1-3 SH

PEC 498E-W--Internship in Political Economy 3 SH

Capstone and Major PortfolioPEC 499A--Capstone I: Approaches in Political and Economic
Analysis 3 SH

PEC 499B--Capstone II: Integrated Experience 3 SH

Political Economy Minor 15 SH

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

Lower Division Requirements 3 SH

EC 200--Economics for Responsible Citizenship 3 SH

Upper Division Requirements 12 SH

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

EC 4103--Sustainable Development and Change 3 SH

EC 4108/ENVS 408--Consumption, Contentment and
Climate Change 3 SH

EC 4177--International Economics 3 SH

EC 4200--Comparative Economic Systems 3 SH

EC 4218/ENVS 418--Environmental Economics and Law 3 SH

EC 4232/POL 432--International Political Economy 3 SH

EC 4243--Economic Policy, Justice, and the Common Good 3 SH

PEC 430--Behavioral Economics 3 SH

PEC 441--Measuring What Matters 3 SH

PEC 473--Public Finance and Public Policy 3 SH

PEC 490E-W--Independent Study in Political Economy 3 SH

PEC 498E-W--Internship in Political Economy 3 SH

POL 416--Politics of Mass Incarceration 3 SH

POL 496G--Democracy in the Americas 3 SH

Politics Major 36 SH*Lower Division Requirements 15 SH*

POL 202--Fundamental Concepts in Politics 3 SH

POL 206--Introduction to United States Politics 3 SH

POL 231--Introduction to International Relations 3 SH

POL 241--Introduction to Comparative Politics and
Government 3 SH

POL 281--Introduction to Political Philosophy 3 SH

Upper Division Requirements 21 SH

Complete one course selected from each of the following five areas:

United States

POL 410--United States Public Policy	3 SH
POL 413--United States Elections	3 SH
POL 415--20 th Century United States Politics	3 SH
POL 496E-W--Seminar in United States Politics	3 SH

International or Comparative

POL 402--Political Economy of Underdevelopment	3 SH
POL 432--International Political Economy	3 SH
POL 439--United States Foreign Policy Since World War II	3 SH
POL 445--Comparative Public Policy	3 SH
POL 493E-W--Seminar in International Politics	3 SH
POL 494E-W--Seminar in Comparative Politics	3 SH

Political Theory

POL 481--Theories of International Relations	3 SH
POL 482E-W--Topics in Political Theory	3 SH
POL 483--Abolition Democracy	3 SH

Politics and the Law

POL 400--Constitutional Law	3 SH
POL 403--Courts and the Judicial Process	3 SH
POL 404--International Law and Human Rights	3 SH
POL 406--Just and Sustainable Development	3 SH
POL 420--Environmental Politics	3 SH

Internship 3 SH

POL 498E-W--Internship in Politics and Law	3 SH
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Capstone 6 SH

POL 499A-- Capstone I: Approaches to Political and Economic Analysis	3 SH
POL 499B--Capstone II: Integrated Experience	3 SH

Politics Minor 12 SH*Upper Division Requirements* 12 SH

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

Pre-Law Minor 15 SH

POL 400--Constitutional Law	3 SH
PL 460--Critical Thinking	3 SH
POL 497--Vocation of Law	3 SH

Six semester hours selected from the following:

BA 498I--Business Law	3 SH
CR/SO 450--Criminology	3 SH
PL 452--Philosophy of Law	3 SH
POL 403--Courts and the Judicial Process	3 SH
POL 404--International Law and Human Rights	3 SH
POL 498E-W--Internship in Politics and Law	3 SH

HONORS PROGRAM

Dr. Amy Schreier, Program Director

Dr. Lara Narcisi, Associate Director

The Honors Program at Regis College is an alternative way of meeting the College's Core requirements. At least 27 semester hours of honors courses substitute for a portion of the Core curriculum. The honors curriculum has two major components: a five-semester sequence of Integrative Seminars and a requirement for dedicated Core replacement courses, which can be offered by any department.

The Integrative Seminars: In the honors curriculum, there is a five-course sequence that replaces standard integrative Core courses. Each seminar is organized under a broad theme that invites interdisciplinary conversation and is team-taught by faculty members from different disciplines. Each seminar takes its charter from the University Mission Statement and Core Philosophy Statement, drawing course objectives and a potential reading list from the synergy between these grounding documents. Each of these courses is thematically oriented and historically recursive.

Dedicated Core Replacements: All departments have an opportunity to teach an honors section of their Distributive Core courses. Each of these honors offerings meets certain protocols--such as expectations for greater depth or student involvement--and is approved by the Honors Advisory Council. These sections are open primarily to honors students, however, instructors have the option to allow any student to take the course.

The most accomplished students accepted into Regis College are invited each spring to 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 April 1st of the year they intend to matriculate at Regis University. Honors scholarship consideration will be given to all honor applications received by March 15th.

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:

RCC 200H--Honors Writing Seminar: The Idea of a University	3 SH
RCC 400H--Honors Seminar: Tradition and Innovation	3 SH
RCC 410H--Honors Seminar: Chaos and Order	3 SH
RCC 420H--Honors Seminar: Justice for All	3 SH
RCC 430H--Honors Seminar: Magis and the Search for Meaning	3 SH

In addition to the Integrative seminars, all Honors students also take at least four other honors courses, which may include the following:

HO 490E-W--Independent Study in Honors	1-3 SH
HO 493A--Honors Thesis Research Seminar A	0-2 SH
HO 493B--Honors Thesis Research Seminar B	0-2 SH
HO 499--Honors Thesis	0-2 SH

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	24 SH
CIL 400--Integrative Theory and Tools	3 SH
CIL 401--Surveys for Social Change	3 SH
CIL 496--Integrative Capstone	3 SH

Upper Division Requirements 15 SH

Fifteen upper division semester hours of selected with the approval of the major advisor.

Integrative Studies Minor 15 SH

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 16 SH

CIL 450--Emerging Leaders	3 SH
CIL 451--Leadership and Social Change	0-1 SH
CIL 452--Heroic Leadership	0-1 SH
CIL 453--Organizational Leadership	0-1 SH
CIL 454--Leadership Immersion	0-1 SH
CIL 484--Integrative Practicum	3 SH
CIL 496--Integrative Capstone	3 SH
One Upper Division Elective in consultation with advisor	3 SH

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. Suzanne Caulk, Associate Professor

Dr. Sally Duvall, Senior Term Professor

DEPARTMENTAL REGULATIONS

The modern language recommended for mathematics majors planning to enter graduate school is either French or German.

Mathematics Major 24-36 SH*Lower Division Requirements** 0-12 SH

MT 360A--Calculus I 4 SH

MT 360B--Calculus II 4 SH

MT 360C--Calculus III 4 SH

Upper Division Requirements 24 SH

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

MT 401--Logic and Proofs 3 SH

MT 415--Linear Algebra 3 SH

MT 423A--Abstract Algebra I 3 SH

MT 454--Real Analysis 3 SH

Upper Division Mathematics Electives 12 SH

Twelve upper division semester hours of mathematics selected from the following:

MT 405--Numerical and Computational Methods 3 SH

MT 426--History and Foundations of Mathematics 3 SH

MT 435--Applied Combinatorics 3 SH

MT 437--Cryptography 3 SH

MT 441--Modern Geometry 3 SH

MT 463--Differential Equations 3 SH

MT 470A--Mathematical Statistics I 3 SH

MT 470B--Mathematical Statistics II 3 SH

MT 480--Complex Analysis 3 SH

MT 495E-W--Advanced Topics in Mathematics 3 SH

Mathematics Minor 12-20 SH*Lower Division Requirements** 0-8 SH

MT 360A--Calculus I 4 SH

MT 360B--Calculus II 4 SH

Upper Division Requirements 12 SH

Twelve upper division semester hours of Mathematics courses beyond the Core Studies requirement, selected with the approval of the major advisor.

* Lower division major/minor requirements may not be required depending upon mathematics placement.

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**French Major 31 SH***Lower Division Requirement*

The equivalent of first-year proficiency in another foreign language or a six semester hour combination selected from the following options:

- Phonetics (if not already counted toward major) 3-6 SH
- Coursework towards certification in English as a second language 3-6 SH
- Coursework in bilingual education 3-6 SH
- Spanish for health care practitioners (if not already counted toward major) 3 SH
- Related coursework in other academic fields subject to departmental approval 3 SH
- Full-time enrollment for a minimum of one semester in a non-English-based study abroad program 6 SH

Upper Division Requirements 25 SH

Twenty-two upper division semester hours of French courses, which must include:

FR 409--Advanced French I 3 SH

FR 410--Advanced French II 3 SH

FR 411--Advanced French III 3 SH

FR 415--French Politics and Culture 3 SH

FR 460--Romance Linguistics 3 SH

FR 499--Senior Seminar 1 SH

Upper Division French Electives 6 SH

Upper division semester hours in a related field selected in consultation with the French advisor. 3 SH

French Minor**12 SH**

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

SPANISH**Spanish Major****31 SH***Lower Division Requirement*

The equivalent of first-year proficiency in another foreign language or a six semester hour combination selected from the following options:

- Phonetics (if not already counted toward major) 3-6 SH
- Coursework towards certification in English as a second language 3-6 SH
- Coursework in bilingual education 3-6 SH
- Spanish for health care practitioners (if not already counted toward major) 3 SH
- Related coursework in other academic fields subject to departmental approval 3 SH
- Full-time enrollment for a minimum of one semester in a non-English-based study abroad program 6 SH

*Upper Division Requirements***25 SH**

Twenty-five upper division semester hours of Spanish courses, which must include:

SP 408A--Spanish for Heritage Speakers I or SP 409--Advanced Spanish I	3 SH
SP 408B--Spanish for Heritage Speakers II or SP 410--Advanced Spanish II	3 SH
SP 411--Advanced Spanish III	3 SH
SP 430A--Survey of Spanish Literature	3 SH
SP 430B--Survey of Latin American Literature	3 SH
SP 460--Romance Linguistics	3 SH
Upper Division Spanish Elective	6 SH
SP 496--Senior Project	1 SH

NOTE: The Modern Language Department highly recommends study abroad as an integral part of the Spanish major.

Spanish Minor**12 SH**

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

Majors or minors in languages other than French and Spanish are only available through 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. Rebecca Betjemann, Associate Professor, Chairperson

Dr. Mark Basham, Professor, Neuroscience Director

Dr. Jose Lafosse, Professor

Dr. Rona McCall, Professor

Dr. Brian Drwecki, Associate Professor

Dr. Ashley Fricks-Gleason, Associate Professor

Dr. Amanda Miller, Associate Professor

Dr. Erin Winterowd, Associate Professor

Dr. James Maniscalco, 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**52-54 SH**

<i>Lower Division Requirements</i>	28 SH
NS 260/260C/260H--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Laboratory	1 SH
PSY 250/250C/250H--General Psychology	3 SH
BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260-- General Biology II: Molecular and Cellular	3 SH

BL 261--Molecular and Cellular Biology Laboratory	1 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
MT 272--Statistics for Life Sciences	3 SH
<i>Upper Division Requirements</i>	24-26 SH

Methods and Application

NS 410--Neurological Disorders	3 SH
NS 450--Neuroscience Methods	3 SH
NS 451--Neuroscience Methods Laboratory	1 SH
NS 480--Cellular and Molecular Neuroscience	3 SH
NS 481--Cellular and Molecular Neuroscience Laboratory	1 SH

Advanced Neuroscience

NS 485--Neuroanatomy and Neurophysiology	3 SH
NS 486--Neuroanatomy and Neurophysiology Laboratory	1 SH
NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH

Elective Component

Two electives courses with co-requisite laboratory, if offered, which must be from different focus areas. A second section offering of NS 495E-W may be completed as an upper division neuroscience-focused elective with permission of the director of the Neuroscience Program.

Biology-Focused Electives

BL 412--Developmental Biology	3 SH
BL 414--Principles of Genetics	3 SH
BL 415--Genetics and Genomics Laboratory	1 SH
BL 416--Molecular and Cellular Biochemistry	3 SH
BL 436--Human and Comparative Physiology	3 SH
BL 437--Human and Comparative Physiology Laboratory	1 SH

Neuroscience-Focused Electives

NS 466--Neuropharmacology	3 SH
NS 470--Neuroethics	3 SH
NS 472--Neuroplasticity	3 SH
NS 474--Neurodevelopment	3 SH

Psychology-Focused Electives

PSY 434--Behavioral Genetics	3 SH
PSY 442--Learning and Memory	3 SH
PSY 454--Cognitive Psychology	3 SH
PSY 455--Cognitive Psychology Laboratory	1 SH
PSY 482--Sensation and Perception	3 SH

PSY 483--Sensation and Perception Laboratory	1 SH
PSY 487--Neuropsychology	3 SH
PSY 488--Neuropsychology Laboratory	1 SH

Additional NS Electives

NS 491E-W--Independent Research in Neuroscience	1-3 SH
NS 498E-W--Internship in Neuroscience	3 SH

NOTE: These may substitute for an upper division neuroscience-focused elective with permission of the director of the Neuroscience Program.

Honors-in-Neuroscience Major 56-58 SH

The Honors-in-Neuroscience major is designed for students who wish to complete a major research project as part of their program of study. To complete this major, a student must complete the same lower and upper division requirements of the neuroscience major, plus at least two semester hours of NS 491E-W--Research in Neuroscience (taken over two or more semesters) and two semester hours of Senior Thesis.

NS 491E-W--Research in Neuroscience*	2 SH
NS 499--Senior Thesis	2 SH

* Research or Independent Study in Biology, Biochemistry, Chemistry, or Psychology may be substituted for this requirement upon approval by the director of the Neuroscience Program after consulting with the instructor of the independent study.

- 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 (or equivalent). Credits may be spread across multiple semesters.
- Complete NS 499 by (a) orally defending the thesis before the thesis committee and other interested parties; (b) presenting the research project in a public forum such as a lecture or a professional meeting; (c) submitting a final thesis that is approved by the thesis committee.

NOTE: Students in the Honors Program may substitute HO 499 for NS 499. The Honors Program spring presentation will fulfill the 6 (a), but not 6 (b), requirement.

Neuroscience Minor 16 SH

<i>Lower Division Requirements</i>	4 SH
NS 260--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Laboratory	1 SH

Upper Division Requirements 12 SH

NS 480--Cellular and Molecular Neuroscience 3 SH

PL 481—Cellular and Molecular Neuroscience Laboratory 1 SH

Eight semester hours selected from the following list. Students must take corequisite lab when offered. No more than six semester hours of NS 491-498 may count toward the minor:

NS 410--Neurological Disorders 3 SH

NS 450--Neuroscience Methods 3 SH

NS 451--Neuroscience Methods Laboratory 1 SH

NS 466--Neuropharmacology 3 SH

NS 470--Neuroethics 3 SH

NS 472--Neuroplasticity 3 SH

NS 474--Neurodevelopment 3 SH

NS 485--Neuroanatomy and Neurophysiology 3 SH

NS 486--Neuroanatomy and Neurophysiology Laboratory 1 SH

NS 491E-W--Independent Research in Neuroscience 3 SH

NS 495E-W--Seminar: Current Topics in Neuroscience 3 SH

NS 498E-W--Internship in Neuroscience 3 SH

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 30 SH*Lower Division Requirement* 3 SH

PJ 200/PJ 200C--Introduction to Peace and Justice 3 SH

Upper Division Requirements 27 SH

PJ 400--Foundations of Peace and Justice 3 SH

PJ 401--Research and Writing in the Community 3 SH

PJ 464--Stand Up and Fight: Community Organizing 3 SH

PJ 496--Peace and Justice Studies Project 3 SH

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 SH

Peace and Justice Minor 15 SH

PJ 200/PJ 200C--Introduction to Peace and Justice 3 SH

PJ 400--Foundations of Peace and Justice 3 SH

PJ 496--Peace and Justice Studies Project 3 SH

Upper Division Peace and Justice Elective (selected with the approval of the major advisor) 6 SH

Conflict Transformation Minor 16 SH

PJ 408A--Leading Dialogues Across Difference 3 SH

PJ 408B--Practicum in Dialogue Facilitation 1 SH

PJ 415/COM 485F--Discourses of Conflict Resolution 3 SH

PJ 416G/COM 459G--Deliberative Democracy 3 SH

PJ 496--Peace and Justice Studies Project 3 SH

Upper Division Elective (selected with the approval of the major advisor) 3 SH

PHILOSOPHY

Dr. Becky Vartabedian, Associate Professor, Chairperson

Dr. Karen Adkins, Professor

Dr. Ronald DiSanto, Professor

Dr. Abigail Gosselin, Professor

Dr. Jason Taylor, Professor, Director of the First Year Experience

Dr. Ted Zenzinger, Associate Professor

Dr. Anandita Mukherji, Assistant Professor

Dr. Aaron Conley, Senior Term Professor

Dr. Amanda Grobmeier, Term Professor

COURSE OFFERINGS

The Department offers courses at the 200 and 400 levels. PL 270/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 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 course in the fall semester. NOTE: Enrollment in PL 270H 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 24 SH

Upper Division Requirements 24 SH

Twenty-four upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:

One course on the history of philosophy selected from the following:

PL 404--Classical Greek Philosophy	3 SH
PL 406--Later Classical Philosophy	3 SH
PL 411--Medieval Philosophy	3 SH

One course on the history of philosophy selected from the following:

PL 415--17 th Century Philosophy	3 SH
PL 417--The Emergence of Modernity	3 SH
PL 418--The Philosophy of the Enlightenment	3 SH
PL 419--19 th Century Philosophy	3 SH
PL 420--Contemporary Currents	3 SH
PL 428--The Phenomenological Tradition	3 SH

Two courses in Ethics, Politics, and Society selected from the following:

PL 438--Ethics	3 SH
PL 445--Philosophy of Art	3 SH
PL 448E-W--Special Topics in Ethics	3 SH
PL 448J--Environmental Ethics	3 SH
PL 448N--Drugs and Society	3 SH
PL 448M--The Politics of Poverty	3 SH
PL 448T--Medical and Mental Health Justice	3 SH
PL 450--Political Philosophy	3 SH
PL 452--Philosophy of Law	3 SH

PL 454E-W--Philosophy and Social Issues	3 SH
PL 454E--Precarious Bodies	3 SH
PL 454F--Philosophy in Dark Times	3 SH
PL 457--Topics in Political Theory: Ancient Thought	3 SH
PL 458--Topics in Political Theory: Modern Thought	3 SH
PL 459--Topics in Political Theory: Feminism	3 SH
PL 470--Feminist Theory	3 SH
PL 492F--Digital Ethics	3 SH
PL 492J--Selected Themes in Philosophy: Justice, Economic Systems and Gender	3 SH
PL 492X--Selected Themes in Philosophy: Liberation and Dynamics of Transformation	3 SH
PL 494--Philosophical Practicum	3 SH
Four upper division courses (selected with the approval of the major advisor)	12 SH

Philosophy Minor 12 SH

Twelve upper division semester hours of Philosophy courses beyond the Core Studies requirement selected with the approval of the minor advisor.

Ethics, Politics and Society Minor

The courses that comprise this minor incorporate both philosophical perspectives and an applied perspective on problems at the intersection of ethics, politics, and society.

Twelve upper division semester hours of philosophy courses beyond the Core Studies requirement selected from the following:

PL 438--Ethics	3 SH
PL 445--Philosophy of Art	3 SH
PL 448E-W--Special Topics in Ethics	3 SH
PL 448J--Environmental Ethics	3 SH
PL 448N--Drugs and Society	3 SH
PL 448M--The Politics of Poverty	3 SH
PL 448T--Medical and Mental Health Justice	3 SH
PL 450--Political Philosophy	3 SH
PL 452--Philosophy of Law	3 SH
PL 454E-W--Philosophy and Social Issues	3 SH
PL 454E--Precarious Bodies	3 SH
PL 454F--Philosophy in Dark Times	3 SH
PL 457--Topics in Political Theory: Ancient Thought	3 SH
PL 458--Topics in Political Theory: Modern	3 SH
PL 459--Topics in Political Theory: Feminism	3 SH
PL 470--Feminist Theory	3 SH

PL 492F--Digital Ethics	3 SH
PL 492J--Selected Themes in Philosophy: Justice - Economic Systems and Gender	3 SH
PL 492L--Philosophy and Creativity	3 SH
PL 492X--Selected Themes in Philosophy: Liberation and Dynamics of Transformation	3 SH
PL 494--Philosophical Practicum	3 SH

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	15 SH
<i>Prerequisite</i>	3 SH
PE 333--First Aid Emergency Response	3 SH
<i>Upper Division Requirements</i>	12 SH
Twelve upper division semester hours of Physical Education courses.	

Physical Education: Coaching Minor	21 SH
<i>Prerequisite</i>	3 SH
PE 333--First Aid Emergency Response	3 SH
<i>Upper Division Requirements</i>	18 SH
PE 413--Principles of Exercise Performance and Sport Nutrition	3 SH
PE 425--Principles of Coaching	3 SH
PE 426--Care and Prevention of Athletic Injuries	3 SH
PE 437--Sport Ethics	3 SH
PE 438--Sport Administration	3 SH
PE 498G--Internship in Coaching	3 SH

PHYSICS AND ASTRONOMY

Dr. Frederick Gray, Associate Professor, Chairperson

Dr. Quyen Hart, Associate Professor

Dr. David Bahr, Guest 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	62 SH
<i>Lower Division Requirements</i>	35 SH
CS 210--Introduction to Programming	3 SH
CS 310--Data Structures	3 SH
CS 324--Algorithms and Analysis	3 SH
CS 390--Principles of Programming Languages	3 SH
MT 320--Discrete Mathematics	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH
MT 360C--Calculus III	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH
<i>Upper Division Requirements</i>	27 SH
MT 405--Numerical and Computational Methods	3 SH
MT 463--Differential Equations	3 SH
PH 408--Analytical Mechanics and Special Relativity	3 SH

PH 410--Electricity and Magnetism	3 SH
PH 451--Modern Physics Laboratory and Seminar	2 SH
PH 460--Quantum Theory and Spectroscopy	3 SH
PH 465--Statistical Mechanics and Thermodynamics	3 SH
PH 475--Physics Capstone Seminar	1 SH

Upper division electives - selected in consultation with the major advisor. May include 400-level computer science (CS) course or physics (PH) courses. 6 SH

Physics Major 58 SH

Lower Division Requirements 33 SH

CH 210--Principles of Chemistry I	4 SH
CH 211--Principles of Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CS 210--Introduction to Programming	3 SH
MT 360A--Calculus I	4 SH
MT 360B--Calculus II	4 SH
MT 360C--Calculus III	4 SH
PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

Upper Division Requirements 25 SH

MT 463--Differential Equations	3 SH
PH 408--Analytical Mechanics and Special Relativity	3 SH
PH 410--Electricity and Magnetism	3 SH
PH 420--Electronics or	
PH 425--Optics with Laboratory	4 SH
PH 451--Modern Physics Laboratory and Seminar	2 SH
PH 460--Quantum Theory and Spectroscopy	3 SH
PH 465--Statistical Mechanics and Thermodynamics	3 SH
Upper Division Physics/Astronomy Electives	3 SH
PH 475--Physics Capstone Seminar	1 SH

Physics Minor 24 SH

Lower Division Requirements 12 SH

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

MT 360A--Calculus I	4 SH
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Upper Division Requirements 12 SH

Twelve upper division (400-level) semester hours of Physics courses selected with approval of the major advisor. Additional laboratory hours may be required.

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 258/259; BL 260/261) and Chemistry courses (CH 210/211; CH 230/231) during their first year, often with mathematics. The prerequisite requirements for programs vary both among disciplines and among schools within disciplines. The course prerequisites listed below are approximate and designed for students planning to apply to multiple schools. There are many health science professions in addition to those listed. Students should consult individual graduate programs for specific prerequisite requirements and additional recommended courses, and meet with their academic advisor and with the pre-health advisor.

Pre-Dental, Pre-Medical, and Pre-Veterinary Typical Prerequisites 57-59 SH

BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH

CH 210--General Chemistry I	4 SH	BL 437--Human and Comparative Physiology Laboratory	1 SH
CH 211--General Chemistry Laboratory I	1 SH	CH 210--General Chemistry I	4 SH
CH 230--General Chemistry II	4 SH	CH 211--General Chemistry Laboratory I	1 SH
CH 231--General Chemistry Laboratory II	1 SH	CH 230--General Chemistry II	4 SH
CH 250--Organic Chemistry I	4 SH	CH 231--General Chemistry Laboratory II	1 SH
CH 251--Organic Chemistry Laboratory I	1 SH	CH 250--Organic Chemistry I	4 SH
CH 420--Organic Chemistry II	4 SH	CH 251--Organic Chemistry I Laboratory	1 SH
CH 421--Organic Chemistry Laboratory II	1 SH	One of the following 8 semester hours options of physics:	
EN 250--Literature Matters	3 SH	• PH 202A--General Physics with Trigonometry I	3 SH
RCC 200--First Year Writing	3 SH	PH 205A--General Physics with Trigonometry Laboratory I	1 SH
*Some schools require one year of English and do not count First Year Writing (RCC 200) as an English course.		PH 202B--General Physics with Trigonometry II	3 SH
One of the following 8 semester hours options of physics:		PH 205B--General Physics with Trigonometry Laboratory II	1 SH
• PH 202A--General Physics with Trigonometry I	3 SH	• PH 304A--General Physics with Calculus I	3 SH
PH 205A--General Physics with Trigonometry Laboratory I	1 SH	PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH	PH 304B--General Physics with Calculus II	3 SH
PH 205B--General Physics with Trigonometry Laboratory II	1 SH	PH 305B--General Physics with Calculus Laboratory II	1 SH
• PH 304A--General Physics with Calculus I	3 SH	RCC 200--First Year Writing	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH	English Literature Electives	6 SH
PH 304B--General Physics with Calculus II	3 SH	Two courses in Mathematics including MT 272--Statistics for Life Sciences	6-8 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH	Pre-Physical Therapy Typical Prerequisites	53 SH
BL 416--Molecular and Cellular Biochemistry or		BL 258--General Biology I: Organismic	3 SH
CH 452A--Biochemistry	3 SH	BL 259--Organismic Biology Laboratory	1 SH
PSY 250--General Psychology	3 SH	BL 260--General Biology II: Molecular and Cellular	3 SH
and/or		BL 261--Molecular and Cellular Biology Laboratory	1 SH
SO 200--Introduction to Sociology	3 SH	BL 274--Principles of Human Anatomy	3 SH
Two courses in Mathematics including MT 272--Statistics for Life Sciences	6-8 SH	BL 275--Human Anatomy Laboratory	1 SH
Pre-Physician Assistant Typical Prerequisites	48-50 SH	BL 276--Principles of Human Physiology	3 SH
BL 258--General Biology I: Organismic	3 SH	BL 277--Human Physiology Laboratory	1 SH
BL 259--Organismic Biology Laboratory	1 SH	BL 296--Medical Terminology	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH	CH 210--General Chemistry I	4 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH	CH 211--General Chemistry Laboratory I	1 SH
BL 406--Human and Comparative Anatomy	3 SH	CH 230--General Chemistry II	4 SH
BL 407--Human and Comparative Anatomy Laboratory	1 SH	CH 231--General Chemistry Laboratory II	1 SH
BL 414--Principles of Genetics	3 SH	HES 450--Biomechanics of Exercise	3 SH
BL 415--Genetics and Genomics Laboratory	1 SH	MT 272--Statistics for the Life Sciences	
BL 418--Microbiology	3 SH	or	
BL 419--Microbiology Laboratory	1 SH	HES 311--Research Design and Statistics	3 SH
BL 436--Human and Comparative Physiology	3 SH	MT 360A--Calculus I	4 SH
		RCC 200--First Year Writing	3 SH

PSY 250--General Psychology	3 SH
One of the following 8 semester hours options of physics:	
• PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics with Trigonometry Laboratory I	1 SH
PH 202B--General Physics with Trigonometry II	3 SH
PH 205B--General Physics with Trigonometry Laboratory II	1 SH
• PH 304A--General Physics with Calculus I	3 SH
PH 305A--General Physics with Calculus Laboratory I	1 SH
PH 304B--General Physics with Calculus II	3 SH
PH 305B--General Physics with Calculus Laboratory II	1 SH

One or more of the following courses in Psychology:

PSY 457--Developmental Psychology I	3 SH
PSY 458--Developmental Psychology II	3 SH
PSY 471--Abnormal Psychology	3 SH

Other recommended courses:

HES 420-Functional Anatomy	3 SH
HES 421--Functional Anatomy Laboratory	1 SH
HES 430--Physiology of Exercise	3 SH
HES 431--Physiology of Exercise Laboratory	1 SH
HES 440--Concepts of Motor Behavior	3 SH
HES 441--Concepts of Motor Behavior Laboratory	1 SH
HES 450--Biomechanics of Exercise	3 SH
HES 451--Biomechanics of Exercise Laboratory	1 SH

Regis University specific PT program pre-requisites are listed under the program requirements.

Pre-Pharmacy Typical Prerequisites	68 SH
BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
RCC 200--First Year Writing	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH

CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 420--Organic Chemistry II	4 SH
CH 421--Organic Chemistry Laboratory II	1 SH
COM 250--Speaking to Make a Difference	3 SH
EC 200--Economics for Responsible Citizenship	3 SH
MT 360A--Calculus I	4 SH
PL 270/PL 270C--Philosophical Explorations	3 SH
PSY 250/PSY 250C--General Psychology	3 SH
RT 201/RT 201C--Religion and the Human Quest	3 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
Social Science Elective	3 SH

PSYCHOLOGY

Dr. Rebecca Betjemann, Associate Professor, Chairperson

Dr. Mark Basham, Professor

Dr. Jose Lafosse, Professor

Dr. Rona McCall, Professor

Dr. Brian Drwecki, Associate Professor

Dr. Ashley Fricks-Gleason, Associate Professor

Dr. Amanda Miller, Associate Professor

Dr. Erin Winterowd, Associate Professor

Dr. James Maniscalco, 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 five upper division psychology courses plus two laboratories (17 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 43 SH

Foundations of Psychological Science 14 SH

PSY 250/250C/250H--General Psychology 3 SH

NS 260/260C/260H--Introduction to Brain and Behavior 3 SH

NS 261--Introduction to Brain and Behavior Laboratory 1 SH

PSY 422--Research Methods and Behavioral Statistics I 3 SH

PSY 423--Research Methods and Behavioral Statistics II 3 SH

PSY 424--Research Methods and Behavioral Statistics Laboratory 1 SH

Upper Division Requirements 29 SH

PSY 493--Senior Capstone 3 SH

Required Breadth Courses

In addition to courses listed above, 26 upper division semester hours of Psychology courses must be taken. Students must take one class per Group (except Group A), and two laboratories. Students may choose laboratories from Groups A-E with co-requisite class or NS 401 as a standalone laboratory. 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.

Group A – Developmental Science 6 SH

PSY 457--Developmental Psychology I 3 SH

PSY 458--Developmental Psychology II 3 SH

PSY 462--Developmental Psychology Laboratory 1 SH

Group B – Cognitive and Behavioral Science 3+ SH

PSY 442--Learning and Memory 3 SH

PSY 454--Cognitive Psychology 3 SH

PSY 455--Cognitive Psychology Laboratory 1 SH

Group C - Biological Basis of Psychological Science 3+ SH

PSY 434--Behavioral Genetics 3 SH

PSY 482--Sensation and Perception 3 SH

PSY 483--Sensation and Perception Laboratory 1 SH

NS 401--Advanced Neuroscience Methods 1 SH

NS 410--Neurological Disorders 3 SH

NS 466--Neuropharmacology 3 SH

NS 485--Neuroanatomy and Neurophysiology 3 SH

NS 486--Neuroanatomy and Neurophysiology Laboratory 1 SH

Group D - Person and Society Science 3+ SH

PSY 438--Social Psychology 3 SH

PSY 439--Social Psychology Laboratory 1 SH

PSY 450--Psychology of Gender 3 SH

PSY 465--Cultural Psychology 3 SH

PSY 470--Psychology of Personality 3 SH

Group E - Applied Psychological Science 3+ SH

PSY 404--Educational Psychology 3 SH

PSY 418--Industrial and Organizational Psychology 3 SH

PSY 425--Health Psychology 3 SH

PSY 440--Psychology of Racism 3 SH

PSY 453--Clinical and Counseling Psychology 3 SH

PSY 467--Human Sexuality 3 SH

PSY 468--Developmental Disabilities 3 SH

PSY 471--Abnormal Psychology 3 SH

PSY 484--Forensic Psychology 3 SH

PSY 487--Neuropsychology 3 SH

PSY 488--Neuropsychology Laboratory 1 SH

Additional Psychological Science Courses

PSY 490E-W--Independent Study in Psychology * 1-3 SH

PSY 491E-W--Research in Psychology * 1-3 SH

PSY 498E-W--Internship in Psychology 3 SH

*No more than 3 semester hours of PSY 490E-W or PSY 491E-W can count towards the completion of the major.

Honors-in-Psychology Major 47 SH

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Psychology major:

PSY 491E-W--Research in Psychology 2 SH

PSY 499--Senior Thesis 2 SH

- 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.

3. Obtain IRB or IACUC approval as necessary.
4. Write and submit a grant proposal to URSC or another funding source to support the proposed thesis project.
5. Complete the proposed research project in PSY 491E-W (or equivalent). Credits may be spread across multiple semesters.
6. Complete PSY 499 by **(a)** orally defending the thesis before the thesis committee and other interested parties; **(b)** presenting the research project in a public forum such as a lecture or a professional meeting; **(c)** 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 for PSY 499. The Honors Program spring presentation will fulfill the 6 **(a)**, but not 6 **(b)**, requirement.

Psychology Minor 15 SH

Prerequisite

PSY 250/250C/250H--General Psychology 3 SH

Upper Division Requirements 12 SH

Complete twelve semester hours selected from the following courses: PSY 404, PSY 418, PSY 425, PSY 434, PSY 438, PSY 439, PSY 440, PSY 442, PSY 450, PSY 453, PSY 454, PSY 455, PSY 457, PSY 458, PSY 465, PSY 467, PSY 468, PSY 470, PSY 471, PSY 482, PSY 483, PSY 484, PSY 487, PSY 488, PSY 490E-W, PSY 491E-W, PSY 493, PSY 496E-W, PSY 498E-W.

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 18 SH

CIL 420--Oppression and Resistance 3 SH

CIL 421--Segregation in US History 3 SH

CIL 422--Diversity in US Society 3 SH

CIL 496--Integrative Capstone 3 SH

Two Upper Division Electives in consultation with advisor 6 SH

RELIGIOUS STUDIES

Dr. Russ Arnold, Associate Professor, Chairperson
Dr. J. Thomas Howe, Professor

Dr. Kari Kloos, Professor

Dr. Julia Brumbaugh, Associate Professor

Dr. Thomas Leinger, 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 and RT 499B (Senior Project A/B) are required of all majors.
- To graduate with a Religious Studies major, a grade of "C" (2.000) or better is required for all courses in the major.

Religious Studies Major 33 SH

Lower Division Requirements 9 SH

RT 201/RT 201C--Religion and the Human Quest 3 SH

300-level RT Electives 6 SH

Upper Division Requirements 24 SH

Twenty-four upper division semester hours of Religious Studies courses (RT), which must include the following:

RT 426--Classics of Christian Thought 3 SH

RT 499A--Senior Project A 1 SH
and

RT 499B--Senior Project B 2 SH

Six 400-level RT courses [minimum of one course (3 SH) in non-Christian religion or an interdisciplinary approach to the study of religion] 18 SH

Religious Studies Minor 18 SH

Recommended courses for Core Studies requirement include the following:

RT 201/RT 201C--Religion and the Human Quest 3 SH

RT 300 level course 3 SH

Upper Division Requirements 12 SH

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

Christian Leadership Minor 12 SH

Students may take a Christian Leadership minor through the Department of Religious Studies. It involves 12 upper division semester hours selected with the approval of the student's minor advisor who is appointed by the Chair of the Department of Religious Studies. The minor typically involves practical experience in Christian Leadership (e.g., an internship, work with University Ministry, residence at Romero House). Interested students should contact the Chair of the Religious Studies Department.

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 15 SH

URC 250--Interdisciplinary Research Methods and Ethics 3 SH

URC 491E-W--Undergraduate Research 3 SH

URC 495--Communication and Dissemination of Research 3 SH

Discipline Specific Requirements 6 SH

Six upper division semester hours selected with the approval of faculty research mentor.

WOMEN'S AND GENDER STUDIES

Dr. Erin Winterrowd, Associate 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 30 SH

WGS 400--Introduction to Women's and Gender Studies 3 SH

WGS 402--Research and Writing in the Community 3 SH

WGS 499--Capstone Project 3 SH

Upper Division Elective Requirements 21 SH

One WGS Humanities Course:

WGS 410E-W--Women in Literature 3 SH

WGS 430--Manhood and Meaning 3 SH

WGS 435--Images of Women in Art and the Popular Media 3 SH

WGS 437--Writing By and About Hispanic Women 3 SH

WGS 460E-W--Women and Religion 3 SH

WGS 470-- Feminist Theory 3 SH

WGS 485F--Precarious Bodies 3 SH

WGS 485H--The Politics of Poverty 3 SH

WGS 485J--Women in Music 3 SH

WGS 485N--Gender and Homelessness 3 SH

WGS 485Q--Queer Justice 3 SH

WGS 486E--A Womxn's World 3 SH

WGS 490E-W--Selected Topics in Feminist Theory 3 SH

One WGS Social Science Course:

WGS 411--Food, Gender, and Culture	3 SH
WGS 424--Sex, Gender and Society	3 SH
WGS 440--Gender, Sexuality and Communication	3 SH
WGS 441--Performances of Self and Society	3 SH
WGS 445--Gender and Globalization	3 SH
WGS 450--Psychology of Gender	3 SH
WGS 467--Human Sexuality	3 SH
WGS 487--Transitional Feminisms	3 SH
WGS 485E--Family Violence	3 SH
WGS 485O--Chicanas and Social Change	3 SH
WGS 485S--Women in Business	3 SH
WGS 485V--Disability, History, Culture & Contexts	3 SH

Five upper division courses (selected with the approval of the major advisor) from the courses listed above or additional courses listed below: 15 SH

WGS 495E-W--Independent Study in Women's & Gender Studies

WGS 498E-W--Internship in Women's and Gender Studies

Women's and Gender Studies Minor 15 SH

WGS 400--Introduction to Women's and Gender Studies 3 SH

Upper Division Women's and Gender Studies Electives (selected with the approval of the major advisor) 12 SH

NOTE: WGS 400 is prerequisite for all upper division Women's and Gender Studies courses.

REGIS COLLEGE NON-TRADITIONAL UNDERGRADUATE PROGRAMS

CERTIFICATE IN APPLIED CRAFT BREWING

Mr. Matthew Peetz, 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
www.regis.edu/craftbrewing

The Certificate in Applied Craft Brewing in Regis College is designed for students who have taken undergraduate collegiate courses in basic biology, chemistry, and mathematics (one course each) or demonstrated some proficiency in these areas via CLEP

testing and who seek to pursue interests or careers in craft brewing. This certificate provides focused study of the science, business, and practice of craft brewing with an emphasis on applying coursework. The program culminates with an internship experience in a brewery or brewing-relevant setting. Admission to this program is separate from the traditional undergraduate program in Regis College. Regis College undergraduates may not take Applied Craft Brewing courses as part of the traditional undergraduate program.

LEARNING FORMAT

This program is offered as four eight-week evening courses and a sixteen-week independent internship administered online. The program may be completed in one year. The eight-week courses are classroom-based with some laboratory and brewing site-visit activities.

FACULTY

The Applied Craft Brewing Certificate is distinguished by a faculty with advanced degrees in their appropriate disciplines and expertise in brewing.

ADMISSION

Application Requirements

- 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, completion of the required collegiate courses, or passing CLEP test scores of 50 in each of these areas.
- 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 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.

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 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$603
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Home Brewing Supplies	\$250

*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 the respective schools. 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.

Applied Craft Brewing Certificate Requirements	16 SH
BREW 400--Biological Brewing Fundamentals	3 SH
BREW 430--Business of Craft Brewing	3 SH
BREW 496A--Applied Craft Brewing I: Hot Side	3 SH
BREW 496B--Applied Craft Brewing II: Cold Side	3 SH
BREW 498--Brewing Internship	4 SH

REGIS COLLEGE GRADUATE PROGRAMS**BIOLOGY**

Dr. John Sakulich, Associate Professor, Biology Chair

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INTRODUCTION

Graduate Programs in Biology in Regis College are designed to assist students with preparing for the next steps in their lives by providing high quality educational experiences in specialized areas of the biological sciences.

The Department of Biology offers the following options at the graduate level:

- Master of Science in Biomedical Sciences
- Master of Science in Environmental Biology
- 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 Academic Records and Registration. An I-20 cannot be issued until the student has been admitted by the University and an academic program. Additional English instruction may be required upon or after admission to the program to ensure success in completing coursework.
- 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).

M.S. in Biomedical Sciences and Certificate in Biomedical Genetics and Genomics guaranteed admission course requirements:

- BL 258* and BL 259 or 259H General Biology I: Organismic & Laboratory (B+ or higher).
- BL 260* and BL 261 or 261H General Biology II: Molecular and Cellular & Laboratory (B+ or higher).
- BL 416 Molecular and Cellular Biochemistry or CH 452A Biochemistry I
- CH 210* and CH 211 or CH 220 and CH 221 General Chemistry I and Laboratory
- CH 230 and CH 231 General Chemistry 2 and Laboratory
- CH 250 and CH 251 Organic Chemistry I and Laboratory
- CH 450 and CH 451 Organic Chemistry 2 and Laboratory
- MT 272 Statistics for Life Sciences
- PH 202A and PH 203A or PH 304A and 305A Physics I and Laboratory
- PH 202B and PH 203B or PH 304B and 305B Physics 2 and Laboratory
- RCC 200 or RCC 200H First Year Writing
- At least two of the following upper-division courses with pre-requisite Laboratory if offered. BL 406 and 407 Anatomy, BL 414 and 415 Genetics, BL 418 and 419 Microbiology, BL 436 Physiology, BL 466 Immunology, or BL/PY/NS 485 and 486 Neuroanatomy and Neurophysiology.

M.S. Environmental Biology guaranteed admission course requirements:

- BL 258* and BL 259 or 259H General Biology I: Organismic & Laboratory
- BL 260* and BL 261 or 261H General Biology II: Molecular and Cellular & Laboratory
- BL 402 and BL 403 or ENVS 402 and ENVS 403 Principles of Ecology and Laboratory
- CH 210* and CH 211 or CH 220 and CH 221 Principles of Chemistry I and Laboratory (C or higher)

- MT 272 Statistics for Life Sciences
- RCC 200 or RCC 200H First Year Writing
- At least two upper-division courses with introductory science course pre-requisites in Biology (BL) or biologically-focused Environmental Science (ENVS) focused on Ecology or Evolution.

*Introductory biology and chemistry lecture courses for which credit has been granted via AP, IB, or College Articulation agreements in high school are waived.

- 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.

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 biology* with laboratories.
- A semester of ecology (must be a course with ecology content and with an introductory biology pre-requisite).
- A semester of collegiate chemistry for science students* with laboratory. (C or higher)
- A semester of collegiate statistics.
- A course in English composition.
- At least two upper-division courses with introductory science course pre-requisites in Biology or biologically Focused Environmental Science focused on Ecology or Evolution (B or higher).

*Except for introductory biology and chemistry lecture courses for both program areas for which credit has been granted via AP, IB, or College Articulation agreements in high school and recognized by the AJCU institution. These pre-requisites are waived in this circumstance.

- 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.

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 Academic Records and Registration is notified through the Application for Graduation form of students' intent to participate in commencement.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Dr. Jay Campisi, Professor, Director

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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.

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 completed 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 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$932
General Fee (per course)	\$105
Application Fee (nonrefundable)	\$ 50
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester)*	\$35

Student Activity Fee (applies to students with one or more credit hours per semester) \$ 25

Graduation Application Fee \$ 50

*Opt-Out available

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

M.S. in Biomedical Sciences Degree Requirements 32 SH

BL 610A--Biomedical Sciences Seminar I: Skills Development 1 SH

BL 610B--Biomedical Sciences Seminar II: Colloquium, Project, and Externship 2 SH

BL 610C--Biomedical Sciences Seminar III: Project, Ethics, and Statistics 1 SH

BL 610D--Biomedical Sciences Seminar IV: Colloquium and Project 1 SH

BL 613A--Biomedical Human Anatomy Laboratory and Seminar I 2 SH

BL 613B--Biomedical Human Anatomy Laboratory and Seminar II 2 SH

BL 614--Biomedical Genetics 3 SH

BL 616--Biomedical Biochemistry 3 SH

BL 618--Biomedical Human Physiology 4 SH

BL 619--Biomedical Physiology Laboratory 1 SH

BL 620--Biomedical Microbiology 3 SH

BL 621--Biomedical Microbiology and Immunology Laboratory 1 SH

BL 624--Biomedical Immunology 3 SH

BL 628--Biomedical Ethics and Externship 2 SH

BL 632--Biomedical Genomics 3 SH

CERTIFICATE IN GENETICS AND GENOMICS

INTRODUCTION

The Certificate in Genetics and Genomics 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, genetics research, genomics research). This program provides a rigorous background in health-relevant genetics and genomics. This Certificate program provides professional advising and credential enhancement focused on the area of genetics and health.

LEARNING FORMAT

This program includes five courses that may be completed in 10 months. Courses are designed to accommodate daytime work or internship schedules in one week, accelerated eight-week, or hybrid classroom-online courses. Student may elect to complete the Certificate in more than one year, but should consider course pre-requisites in planning 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.

GENETICS AND GENOMICS PROGRAM CHARGES FOR THE 2022– 2023 ACADEMIC YEAR

Tuition (per semester hour))	\$932
General Fee (per course)	\$105
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$ 25
Graduation Application Fee	\$ 50

*Opt-Out Available.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

CERTIFICATE REQUIREMENTS

Genetics and Genomics Certificate Requirements

BL 610A--Biomedical Sciences Seminar I: Skills Development or	
BL 630--Biomedical Genetics and Genomics Seminar	1 SH
BL 614--Biomedical Genetics	3 SH
BL 632--Biomedical Genomics	3 SH
BL 634--Cancer Genetics	3 SH
BL 636--Translational Genetics and Genomics	3 SH

MASTER OF SCIENCE IN ENVIRONMENTAL BIOLOGY

Dr. Kristofor Voss, Associate Professor, Director

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www.regis.edu/environmentalbiology

INTRODUCTION

The Master of Science in Environmental Biology Program in Regis College is designed for students who have completed an undergraduate degree and basic undergraduate science coursework and seek to pursue careers in Environmental Science. This program provides focused study of the environment with an emphasis on environmental-study design and assessment along with a direct externship or research experience in an area of interest to the student. Students integrate their diverse program experiences with their coursework in the production of the final project. The Program's mission is to prepare students academically for the next steps in their lives, particularly refining and achieving their environmental career goals.

LEARNING FORMAT

This program may be completed in two formats, a 10-month intensive program including afternoon and evening courses or a two-year program involving 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. Courses are classroom or laboratory based. The M.S. degree requires completion of a written final project comprising four chapters written in two colloquium courses, and a year-long field project requiring three field trips

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. A minimum 2.7 grade point average is required.

- 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 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:
 - A year of general or introductory biology for science students with laboratories
 - A semester of ecology (must be a course with ecology content and with an introductory biology pre-requisite)
 - A semester of general and/or inorganic chemistry for science students with laboratories
 - A semester of collegiate statistics
 - A course in English composition
 - Additional courses in ecology and evolution also are recommended but not required.

Note: The natural science and mathematics coursework must have been completed within the last 6 years. The Program Director may allow substitution of other coursework for specifically identified prerequisite courses or may waive the within-6-years requirement for courses on a case-by-case basis. Probationary admission may be granted to students with deficiencies in the above criteria.

- Ability to complete field work, including the ability to complete a one-mile hike on uneven ground.

ENVIRONMENTAL BIOLOGY PROGRAM CHARGES FOR THE 2022– 2023 ACADEMIC YEARS

Tuition (per semester hour))	\$757
General Fee (per course)	\$105
Student Activity Fee (applies to students with one or more credit hours per semester)	\$ 25
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Graduation Application Fee	\$ 50
Estimated BL 651A & BL 651B field cost	\$500-\$800

*Opt-Out Available.

Information regarding tuition payment options and refunds of tuition is available in the General Information section of this *Catalog*.

M.S. in Environmental Biology Degree Requirements 35 SH

BL 650A--Environmental Biology Colloquium and Grant Writing	3 SH
BL 650B--Environmental Biology Colloquium and Project	3 SH
BL 651A--Introduction to Environmental Biology Skills	1 SH
BL 651B--Environmental Biology Fieldwork II	1 SH
BL 652--Environmental Biostatistics and Research Design	3 SH
BL 654--Advanced Ecological Modeling	3 SH
BL 656--Advanced Ecology	3 SH
BL 657--Advanced Field Ecology Laboratory	1 SH
BL 660--Ecological Applications of Geographic Information Systems	4 SH
BL 662--Aquatic Ecology and Bioassessment	3 SH
BL 664A--Wetland Delineation Laboratory	1 SH
BL 664B--Environmental Conservation and Restoration Seminar	1 SH
ENVS 650--Environmental Regulation and Impact Assessment	3 SH
One of the following courses:	3 SH
• BL 458 or ENVS 458--Behavioral Ecology	
• BL 658--Advanced Behavioral Ecology	
One of the following courses:	2 SH
• BL 668--Environmental Biology Externship	
• BL 691--Graduate Research in Biology	
One of the following course sequences:	
• ENVS 474--Geographic Information Science and	3 SH
• BL 660P--Geographic Information Systems Project	1 SH
OR	
• BL 660--Ecological Applications of Geographic Information Systems	4 SH

GRADUATE PROGRAMS IN DEVELOPMENT PRACTICE

OVERVIEW

The Regis University 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.

DEVELOPMENT PRACTICE PROGRAM CHARGES FOR THE 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$582
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$ 45
Course Material Fee (per semester hour)*	\$ 35
Technology Fee (for 3 semester hour course)	\$62.50
Technology Fee (for 1 semester hour course)	\$ 21
Graduation Fee	\$ 50

ADMISSION

- Completed undergraduate degree from a regionally accredited institution or international equivalent
- International documentation with official transcripts submitted*
- Application essay (per prompt)
- Current resume
- English language proficiency, test or equivalent (for international students)**
- Completed online application at regis.edu/apply

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. Photocopies of the evaluation are not admissible.

** 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, repeatedly 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.

The MDP degree will not be conferred: 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.

Master of Development Practice Degree Requirements 42 SH

<i>Year One</i>	<i>15 SH</i>
DP 600--Introduction to International Development	3 SH
DP 606--Gender and Development	3 SH
DP 609--Participatory Planning	3 SH
DP 630--Food, Water, Energy, and Climate Nexus	3 SH

First-Year Summer Elective

Three semester hours selected from the following:

- DP 681--Skills: Monitoring and Evaluation I 1 SH
- DP 682--Skills: Monitoring and Evaluation II 1 SH
- DP 683--Skills: Qualitative Data Collection 1 SH
- DP 684--Skills: Qualitative Data Assessment 1 SH
- DP 686--Skills: Data Visualization 1 SH

<i>Year Two</i>	<i>15 SH</i>
DP 608--Markets and Enterprise	3 SH
DP 610--Health and Development	3 SH
DP 620--Research and Learning for Development Practice	3 SH
DP 699--Field Practicum and Leadership	3 SH
Second-Year Elective	3 SH

Three semester hours selected from the following:

- DP 611--Eco-Systems Services** 3 SH
- DP 612--Grassroots and Indigenous Activism* 3 SH

- DP 670--Education for Sustainability** 3 SH
- MNM 6700--Financial Resource Development*** 3 SH

Year Three 12 SH

DP 660--Communications for Development Practice 3 SH

DP 680--Skills: Program Design 1 SH

DP 693--Capstone Planning and Literature Review 2 SH

DP 694--Capstone Planning II 0 SH

Third-Year Elective 3 SH

Three semester hours selected from the following (cannot duplicate elective course previously completed):

- DP 61 I—Eco-Systems Services** 3 SH
 - DP 612--Grassroots and Indigenous Activism* 3 SH
 - DP 670—Education for Sustainability** 3 SH
 - MNM 6700 Financial Resource Development*** 3 SH
- DP 695--Capstone Writing 3 SH
- DP 696--Capstone Submission & Community Forum 0 SH

*Offered Odd Years

**Offered Even Years

***Offered Yearly

Optional Education Specialization

An optional specialization may be completed in Education. The optional Education specialization will fulfill the required elective and degree completion credits for the Master of Development Practice degree.

Required Courses:

ED 685--Theories and Strategies for CLD K-12 3 SH

EDSP 620--Teaching the Exceptional Child 3 SH

EDSP 663--Assessment of the Diverse Learner 3 SH

Optional Environment Specialization

An optional specialization may be completed in Environment. The optional Environment specialization will fulfill the required elective and degree completion credits for the Master of Development Practice degree.

Required Courses:

BL 660--Ecological Applications of Geographic Information Systems 4 SH

BL 668--Environmental Biology Externship 2 SH

ENVS 650--Environmental Regulation and Impact Assessment 3 SH

Graduate Certificate of Development Practice*

Degree Requirements 15 SH

DP 600--Introduction to International Development 3 SH

DP 606--Gender and Development 3 SH

DP 609--Participatory Planning 3 SH

DP 630--Food, Water, Energy, and Climate Nexus 3 SH

Summer Elective

Three semester hours selected from the following:

- DP 681--Skills: Monitoring and Evaluation I 1 SH
- DP 682--Skills: Monitoring and Evaluation II 1 SH
- DP 683--Skills: Qualitative Data Collection 1 SH
- DP 684--Skills: Qualitative Data Assessment 1 SH
- DP 686--Skills: Data Visualization 1 SH
- MNM 6700--Financial Resource Development 3 SH

*Customizable for Development Career Professionals: In consultation with the program director, current development practitioners may customize the graduate Certificate by choosing four seminar courses from the DP catalog, and three one-semester skills courses from the summer electives list. Contact the program coordinator for the current list of courses offered.

MASTER OF FINE ARTS IN CREATIVE WRITING

Dr. Andrea Rexillus, Director

Dr. Eric Baus, Assistant Director

Regis University
Carroll Hall, Room 116
Mail Code: H-16
3333 Regis Boulevard
Denver, CO 80221-1099
303-964-5119
Email: Arexilius@regis.edu

DEGREE OVERVIEW

The Mile-High MFA requires the successful completion of four 16-week writing semesters and five nine-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 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$700
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$ 35
Graduation Application Fee	\$50

*Opt-Out Available.

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 Skype) for the semesters that follow.

MASTER OF FINE ARTS IN CREATIVE WRITING DEGREE REQUIREMENTS

<i>MFA Degree Requirements</i>	54 SH
<i>MFA With Dual-Genre Requirements</i>	66 SH
<i>MFA With Pedagogy Specialization Requirements</i>	66 SH
MFA 601--Residency I	3 SH
MFA 602--Residency II	3 SH
MFA 603--Residency III	3 SH
MFA 604--Residency IV	3 SH
MFA 605--Residency V	3 SH
MFA 651--Writing Seminar I	9 SH
MFA 652--Writing Seminar II	9 SH
MFA 653--Writing Seminar III	9 SH
MFA 654--Writing Seminar IV	9 SH
MFA 670--Writing in the World Action Plan	0 SH
MFA 680--Critical Essay	1 SH
MFA 690--MFA Thesis	2 SH
<i>Additional MFA Dual-Genre Requirements</i>	12 SH
MFA 602D--Dual-Genre Residency	3 SH
MFA 652D--Writing Seminar II - Dual-Genre	9 SH
<i>Additional Pedagogy of Creative Writing Specialization Requirements</i>	12 SH
MACW 608--Writing and Rhetoric of Non-Fiction	3 SH
MACW 614--Writing as Social Action	3 SH
MACW 618--Creative Writing in the Literature Classroom	3 SH
MACW 636--Literary Criticism and Theory	3 SH

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
RegisJEducation@regis.edu

Dr. Heidi Barker, Professor and Interim Dean

GENERAL INFORMATION

The Division of Education is organized into two departments:

- initial licensure programs;
- graduate programs for practicing teachers.

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 follow provide programs of study, admission requirements, and program specific policies and procedures. Students should consult their Academic Advisor or Student Success Coach 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 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

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, Chairperson

Dr. Joan Armon, Professor

Dr. Heidi Barker, Professor

Dr. Kevin Edinburg, Assistant Professor

Dr. Khanh Le, Assistant 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.

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.

Lower Division Requirements

ED 204--Foundations of Education for Diverse Learners	3 SH
ED 306--Assessment of Learning	3 SH
ED 380E-W--Field Work in Schools	0 SH
MT 225--Mastery of Foundational Mathematics	3 SH
PSY 250--General Psychology	3 SH
Physical Education and Health Science Course	

Upper Division Requirements

ED/EDSP 401--Teaching Exceptional Learners	3 SH
ED 403A--Reading Instruction and Assessment For Elementary Educators	3 SH
ED 403C--Essentials of Early Literacy Instruction	3 SH
ED 410--Writing Instruction for Elementary Educators	3 SH
ED 417--Elementary Student Teaching	11 SH
or	
ED 416--Student Teaching for 5 th Year Students	3 SH
ED 419--Integrated Elementary Methods	6 SH
ED 439--Field Experience Culturally and Linguistically Diverse	0 SH
ED 447--Reading Multicultural Literature in the Elementary Classroom	3 SH
ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH
ED 495--Student Teacher Seminar	0-1 SH
EDLD/EDSP 403--Assessment of the Diverse Learner	3 SH
EDLD 451--Multicultural Perspectives in Education	3 SH
EDLD 475--Linguistics for Teachers of Culturally and Linguistically Diverse Students	3 SH
<i>Teaching for Social Justice Component</i>	21 SH

Academic Discipline Concentration

ED 300--Physical and Cultural Geography	3 SH
ED 407--Social Studies for Elementary Teachers	3 SH
RCC 430M--Search for Meaning (Mindfulness and Stress)	3 SH

Special Education Focus

EDSP 380--Special Education Practicum	0 SH
EDSP 402--Transition, Consultation, and Collaboration	3 SH
EDSP 404--Methods and Strategies in Special Education	3 SH
EDSP 405--Literacy Intervention	3 SH
EDSP 406--Behavior Management and Intervention	3 SH

Additional Elementary Education Licensure Requirements

Candidates for teacher licensure in Elementary Education in the State of Colorado must have received liberal arts preparation in the following areas (courses are taken through Regis College Distributive Core):

Art

Music

United States History

Two Sciences (one Biological and one Physical Science)*

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

General Psychology

*In order for the science courses to meet both the Regis College Core Studies requirements and the teacher licensure requirements, one science course must include a laboratory.

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.

MT 225--Mastery of Foundational Mathematics	3 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
ED 300--Physical and Cultural Geography	3 SH
ED 306--Assessment of Learning	3 SH
ED 380E-W--Field Experience in Schools (Four Sections Required)	0 SH
PY/PSY 250--General Psychology	3 SH
ED/EDSP 401--Teaching Exceptional Learners	3 SH
ED 403A--Reading Instruction and Assessment for Elementary Educators	3 SH
ED 403C--Essentials of Early Literacy Instruction	3 SH
ED 410--Writing Instruction for Elementary Educators	3 SH
ED 417--Elementary Student Teaching	11 SH
or	
ED 416--Student Teaching for 5 th Year Students	3 SH
ED 419--Integrated Elementary Methods	6 SH
ED 439--Field Experience Culturally and Linguistically Diverse	0 SH
ED 447--Reading Multicultural Literature in the Elementary Classroom	3 SH
EDLD 451--Multicultural Perspectives in Education	3 SH
ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH

ED 495--Student Teacher Seminar	0-1 SH
EDSP/EDLD 403--Assessment of the Diverse Learner	3 SH
EDLD 475--Linguistics for Teachers of Culturally and Linguistically Diverse Students	3 SH

Additional Elementary Education Licensure Requirements

Candidates for teacher licensure in Elementary Education in the State of Colorado must have received liberal arts preparation in the following areas:

Art

Music

United States History

Two Sciences (one Biological and one Physical Science)*

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

General Psychology

* In order for the science courses to meet both the Regis College Core Studies requirements and the teacher licensure requirements, one science course must include a laboratory.

SECONDARY EDUCATION

There are specific content areas allowed for secondary licensure: Math, Language Arts, Social Studies, 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.

Secondary Education Teacher Licensure Requirements (Education Course Requirements Only)

Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in the State of Colorado. Students should consult an advisor for the additional requirements for secondary education licensure, which are not listed.

MT 225--Mastery of Foundational Mathematics (not required for mathematics majors)	3 SH
PSY 250/PSY 250C--General Psychology	3 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
ED 306--Assessment of Learning	3 SH
ED 380E-W--Field Experience in Schools (Four Sections Required)	0 SH
ED/EDSP 401--Teaching Exceptional Learners	3 SH
ED 403B--Disciplinary Literacy	3 SH

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

ED 421--Secondary English Content, Instruction and Assessment	3 SH
ED 427--Secondary Mathematics Content, Instruction and Assessment	3 SH
ED 427A--Secondary Business Content, Instruction and Assessment	3 SH
ED 429--Secondary Science Content, Instruction and Assessment	3 SH
ED 431--Secondary Social Studies Content, Instruction and Assessment	3 SH
ED 434--Secondary Student Teaching	11 SH
or	
ED 432--Secondary Student Teaching for 5 th Year Students	3 SH
ED 435--Secondary Curriculum Planning and Classroom Management	3 SH
EDLD 451--Multicultural Perspectives in Education	3 SH
ED 439--Field Experience Culturally and Linguistically Diverse	0 SH
EDSP/EDLD 403--Assessment for the Diverse Learner	3 SH
EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students	3 SH
EDLT 415--Reading Towards Social Justice (required only of those seeking secondary licensure in English or minor in Literacy Education)	3 SH
ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH
ED 495--Student Teacher Seminar	0-1 SH

ART EDUCATION (K-12)

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

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.

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

MT 225--Mastery of Foundational Mathematics	3 SH
PSY 250/250C--General Psychology	3 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
ED 306--Assessment of Learning	3 SH
ED 380E-WV--Field Experience in Schools (4 sections)	0 SH
ED/EDSP 401--Teaching Exceptional Learners	3 SH
ED 403A--Reading Instruction and Assessment for Elementary Educators	3 SH
ED 425--Secondary Foreign Language Content, Instruction, and Assessment or ED 433--K-12 Art Content, Instruction, and Assessment * or ED 433B--K-12 Music Content, Instruction, and Assessment *	3 SH
ED 438--K-12 Student Teaching	11 SH
ED 435--Secondary Curriculum Planning and Classroom Management	3 SH
ED 439--Field Experience Culturally and Linguistically Diverse	0 SH
EDLD 451--Multicultural Perspectives in Education	3 SH
ED/EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH
ED 495--Student Teaching Seminar *	0-1 SH
EDLD/EDSP 403--Assessment for the Diverse Learner	3 SH
EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students	3 SH

* Admission to the Department of Education required.

SPECIAL EDUCATION GENERALIST

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

EDSP 380--Special Education Practicum	0 SH
EDSP 402--Transition, Consultation, and Collaboration	3 SH
EDSP 404--Methods and Strategies in Special Education	3 SH

EDSP 405--Literacy Interventions 3 SH

EDSP 406--Behavior Management and Intervention 3 SH

DEPARTMENTAL REGULATIONS

The Committee on Teacher Education of Regis (COTER) develops the policies of the program and regulates the admission, retention, and recommendation of students for licensure. To qualify for admission into the Traditional Undergraduate Teacher Education Program, students must satisfy the following requirements:

- University entrance requirements.
- All students enrolled in ED 204--Foundations of Education 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, ED 306, ED 401 and ED 485 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 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-WV 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 for elementary and ED 403B 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 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 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

18 SH

Both the elementary and secondary programs leading to approval for licensure meet the Regis College standard for a minor area of concentration.

If a student wishes to pursue a minor in education without teacher licensure, the following courses are required:

<i>Prerequisites</i>	6 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
PSY 250/PSY 250C--General Psychology	3 SH
<i>Upper Division Requirements</i>	12 SH

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

Special Education Minor

18 SH

This minor is designed to give teachers deeper knowledge of special education assessment processes, instruction, and students. These classes focus on interventions for working with students with special needs in the general education classroom.

<i>Prerequisites</i>	6 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
PSY 250/PSY 250C--General Psychology	3 SH
<i>Upper Division Requirements</i>	12 SH

ED/EDSP 401--Teaching Exceptional Learners 3 SH

Nine semester hours selected from the following courses:

EDSP 402--Transition, Consultation, and Collaboration	3 SH
EDSP 404--Methods and Strategies in Special Education	3 SH
EDSP 405--Literacy Interventions	3 SH
EDSP 406--Behavior Management and Intervention	3 SH

Culturally and Linguistically Diverse Education Minor 18 SH

All students completing licensure in elementary, secondary, or K-12 education will also complete the coursework required for an endorsement in Culturally and Linguistically Diverse Education. Students who are not seeking licensure may pursue a minor in Culturally and Linguistically Diverse Education.

<i>Prerequisites</i>	6 SH
ED 204--Foundations of Education for Diverse Learners	3 SH
PSY 250/PSY 250C-- General Psychology	3 SH
<i>Upper Division Requirements</i>	12 SH
EDLD 403--Assessment of the Diverse Learner	3 SH
EDLD 451--Multicultural Perspectives in Education	3 SH
EDLD 475--Linguistics for Teachers of Culturally Linguistically Diverse Students	3 SH
EDLD 485--Theories, Strategies, and Assessment for Culturally and Linguistically Diverse K-12	3 SH

NOTE: Field work in classrooms with second language learners is expected.

TEFL/TESOL Certificate 12 SH

ED 435--Secondary Curriculum and Management	3 SH
ED 485--Theories, Strategies, and Assessment of CLD K-12	3 SH
EDLD 475--Linguistics for Teachers of CLD	3 SH
EN 472--Advanced Grammar	3 SH

POST-TRADITIONAL UNDERGRADUATE EDUCATION PROGRAMS

BACHELOR OF ARTS IN ELEMENTARY EDUCATION POST-TRADITIONAL PROGRAM

Paula Humphrey, Program Coordinator
303-964-5321
phumphre@regis.edu
Regis College, Division of Education
David Clarke Hall

POST-TRADITIONAL UNDERGRADUATE PROGRAM CHARGES FOR THE 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$500
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45

Course Material Fee (per semester hour)*	\$35
Graduation Application Fee	\$50

*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-F) 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.

Bachelor of Arts in Elementary Education with Endorsements in Special Education and Culturally Linguistically Diverse Education

<i>Total Degree Requirements</i>	123 SH
<i>Undergraduate Core Studies Requirements</i>	45-49 SH
Oral and Written Communication	9 SH
Engagement with Literature and Arts	6 SH
Language and Global Awareness	6-8 SH
Understanding Human Behavior, Diversity, and Culture	6 SH
Quantitative Literacy	3-4 SH
The Natural World	3-4 SH
Philosophical Inquiry and Reflection	6 SH
Exploring Religious Traditions	6 SH
<i>Foundational Courses</i>	21 SH
Fine Arts	3 SH
Mathematics	3 SH
Science	3 SH
Social Science	3 SH
Lifespan Development	3 SH
Literature/Humanities	3 SH
EDEL 441--Child and Adolescent Literature*	3 SH
*Lower division course work acceptable in transfer	
<i>Professional Sequence Requirements</i>	12 SH
EDFD 400--Foundations of Education	3 SH
EDFD 403--Diversity, Equity, and Social Justice**	3 SH
EDSP 420--Teaching the Exceptional Learner	3 SH
EDLD 676--Linguistics and Language Acquisition	3 SH
EFDF 482E-F--Field Practicum I-VI	0 SH
<i>Elementary Education Methods Sequence</i>	45 SH
EDEL 460--Teaching Language Arts and Social Studies**	3 SH
EDEL 461--Teaching Math and Science**	3 SH
EDLD 677--Strategies for Diverse Populations	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDSP 443--Math for Special Educators	3 SH
EDSP 453--Literacy for Students with Special Needs	3 SH
EDSP 461--Assessment of the Diverse Learner	3 SH
EDSP 464--Behavior Management and Intervention	3 SH
EDSP 465--Transition, Consultation, and Collaboration	3 SH
EDEL 490--Student Teaching: Elementary**	10 SH

EDFD 497--Professionalism in Education I** 2 SH

**Course must be completed through Regis University.

MASTER OF ARTS AND MASTER OF EDUCATION GRADUATE PROGRAMS

DIVISION OF EDUCATION GRADUATE PROGRAM CHARGES FOR THE 2022 – 2023 ACADEMIC YEAR

M.Ed/MAE Tuition (per semester hour)	\$572
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
School Internship/Student Teaching Fee (per semester during licensure year)	\$250
Graduation Application Fee	\$50

*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

Clarke Hall 450
Regis University
3333 Regis Boulevard, Mail Code K-15
Denver, CO 80221
Phone: 303-458-4349

Ms. Paula Humphrey, Assistant Professor
Dr. Charles Igel, Associate Professor

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.) or a Master of Arts degree.

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-F) 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.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION	45 SH
EDFD 601--Foundations of Education	3 SH
EDFD 603--Diversity, Equity, and Social Justice	3 SH
EDSP 620--Teaching Exceptional Learners	3 SH
EDEL 670--Classroom Management	3 SH
EDLD 676--Linguistics and Language Acquisition	3 SH
EDLD 677--Strategies for Diverse Populations	3 SH
EDEL 660--Teaching Language Arts and Social Studies	3 SH
EDEL 663--Teaching Math and Science	3 SH
EDFD 682A-F--Field Practicum I-VI	0 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDSP 663--Assessment of the Diverse Learner	3 SH

EDFD 675--Teacher Leadership	3 SH
EDFD 679--Improvement Science for Practitioners	3 SH
EDFD 697--Professionalism in Education	2 SH
EDEL 690--Student Teaching: Elementary	4 SH

MASTER OF EDUCATION IN SECONDARY EDUCATION 42 SH

EDFD 601--Foundations of Education	3 SH
EDFD 603--Diversity, Equity, and Social Justice	3 SH
EDSP 620--Teaching Exceptional Learners	3 SH
EDLD 676--Linguistics and Language Acquisition	3 SH
EDLD 677--Strategies for Diverse Populations	3 SH
EDRG 644--Teaching Reading and Writing or 600-level Education Elective	3 SH
EDSC 670--Classroom Management	3 SH
EDSC 652--Disciplinary Literacy	3 SH
EDSC 661-668--Secondary Methods (Content Area)	3 SH
EDSP 663--Assessment of the Diverse Learner	3 SH
EDFD 682A-F--Field Practicum I-VI	0 SH
EDFD 675--Teacher Leadership	3 SH
EDFD 679--Improvement Science for Practitioners	3 SH
EDFD 697--Professionalism in Education	2 SH
EDSC 690--Student Teaching: Secondary	4 SH

MASTER OF EDUCATION IN SPECIAL EDUCATION GENERALIST INITIAL LICENSURE 48 SH

EDFD 603--Diversity, Equity, and Social Justice	3 SH
EDSP 620--Teaching Exceptional Learners	3 SH
EDLD 676--Linguistics and Language Acquisition	3 SH
EDLD 677--Strategies for Diverse Populations	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 610--Transition, Consultation, and Collaboration	3 SH
EDSP 644--Mathematics for Special Educators	3 SH
EDSP 663--Assessment of the Diverse Learner	3 SH
EDFD 682A-F--Field Practicum I-VI	0 SH
EDSP 664--Behavior Management and Intervention	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH

EDFD 675--Teacher Leadership	3 SH
EDFD 679--Improvement Science for Practitioners	3 SH
EDFD 697--Professionalism in Education	2 SH
EDSP 692--Student Teaching: Special Education Generalist	4 SH

MASTER OF EDUCATION WITHOUT LICENSURE (CUSTOMIZED) 30 SH

EDFD 675--Teacher Leadership	3 SH
EDFD 679--Improvement Science for Practitioners	3 SH
600 Level Education Electives	24 SH

MASTER OF ARTS IN EDUCATION: GRADUATE INITIAL TEACHER LICENSURE PROGRAM

Dr. Elizabeth Grassi, Professor, Chairperson

Room 228 Carroll Hall
Regis University
3333 Regis Boulevard, Mail Code H-12
Denver, CO 80221
Phone: 303-458-4135

OVERVIEW

The Master of Arts in Education: Graduate Teacher Licensure Program builds on the mission and goals of the Regis College Department of Education, the Master of Arts in Education (MAE) program, and the University's mission and graduate education philosophy statement. It is aligned philosophically and in delivery

style with the other Education programs and incorporates the many successful components of these programs, including but not limited to: a strong connection between theory and practice; classroom-based instruction that models the learning- and learner-centered, active pedagogy that the program cultivates in participating students; personalization; collaboration among learners and between the University and host schools; critical reflection, metacognition, and lifelong learning; and building and applying a belief system that values diverse students and communities.

The MAE: Graduate Teacher Licensure Program offers a seamless way for Regis College graduates to earn a professional Colorado teaching license in an accelerated, intensive format immediately following the completion of their undergraduate degree from Regis College.

Teaching licenses can be earned in elementary education (23-35 semester hours), K-12 Art (17-29 semester hours), or secondary education (17-29 semester hours). Secondary content areas include science, mathematics, English, social studies, K-12 Spanish, French, German, or business/marketing.

Licensure coursework and over 800 hours in a classroom teaching internships can be completed within one calendar year, although elementary education requires an additional semester. A part-time format is also available. Courses take place on the Regis

Lowell campus (generally during daytime hours, aligned with the traditional semester calendar, and integrated with undergraduate licensure students) and are taught by full-time faculty with extensive school-based experience.

The licensure coursework counts towards a master's degree. For students who wish to continue on to complete the Master of Arts in Education and the Culturally and Linguistically Diverse Education Endorsement, an additional 15 credits are required. This coursework can be completed in as little as one year, and the courses are held on weekends, evenings, and summers to accommodate working teachers.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from Regis College.
2. Completion of transcript evaluation with program faculty or staff (see #6 below).
3. An undergraduate cumulative grade point average of 3.00.
4. Students with a GPA below 3.00 have the option to apply for probationary status. To receive consideration for probationary status, students will need to submit a letter of explanation and an action plan for improvement.
5. Two references (Regis College undergraduate advisor and another faculty member).
6. Academic preparation in alignment with Colorado Department of Education content area requirements for elementary, secondary, or K-12 art teacher licensure. Requirements are listed in the application packet.
 - a. Transcript review session (using the transcript evaluation form) with Department of Education staff or faculty is required to determine extent to which students meet the content requirements.
 - b. Additional coursework may be needed to meet state content area requirements for licensure. These courses can be taken at any accredited institution of higher education. The courses must be successfully completed for admission to the program.
7. Content Area Exam: students will need to take and pass the State mandated assessment of content knowledge (the PLACE or Praxis II exam) prior to student teaching. Passing this exam is required for licensure.
8. Fingerprinting and national background check in accordance with CDE and school District policies.

Application Deadline

Applications for admission are accepted throughout the year. Early application prior to the desired starting date is encouraged.

Program Regulations

Committee on Teacher Education at Regis (COTER): All successful candidates will be admitted provisionally and will have their performance in courses and field placement classrooms reviewed by the Committee on Teacher Education at Regis (COTER) after each semester. Failure to demonstrate professional disposition, earn satisfactory grades, or satisfactory internship evaluations may result in suspension or expulsion from the program.

COURSE LOAD

The degree plan for the Master of Arts in Education: Graduate Teacher Licensure Program outlines the sequence of courses required to meet licensure requirements within a one year time period. Students (except students working toward elementary licensure) are encouraged to participate in this full-time program model, taking a full load of courses and engaging in school-based fieldwork. (Elementary education licensure requires a minimum of 3 semesters to complete). Students wishing to participate in the program on a part-time basis should speak to the program director when applying to the program to determine how long it will take to complete licensure requirements.

PROGRAM PROBATION POLICY

Students must maintain a GPA of 3.000 in all education coursework to continue in good standing for the program. Students may be placed on probationary status for the following reasons:

- GPA falls below 3.000
- Unsatisfactory performance during field work
- Unsatisfactory performance during academic courses
- Issues regarding professionalism (attitudes and behaviors displayed in class and in field experiences as noted in the Department of Education Dispositions of Teaching document)

EXTENSION OF SCHOOL INTERNSHIP/STUDENT TEACHING

If students do not successfully complete their 800 required school internship/student teaching hours or do not demonstrate the required proficiency levels of classroom performance and professional dispositions, it may be necessary for them to extend their experience into a subsequent semester. In this case, students will be required to register for additional sections of ED 680 E-W--Fieldwork in Schools in the subsequent semester and to pay an additional School Internship/Student Teaching fee to cover direct costs of school-based and university-based supervision.

CAPSTONE PRESENTATION

Students in the Master of Arts in Education: Graduate Teacher Licensure will be assessed in summative fashion in the Teacher Work Sample and Portfolio (which are required by the program for licensure), and in a capstone presentation at the end of the licensure portion.

Requirements for Recommendation for Teacher Licensure

1. Students will be placed in school internship assignments by the Education Department Placement Coordinator or the program director according to a variety of criteria.
2. Successful completion of all assigned school internships/student teaching will be determined by

completion of required hours, evaluation by cooperating teacher and Dispositions of Teaching. Three sections of ED 680E-H Fieldwork in Schools for two credit hours each (800 clock hours) must be completed successfully before being recommended for licensure.

3. A cumulative GPA of 3.000 or higher must be maintained in all education coursework for teacher licensure at Regis University.
4. Continued evidence of effective communication skills, teacher competencies, and characteristics/ teacher dispositions.
5. Successful completion of the State mandated assessment in program content (Praxis II exam).
6. Successful completion of any outstanding coursework towards CDE content area requirements.
7. Completion of Regis College Teacher Work Sample and Portfolio, including Teacher Quality Standards at proficient level.
8. Successful completion of the capstone licensure presentation.

Should the student successfully complete these requirements, the Committee on Teacher Education at Regis (COTER) may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.

The committee reserves the right to withhold recommendation for licensure based on deficiencies in any of the dispositions or behaviors listed or in any of the requirements of the program.

PROGRAM OF STUDY/DEGREE REQUIREMENTS

Elementary Education Graduate Teacher Licensure Requirements **35-37 SH***

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. As described previously, additional coursework may be required to meet the State requirements for content preparation for elementary education.

*Licensure credits may vary depending on courses transferred into the program

ED 601--Teaching Exceptional Learners	3 SH
ED 603A--Elementary Reading and Writing: Content, Instruction, and Assessment	3 SH
ED 604--Foundations of Education in American Schools	2 SH
ED 606--Assessment of Learning	2 SH
ED 610--Language, Literacy and Linguistics for Educators	3 SH
ED 618A--Elementary Science: Content, Instruction and Assessment	3 SH
ED 618B--Elementary Mathematics: Content, Instruction and Assessment	3 SH
ED 618D--Elementary Social Studies: Content, Instruction, and Assessment	3 SH

ED 647--Multicultural Literature and Literacy Across the Elementary Curriculum	3 SH
ED 680E-H--Fieldwork in Schools	4 SH
EDLD 675--Linguistics for Teachers of Culturally and Linguistically Diverse Students	2 SH
ED 685--Theories and Strategies for CLD K-12	3 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH
ED 617-- Elementary Student Teaching	2-4 SH

Secondary Education Graduate Teacher Licensure Requirements **And K-12 Art, Music or Foreign Language Education Graduate Teacher Licensure Requirements **28-30 SH*****

Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in the State of Colorado. As described previously, additional course work may be required to meet the State requirements for content preparation for specific subject areas. Students should consult a program advisor for the additional requirements for secondary education licensure, which are not listed here.

*Licensure credits may vary depending on courses transferred into the program.

ED 601--Teaching Exceptional Learners	3 SH
ED 603B--Disciplinary Literacy	3 SH
ED 604--Foundations of Education in American Schools	2 SH
ED 606--Assessment of Learning	2 SH

One methods course pertinent to the major subject area of licensure selected from the following (ED 621-ED 633):

ED 621--Secondary English: Content, Instruction, and Assessment	3 SH
ED 625--Secondary World Language: Content, Instruction, and Assessment	3 SH
ED 627--Secondary Mathematics Content, Instruction, and Assessment	3 SH
ED 628--Secondary Business: Content, Instruction, and Assessment	3 SH
ED 629--Secondary Science: Content, Instruction, and Assessment	3 SH
ED 631--Secondary Social Studies Content, Instruction, and Assessment	3 SH
ED 633--K-12 Art: Content, Instruction, Assessment	3 SH
ED 634 Secondary Student Teaching	2-4 SH
ED 635--Secondary Curriculum Planning and Classroom Management	3 SH

ED 680E-H--Fieldwork in Schools	4 SH
ED 685--Theories, Strategies, and Assessment for CLD K-12	3 SH
EDLD 675--Linguistics for Teachers of Culturally and Linguistically Diverse Students	2 SH
ED 695--Seminar: Teaching and Learning in Diverse Schools	1 SH
ED 699--Capstone Licensure Presentation and Review	0 SH

Additional Secondary Education Licensure Requirements:

Secondary English candidates must also take Adolescent or Young Adult Literature (3 SH) as part of content competency requirements. This course can be taken at any accredited institution of higher education.

Additional Requirements for Master of Arts in Education: Graduate Teacher Licensure 6 SH

Once students have completed licensure requirements and are teaching in their own classroom, students may take the following courses to complete the Master of Arts in Education degree:

MAE 614--Action Research: Foundations	3 SH
MAE 605M--Diversity, Equity and Social Justice*	3 SH

Culturally and Linguistically Diverse Added Endorsement after Graduate Teacher Licensure

MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665R--Linguistics II Form and Function	3 SH
MAE 655I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 605M--Diversity, Equity, and Social Justice*	3 SH
MAE 655P--Literacy for Culturally and Linguistically Diverse Education	3 SH

GRADUATE PROGRAMS FOR PRACTICING TEACHERS

Dr. Kelli Woodrow, Professor and Chairperson

Dr. Jenny Nordman, Associate Professor

Mr. Jerry Goings, Assistant Professor

Ms. Kimberly Flores, Term Professor

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:

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 Coordinator 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 five (5) years from the date of enrolling in the program.

Non-Degree Seeking/Special Students

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

- Submit the special student application and fee
- Three years work experience (preferred)
- Submit unofficial transcripts from regionally accredited colleges or universities
- Complete the Criminal Background
- 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.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP 30 SH

EDLS 614--Educational Research for Leaders	3 SH
EDLS 643--Capstone: Educational Leadership	1 SH
EDLS 660--Fiscal Leadership	3 SH
EDLS 661--Human Resources/Personnel for Educational Leaders	3 SH
EDLS 662--Instructional Leadership and Data Analysis	3 SH
EDLS 665--CLD Foundations for Educational Leaders	3 SH
EDLS 689--School Law	3 SH
EDLS 690--School Strategy and Sustainability	3 SH
EDLS 694--Education Policy and Organization Leadership	3 SH
EDLS 696--Equity Leadership	3 SH
EDLS 699--Internship: Educational Leadership	2 SH

MASTER OF EDUCATION IN READING ADDED ENDORSEMENT 30 SH

EDRG 602--Reading and Writing Connections	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 606--Reading Assessment and Intervention	3 SH
EDRG 608--Evidence-Based Reading Techniques for Dyslexia	3 SH
EDRG 635--Reading Strategies for Secondary Students	3 SH
EDRG 640--Organization and Management of School Literacy Programs	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDRG 694--Practicum: Reading Teacher or EDRG 695--Practicum: Reading Specialist	3 SH

MASTER OF EDUCATION IN READING DEGREE ONLY 30 SH

EDRG 602--Reading and Writing Connections	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 606--Reading Assessment and Intervention	3 SH
EDRG 608--Evidence-Based Reading Techniques for Dyslexia	3 SH
EDRG 635--Reading Strategies for Secondary Students	3 SH

EDRG 640--Organization and Management of School Literacy Programs	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDRG 697--Research Capstone in Literacy and SPED	3 SH

MASTER OF EDUCATION IN SPECIAL EDUCATION GENERALIST ADDED ENDORSEMENT 30 SH

EDRG 603--Emergent Literacy	3 SH
EDSP 620--Teaching Exceptional Learners	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 610--Transition, Consultation, and Collaboration	3 SH
EDSP 644--Mathematics for Special Educators	3 SH
EDSP 663--Assessment of the Diverse Learner	3 SH
EDSP 664--Behavior Management and Intervention	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH
EDRG 697--Research Capstone in Literacy and SPED	3 SH

LICENSURE ONLY

The following added endorsement area can be pursued without pursuing a master's degree:

Special Education Generalist	27 SH
EDSP 620--Teaching Exceptional Learners	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 644--Teaching Reading and Writing	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH
EDSP 610--Transition, Consultation, and Collaboration	3 SH
EDSP 644--Mathematics for Special Educators	3 SH
EDSP 663--Assessment of the Diverse Learner	3 SH
EDSP 664--Behavior Management and Intervention	3 SH
EDSP 670--Methods and Strategies in Special Education	3 SH

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 Coordinator.
- 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 Coordinator.
- 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 coordinator. After a one year absence, a student must have an interview with the program coordinator 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 Coordinator 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 coordinator 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 Coordinator approval. A course syllabus must accompany each course transfer request.

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

30-32 SH

CLDE Endorsement Courses 21-23 SH

Master's Core Courses 9 SH

Graduate MAELD Course Offerings

MAE 605M--Diversity, Equity and Social Justice 3 SH

MAE 610--Connecting Beliefs, Theory, and Practice 3 SH

MAE 614--Action Research: Foundations 3 SH

MAE 621--Curriculum Evaluation Theory and Application 3 SH

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators 3 SH

MAE 665G--Linguistics I: Language Acquisition 3 SH

MAE 665H--Foundations for CLD Educators 3 SH

MAE 665I--Assessment for Culturally and Linguistically Diverse Education 3 SH

MAE 665L--Practicum for Culturally and Linguistically Diverse Education* 2 SH

MAE 665P--Literacy for Culturally and Linguistically Diverse Education 3 SH

MAE 665R--Linguistics II: Form and Function 3 SH

*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 Connecting 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 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.

Coursework Required for Culturally and Linguistically Diverse Education Endorsement

21 - 23 SH

MAE 605M--Diversity, Equity, and Social Justice 3 SH

MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations for CLD Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
MAE 665P--Literacy for Culturally and Linguistically Diverse Education	3 SH
MAE 665R--Linguistics II: Form and Function	3 SH
MAE 665L--Practicum for Culturally and Linguistically Diverse Education*	2 SH

*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.

Culturally and Linguistically Diverse Educators	12 SH
MAE 665E--Teaching Strategies for Culturally and Linguistically Diverse Educators	3 SH
MAE 665G--Linguistics I: Language Acquisition	3 SH
MAE 665H--Foundations for CLD Educators	3 SH
MAE 665I--Assessment for Culturally and Linguistically Diverse Education	3 SH
Educational Leadership	24 SH
EDLS 660--Fiscal Leadership	3 SH
EDLS 661--Human Resources/Personnel for Educational Leaders	3 SH

EDLS 662--Instructional Leadership and Data Analysis	3 SH
EDLS 665--CLD Foundations for Educational Leaders	3 SH
EDLS 689--School Law	3 SH
EDLS 690--School Strategy and Sustainability	3 SH
EDLS 696--Equity Leadership	3 SH
EDLS 643--Capstone: Educational Leadership	1 SH
EDLS 699--Internship: Educational Leadership	2 SH

Literacy* **12 SH**

EDRG 644--Teaching Reading and Writing	3 SH
EDRG 603--Emergent Literacy	3 SH
EDRG 606--Reading Assessment and Intervention	3 SH
Three semester hours selected from the following:	
EDRG 604--Literacy for the Diverse Learner	3 SH
EDRG 653--Literacy for Students with Special Needs	3 SH

*Requires that student is or has been a teacher.

Teacher Leadership

MAE 640I--Leading Professional Learning	3 SH
MAE 640J--Leading Collaborative Cultures	3 SH
MAE 640K--Leadership for Inclusion and Equity	3 SH
MAE 640L--Leading with Data in Mind	3 SH

REGIS COLLEGE COURSE DESCRIPTIONS

UNDERGRADUATE

ANTHROPOLOGY (AN)

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

AN 300. WRITING CULTURE (3). Develops an understanding of the formal schooling influences on individuals and ways society affects educational institutions. Explores information and tools used to understand and succeed in the educational system. NOTE: Majors and Minors only. Cross-Listing: SO 300.

AN 402. ETHNOGRAPHIC RESEARCH METHODS (3). The methods anthropologists and sociologists use to gain access,

develop rapport, collect and analyze data, and interpret findings when studying culture and society. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: CJ 402, CIL 402, and SO 402.

AN 403. ANTHROPOLOGICAL THEORY (3). 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). Learn to design and analyze your own surveys and explore how quantitative research can be used to facilitate social change. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: CJ 404, CIL 401, and SO 404.

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

AN 408. GENDER AND CULTURE (3). Examines the cultural construction of sexuality and gender. Looks at a variation in ideas about sexuality, procreation and gender; how the individual learns gender roles; and how ideas about gender difference relate to kinship, economics, politics and religion. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross-listing: SO 408.

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

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

AN 414. EXPLORING CULTURE THROUGH FILM (3). 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 421. COMMUNITY FOOD SYSTEMS (3). Seeks to elaborate and deepen the understanding of the Community Food System concept. Begins with an investigation of the current moment in

the global food system, its strengths and its inefficiencies. Explores issues as diverse as hunger, health and obesity, the limits of localism, food sovereignty to agroecological alternatives. Examines the use of Community Food Systems to better understand our alternatives to determine a different approach to growing food and feeding people. This is the introduction course for the Community Food Systems minor. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross-listing: SO 421.

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

AN 427. REGIONAL FOODWAYS IN THE UNITED STATES (3). We seldom recognize the deeply rooted nature and meaning of foodways. We will use a wide array of media to illuminate those phenomena in our personal lives as well as in those of others. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): SO 427.

AN 434. SPIRIT POSSESSION (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): SO 434.

AN 445. GENDER AND GLOBALIZATION (3). 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? Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): PJ 445, SO 445, and WGS 445.

AN 446. WOMEN AND GENDER IN THE MIDDLE EAST (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): PJ 446, SO 446, WGS 446.

AN 453. VIOLENCE AND POWER (3). 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 and governmental institutions, medical institutions, and the mass media-and considers how people respond to and resist violence. Co-listing(s): PJ 453 and SO 453. Prerequisite(s): One 200-level Anthropology or Sociology course.

AN 455. DRUGS, HEALTH, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): CJ 455, PJ 455, and SO 445.

AN 459E-W. SPECIAL TOPICS IN ANTHROPOLOGY (3). Special topics in Anthropology are explored.

AN 465. ANARCHY AND ANARCHISM (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): CJ 465, PJ 465, and SO 465.

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

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

AN 471. ANIMALS, SOCIETY, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross Listing(s): PJ 471, and SO 471.

AN 485. ANTHROPOLOGY OF RELIGION (3). Cross-cultural debates and definitions of religion, ritual, symbolism, beliefs and practices. Critically examines how religion in shaped by social categories such as kinship, exchange, the human life cycle, and the environment. Prerequisite(s): One 200-level Sociology or Anthropology course and RT201 or permission of instructor. Cross listing: SO 485 and RT469E.

AN 487. TRANSNATIONAL FEMINISMS (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): PJ 487, SO 487, WGS 487.

AN 490E-W. INDEPENDENT STUDY IN ANTHROPOLOGY (1-3). Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member. Prerequisite(s): Junior standing and approval of division director.

AN 495. PRACTICUM IN COMMUNITY FOOD SYSTEMS (1-3). Practicum course begins and ends in the garden. Students will walk away with a more intimate understanding of the planning and implementation of a small one acre organic urban garden. Explores biointensive and permaculture approaches to food production. Utilizing these skills, students will be able to produce food and will understand how the production of food is an important aspect of the community food system concept. Examines the relationships between food production, distribution, processing, and consumption. Cross-listing: SO 495.

AN 496. FOOD SYSTEMS SUMMER INTENSIVE (1-3). Practicum course in community food systems that begins and ends in the garden. Students will walk away from this course with a more intimate understanding of the planning and implementation of a small one acre organic urban garden. Cross listing: SO 496.

AN 498E-W. INTERNSHIP IN ANTHROPOLOGY (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): One 200 level course and one methods course. Junior standing and minimum GPA of 2.80. Note: Requires approval of Sociology department chair and director of Academic Internship Program.

AN 499. MAJOR'S SEMINAR (3). 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: SO 499.

APPLIED CRAFT BREWING (BREW)

BREW 400. BIOLOGICAL BREWING FUNDAMENTALS (3). 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. Also discusses history and styles of craft beer. Prerequisite(s): Collegiate course in natural science. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 430. BUSINESS OF CRAFT BREWING (3). Explores the merchandising and operations of microbrewing, with specific focus on finances, marketing, brewing policies and regulations, and developing a business plan. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 496A. APPLIED CRAFT BREWING I: HOT SIDE (3). Explores recipe preparation, malt, mashing, lautering, boiling, hopping, and whirl pooling in consideration of water, starch, enzymes, and sugars. Also includes discussion of reading malt reports. Prerequisite(s): BREW 400. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 496B. APPLIED CRAFT BREWING II: COLD SIDE (3). Explores cleaning and sanitation methods, fermentation methods, quality control and assurance practices, beer testing, and packaging. Also discusses draft systems and beer judging criteria. Includes sensory assessment. Prerequisite(s): BREW 496A. NOTE: Admission to the Applied Craft Brewing Certificate Program required.

BREW 498. BREWING INTERNSHIP (4). A supervised 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): Permission of instructor.

ASTRONOMY (AS)

AS 250. PRINCIPLES OF ASTRONOMY (3). Provides an introductory survey of the universe for non-science majors. Topics can include study of the night sky, light and telescopes, the Sun, planets, stars, or cosmology. Co-requisite: AS 251.

Prerequisite(s): MT 250, or placement in MT 260 or higher.
NOTE: Designed for non-science majors to meet the Natural Science Core requirement when taken with AS 251.

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

AS 470. INTRODUCTION TO ASTROPHYSICS (3). Reviews the observational bases of astrophysics, radiative properties of stars, stellar spectra, binary and variable stars, stellar interiors and evolution, and galaxies and cosmology. Includes observational work. Prerequisite(s): PH 304B. NOTE: Recommended as a physics elective or following completion of general physics and calculus. Cross-listing(s): PH 470.

BIOLOGY (BL)

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

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

BL 208. BIOLOGICAL ANTHROPOLOGY (3). Introduces students to scientific inquiry in the context of human biological variation and evolution. Develops student knowledge of human genetics, human evolution, the fallacy of human biological races, and the fossil evidence of human evolution. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 209. Co-requisite: BL 209.

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

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

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

BL 224. INTRODUCTION TO BOTANY (3). Provides a comprehensive overview of botany. Introduces plant form and function, cells and tissues, diversity of plants, and concepts of pollination and reproduction. Discusses how plants adapt to environments and how plants are economically vital. Co-requisite(s): BL 225. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with BL 225.

BL 225. INTRODUCTION TO BOTANY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite(s): BL 224.

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

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

BL 258. GENERAL BIOLOGY I; ORGANISMIC (3). 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. NOTE: 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, BL 259H, or BL 259S. Co-requisite(s): BL 259, BL 259H, or BL 259S.

BL 259. ORGANISMIC BIOLOGY LABORATORY (1). Introduces study design, primary literature, data interpretation, and written presentation of results. Reinforces lecture content and includes fieldwork and one dissection. NOTE: One three-hour laboratory per week. Co-requisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 259H. HONORS ORGANISMIC BIOLOGY LABORATORY (1). 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. NOTE: One three-hour laboratory per week. Honors students only, or permission of instructor. Co-requisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 259S. ORGANISMIC BIOLOGY LABORATORY: SPANISH BILINGUAL (1). Introduces study design, primary literature, data interpretation, and written presentation of results. Reinforces lecture content and includes fieldwork and one dissection. Taught

bilingually in Spanish and English, emphasizing Spanish. NOTE: One three-hour laboratory per week taught in Spanish and English. Co-requisite(s): BL 258 except for student with AP high school credit for BL 258.

BL 260. GENERAL BIOLOGY II: MOLECULAR AND CELLULAR (3). 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. NOTE: 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 261, 261H, or 261S. Co-requisite(s): BL 261, BL 261H, or BL 261S. Prerequisite(s): BL 258.

BL 261. MOLECULAR AND CELLULAR BIOLOGY LABORATORY (1). Introduces study design, primary literature, data interpretation, and oral presentation of results. Reinforces lecture content. Includes work with recombinant DNA. NOTE: One three-hour laboratory per week. Co-requisite: BL 260 except for students with AP high school credit for BL 260.

BL 261H. HONORS MOLECULAR AND CELLULAR BIOLOGY LABORATORY (1). 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. NOTE: One three-hour laboratory per week. Honors students only or permission of instructor. Co-requisite: BL 260 except for students with AP high school credit for BL 260.

BL 261S. MOLECULAR AND CELLULAR BIOLOGY LABORATORY; SPANISH BILINGUAL (1). Introduces study design, primary literature, data interpretation, and oral presentation of results. Reinforces lecture content. Includes work with recombinant DNA. Taught bilingually in Spanish and English, emphasizing Spanish. NOTE: One three-hour laboratory per week. Co-requisite(s): BL 260 except for students with AP high school credit for BL 260. Prerequisite(s): BL 259, BL 259H, or BL 259S.

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

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

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

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

BL 296. INTRODUCTION TO BIOMEDICAL TERMINOLOGY (1). 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. Prerequisite(s): A collegiate course in natural science. NOTE: Fulfills a prerequisite for most programs requiring a course in biomedical terminology.

BL 402. PRINCIPLES OF ECOLOGY (3). 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. Prerequisite(s): BL 258, BL 260, and MT 272. Cross listing: ENVS 402. NOTE: Required for all Biology and Environmental Science majors.

BL 403. QUANTITATIVE ECOLOGY LABORATORY (1). Involves ecological research design and the collection, evaluation, and statistical analysis of ecological data in the laboratory and in the field. Prerequisite(s): BL 259, BL 261 and MT 272. Cross listing: ENVS 403. NOTE: Required for all Biology and Environmental Science majors.

BL 406. HUMAN AND COMPARATIVE ANATOMY (3). A rigorous organ-system-based course in human anatomy that also places human anatomical structure into its evolutionary and developmental context. Includes an overview of anatomical variation among vertebrates. Teaches anatomy as an active biological discipline. Co-requisite: BL 407. Prerequisite(s): BL 258 and BL 260. NOTE: Pre-Nursing and Pre-Physical Therapy students should take BL 274 to meet the requirements for these programs.

BL 407. HUMAN AND COMPARATIVE ANATOMY LABORATORY (1). Intensive laboratory course closely accompanying and reinforcing lecture content in human and comparative anatomy. Teaches anatomy as an active biological discipline. Includes work with skeletal and preserved specimens of humans and other vertebrates. Co-requisite: BL 406. Prerequisite(s): BL 259 and BL 261. NOTE: Pre-Nursing and Pre-Physical Therapy students should take BL 275. Class may require attendance at a few field trips outside of class time.

BL 410. AQUATIC ECOLOGY (3). 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. Prerequisite(s): BL 258 and BL 260. Cross listing: ENVS 410.

BL 412. DEVELOPMENTAL BIOLOGY (3). Focuses on early development in a variety of model organisms and humans. Emphasizes modern approaches to explain molecular and genetic aspects of regulative and mosaic development, differential gene expression, and morphogenesis. Prerequisite(s): BL 258 and BL 260.

BL 414. PRINCIPLES OF GENETICS (3). Explores concepts of heredity, including the structure, replication, transmission, and expression of genes from the DNA of chromosomes. Interprets

genetic phenomena at different levels of organization, including prokaryotic and eukaryotic systems. Prerequisite(s): BL 258 and BL 260. Co-Requisite: BL 415. NOTE: Required for all Biology majors.

BL 415. GENETICS AND GENOMICS LABORATORY (1). Involves research design and the collection, evaluation, and analysis of genetic and genomic data in the laboratory and from online databases. Prerequisite(s): BL 259 and BL 261. Co-Requisite: BL 414. NOTE: Required for all Biology majors.

BL 416. MOLECULAR AND CELLULAR BIOCHEMISTRY (3). Develops student understanding of biomolecules in the context of cells and metabolic processes. Focuses on biological and biomedical relevance. Prerequisite(s): BL 258, BL 260, and CH 250.

BL 418. MICROBIOLOGY (3). Studies viruses, bacteria, archae, and eukaryotic microorganisms within a broad biological perspective. Includes the growth, metabolism, genetics, and ecology of microbes. Introduces concepts of immunology, epidemiology and discusses major infectious diseases caused by microorganisms. Co-requisite: BL 419. Prerequisite(s): BL 258, BL 260, and CH 210.

BL 419. MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 418. Prerequisite(s): BL 259 and BL 261.

BL 420. HUMAN GENOMICS (3). Develops student knowledge of genomic variability, regulation, and structure with a focus on the human genome. Introduces students to fundamentals of bioinformatic genomic analysis. Prerequisite(s): BL 258, BL 260, and MT 272.

BL 423. TROPICAL HEALTH BIOLOGY LABORATORY (1) Explores the biology of human health in the context of tropical countries. Discusses health threats in tropical countries and asks students to consider possible solutions. Pre-requisite(s): BL 259 and BL 261 or permission of instructor. NOTE: Requires student participation in a Spring Break travel-learning experience in a tropical country.

BL 424. CELL AND CANCER BIOLOGY (3). Develops an understanding of eukaryotic cell structure and function at the molecular level. Focuses on normal and abnormal signaling, signal transduction, cell-cycle control, metabolism, and genetic regulation in understanding cancer. Includes cancer detection, prevention, and treatment. Prerequisite(s): BL 258, BL 260, and CH 230.

BL 426. MOLECULAR BIOLOGY (3). Develops student knowledge of genome structure, replication, expression and regulation in prokaryotes and eukaryotes. Generally introduces students to bioinformatics and biotechnology applications of molecular biology. Co-requisite: BL 427. Prerequisite(s): BL 258, BL 260, and CH 250.

BL 427. MOLECULAR BIOLOGY LABORATORY (1). Laboratory course emphasizing techniques of molecular biology using model organisms. Co-requisite: BL 426. Prerequisite(s): BL 259, BL 261, and CH 251.

BL 428. CONSERVATION BIOLOGY (3). Introduces the fundamental principles of conservation biology including patterns of global biological diversity, biogeography, population genetics,

extinction, restoration ecology, management, and conservation policy. Prerequisite(s): BL 258 and BL 260. Cross listing: ENVS 428. NOTE: Junior standing or completion of Distributive Core required.

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

BL 436. HUMAN AND COMPARATIVE PHYSIOLOGY (3). 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. Prerequisite(s): BL 258, BL 260, , and CH 230. Co-requisite(s): BL 437.

BL 437. HUMAN AND COMPARATIVE PHYSIOLOGY LABORATORY (1). Intensive laboratory course closely accompanying and reinforcing lecture content in human and comparative physiology. Teaches physiology as an active biological discipline. Prerequisite(s): BL 259 and BL 261. Co-requisite(s): BL 436.

BL 438. VIROLOGY (3). 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). 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. Prerequisite(s): BL 258 and BL 260. Cross-listing: ENVS 446.

BL 447. MARINE BIODIVERSITY AND CONSERVATION LABORATORY (1) 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. Pre-requisite(s): BL 259 and BL 261 or permission of instructor. Cross-listing: ENVS 481S. NOTE: Requires student participation in a Spring Break travel-learning experience in Belize.

BL 448. PLANT DIVERSITY AND ECOLOGY (3). Surveys plant systematics and distributional aspects of plant community ecology. Emphasizes identification, classification, biogeography, and environmental effects on plant distribution and community structure. Focuses on the Colorado flora. Prerequisite(s): BL 258 and BL 260. Cross listing: ENVS 448. NOTE: One or two weekend field trips required.

BL 458. BEHAVIORAL ECOLOGY (3). Explores the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Some areas discussed include communication, reproductive behavior, and social behavior. Prerequisite(s): BL 258 and BL 260. Cross listing: ENVS 458.

BL 459. ANIMAL BEHAVIOR LABORATORY (1). Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Prerequisite(s): BL 259 and BL 261. Cross listing: ENVS 459.

BL 460. FOREST AND LANDSCAPE ECOLOGY (3). Investigates the unique ecological characteristics of forest ecosystems, surveys the diversity of world forests, and explores methods of analysis and management of forests at landscape scales. Prerequisite(s): BL 258, BL 260, and MT 272. Cross listing: ENVS 460. NOTE: May require participation in field trips outside of class time.

BL 462. PRIMATE ECOLOGY AND BEHAVIOR (3). Explores the ecology and evolution of primates in the context of their biotic and abiotic environments. Emphasizes primate life history, behavior, social organization and conservation ecology. Prerequisite(s): BL 258 and BL 260. Cross listing: ENVS 462. NOTE: May require participation in field trips outside of class time.

BL 464. EVOLUTION (3). Explores concepts of evolution as a process of discovery. Topics include biological diversity, classification and phylogeny, genetic and phenotypic variation, evolutionary forces, character evolution, species concepts, specialization, and human variation and evolution. Prerequisite(s): BL 258 and BL 260.

BL 466. IMMUNOLOGY (3). Explores the human immune system and immunopathology by presenting concepts of the activation and regulation of the immune response. Prerequisite(s): BL 258, BL 260, and CH 230. NOTE: May include field trips to research facilities.

BL 469A. ECOLOGY, EVOLUTION, AND BEHAVIOR RESEARCH LABORATORY (1) 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. Prerequisite(s): BL 259 and BL 261 and MT 272 or permission of instructor. NOTE: May require field work and/or student work outside of laboratory time.

BL 469B. MOLECULAR AND CELLULAR BIOLOGY RESEARCH LABORATORY (1) 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 or research questions, data collection, and data analysis. Prerequisite(s): BL 259 and BL 261 and CH 211 or permission of instructor. NOTE: May require student work outside of laboratory time.

BL 481E-W. SPECIAL TOPICS IN BIOLOGY (1-4). Explores selected topics in the field of biology not normally covered in regular course offerings. Course format varies according to topics selected. Prerequisite(s): BL 258 and BL 260. NOTE: Certain topics may include a laboratory, which will require prerequisites of BL 259 and BL 261.

BL 485. NEUROANATOMY AND NEUROPHYSIOLOGY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive,

and motor responses, and how neural communication is modified by experience. Co-requisite: BL 486. Prerequisite(s): NS 260, BL 258, and BL 260, or permission of instructor. Cross listing: NS 485.

BL 486. NEUROANATOMY AND NEUROPHYSIOLOGY LABORATORY (1). Involves laboratory experiments and computer simulation of neural functions as well as gross dissection, and histological study of Neuroanatomy. Co-requisite: BL 485. Cross listing: NS 486. NOTE: One three-hour laboratory per week.

BL 489A/B. Arrupe Science Mentorship (0-1). Students will support Arrupe Jesuit High School seniors complete their Science Capstone projects. Regis students needn't be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

BL 490E-W. INDEPENDENT STUDY IN BIOLOGY (1-3). Offers an opportunity for advanced study of independent topics in biology. Prerequisite(s): BL 258 and BL 260, permission of instructor and approval of department chair. NOTE: A maximum of 3 SH may be used to satisfy requirements for major or minor.

BL 491E-W. UNDERGRADUATE RESEARCH IN BIOLOGY (1). Offers an opportunity for laboratory or field research under faculty direction. Requires oral or poster presentation. Prerequisite(s): BL 258, BL 259, BL 260, BL 261. Permission of instructor is required. NOTE: Requires a time commitment of approximately 4-8 hours per week. Does not satisfy the upper division laboratory requirements for any major or minor.

BL 494. SEMINAR IN BIOLOGY, SOCIETY, AND ETHICS (1). Surveys bioethical controversies in the context of justice and the common good, and assists students in developing their own coherent and informed bioethical positions. Introduces Biology-Major learning outcomes. Prerequisite(s): BL 258 and BL 260. Sophomore standing. NOTE: Required for all Biology majors.

BL 495. SEMINAR IN EVOLUTIONARY BIOLOGY (1). Develops student facility with reading, interpretation, and discussion of articles from the primary literature in evolution. Includes resume development, cover letter construction, and development of an initial Biology outcomes portfolio. Prerequisite(s): BL 494, Junior standing. NOTE: Required for all Biology majors.

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

BL 498E-W. INTERNSHIP IN BIOLOGY (3). Provides faculty-directed practical experience in a biology-related working environment outside of Regis University. Requires oral presentation to department at conclusion of semester. Prerequisite(s): BL 258 and BL 260, Junior standing, permission of instructor and approval of department chair and director of Academic Internship Program. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a Bachelor of Science in Biology or a biology minor.

BL 499A. SENIOR THESIS I (1). Involves the first steps in writing an Honors-in-Biology thesis based on independent research. Prerequisite(s): BL 491E-W. Senior standing and approval of department chair. Pass/No Pass grading only.

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

CATHOLIC STUDIES (CAS)

CAS 300E-W. FOUNDATIONS OF CATHOLIC TRADITION (3). An interdisciplinary overview of the sources and contributions of the Catholic religious tradition. Investigates historical roots and cultural adaptations from its beginning to today's global setting. Topics might include developments in philosophy, theology, literature, the arts as well as the influence of political and social thought and institutions.

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

CAS 323. CATHOLIC IMAGINATION IN LITERATURE AND FILM (3). Explores characteristically Catholic ways of imagining the world and wrestling with important human questions through literature and film. Prerequisite(s): RT 201. Cross-listing: RT 323.

CAS 400E-W. THE CATHOLIC INTELLECTUAL TRADITION (3). Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason, the place of culture in Christian evangelization, spirituality, and autobiography. Emphasizes the study of primary texts. Prerequisite(s): RT 201.

CAS 410E-W. THE ARTS IN CATHOLIC TRADITION (3). Explores the relationship between Catholic tradition and the fine arts and the role of the arts in expressing and enriching the life of faith. Focuses on the relationship between the sacred and the beautiful, the history of Christian iconography, or specific media of expression (e.g., performing, visual arts, liturgical arts). Examines the spiritual power of the aesthetic experience. Prerequisite(s): RT 201.

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

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

CAS 420E-W. CATHOLIC TRADITION IN SOCIETY AND CULTURE (3). Explores the relationship between Catholic thought and practice and social or cultural phenomena in various cultures or time periods. The approach can be from different disciplines such as sociology, anthropology, media studies, and history. Prerequisite(s): RT 201.

CAS 430E-W. CATHOLIC TRADITION AND NATURAL SCIENCE (3). Explores Catholic thought on the natural sciences. Addresses such topics as the theory of evolution, the role of Greek philosophy and science in the development of Catholic thought, the impact of Catholic thinkers on the history of science, controversies between the Church and the sciences, moral issues arising from technological development. Prerequisite(s): RT 201.

CAS 440E-W. CATHOLIC RELIGIOUS AND SPIRITUAL TRADITIONS (3). Explores Catholic Christian spiritual experiences and practices focusing on particular contributors (e.g., Benedict, Ignatius Loyola, Teresa of Avila), or particular forms of spiritual practice (e.g., mystical, monastic, Ignatian) or particular spiritual disciplines (e.g., contemplation, activism, liturgical). Prerequisite(s): RT 201.

CAS 443. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD (3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200 or EC 3200 or EC 3300. Cross listing: EC 4243 and PJ 478. NOTE: Junior standing or completion of Distributive Core required.

CAS 450E-W. HISTORICAL THEMES IN CATHOLIC TRADITION (3). Studies historical themes, figures, movements or periods that shaped or were shaped by Catholic thought or practice. Prerequisite(s): RT 201.

CAS 460E-W. PEACE AND JUSTICE IN CATHOLIC TRADITION (3). Studies the sources and influence of Catholic social teaching. Focus may include themes (e.g., liberation, peace activism, church-state relations, political freedom), figures who have enacted Catholic teaching (e.g., Francis of Assisi, Dorothy Day), or issues (e.g., economic justice, military services, international aid). Examines biblical, papal, conciliar, and theological documents. Prerequisite(s): RT 201.

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

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

CAS 498E-W. CATHOLIC STUDIES INTERNSHIP (3). Offers an opportunity to explore Catholic Studies in its practical application to various working areas of contemporary Catholicism. Requires students to reflect critically and constructively on the experience. Prerequisite(s): CAS 300. Approval of program director required.

CHEMISTRY (CH)

CH 202/202C. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY (3). Provides a qualitative introduction to the chemical aspects of environmental and social issues for the non-science student. Includes the role of science and technology, water and air pollution, conventional and alternate energy sources, nuclear power and selected topics relating to local and global issues in energy and the environment. Co-requisite: CH 203, or permission of instructor. NOTE: Designed specifically for non-science majors to satisfy the Natural Science Core Requirement when taken with CH 203.

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

CH 204. DRUGS OF USE AND ABUSE (3). Provides an introductory survey of general, organic, and biological chemistry principles as they relate to prescribed, over the counter, and recreational drugs. Specific topics may vary each semester. Co-requisite: CH 205, or permission of instructor. NOTE: 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 LABORATORY (1). Involves laboratory exercises accompanying and reinforcing CH 204 lecture topics, including observations, demonstrations, and student experimentation. Co-requisite: CH 204, or permission of instructor. NOTE: One three-hour laboratory period.

CH 206A. CHEMISTRY FOR HEALTH RELATED SCIENCES (3). 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. Throughout the course, there is an emphasis on problem solving skills in a health care setting. This course is designed for pre-nursing students and will NOT fulfill the natural science, distributive core requirement. Co-requisite: CH 207A. NOTE: Designed for health care programs. 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.

CH 207A. CHEMISTRY FOR HEALTH RELATED SCIENCES LABORATORY (1). Students perform laboratory experiments that enhance and support their understanding of material taught in CH206A. Co-requisite: CH 206A. NOTE: One three-hour laboratory per week. An ACT math score of 20 or greater or SAT math score of 515 or greater or a grade of C- or higher in CH 209 required, or permission of instructor.

CH 209. INTRODUCTORY COLLEGE CHEMISTRY (3). A survey of selected topics in general chemistry with a strong emphasis on quantitative problem-solving skills, graphing, and dimensional analysis. This course is designed for students with a limited math background who wish to take General Chemistry I (CH 210) or Chemistry for Health Related Sciences (CH 206A). 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.

CH 210. GENERAL CHEMISTRY I (4). Introduces chemical and physical properties of matter, atomic structure, dimensional analysis and stoichiometry, aqueous and gas-phase chemistry, periodicity, chemical bonding, and molecular geometry. Co-requisite: CH 211. Prerequisite: An ACT Math Score of 23 or greater, an SAT Math score of 540 or greater, or a C- or higher in CH 209, or permission of instructor.

CH 211. GENERAL CHEMISTRY LABORATORY I (1). Introduces fundamental laboratory techniques with an emphasis on commonly used bench and commonly used 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. Co-requisite: CH 210. NOTE: One three-hour laboratory per week.

CH 220. HONORS PRINCIPLES OF CHEMISTRY I (4). An honors-level course for students with strong skills in math and/or chemistry. Topics are similar to CH 210, but with more in-depth coverage. Intended for students considering a major in chemistry, biochemistry or pre-medicine. Co-requisite: CH 221. Prerequisite(s): Minimum score of 28 on the math ACT or permission of the instructor.

CH 221. HONORS PRINCIPLES OF CHEMISTRY I LAB (1). Inquiry based examination of fundamental chemical concepts in context of their impact on research, humanity and the environment using modern laboratory techniques and instrumentation. Co-requisite: CH 220. NOTE: Minimum score of 28 on the math ACT or permission of the instructor.

CH 230. GENERAL CHEMISTRY II (4). Continuation of CH 210. Examines molecular structure, chemical kinetics, chemical equilibrium and thermodynamics. Additional special topics may include transition metal chemistry, the chemistry of new materials, nuclear chemistry. Co-requisite: CH 231. Prerequisite(s): C- or better in CH 210 and CH 211 or CH 220 and CH 221, or permission of instructor. NOTE: Offered every spring.

CH 231. GENERAL CHEMISTRY LABORATORY II (1). 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 CH 211. Co-requisite: CH 231. Prerequisite(s): C- or better in CH 210 and CH 211 or CH 220 and CH 221, or permission of instructor. NOTE: Offered every spring.

CH 250. ORGANIC CHEMISTRY I (4). Studies the molecular structure of organic compounds, their functional groups, physical properties, and the relationship between structure and reactivity. Introduces the principles of reaction mechanisms, reactions of pi bonds and alkyl halides, and simple multi-step organic synthesis, as well as reaction thermodynamics and kinetics. Co-requisite: CH 251. Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor. NOTE: Offered every fall.

CH 251. ORGANIC CHEMISTRY LABORATORY I (1).

Investigates techniques used to separate, purify, and identify organic compounds. Also covers spectroscopic techniques including NMR, IR, and MS. Co-requisite: CH 250. Prerequisite(s): C- or better in CH 230 and CH 231 or permission of instructor. NOTE: Offered every fall.

CH 410. QUANTITATIVE ANALYSIS (2). 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: Offered every fall.

CH 420. ORGANIC CHEMISTRY II (4). 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. Co-requisite: CH 421. Prerequisite(s): C- or better in CH 250 and CH 251 or permission of instructor. NOTE: Offered every spring.

CH 421. ORGANIC CHEMISTRY LABORATORY II (1).

Investigates the synthesis, isolation and purification of selected organic compounds and their identification by spectroscopic methods. Includes multi-step organic synthesis. Co-requisite: CH 420. Prerequisite(s): C- or better in CH 250 and CH 251, or permission of instructor. NOTE: Offered every spring.

CH 428. SYNTHESIS AND CHARACTERIZATION

LABORATORY (2). Laboratory-based course devoted to synthetic methods used in inorganic and organic chemistry, as well as together with standard and advanced chemical characterization methods techniques, 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: Offered every fall.

CH 430A. THERMODYNAMICS AND KINETICS (3). Formal development of classical thermodynamics with applications to chemical equilibria, phase equilibria, active and passive ion transport across cell membranes, and protein folding; applications of kinetic molecular theory to gas-phase and solution-phase chemical reactions. Prerequisite(s): PH 304B and C- or better in CH 230, CH 231, and MT 360B, or permission of instructor. NOTE: Offered every fall.

CH 430B. QUANTUM THEORY AND SPECTROSCOPY (3). 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. Prerequisite(s): PH 304B, C- or better in CH 230, CH 231, and MT 360B or permission of instructor. Cross-listing: PH 460. NOTE: Offered every spring.

CH 431. PHYSICAL AND COMPUTATIONAL CHEMISTRY LABORATORY (2). Laboratory-based course focusing on the use of modern spectroscopic and computational techniques for studying chemical equilibria, reaction kinetics, and molecular

structure. Prerequisite(s): C- or better in CH 430A or permission of instructor. NOTE: Offered every spring.

CH 440. INSTRUMENTAL ANALYSIS (2). 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. Co-requisite: CH 441. Prerequisite(s): C- or better in CH 410, CH 420 and CH 421, or permission of instructor. NOTE: Offered every spring.

CH 441. INSTRUMENTAL ANALYSIS LABORATORY (2). Laboratory course supporting CH 440 in studying instrumental techniques used in analytical chemistry. Focuses on experimental design, data analysis, and data interpretation. Co-requisite: CH 440. Prerequisite(s): C- or better in CH 410, CH 420 and CH 421, or permission of instructor. NOTE: Offered every spring.

CH 448. ADVANCED ORGANIC CHEMISTRY (3). Explores advanced topics in physical and synthetic organic chemistry including kinetic isotope effects, reaction mechanisms, biomolecules and their structure, and multi-step syntheses. Prerequisite(s): C- or better in CH 420 and CH 421, or permission of instructor.

CH 452A. BIOCHEMISTRY I (3). 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: Offered every fall.

CH 452B. BIOCHEMISTRY II (3). 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: Offered every spring.

CH 453. BIOCHEMISTRY LABORATORY (2). 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: Offered every spring.

CH 466. MODERN INORGANIC CHEMISTRY (3). 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: Offered fall of odd years.

CH 485. JUNIOR CHEMISTRY SEMINAR (1). Critically examines professional growth as chemists and/or 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. NOTE: Junior class standing required. Majors and minors only. Offered every fall.

CH 490E. Research in Physical Chemistry (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 490T-W. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN ORGANIC SYNTHESIS (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 495. SENIOR CHEMISTRY SEMINAR (1). 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. Prerequisite(s): Senior class standing or permission of instructor. Majors and minors only. NOTE: Offered every spring.

CH 498E-W. INTERNSHIP IN CHEMISTRY (3). Provides a working environment in which practical experience in the application of chemistry is obtained under appropriate supervision. Prerequisite(s): Approval of department chair and director of Academic Internship Program. NOTE: Credit may not be counted to fulfill the minimum upper division semester hour requirement for a major in Chemistry or Biochemistry.

CH 499A-D. RESEARCH IN CHEMISTRY OR BIOCHEMISTRY (1-2). Independent research in Chemistry or Biochemistry under the guidance of a faculty member.

CENTER FOR INTEGRATIVE LEARNING (CIL)

CIL 400. INTEGRATIVE THEORIES AND TOPICS (3). An introduction to the theories and intellectual tools of integrative learning and working.

CIL 401. SURVEYS FOR SOCIAL CHANGE (3). Learn to design and analyze your own surveys and explore how quantitative research can be used to facilitate social change. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: CJ 404, CIL 401, and SO 404.

CIL 420. OPPRESSION AND RESISTANCE (3). 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). Explores segregation in the U.S. comparing histories of settler colonialism (including land dispossession and boarding schools),

slavery and Jim crow (including housing/schooling and mass incarceration), histories of immigration and xenophobia. We explore these and other histories by centering intersectional analysis of race, class, gender, sexuality, citizenship status, and native subjectivity. Cross listing(s): HS 484E and PJ 420.

CIL 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity, and other diversity in the United States. Includes racism, creation, and maintenance of ethnic group status, political processes, and movements for self-determination. Prerequisite(s): RCC 400D and CIL 420. Cross listing(s): CJ 422, PJ 422 and SO 422.

CIL 440. PSYCHOLOGY OF RACISM (3). 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.

CIL 450. EMERGING LEADERS (3). 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 (0-1). 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 (0-1). 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 (0-1). 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 (0-1). 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). 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). Supervised practical application of previously studied theories. Involve readings, reflection, student-developed projects, service learning, etc.

CIL 487E-W. TOPICS IN INTEGRATIVE STUDIES (3). A variety of courses with interdisciplinary, Integrative, experiential content.

CIL 490E-W. INTEGRATIVE INDEPENDENT STUDY (3). 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). 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). 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. Prerequisites: Sophomore standing, approval of instructor and director of the Academic Internship Program. Note: Ten - fifteen hours per week at placement site required (120 hours over a semester).

COMMUNICATION (COM)

COM 250/250C. SPEAKING TO MAKE A DIFFERENCE (3). 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: COM 250C is limited to students who took the linked RCC 200 course in the fall.

COM 251. MEDIA LITERACY (3). 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 252/252C. COMMUNICATION IN RELATIONSHIPS (3). 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 300. CAREER AND PROFESSIONAL PORTFOLIO (3). 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: Majors only.

COM 380. COMMUNICATION: QUESTIONS, CONTEXTS, AND THEORY (3). Examines ways that communication constitutes social life and introduces several important theories of meaning making for dialogic consideration. Explores interpersonal relationships; the intersections of language, gender, culture, and power, and the dynamics of mass media and society. Foregrounds the notion of context, and engages the question of how we ought to live. Prerequisite(s): COM 250, COM 251, or COM 252. NOTE: Required for all Communication majors or minors.

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

COM 400. INTERCULTURAL COMMUNICATION (3). 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 402. MEDIA AESTHETICS (3). A survey of aesthetic considerations of television, film, and radio. Students will examine the fundamental image elements-light, space, time-motion, and sound. Prerequisite(s): COM 380.

COM 403E-W. FORENSIC PARTICIPATION (1). Students prepare at least two events in public speaking and/or oral interpretation of literature. Requires attendance at a minimum of two tournaments to qualify for credit. Prerequisite(s): COM 380 or permission of instructor. NOTE: Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (one credit per semester over three semesters).

COM 404. COMMUNITY STORYTELLING (3). 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. NOTE: Junior class standing required. Prerequisite(s): COM 250, or permission of instructor.

COM 405. INTERPERSONAL CONFLICT STUDIES (3). 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. Cross listing: PJ 405.

COM 409A. DIGITAL STORYTELLING (3). Explores practices of media production with an emphasis on storytelling. Covers audio, video, and interactive media forms. Prerequisite(s): COM 380, or permission of instructor. NOTE: Required for Media and Society specialization.

COM 409B. CRITICAL MEDIA STUDIES (3). Studies a variety of methods currently utilized for conducting a critical analysis of communication acts. Includes dramatism, semiotics, narrative theory, reader-oriented criticism, feminist criticism, and others. Students apply one or more of these methods in developing and presenting critical analyses of discourses. Prerequisite(s): COM 380 and COM 409A, or permission of instructor.

COM 41 I. PERFORMANCES OF SELF AND SOCIETY (3).

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. Cross listing(s): WGS 441.

COM 41 3. DIVISIVE DISCOURSES AND DIFFICULT CONVERSATIONS (3). 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. Prerequisite(s): COM 380. Cross listing: PJ 413.

COM 415. WRITING FOR THE MEDIA (3). 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). Studies the history, purpose, and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Prerequisite(s): COM 380, or permission of instructor. BA 3400 for business students only. NOTE: Required for Public Relations and Civic Engagement specialization.

COM 416B. STRATEGIC PUBLIC RELATIONS (3). 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: Required for Public Relations and Civic Engagement specialization.

COM 419. THEATRE AND JUSTICE WORKSHOP (3). An interdisciplinary theatre, dialogue, workshop and community project-based course in which performance itself is viewed as a mode of inquiry and a way of making the invisible visible, fostering storytelling, listening, collaboration and transformation. Prerequisite(s): COM 210. COM 380 required for Communications majors and PJ 200 required for Peace and Justice majors. Cross listing: FAM 405 and PJ 495W.

COM 421. PERSUASION AND ARGUMENTATION (3). Studies persuasion and argumentation from the early Aristotelian perspective to contemporary research. Includes models of the persuasive process, emotional stimulation, proofs and reasoning, cultural premises, and ethics of persuasion. Prerequisite(s): COM 380.

COM 423A. INTERPERSONAL COMMUNICATION (3). 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: Required for Human Communication and Conflict emphasis area.

COM 423B. ORGANIZATIONAL COMMUNICATION (3). 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. Prerequisite(s): COM 380. Junior standing required for Business students only. Cross listing: PJ 423. NOTE: Required for Human Communication and Conflict emphasis area.

COM 424. NEW COMMUNICATION TECHNOLOGIES (3). Examines how new media works, what effects may result from their use in public and private settings, and how they might, when necessary, be regulated. Prerequisite(s) : COM 380.

COM 425. VIDEO PRODUCTION (3). A survey of video production methods and aesthetic theory. Students become proficient in pre-production planning, basic video production techniques, and equipment, using both studio and remote equipment. Students produce a basic video project. Prerequisite(s): COM 380.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives. Prerequisite(s): COM 380.

COM 428. MEDIA AND POLITICS (3). 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). 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 oral histories, audio postcards and more. NOTE: Junior class standing required.

COM 432. ADVERTISING THEORY AND PRACTICE (3). Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning, management and strategy issues. Prerequisite(s): COM 380. BA 3400 for business students only.

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

COM 443. FREEDOM OF SPEECH (3). Through an analysis of theory, legal documents, and case studies this course addresses the arguments for and against an unconditional right to freedom of speech. Prerequisite(s): COM 380 for Communication majors. Cross-listing: PJ 432M.

COM 445. TELEVISION PROGRAMMING AND CRITICISM (3). Studies television programming, theory, techniques, and strategies. Explores the themes and assumptions inherent in television messages and the role of audience research in the development of television content. Prerequisite(s): COM 380.

COM 456. THE CULTURE AND POLITICS OF PUBLIC MEMORY (3). Examines 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: HS 44I and PJ 416E.

COM 457E-W. SPECIAL TOPICS IN COMMUNICATION AND DIVERSITY (3). Examines issues of diversity from the context of the communication discipline. Prerequisite(s): Junior class standing required, or completion of the distributive core.

COM 458E-W. SPECIAL TOPICS IN COMMUNICATION AND THE ENVIRONMENT (3). Examines environmental issues from the context of the communication discipline. Prerequisite(s): Junior class standing required, or completion of the distributive core.

COM 459E-W. SPECIAL TOPICS IN COMMUNICATION AND JUSTICE (3). Examines issues in justice and the common good from the context of the communication discipline. Prerequisite(s): Junior class standing required, or completion of the distributive core.

COM 460E-W. SPECIAL TOPICS IN COMMUNICATION AND MEANING (3). Examines issues of meaning from the context of the communication discipline. Prerequisite(s): Junior class standing required, or completion of the distributive core.

COM 464E-W. FILM CRITICISM: (3). Introduces the technical evolution and history of film and the principles of aesthetic criticism, film analysis and the evolution of themes and genres. Considers basic elements of cinema including screen writing, direction, casting, production, cinematography, and editing. Prerequisite(s): COM 380.

COM 471. INTERNATIONAL COMMUNICATION AND COMPARATIVE MEDIA SYSTEMS (3). Global media are no longer restricted to individual countries, so we will analyze how media move from one country to another to another and discuss what boundaries infringe that movement in various regions. Prerequisite(s): COM 380. Cross-listing: PJ451V.

COM 484A. MEDIA TECHNOLOGY I (1). 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). 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). 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 IN COMMUNICATION (3). Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects. Prerequisite(s): COM 380 or permission of instructor.

COM 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political, and ideological dimensions of mass communication and social control, and the development of mass media forms. Prerequisite(s): COM 380 or SO 200. Cross listing: SO 486.

COM 490E-W. INDEPENDENT STUDY IN COMMUNICATION (0-6). Supervision by a faculty member on advanced research or practice in one of the medias that meets the individual needs of the student. Prerequisite(s): Approval of department chair. NOTE: May be taken only once for credit towards the Communication major, and a second time for elective credit.

COM 492. WRITING FOR THE MEDIA PRACTICUM (3). 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). Brings senior Communication majors together to explore the synthesis of the discipline. Students engage in research projects, job-search strategies, interviewing and professional development. Prerequisite(s): COM 380 and Majors only. Minimum of 18 semester hours in Communication and completion of 86 semester hours or more.

COM 498E/F/G. INTERNSHIP IN COMMUNICATION (3). Offers an opportunity for placement in industry, media organizations, government or other agency for applied learning and experience. Progress is guided and monitored by both on-site and faculty supervisors. Site selection emphasizes the best combination of prior academic learning and experience. Internships are for advanced Communication students. Prerequisite(s): COM 380. Completion of 12 additional hours in Communication major and GPA of 2.8 or higher required. NOTE: Placement approval by faculty Internship supervisor and Director of Academic Internships required.

CRIMINAL JUSTICE (CJ)

CJ 203. SOCIAL PROBLEMS (3). Surveys selected social problems from a national and international scope. Includes analysis of possible causes and consequences of these problems and of various proposals for solutions and reforms. Cross listing: SO 203.

CJ 402. ETHNOGRAPHIC RESEARCH METHODS (3). 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(s): SO 402.

CJ 404. SURVEYS FOR SOCIAL CHANGE (3). Learn to design and analyze your own surveys and explore how quantitative research can be used to facilitate social change. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing(s): AN 404, CIL 401, and SO 404.

CJ 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PSY 250 or SO 200.

CJ 415. FORENSIC PSYCHOLOGY (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social, and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PSY 250 or SO 200. Cross listing: PSY 484.

CJ 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 416.

CJ 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity, and other diversity in the United States. Includes racism, creation, and maintenance of ethnic group status, political processes, and movements for self-determination. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: CIL 422, PJ 422 and SO 422.

CJ 437. ENVIRONMENTAL JUSTICE: RACE AND CLASS (3). 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: ENVS 437, PJ 437, and SO 437.

CJ 440. WOKE IN THE DEEP SOUTH (3). Travel to Georgia, Alabama, and Mississippi and take a deep dive into past and modern diversity and civil rights issues. Explore past and present systems of oppression and inspiring solutions to racial inequality. Visit museums and historic sites, and dialogue with experts, citizens, politicians, and activists. NOTE: Sophomore class standing or completion of Distributive Core required. Cross-listing: SO 440 and PJ 440E.

CJ 450. CRIMINOLOGY (3). Analyzes social, political, and economic dynamics of crime including corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 450.

CJ 451. JUVENILE JUSTICE (3). 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: SO 451.

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

CJ 455. DRUGS, HEALTH, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 455, PJ 455, and SO 445.

CJ 456. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): One 200-level Philosophy course. Cross listing: PL 452.

CJ 465. ANARCHY AND ANARCHISM (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 465, PJ 465, and SO 465.

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

CJ 484. FORENSIC PSYCHOLOGY (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques.

CJ 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses focus on issues related to crime, police and the court system, punishment, social control, rehabilitation, etc. Cross listing: SO 459E-W. NOTE: CJ 450 or SO 450 recommended.

CJ 469E-W. TOPICS IN IMMIGRATION (3). Selected courses focus on issues in immigration.

CJ 489. PRACTICUM IN CRIME AND JUSTICE (3). Explores readings and work in the community related to crime and justice issues. Prerequisite(s): SO 200. Cross-listing: SO 489.

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

CJ 496E-W. TOPICS IN CULTURE AND CRIMINAL JUSTICE (3). Selected courses will focus on various topics involving culture, social justice, and crime.

CJ 498E-W. INTERNSHIP IN CRIMINAL JUSTICE (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): CJ 450 or SO 450. Junior standing, and minimum GPA of 2.80. NOTE: Requires approval of Sociology department chair and director of Academic Internship program.

ECONOMICS (EC)

EC 200/EC 200C. ECONOMICS FOR RESPONSIBLE CITIZENSHIP (3). 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.

EDUCATION (ED)

ED 200. MATH FOR TEACHERS (2). Focuses on the development of basic competency in mathematics. Studies number systems and number sense, geometry, measurement, statistics, probability and functions, and use of variables to gain conceptual and computational skills in mathematics. Reviews mathematics to develop a basic competence. Pass/No Pass grading only. NOTE: Does not meet Core Studies requirements in Mathematics.

ED 204. FOUNDATIONS OF EDUCATION FOR DIVERSE LEARNERS (3). Surveys theory and practice in American education, based on analyses of current practices and future projections, historical contributions, philosophical approaches and sociological foundations. NOTE: Students will tutor throughout the semester in a Denver area school assigned by the Education Department.

ED 207A. FALL TUTORING LABORATORY (0). Tutoring in a prearranged school two times each week. NOTE: Pass/No Pass grading.

ED 207B. SPRING TUTORING LABORATORY (0). Tutoring in a prearranged school two times each week. NOTE: Pass/No Pass grading.

ED 300. PHYSICAL AND CULTURAL GEOGRAPHY (3). Studies the influence of geographic factors on the development of civilization; the interrelations of physical features, resources, and people; including historical, political, and economic implications.

ED 302. PSYCHOLOGY FOR EDUCATORS (3). Applies principles of development and learning theory to classroom teaching within the context of Colorado Academic Standards. Key theory-to-practice topics include models of learning, achievement gap issues and instructional strategies, motivation, classroom management, teaching diverse students, and parent involvement. Coursework includes readings, lectures, dialogue, simulations, guest speakers. Prerequisite(s): ED 204 and PSY 250 and Sophomore standing. NOTE: Assignment to a Metro Denver area school for 15 hours of fieldwork required

ED 306. ASSESSMENT OF LEARNING (3). Provides an overview of assessment and instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Examines performance assessment and the construction of a body of evidence necessitated by Standards-

Based Education. Prerequisite(s): ED 204. NOTE: Students will tutor throughout the semester in a Denver area school assigned by the Education Department.

ED 380E-W. FIELD EXPERIENCE (0). Students will complete thirty-five (35) hours as an intern in a school classroom. Work with children/adolescents is designed to connect coursework with classroom experience. School experience will be arranged by the Education Department. NOTE: Students should only register for one section of field experience in any given semester. Pass/No Pass grading only.

ED 401-498 UPPER DIVISION COURSES IN EDUCATION. IF FIELDWORK IS REQUIRED IN ANY 400-LEVEL EDUCATION COURSE, THE STUDENT MUST ALSO REGISTER FOR ED 380E-W--FIELDWORK IN SCHOOLS.

ED 401. TEACHING EXCEPTIONAL LEARNERS (3). Examines disabilities in schools and services, systems, and concepts associated as well as state and federal trends. Applies evidence based instructional strategies and planning to meet the needs of every student. Examines current legislation and develops Universal Design planning. Prerequisite(s): ED 204. Cross listing(s): EDSP 401 and EDSP 420.

ED 403A. READING INSTRUCTION AND ASSESSMENT FOR ELEMENTARY EDUCATORS (3). 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. NOTE: Official acceptance into the Teacher Licensure Program by COTER. Field Experience required.

ED 403B. DISCIPLINARY LITERACY (3). 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: Fieldwork required in an assigned Metro Denver area school.

ED 403C. EARLY READING INSTRUCTION (3). 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. Prerequisite(s): ED 204 and ED 306. NOTE: Admission to Teacher Licensure Program to COTER or minors who have completed ED 204 and ED 306. Field

Experience in local Kindergarten or 1st grade is required and is assigned by the Education Department.

ED 407. SOCIAL STUDIES FOR ELEMENTARY TEACHERS (3). 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: Pass/No-Pass grading only.

ED 410. WRITING INSTRUCTION FOR ELEMENTARY EDUCATORS (3). 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. NOTE: Official acceptance into the Teacher Licensure Program by COTER. Field Experience required.

ED 416. ELEMENTARY STUDENT TEACHING FOR 5TH YEAR STUDENTS (3). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in an elementary school in the Metro Denver area under the direction of a cooperating teacher. Co-requisite(s): ED 495. Prerequisite(s): Completion of all education courses and COTER approval. Fee required. Pass/No Pass grading only. NOTE: 16 weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required.

ED 417. ELEMENTARY STUDENT TEACHING (11). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in an elementary school in the Metro Denver area under the direction of a cooperating teacher. Co-requisite(s): ED 495. Prerequisite(s): Completion of all education courses and COTER approval. Fee required. Pass/No Pass grading only. NOTE: 16 weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required.

ED 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual, and spiritual wellness, developing an information base from which to make effective decisions. Prerequisite(s): Junior standing. Cross listing: PE 418.

ED 419. INTEGRATED ELEMENTARY METHODS (6). 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: Official acceptance by COTER required; registration for Field Experience required (ED 380E-W).

ED 421. SECONDARY ENGLISH CONTENT, INSTRUCTION, AND ASSESSMENT (3). Presents the materials, methods, and practices in secondary English courses. Analyzes grammar, composition, the short story, the novel, drama, poetry, and communications. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 425. SECONDARY FOREIGN LANGUAGE CONTENT, INSTRUCTION, AND ASSESSMENT (3). Studies methods of teaching a foreign language (French, German, or Spanish) at the secondary level. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 427. SECONDARY MATHEMATICS CONTENT, INSTRUCTION, AND ASSESSMENT (3). Examines methods and materials appropriate for teaching middle and high school mathematics. Emphasizes classroom, small group and individualized instruction, and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 427A. SECONDARY BUSINESS CONTENT, INSTRUCTION, AND ASSESSMENT (3). Examines methods and materials appropriate for teaching middle and high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 429. SECONDARY SCIENCE CONTENT, INSTRUCTION, AND ASSESSMENT (3). Methods and materials appropriate for teaching middle and high school science. Attention given to classroom, laboratory, small group and individualized instruction and new curricular approaches. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 431. SECONDARY SOCIAL STUDIES CONTENT, INSTRUCTION, AND ASSESSMENT (3). Adapts history, political science, economics, sociology, cultural geography, social psychology, and cultural anthropology to meaningfulness within the secondary curriculum. Presents pedagogical procedures including lecture, discussion, field trips, resource specialists, and audio-visual aids. Explains integrating current events for curricular relevance. NOTE: Official acceptance into Teacher Licensure Program by COTER required. Field Experience required.

ED 432. SECONDARY STUDENT TEACHING FOR 5TH YEAR STUDENTS (3). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in a secondary school in the Denver Metro area under the direction of a cooperating teacher. Co-requisite(s): ED 495. Prerequisite(s): COTER approval. Fee required. NOTE: 16 weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required. Pass/No Pass grading only.

ED 433. K-12 ART CONTENT, INSTRUCTION, AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials and methods of teaching and assessing various art media; and curriculum development. NOTE: Official acceptance to the Teacher Licensure Program by COTER required. Field Experience required.

ED 433B. K-12 MUSIC CONTENT, INSTRUCTION, AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 music education program. Emphasizes current trends in music education; materials and methods of teaching and assessing a variety of music formats;

and curriculum development. NOTE: Official acceptance to the Teacher Licensure program by COTER required. Field Experience required.

ED 434. SECONDARY STUDENT TEACHING (11). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in a secondary school in the Denver Metro area under the direction of a cooperating teacher. Co-requisite(s): ED 495. Prerequisite(s): COTER approval. Fee required. NOTE: 16 weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required. Pass/No Pass grading only.

ED 435. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Student demonstrates mastery of short and long-term planning, time management, and research-driven methods to improve and report student achievement, and develop instructional and behavioral expectations for the successful classroom. NOTE: Acceptance in Teacher Licensure Program by COTER required. Field Experience required.

ED 436. TECHNOLOGY IN THE CLASSROOM (1). Examines a variety of new and emerging technologies and information related to K-12 classrooms. NOTE: Required for students seeking teacher licensure. Pass/No Pass grading only.

ED 438. K-12 STUDENT TEACHING (8-11). Students approved by the Committee on Teacher Education at Regis (COTER) student teach during the educational semester in an elementary and secondary placement in the Metro Denver area under the direction of a cooperating teacher. Co-requisite: ED 495. NOTE: Completion of all education courses and COTER approval. Sixteen weeks in a school observing, assisting, planning, teaching, and conferring under the direction of the cooperating teacher required. Senior standing required. Pass/No Pass grading only.

ED 439. FIELD EXPERIENCE: CULTURALLY AND LINGUISTICALLY DIVERSE (0). 35 hours field work with CLD learners. Co-requisite: ED 485.

ED 447. READING MULTICULTURAL LITERATURE IN THE ELEMENTARY CLASSROOM (3). 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: Field Experience required.

ED 485. THEORIES, STRATEGIES, AND ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Co-Requisite: ED 439. Cross listing: EDLD 485.

ED 490E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of department chair.

ED 495. STUDENT TEACHER SEMINAR (0-1). Examines current educational practices, addresses student teaching issues, classroom management, Teacher Work Sample and Teacher Portfolio. Co-requisite: ED 417 or ED 434. Prerequisite(s): Senior standing. NOTE: Approval by COTER required.

ED 498E-W. INTERNSHIP IN EDUCATION (3). Provides internships in education taken under the supervision of a department member. Prerequisite(s): Approval of department chair and director of Academic Internship Program.

EDUCATION: ELEMENTARY (EDEL)

EDEL 441. CHILD AND ADOLESCENT LITERATURE (3). Studies genres of early childhood and adolescent literature. Emphasizes the history of this literature, analysis and evaluation of literary elements and discussion of the value issues raised in literary pieces. Includes the integration of literature in instruction.

EDEL 439. EXPRESSIVE ARTS FOR ELEMENTARY EDUCATORS (3). Analyzes the impact of the expressive arts in child development. Focus will be on expression of creativity through activities involving music, art, theater, movement and dramatic play. NOTE: Dual Language students only.

EDEL 445. TEACHING MATH AND SCIENCE (3). Emphasizes developing mathematically powerful teachers who understand a broad array of mathematical concepts and who are able to develop and deliver effective, challenging, and engaging mathematical curriculum across the content area.

EDEL 450. ASSESSMENT OF LEARNING (3). 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. TEACHING LANGUAGE ARTS AND SOCIAL STUDIES (3). Students apply teaching/learning theories related to reading/writing literacy, social studies, and expressive arts integrating technology and service learning. Students prepare, teach, and assess lessons/units for individuals, small groups, and whole classrooms at the primary level.

EDEL 461. TEACHING MATH AND SCIENCE (3). Explores theories of learning, conceptual knowledge, and instructional strategies relevant to teaching and learning mathematics and science. Additional emphasis on planning, implementing, assessing and reflecting on emerging practice. Field experience required.

EDEL 470. CLASSROOM MANAGEMENT (3). Explores the creation of a classroom that supports individual and collaborative learning. Considers current legislation related to management of techniques to ensure inclusive learning environments.

EDEL 490. STUDENT TEACHING: ELEMENTARY (10). Requires work in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well

as individualized lessons. Student attends appropriate in-services or faculty meetings and become a part of the school community.

EDUCATION: FOUNDATIONAL

EDFD 400. FOUNDATIONS OF EDUCATION (3). Addresses the foundations of public education within the state of Colorado and United States more broadly to answer the questions, (1) What is the purpose of public education? (2) What are the primary influences on public education?

EDFD 403. DIVERSITY, EQUITY, AND SOCIAL JUSTICE (3). 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 408. NEVADA SCHOOL LAW (3). Focuses on legal rights, roles and responsibilities of educators in Nevada, emphasizing obligations to students, administrators, school boards and public. Examines issues of school management, organization, finance, child abuse and neglect and violence in schools from the perspective of Nevada School Law.

EDFD 409. WORLD GEOGRAPHY IN EDUCATION (3). 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 (1-6). Pursues specific topics in education focusing on student research, writing, and product development offered in Directed Study format.

EDFD 430. LIFESPAN DEVELOPMENT (3). Addresses human developmental stages from the perspectives of major theories of development-cognitive, learning, humanistic, and psychoanalytic. Cross listing: PY 469.

EDFD 482A-B. FIELD PRACTICUM I and II (0). 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. NOTE: Students should only register for one section of fieldwork in any given term. Pass/No Pass grading only.

EDFD 482C-F. FIELD PRACTICUM III-VI (0). 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. NOTE: Students should only register for one section of fieldwork in any given term. Pass/No Pass grading only.

EDFD 497. PROFESSIONALISM IN EDUCATION I (2). Seminar that accompanies Student Teaching. Focuses on topics that are critical for the effective teacher with a global perspective: planning for instruction, ethical practices, creating a supportive classroom,

leadership, and collaboration. NOTE: This course must be taken in the classroom format.

EDUCATION: CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (EDLD)

EDLD 403. ASSESSMENT OF THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing(s): EDSP 403.

EDLD 413. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Students consider the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 485, EDLD 485 or permission of instructor required. Cross listing: EDLT 413.

EDLD 433A. CULTURE IN CONTEXT (1). Involves travel to Costa Rica for two weeks, full immersion into the language and culture, and reflection on the stages of cultural and language acquisition. Students will compare their real-life experiences in Costa Rica to educational theories in cultural and language acquisition.

EDLD 451. MULTICULTURAL PERSPECTIVES IN EDUCATION(3). Explores and reflects on multicultural perspectives issues of social justice, and societal structures which impact the success of individual students and programs. Investigates and discovers threads that tie the diverse cultures together through literature and discusses the implications of these discoveries for their own attitudes. NOTE: Community-based learning is required. Minimum of sophomore class standing required.

EDLD 475. LINGUISTICS FOR TEACHERS OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS (3). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 485 or permission of instructor required.

EDLD 485. THEORIES, STRATEGIES, AND ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and

sheltered approaches to develop academic English Co-Requisite: ED 439. Cross listing: ED 485.

EDLD 490E-W. INDEPENDENT STUDY: LINGUISTICALLY DIVERSE EDUCATION (1-6). Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of instructor required.

EDUCATION: LITERACY (EDLT)

EDLT 405. LITERACY INTERVENTIONS (3). Focuses on research-based approaches, strategies, assessment tools and issues related to effective literacy instruction for student performing significantly below grade level. Explores and evaluates individual reading and writing programs for students with the most challenging literacy needs. Students will also learn about reading disabilities and relationships of those disabilities to literacy development. Utilizes appropriate assessments to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Prerequisite(s): ED 204 and ED 302. Cross listing: EDSP 405.

EDLT 413. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Students consider the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 485, EDLD 485 or permission of instructor required. Cross listing: EDLD 413.

EDLT 415. READING TOWARDS SOCIAL JUSTICE (3). Examines a range of literature for young adults, with emphases on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescents, and explores ways to weave this literary genre into the fabric of secondary content area classes. Students will construct thematic units and lessons in a standards-based, assessment driven environment. Prerequisite(s): ED 204 and ED 302. NOTE: Junior standing or completion of Distributive Core required.

EDUCATION: PROFESSIONAL SEQUENCE

EDEC/EDEL/EDFA/EDSC 490 AND EDFA 491. STUDENT TEACHING (10). Requires work in a classroom full time (600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Student attends appropriate in-services or faculty meetings and become a part of the school community.

EDUCATION: READING (EDRG)

EDRG 444. TEACHING READING AND WRITING (3). Provides students with an understanding of methods for teaching reading and writing. Emphasizes current methodologies, research-based instructional practices, and ongoing assessment. Understanding

and application of the five essential components of comprehensive reading instruction is a primary expectation.

EDUCATION: SECONDARY (EDSC)

EDSC 461-469. SECONDARY METHODS (3). Familiarizes student with new and traditional methods of teaching. Examines methods such as lecturing, individualization, cooperative grouping, Socratic seminars and journaling. Examines the curriculum and standards for topic as well as for lesson planning. Each course contains a practicum component.

EDSC 461. SECONDARY METHODS IN BUSINESS (3). Includes the curriculum and methods of teaching secondary business.

EDSC 462. SECONDARY METHODS IN DRAMA (3). Includes methods and strategies for teaching drama.

EDSC 463. SECONDARY METHODS IN ENGLISH (3). Includes methods and strategies for teaching drama.

EDSC 465. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Includes methods and strategies for teaching a foreign language.

EDSC 466. SECONDARY METHODS IN MATHEMATICS (3). Includes the curriculum and methods of teaching secondary mathematics. Reviews daily/unit lesson design and requires research and analysis of new theories in the field of mathematics.

EDSC 467. SECONDARY METHODS IN SCIENCE (3). Includes methods and strategies for teaching science.

EDSC 468. SECONDARY METHODS IN SOCIAL STUDIES (3). Includes methods and strategies for teaching social studies.

EDSC 469. SECONDARY METHODS IN SPEECH (3). Includes methods and strategies for teaching speech.

EDUCATION: SPECIAL EDUCATION (EDSP)

EDSP 380. SPECIAL EDUCATION PRACTICUM (0), Thirty-five hours as an intern in a special education classroom. Work with children/adolescents with special needs is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. NOTE: Students should only register for one section of fieldwork in any given semester. Pass/No Pass grading only.

EDSP 401. TEACHING EXCEPTIONAL LEARNERS (3). Examines disabilities in schools and services, systems, and concepts associated as well as state and federal trends. Applies evidence based instructional strategies and planning to meet the needs of every student. Examines current legislation and develops Universal Design planning. Prerequisite(s): ED 204 and ED 302. Cross listing(s): ED 401 and EDSP 420.

EDSP 402. TRANSITION, CONSULTATION, AND COLLABORATION (3). Provides students with the knowledge and skills needed to work with others to develop successful inclusive education programs. Includes working with parents, special educators, and related services personnel on behalf of exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to Minor in Special Education.

EDSP 403. ASSESSMENT FOR THE DIVERSE LEARNER (3). Explores the principles, purposes, and processes of assessment used in the evaluation of exceptional learners and English language learners. Includes how assessment results can be used to develop appropriate educational programs for diverse students. Prerequisite(s): ED 401 or EDSP 401 and ED 485. Cross listing: EDLD 403. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDSP 404. METHODS AND STRATEGIES IN SPECIAL EDUCATION (3). Examines educational strategies and relevant research to address the skill deficits (language arts and mathematics) manifested in students with exceptionalities. Includes general classroom accommodations for exceptional students. Prerequisite(s): ED 401 or EDSP 401. NOTE: Admission to the Department not required for students intending to minor in Special Education.

EDSP 405. LITERACY INTERVENTIONS (3). Focuses on research-based approaches, strategies, assessment tools and issues related to effective literacy instruction for student performing significantly below grade level. Explores and evaluates individual reading and writing programs for students with the most challenging literacy needs. Students will also learn about reading disabilities and relationships of those disabilities to literacy development. Utilizes appropriate assessments to evaluate student needs and determine next steps for literacy interventions and instruction within the general education/content area classroom. Prerequisite(s): ED 204 and ED 302. Cross listing: EDLT 405.

EDSP 406. BEHAVIOR MANAGEMENT AND INTERVENTION (3). Provides a basis for understanding and addressing behavior challenges of diverse learners. Explores foundations of PBIL--principles, policies and practices, theoretical perspectives on the nature of challenging behavior, functional based behavior assessment and support planning, individual, classroom, school-wide support systems, interventions and practices to facilitate positive behavior and social competence. Prerequisite(s): ED 401.

EDSP 420. TEACHING EXCEPTIONAL LEARNERS (3). Examines disabilities in schools and services, systems, and concepts associated as well as state and federal trends. Applies evidence based instructional strategies and planning to meet the needs of every student. Examines current legislation and develops Universal Design planning. Cross listing(s): ED 401 and EDSP 401.

EDSP 443. MATHEMATICS FOR SPECIAL EDUCATORS (3). Explores mathematical concepts for teaching exceptional students. Includes design of mathematical lessons and selection of mathematical curricula to meet individual needs of students with moderate and severe needs. Field experience required.

EDSP 453. LITERACY FOR STUDENTS WITH SPECIAL NEEDS (3). Language and literacy development using a variety of methods/curricula for teaching reading and language arts. Studies effective assessment, instruction and materials for special needs students. Prerequisite(s): EDRG 644 and all foundational course work. NOTE: Contains a practicum component.

EDSP 460. METHODS FOR THE TYPICAL CLASSROOM (3). Provides knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Prerequisite(s): Completion of all foundational courses. NOTE: Contains a practicum component.

EDSP 461. ASSESSMENT OF THE DIVERSE LEARNER (3). Provides knowledge of special education intervention and evaluation processes. Emphasizes assessment techniques, diagnosis, interpretation, and application of evaluation. Prerequisite(s): EDSP 453 and EDSP 464 and EDSP 467 and completion of all foundational courses. NOTE: Contains a practicum component.

EDSP 462. METHODS IN SPECIAL EDUCATION (3). Examines teaching strategies, methods, curricula, and classroom management for special needs students. Emphasizes specialization, modification and/or adaptation of materials and curriculum as well as developing and teaching individualized instruction programs. NOTE: Requires theory knowledge and practicum experience.

EDSP 464. BEHAVIOR MANAGEMENT AND INTERVENTION (3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Focuses on students with moderate needs. Prerequisite(s): Completion of all foundational and professional sequence courses. NOTE: Practicum component required.

EDSP 465. TRANSITION, CONSULTATION, AND COLLABORATION (3). Emphasizes development of competencies in consultation and collaboration. Encourages the development of understanding and skills that enhance the teacher's ability to work with and communicate effectively with school personnel, paraprofessionals, and parents.

EDSP 467. ADAPTIVE TECHNOLOGY (3). Overview of adaptive technology and research for special needs students and challenges they face. Field experience with devices such as: screen text enlargers and reading systems, typing enhancers, alternative keyboards, voice recognition systems, wheelchairs, etc. required. Prerequisite(s): Completion of all foundational courses.

EDSP 468. ASSESSMENT INTERVENTION AND PROGRAM PLANNING (3). Assessment and program development for students with special needs. Emphasizes instruction and intervention providing students with the best learning environments in the least restrictive settings. Prerequisite(s): EDSP 453 and EDSP 461 and EDSP 464 and EDSP 467 plus completion of all foundational courses required. NOTE: Field experience includes elementary and secondary levels.

EDSP 471. CHARACTERISTICS OF PUPILS WHO HAVE AUTISM (3). Focuses on symptoms of autism in children, the tools used to diagnose autism, and strategies for supporting those around autistic children.

EDSP 475. SPEECH AND LANGUAGE DEVELOPMENT (3). Examines the process of language acquisition as well as addressing specific information about certain language disabilities.

EDSP 478. METHODS AND STRATEGIES FOR TEACHING PUPILS WHO HAVE AUTISM (3). Centers on diagnostic techniques, which provide the basis for instruction. Provides a variety of instructional techniques, information, and ideas for teaching K-12 autistic children.

EDSP 490E-W. INDEPENDENT STUDY IN SPECIAL EDUCATION (1-6). Pursues independent exploration of areas of interest under the supervision of faculty. Prerequisite(s): Permission of instructor required.

EDSP 492. STUDENT TEACHING: SPECIAL EDUCATION GENERALIST (10). Student teaching practicum (600 hours) assessing, teaching, and program planning for children with special needs. Students choose one level (elementary or secondary) and must have practicum experience with school children with a variety of needs. Prerequisite(s): Majors only. Permission of Advisor required. Pass/No Pass Grading only.

ENGLISH (EN)

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing and word processing required.

EN 250/EN 250C. LITERATURE MATTERS (3). Introduces the literary genres of poetry, fiction, and drama. Students will write a series of analytical essays, including at least one research essay. Prerequisite(s): RCC 200. NOTE: EN 250C is a course that emphasizes communication in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

EN 300. LITERARY ANALYSIS (3). Introduces and develops advanced approaches to thinking and writing about literature. Explores the fundamentals of poetic, dramatic, and narrative forms, while seeking a more complex understanding of literary analysis and evaluation. Prerequisite(s): RCC 200. NOTE: Course restricted to English majors and minors only.

EN 310. INTRODUCTION TO FILM STUDIES (3). Teaches student how and why to analyze and appreciate films. Topics include formal analysis, narrative structure, genre, film theory, and criticism. Prerequisite(s): RCC 200.

EN 323. AMERICAN LITERATURE SURVEY TO 1900 (3). Surveys significant works of American literature from first exploration to the turn of 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. Prerequisite(s): RCC 200. NOTE: English Majors only.

EN 324. AMERICAN LITERATURE SURVEY 1900 TO PRESENT (3). 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. Prerequisite(s): RCC 200. NOTE: English Majors only.

EN 353. BRITISH LITERATURE SURVEY TO 1789 (3). Surveys significant works of British literature from the Old English period to the eighteenth century. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Chaucer, Shakespeare, Milton, Behn, and Johnson. Prerequisite(s): RCC 200. NOTE: English Majors only.

EN 354. BRITISH LITERATURE SURVEY 1789-PRESENT (3). Surveys significant works of British literature from the Romantics to the present. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Coleridge, Wordsworth, Keats, Tennyson, Browning,

Yeats, Eliot, and Heaney. Prerequisite(s): RCC 200. NOTE: English Majors only.

EN 388. CREATIVE WRITING: MULTI-GENRE (3). 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.

EN 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): EN 300. Cross listing: WGS 410E-W.

EN 412. RHETORIC: THE ART OF PERSUASIVE WRITING (3). The study of classical rhetoric, the art of persuasion. Focuses on organizational and stylistic techniques used by great writers to inform and persuade audiences. Course is writing-intensive. Prerequisite(s): RCC 200 or Permission of the Instructor.

EN 415. THE AMERICAN SHORT STORY (3). Examines the origins and development of the American short fiction from early authors such as Irving, Poe and Hawthorne to more contemporary writers. Prerequisite(s): EN 300.

EN 416. CATHER (3). Studies the life and works of Willa Cather. Prerequisite(s): EN 300.

EN 420. CONTEMPORARY AFRICAN AMERICAN LITERATURE (3). Explores African American literature, primarily fiction, of the past 50 years, including writers such as Morrison, Whitehead, Ward, Adiche, and Butler. Prerequisite(s): EN 300.

EN 421. AMERICAN WOMEN WRITERS OF COLOR (3). Studies American women writers of color of the 20th and 21st century. Readings will focus on fiction and other genres, including the works of Kingston, Lahiri, Erdrich, Garcia, Castillo, and Morrison. Prerequisite(s): EN 300.

EN 422. MYTHIC THEMES IN CONTEMPORARY LITERATURE (3). Introduces the narrative, metaphorical and symbolic functions through which myth communicates the sacred truths of a culture. Emphasis on Graeco-Roman and Judeo-Christian themes that inflect the Western literary tradition. Prerequisite(s): EN 300.

EN 423. TRUE CRIME (3). 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: WGS 410M. Prerequisite(s): EN 300, or permission of instructor.

EN 423E-W. INTERDISCIPLINARY STUDIES IN AMERICAN LITERATURE (3). Examines themes in American literature from an interdisciplinary perspective. Prerequisite(s): EN 300.

EN 425E-W. AMERICAN LITERATURE TO 1865 (3). Involves concentrated reading and analysis of a 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 300.

EN 426E-W. AMERICAN LITERATURE 1865-1918 (3). 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 300.

EN 427E-W. AMERICAN LITERATURE 1918-PRESENT (3). 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 300.

EN 428. LITERATURE OF THE ATOMIC AGE (3). Examines literature of the Cold War period up to the present, focusing on the paranoia and fragmentation of the atomic age. Prerequisite(s): EN 300.

EN 429. ELLISON AND MORRISON (3). Focuses on issues of race and gender in 20th century American literature through the works of two renowned African Americans: Ralph Ellison (*Invisible Man*) and Toni Morrison (*Song of Solomon, Jazz, Beloved*). Cross-listing: WGS 410K. Prerequisite(s): EN 300.

EN 430. FAULKNER (3). Read the greatest works of fiction from one of the greatest American writers. Includes *The Sound and the Fury, Absalom, Absalom!, Light in August*, and *As I Lay Dying*, among others. Prerequisite(s): EN 300.

EN 431. CHAUCER (3). Involves the reading and analysis of *The Canterbury Tales* in the original Middle English, and similar study of other major poems by Chaucer. Prerequisite(s): EN 300.

EN 432. CHAUCER VS. LANGLAND (3). Chaucer and Langland wrote the two masterworks of medieval English literature, poems that oppose each other in every conceivable way. Explores how each attempt to seize control of the future of English literature. Prerequisite(s): EN 300.

EN 432E-W. SHAKESPEARE (3). Involves the study of Shakespeare's poetry, plays, life, and age. Prerequisite(s): EN 300. Cross listing: PJ 432E-W.

EN 433. JAMES JOYCE (3). Studies James Joyce's works, including *Dubliners, A Portrait of the Artist as a Young Man*, and *Ulysses*. Prerequisite(s): EN 300.

EN 435. ANGELA CARTER'S SURREALIST LITERATURE (3). 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. Prerequisite(s): EN 250 or EN 300. Cross-listing: WGS 410L.

EN 436. EMILY DICKINSON (3). A study of Dickinson's life and poetry. Prerequisite(s): EN 300.

EN 439. CONTEMPORARY LITERATURE (3). Examines novels in contemporary fiction and other genres. Includes works by such authors as Franzen, DeLillo, Auster, Murakami, Zadie Smith, Chabon, Morrison, Lahiri, Nabokov, and Alexie. Prerequisite(s): EN 300.

EN 443. OLD ENGLISH (3). Focusing on the masterful elegies and riddles of the Exeter book, this class 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 300.

EN 445. RADICAL PASTORAL (3) Surveys pastoral literature from the English Renaissance, while nodding back to classical and forward to modern examples. Prerequisite(s): EN 300.

EN 446. THE 17TH CENTURY (3). Surveys the later Renaissance, Commonwealth, and Restoration eras, including representative works of Metaphysical, Cavalier, and/or Restoration poets, Jacobean and/or Restoration playwrights, and/or the prose stylists of the period. Prerequisite(s): EN 300. EN 447. AUSTEN (3). Studies the works of Jane Austen. Prerequisite(s): EN 300.

EN 449. SENSE AND SENSIBILITY (3). 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 300.

EN 450. ROMANTICS ON THE MIND (3). 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 300.

EN 451. DICKENS (3). Involves the study of Dickens' novels, life and times. Prerequisite(s): EN 300

EN 452. WILLIAM WORDSWORTH (3). Treats the most influential poet of the British Romantic period through reading and study of Wordsworth's major publications, including *Lyrical Ballads* and *The Prelude*, a biography of the poet, and criticism from Coleridge to Hartman. Prerequisite(s): EN 300.

EN 453. MODERNIST BRITISH LITERATURE (3). Examines literature in the British Isles from 1900 to 1950. Prerequisite(s): EN 300.

EN 454. LINGUISTIC APPROACHES TO LITERATURE (3). Introduces historical and comparative linguistics, semantics, syntax, phonology, stylistics, and pragmatics, and emphasizes their application in the analysis of literary texts. Prerequisite(s): EN 300 and one 400-level EN course. NOTE: Junior standing or permission of instructor.

EN 455. VICTORIAN LITERATURE (3). Involves reading and analysis of such novelists as Bronte, Eliot, and Hardy; such essayists as Carlyle, Mill, and Arnold; and such poets as Tennyson, Browning, and the Pre-Raphaelites. Prerequisite(s): EN 300.

EN 457. 20TH CENTURY IRISH LITERATURE (3). Studies Irish writers of the 20th century including Shaw, Yeats, Joyce, Synge, O'Casey and Beckett. Prerequisite(s): EN 300.

EN 460. AMERICAN MODERNIST POETRY (3). Involves the reading and analysis of such major American poets as Eliot, Frost, Pound, Stevens, Williams. Prerequisite(s): EN 300.

EN 461. MODERN AND CONTEMPORARY AMERICAN POETRY (3). Explores poetry by modern and contemporary 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 300.

EN 463. LATINX LITERATURE (3). 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 300.

EN 464. POSTCOLONIAL WORLD LITERATURE (3).

Investigates writings in and about previously colonized countries throughout the 20th century, paying close attention to the lingering effects of colonialism on the writing of the time. Literature includes works from India, the Caribbean, Africa, and Latin America. Prerequisite(s): EN 300.

EN 465. HISTORY OF THE ENGLISH LANGUAGE (3). 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 300.

EN 466. LITERARY THEORY (3). Surveys the varied approaches to literary study applied by scholars, attends to the differences in textual interpretation that result from the application of these approaches, and evaluates what these approaches reveal and conceal about literary texts. Prerequisite(s): EN 300 and one 400-level EN course. NOTE: Junior standing or permission of instructor.

EN 467. TEXTUAL CRITICISM AND MANUSCRIPT STUDIES (3). 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 300.

EN 468. COGNITIVE LITERARY STUDIES (3). 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 300.

EN 469. THE AMERICAN SHORT STORY (3). A study of the origins, development, and flourishing of the short story in American literature, focusing primarily on 19th and early 20th Century writers such as Poe, Hawthorne, James, Wharton, Cather, Anderson, Hemingway, and Toomer. Prerequisite(s): EN 300.

EN 470. POSTMODERN LITERATURE AND FILM (3). 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 300, or permission of instructor.

EN 472 ADVANCED GRAMMAR (3). Covers advanced topics in English syntax and morphology. Prerequisite(s): RCC 200. NOTE: Required course for the TEFL/TESOL certificate program.

EN 474E-W. COMPARATIVE LITERATURE (3). Studies significant works in English translations in the context of their interrelation with various traditions in English and American literature. Prerequisite(s): EN 300.

EN 478. CREATIVE WRITING: PLAYWRITING (3). 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 300, or permission of instructor.

EN 479. CREATIVE WRITING: SCREENWRITING (3). 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 300 or permission of instructor.

EN 480. BUSINESS AND TECHNICAL WRITING (3). Working with nonprofit organizations and case studies, students will practice writing business documents, web-based multimedia documentation, instructions, and grants, as well as considering the ethics of business writing. Prerequisite(s): RCC*200 or permission of instructor.

EN 481. MULTIMEDIA WRITING (3). Examines current theory around evolving digital media and applies it to creating websites, video, podcasts, and games. Provides instruction in visual design and user-centered design. Prerequisite(s): RCC 200 or permission of instructor.

EN 483. CREATIVE WRITING: FICTION (3). Provides a workshop in fiction emphasizing discussion of students' fiction. Includes analysis of the elements of fiction and techniques used by a variety of modern and contemporary writers. Prerequisite(s): EN 300 or permission of instructor.

EN 486. CREATIVE WRITING: POETRY (3). Provides a workshop in poetry writing emphasizing the discussion of students' poetry. Includes analysis of the elements of poetry and techniques used by a variety of modern and contemporary writers. Prerequisite(s): EN 300 or permission of instructor.

EN 487. CREATIVE WRITING: ADVANCED FICTION (3). Advanced instruction in craft of fiction; professional perspectives on the art in the context of rigorous criticism. In workshop format, students practice the genre, further define it, examine its many forms, and receive professional peer review. Prerequisite(s): EN 300, or permission of instructor.

EN 488. CREATIVE WRITING: ADVANCED POETRY (3). Advanced instruction in craft of poetry; professional perspectives on the art in the context of rigorous criticism. In workshop format, student practice the genre, further define it, examine its many forms, and receive professional peer review. Prerequisite(s): EN 300.

EN 489. CREATIVE WRITING: NON-FICTION (3). 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 300, or permission of instructor.

EN 490E-W. INDEPENDENT STUDY (0-3). Develops independent exploration of areas of interest under the direction of a department member. Prerequisite(s): EN 300 and approval of department chair.

EN 492E-W. SPECIAL TOPICS IN LITERATURE (3). Involves the reading and analysis of selected topics in literature. Focuses on selected literary issues, periods, or theoretical problems (e.g., After the Apocalypse, Writing in the Nuclear Age, Teaching Banned Books, and The Small Town in Literature). Prerequisite(s): EN 300.

EN 495E-Z. THEMES IN LITERATURE (3). Provides an opportunity for concentration on a single theme, a single author, or combination of authors in an intensive study (e.g., Epic Failures, Arthurian Legend, Princess Brides, Freaks and Geeks:

The Abnormal in Contemporary Literature, and Literature of the Unconscious). Prerequisite(s): EN 300.

EN 498E-W. INTERNSHIP IN WRITING (3). Credit may be earned for employment in which the student is responsible for various kinds of writing and in which there is an integration of practical experience and academic guidance. Prerequisite(s): EN 300 and junior or senior class standing. Approval of department chair and director of Academic Internship Program. NOTE: Students may obtain as many as six (6) semester hours of credit, but only three (3) semester hours may be applied to the English major.

EN 499. SENIOR CAPSTONE: ENGLISH (3). Provides a capstone in English, including reflection, professionalization, a summative public presentation and instruction in multimedia design tools.

ENVIRONMENTAL STUDIES (ENVS)

ENVS 250. INTRODUCTION TO ENVIRONMENTAL SCIENCE (3). Explores the environment and its modification by human activity within a scientific context. Considers the chemical, geological, climatological, and biological bases of current environmental issues. Co-requisite: ENVS 251. NOTE: Required for Environmental Studies majors and minors. Designed for non-science majors to meet the Natural Science Core requirement when taken with ENVS 251.

ENVS 251. ENVIRONMENTAL SCIENCE LABORATORY (1). Involves laboratory and field exercises accompanying and reinforcing lecture topics. May require a field trip outside of class time. Co-requisite: ENVS 250. NOTE: One three-hour laboratory per week.

ENVS 402. PRINCIPLES OF ECOLOGY (3). Explores the interactions of organisms in the context of their biotic and abiotic environments. Examines the basic models and principles used in evolutionary, behavioral, population, community, and ecosystem ecology. Prerequisite(s): BL 258, BL 260, and MT 272. Cross listing: BL 402. NOTE: Required for all Biology and Environmental Science majors.

ENVS 403. QUANTITATIVE ECOLOGY LABORATORY (1). Involves ecological research design and the collection, evaluation, and statistical analysis of ecological data in the laboratory and in the field. Prerequisite(s): BL 259, BL 261 and MT 272. Cross listing: BL 403. NOTE: Required for all Biology and Environmental Science majors.

ENVS 406 CLIMATE CHANGE: SCIENCE, SOCIETY, AND ACTION (3). 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 distributive core and junior standing, or permission of instructor.

ENVS 408. CONSUMPTION, CONTENTMENT, AND CLIMATE CHANGE (3). Explores the relationship between consumption, happiness and climate change, probing the assumption that economic growth promotes happiness and considering alternatives to mainstream economics. NOTE: Junior standing or completion of Distributive Core required.

ENVS 410. AQUATIC ECOLOGY (3). 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. Prerequisite(s): BL 258 and BL 260. Cross listing: BL 410.

ENVS 411. ECOTHEOLOGY (3). Explores contemporary environmental issues from the perspectives of different religious traditions. Compares spiritual and religious views of the environment, its meaning, and its relation to human beings. Explores scientific understandings of contemporary environmental issues, asking how religions engage these issues. NOTE: Completion of Natural Science Core requirement or permission of instructor required

ENVS 414. RELIGION AND THE ENVIRONMENT (3). Examines the interconnection between religion and the environment, including: the ways in which religion may be used to frame and discuss environmental issues; the contribution to environmental ethics made by religion; and the ways in which the environmental movement is shaped by and related to spiritualism.

ENVS 415. ENVIRONMENTAL ETHICS (3). Examines the theories of value, justice, and gender and applies them to environmental problems such as sustainability, climate change, over-population, consumption and waste, and wilderness protection, with the goal of developing ethical and political responses to these problems. Prerequisite(s): One 200 Level Philosophy Course. Cross listing: PL 448J and PJ 473.

ENVS 416. JUST AND SUSTAINABLE DEVELOPMENT (3). Integrates knowledge of development practice and theory from the perspective of communities, states, and the global system. Builds on community-based models of just and sustainable development success. Interdisciplinary, drawing on health, environment, politics, business and law. Prerequisite(s): POL 231, POL 241, or POL 281. Cross listing: POL 406. NOTE: Junior standing or completion of Distributive Core required.

ENVS 417. ENVIRONMENTAL RHETORIC (3). Explores the values, needs, and persuasive strategies of various communities engaged in environmental debate, and includes guest speakers from across the Front Range, readings from multiple genres, and applied writing practice. NOTE: Junior standing or completion of Distributive Core required.

ENVS 418. ENVIRONMENTAL ECONOMICS AND LAW (3). Examines the economic, legal, and political systems that affect and regulate the use and conservation of the environment. Examines topics such as sustainable development and environmental regulation. Prerequisite(s): EC 200 or EC 3200. Cross listing: EC 4218.

ENVS 419. WILDERNESS: A STORY OF PASSION AND PERSEVERANCE (3). Introduces the philosophy, the literature, the legislation, and the current debate surrounding "wilderness." Includes a mix of reading, discussion, writing, and a service learning project.

ENVS 420. ENVIRONMENTAL POLITICS (3). Uses four case studies of environmental progress to drive analysis of local, regional, national, and global levels of dealing with change and conservation. Examines civil society, state and UN system approaches to building environmental norms that shape policy and legislation. Prerequisite(s): POL 231, POL 241, and POL 281. Cross listing: POL 420. NOTE: Junior standing or completion of distributive core required.

ENVS 421. READ NATURE, WRITE THE WORLD (3). Integrates different types of disciplinary thinking through reading and writing across the genres of poetry, fiction, nonfiction essay/memoir, and research-based position papers. The latter genre will require the student to demonstrate a degree of scientific literacy and the ability to reason quantitatively. Prerequisite(s): Junior standing.

ENVS 428. CONSERVATION BIOLOGY (3). Introduces the fundamental principles of conservation biology including patterns of global biological diversity, biogeography, population genetics, extinction, restoration ecology, management, and conservation policy. Prerequisite(s): BL 258 and BL 260. Cross listing: BL 428. NOTE: Junior standing or completion of Distributive Core required.

ENVS 432. INTERNATIONAL POLITICAL ECONOMY (3). Evaluates interdependencies of politics and economics at systemic/global level. Reviews alternative frameworks for the analysis of the nature, dynamics, relationships, and implications of political and economic interactions. Application to key contemporary issues, problems and controversies. Prerequisite(s): EC 200 or EC 3200 and junior class standing. Cross listing: EC 4232, PJ 454 and POL 432.

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

ENVS 437. ENVIRONMENTAL JUSTICE: RACE AND CLASS (3). 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: CJ 437, SO 437, and PJ 437.

ENVS 438. THAT'S GARBAGE! MAKING DIGITAL STORIES OF AN ABOUNDING MYSTERY (3). Course explores the mysteries of garbage - its past and future, where it goes when you are done with it, the real people who deal with it, the human and environmental problems it causes, the untapped resource it is, and unique solutions for creating a world with less waste. Students will explore ideas through books, blogs, websites, field trips, self-reflection, interviews, and discussions, then analyze and distill that information to write great stories and to craft a series of your own digital stories for the public. Students will produce non-fiction digital video stories for personal reflection, research, and social change. Pre-requisite: Junior Standing.

ENVS 440. ENVIRONMENT AND CULTURE (3). Provides an introduction to cultural perspectives on the environment focusing on how social categories such as race, gender and class shape the way humans interact with the natural environment and react to environmental degradation.

ENVS 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around

the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: PJ 441 and SO 441.

ENVS 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction, and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 3200. Cross listing: EC 4245 or POL 445 or PJ 446.

ENVS 446. MARINE BIOLOGY (3). 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. Prerequisite(s): BL 258 and BL 260. Cross-listing: BL 446.

ENVS 448. PLANT DIVERSITY AND ECOLOGY (3). Surveys plant systematics and distributional aspects of plant community ecology. Emphasizes identification, classification, biogeography, and environmental effects on plant distribution and community structure. Focuses on the Colorado flora. Prerequisite(s): BL 258 and BL 260. Cross listing: BL 448. NOTE: One or two weekend field trips required.

ENVS 450. ENVIRONMENTAL IMPACT ASSESSMENT (3). Focuses on the theory and methods of creating environmental impact assessment reports. Explores various perspectives including ecology, chemistry, geology, economics, and environmental justice. Prerequisite(s): Junior class standing, or completion of distributive core.

ENVS 451. MARKETING FOR SOCIAL CHANGE IN UGANDA (3). Experiential immersion course, exploring multiple disciplinary perspectives (e.g., business, economics, gender, history, geography, political science) on extreme poverty and economic development in Uganda. In the middle of the semester-long course, students will travel to Uganda. Cross-listing: BA 4488, PJ 451V, WGS 485W. NOTE: Junior standing required. Travel to Uganda is required.

ENVS 455. MODELING SUSTAINABILITY (3). Sustainability can be defined in many different ways. This course explores the concept of sustainability and ask why it matters. Investigate the myriad of ways that services, products, business, institutions, and people can improve their sustainability, and discusses why that matters in a global context.

ENVS 458. BEHAVIORAL ECOLOGY (3). Explores the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Some areas discussed include communication, reproductive behavior, and social behavior. Prerequisite(s): BL 258 and BL 260. Cross listing: BL 458.

ENVS 459. ANIMAL BEHAVIOR LABORATORY (1). Laboratory and field exercises accompany and reinforce lecture topics. Involves non-invasive work with live animals. Prerequisite(s): BL 259 and BL 261. Cross listing: BL 459.

ENVS 460. FOREST AND LANDSCAPE ECOLOGY (3). Investigates the unique ecological characteristics of forest

ecosystems, surveys the diversity of world forests, and explores methods of analysis and management of forests at landscape scales. Prerequisite(s): BL 258, BL 260, and MT 272. Cross listing: BL 460. NOTE: May require participation in field trips outside of class time.

ENVS 461. WESTERN ECOLOGY, LAW, AND LAND STEWARDSHIP (3). Investigates how ecology and laws have interacted to produce the specific ecology of the Western United States, particularly Colorado and Utah. Students will camp every night of the second two weeks of this course in the areas that will be studied. Being in the field gives the student a unique opportunity to assess the ecological impacts of various land use laws.

ENVS 462. PRIMATE ECOLOGY AND BEHAVIOR (3). Explores the ecology and evolution of primates in the context of their biotic and abiotic environments. Emphasizes primate life history, behavior, social organization and conservation ecology. Prerequisite(s): BL 258 and BL 260. Cross listing: BL 462. NOTE: May require participation in field trips outside of class time.

ENVS 470. ECONOMIC DEVELOPMENT (3). Studies various models/theories of economic development that traces a history of underdevelopment. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects, and policies for the future. Prerequisite(s): EC 3200. Cross listing: BA 4170, EC 4170, and PJ 470.

ENVS 474. GEOGRAPHIC INFORMATION SCIENCE (3). Explores the basic concepts, assumptions, theories, and structures of geographic information systems (GIS). Covers GIS methods through hands on activities using up-to-date software. Emphasizes applications of GIS for the spatial analysis of environmental issues. NOTE: Completion of Natural Science Core requirement or permission of instructor required.

ENVS 481E-W. SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (1-4). Explores selected topics in environmentally focused topics not normally covered in regular course offerings. Prerequisite(s): Sophomore standing or higher.

ENVS 484. ANTHROPOLOGY OF TOURISM (3). Examines the phenomenon of tourism in relationship to modernity, authenticity, sexual and romantic tourism, ecotourism, and others. Prerequisite(s): SO 200 and SO 204 or AN 204 or permission of instructor. Cross listing: AN 484 and SO 484.

ENVS 490E-W. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES (1-3). Offers an opportunity for advanced study in independent research projects in environmental studies. Prerequisite(s): Permission of instructor and approval of Environmental Studies director.

ENVS 495A. PORTFOLIO DEVELOPMENT I (1). Explores the expected program outcomes for a major in ENVS. Focuses on the first steps in assembling an academic portfolio to demonstrate attainment of program outcomes. NOTE: Senior standing required.

ENVS 495B. PORTFOLIO DEVELOPMENT II (1). Involves completion and assessment of an academic portfolio. NOTE: Majors only.

ENVS 498E-W. INTERNSHIP IN ENVIRONMENTAL STUDIES (3). Develops skills related to real-life working situations in major-

related field. Prerequisite(s): Approval of Environmental Studies director and Academic Internship Program director.

FINE ARTS: ARTS (FAA)

FAA 215. INTRODUCTION TO DIGITAL ART (3). Introduces students to the foundations, practice, history, and technical domain of electronic imaging and digital image processing. Aesthetic, technical, social, and ethical issues regarding the practice of electronic image making are discussed in the context of student's own electronic image making. Course utilizes imaging programs (such as PhotoShop and Illustrator) and graphic design programs (such as PageMaker).

FAA 218. INTRODUCTION TO WEB ART AND NEW MEDIA (3). Covers the historical development and applied practices of internet art and other forms of new media. Through a variety of online and offline projects, explores the growing fields of internet art and new media.

FAA 220. INTRODUCTION TO THREE-DIMENSIONAL PRINTING (3). Familiarizes students with the 3-D printing process for the production of works of art.

FAA 240. INTRODUCTION TO PHOTOGRAPHY (3). Introduces photography as a medium of artistic expression that utilizes the camera, basic digital imaging techniques, and inkjet printers to develop and express ideas and experience through visual means. NOTE: Course fee required.

FAA 250. INTRODUCTION TO PAINTING (3). Uses various materials to teach fundamental painting techniques and to facilitate the development of individual expressive exploration.

FAA 260. INTRODUCTION TO SCULPTURE (3). Provides an extensive working knowledge of the basic three-dimensional techniques and concepts of sculpture.

FAA 270. INTRODUCTION TO DRAWING (3). Studies the fundamental principles of drawing with emphasis on the physical as well as mental aspects of creative drawing.

FAA 280. INTRODUCTION TO THE BOOK ARTS (3). Course uses the studio format and introduces student to the book arts including: an introduction to the history of the book, as well as the studio practices related to the book.

FAA 290. INTRODUCTION TO PRINTMAKING (3). Introduces students to the foundations, practice, history, and technique of Fine Art printmaking. Discusses esthetic, social, and ethical issues in the context of student's own creative output. Covers reflex, intaglio, and Plano graphic techniques.

FAA 330. DESIGN FOUNDATION (3). Covers foundation concepts of two-dimensional and three-dimensional design including visual elements, composition, media and materials. Through a sequence of assignments, explores design concepts, creative process, and visual thinking.

FAA 331. GRAPHIC DESIGN FOUNDATION (3). Lecture/studio course in graphic design covering historical and applied practices. Covers foundation information and process in graphic design including an introduction to typography, page layout, design software, and logo development.

FAA 420. ADVANCED DIGITAL ART (3). Explores issues particular to the current practice of digital image making. Focuses on digital printmaking and presentation. Prerequisite(s): FAA 215 or permission of instructor.

FAA 421E-W. DIGITAL ART STUDIO (3). Provides continued supervised studio electronic imaging practice beyond the beginning level. Includes the development of student portfolios and enjoyment in peer and instructor critiques. Prerequisite(s): FAA 215 and FAA 420 or permission of instructor.

FAA 443. ADVANCED PHOTOGRAPHY (3). A continuation of the study of photography as a fine art with an exploration of various applications of photography that guide the student in the development of a portfolio of creative work. Prerequisite(s): FAA 240.

FAA 446E-W. PHOTOGRAPHY STUDIO (3). Provides supervised studio photography practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 443 or permission of instructor.

FAA 450. ADVANCED PAINTING (3). A continuation of FAA 250. Prerequisite(s): FAA 250 or equivalent, or permission of instructor.

FAA 451E-W. PAINTING STUDIO (3). Provides continued supervised studio painting practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 450 or permission of instructor.

FAA 460. ADVANCED SCULPTURE (3). A continuation of FAA 260. Prerequisite(s): FAA 260 or permission of instructor.

FAA 461E-W. SCULPTURE STUDIO (3). Provides continued supervised studio sculpture practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 460 or permission of instructor.

FAA 472. ADVANCED DRAWING (3). Provides advanced level drawing in studio format with critiques and discussions of student work. Prerequisite(s): FAA 270 or permission of instructor.

FAA 474E-W DRAWING STUDIO (3). Provides continued supervised studio drawing practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 472 or permission of instructor.

FAA 475E-W. LIFE DRAWING (3). Studies human figure as drawing subject matter. Anatomy will be discussed with emphasis on composition and examination of historical references. Prerequisite(s): FAA 230 or FAA 270 or permission of instructor.

FAA 480. ADVANCED PRINTMAKING (3). Explores issues particular to the current practice of Fine Arts printmaking. Focuses on extending technical proficiency and portfolio development. Prerequisite(s): FAA 290.

FAA 481E-W. PRINTMAKING STUDIO (3). Provides continued supervised studio printmaking practice beyond the advanced level. Focuses on extended portfolio development and engagement in the critical process. Prerequisite(s): FAA 480.

FAA 490E-W. INDEPENDENT STUDY IN ART (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of department co-chair/art program director.

FAA 497. SENIOR ART STUDIO (3). Seminar style studio course develops the artist practice of art making of various media, critical thinking, writing, and speaking, and explores the evolution of student perspectives of historical precedents and historical tradition in art. Prerequisite(s): One of the following: FAA 420, FAA 443, FAA 450, FAA 460, FAA 472, or FAA 480 NOTE: Open to senior art majors and minors and senior art students who have completed two upper division studio course work in one media.

FAA 498E-W. INTERNSHIP IN ART (3). Provides practical experience and intellectual guidance in an area of art. Prerequisite(s): Approval of department co-chair/art program director and Academic Internship Program.

FAA 499. SENIOR THESIS (3). Presents a public exhibition of the student's work, representative of their studio production. Prerequisite(s): Majors only.

FINE ARTS: CORE (FAC)

FAC 201E-W. TOPICS IN FINE ARTS CORE (3). 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 205. INTRODUCTION TO LITERACY AND ART (3). Examines artists' work, vocabulary, and critical methods for evaluating and responding to visual arts. Visits to artists' studios and non-profit art centers are integral as is work with children from the local Latino community. NOTE: Non-major's only.

FAC 211. ART HISTORY: PREHISTORY TO THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures, and world events as they relate to human artistic expression. Prerequisite(s): Majors, minors, or honors students only or permission of instructor required. Cross listing: FAHS 211. NOTE: Permission of instructor required.

FAC 212. ART HISTORY SURVEY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present. Cross listing: FAHS 212.

FAC 251. UNITED STATES FOLK, POP, AND JAZZ (3). Surveys various folk, popular and jazz styles cultivated in the United States from the 18th century to the present, with an emphasis on cultural diversity that contributes to 'American' music, manifested in cultural regionalism and cross-cultural developments. Students will identify, aurally recognize, and evaluate various cultural components and trends in vernacular music in the United States.

FAC 255C. MUSIC OF THE TWENTIETH CENTURY (3). A survey of classical music in the western world in the twentieth century. Covers trends such as modality, atonality, serialism, neoclassicism, experimental music, and electronic and computer music and the social contexts surrounding these movements. NOTE: FAC 255C is a course that carries a communication focus

in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

FAC 256C. MUSIC IN AMERICAN CULTURE (3). Introduces music as an expression of the unique culture of the U.S.A. and develops critical methods for evaluating and responding to American music. Topics explored in this course 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). Surveys 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 development. 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 THE PROTO-RENAISSANCE (3). Investigates major art developments from the pre-history to the proto-renaissance in western and non-western traditions. Discusses major works, figures, and world events as they relate to human artistic expression. Prerequisite(s): Majors, minors, or honors students only or permission of instructor required. Cross listing: FAC 211.

FAHS 212. ART HISTORY SURVEY: RENAISSANCE TO PRESENT (3). Examines the style, content, and context of works of art from the Renaissance to the present. Prerequisite(s): Majors or honors students only or permission of instructor required. Cross listing: FAC 212.

FAHS 408E-W. THEMES IN ART HISTORY (3). A revolving seminar examining specialized topics in art history. NOTE: Minimum of sophomore class standing required.

FAHS 410. MODERN ART: NEO-CLASSICISM TO 1945 (3). Concentrates on issues of modernism in Western art from the late nineteenth century to approximately 1945, looking closely at how we observe, interpret, and write about art in its historical, religious, and political context. An integral part of this class will be to develop a working definition of “modernism”. Prerequisite(s): FAHS 211 or FAC 211 or FAC 201E or permission of instructor.

FAHS 415. CONTEMPORARY ART: 1945 TO THE PRESENT (3). Examines the shift in the art world from Paris to New York after World War II. Explores men and women artists whose work pursues a dialogue about the meaning of all media and whose lives are lived against the social, economic, political and cultural background of their times. Prerequisite(s): FAC 201E or FAHS 211 or HU 203.

FAHS 420. EARLY MODERN ART 1300-1800 (3). 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 201E.

FAHS 430. ASIAN ART (3). 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 201E.

FAHS 435. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 201E or FAC 211 or FAC 212. Cross listing: WGS 435.

FAHS 440. AMERICAN ART: COLONIAL TO PRESENT (3). Examines American art from the pre-colonial era to the present day. Examines the role American art has played in the formation of values such as national identity, class formation, race, gender, and ethnicity. Emphasizing cultural history, considers a variety of media from painting and sculpture to films and theme parks. Prerequisite(s): FAC 201E or FAC 211 or FAC 212.

FAHS 445. HISTORY OF PHOTOGRAPHY (3). Explores the history of photography from its invention in the early 19th century to its practice as a fine art in the present time. Includes critical and analytical readings as well as examination of photographic images in the fine arts. Prerequisite(s): FAC 201E or FAC 211 or FAC 212 or FAHS 211 or FAHS 212.

FAHS 450. MEDIEVAL ART (3). Examines art from the late Roman period to the proto-renaissance. Topics include Early Christian, Byzantine, Medieval, Romanesque, and Gothic art, and architecture. Prerequisite(s): FAC 201E, or FAC 211, or FAC 212, or permission of instructor.

FAHS 453E-W. SPECIAL TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context. Prerequisite(s): FAC 201E or FAC 211 or FAC 212, Majors and minors only or permission of instructor.

FAHS 460. NEW MEXICO SANTOS TRADITION (3). Comprehensive overview of the major influences, themes, and styles in Chicano art from its emergence in the 1960's to the beginning of the 21st century. NOTE: Sophomore standing or completion of Distributive Core required.

FAHS 465. CHICANISMO/CHICANARTE (3). Comprehensive overview of the major influences, themes, and styles in Santo art form colonial era to present day. NOTE: Junior standing or completion of Distributive Core required.

FAHS 490E-W. INDEPENDENT STUDY IN ART HISTORY (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of department co-chair/art program director.

FAHS 497. SENIOR ART HISTORY THESIS RESEARCH (3). 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: Majors only.

FAHS 499. SENIOR ART HISTORY THESIS (3). Provides the final step for a degree in Art History. Students write individual thesis in consultation with the program director. Prerequisite(s): Majors only. Senior standing. Permission of instructor required.

FINE ARTS: MUSIC (FAM)

FAM 202E-W. UNIVERSITY CHOIR (0-2). Students will study, prepare, and sing in performance, choral literature from the Gothic to the present.

FAM 203. BEGINNING CLASS VOICE (2). Involves basic vocal technique and music reading for non-music minors or majors with little or no prior vocal experience. Studies very easy classical or popular repertoire.

FAM 204. INTERMEDIATE CLASS VOICE (2). Continuation of FAM 203. Intermediate level vocal technique and music reading. Studies very easy classical or popular repertoire. Prerequisite(s): FAM 203 or permission of instructor required.

FAM 205. BEGINNING CLASS GUITAR (2). Introduces the guitar and music reading for music minors or majors with little or no prior guitar experience. Studies very easy classical or popular repertoire.

FAM 206. INTERMEDIATE CLASS GUITAR (2). Continuation of FAM 205. Focuses on development of music reading. Studies technical patterns and exercises. Easy classical or popular repertoire and improvisation. Prerequisite(s): FAM 205 or permission of instructor.

FAM 214E-W. APPLIED MUSIC: VIOLIN (1). Provides individual instruction in violin.

FAM 216E-W. APPLIED MUSIC: VIOLA (1). Provides individual instruction in viola.

FAM 218E-W. APPLIED MUSIC: CELLO (1). Provides individual instruction in cello.

FAM 220E-W. APPLIED MUSIC: CHAPEL CHOIR (1). Introduces students to the rich variety of Catholic liturgical choral music through preparation for and performances at weekly Masses.

FAM 221E-W. APPLIED MUSIC: FLUTE (1). Provides individual instruction in flute.

FAM 223E-W. APPLIED MUSIC: OBOE (1). Provides individual instruction in oboe.

FAM 225E-W. APPLIED MUSIC: BASSOON (1). Provides individual instruction in bassoon.

FAM 227E-W. APPLIED MUSIC: RECORDER (1). Provides individual instruction in recorder.

FAM 230E-W. COLLEGIUM MUSICUM (0-3). Performing ensemble designed to offer students a chance to explore music from the 13th through the early 18th centuries. Through the use of early instruments and voice, students will develop an understanding of musical forms, performance practices, and styles in both sacred and secular traditions. A wide variety of topics will be examined including early medieval chant, troubadour songs, sacred motets and mass movements, renaissance dances, and music composed at the European courts. Prerequisite(s): FAM 235 or permission of instructor.

FAM 235. FOUNDATIONS OF MUSIC (3). Introduces the fundamental concepts of 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 (2). Designed to improve a student's musicianship skills. Focuses on sight singing and dictation of diatonic melodies in major and minor keys (treble and bass clefs); sight reading of rhythms in simple and compound meters; and performance at the keyboard of scales, intervals, and triads.

FAM 239E-W. WORLD MUSIC ENSEMBLE (0-2). 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). Introduces the keyboard and music reading to non-music minors or majors with little or no prior keyboard experience. Studies very easy classical or popular repertoire.

FAM 241. INTERMEDIATE CLASS PIANO (2). Members perform selections of their choice, prepare program notes, improve performance skills, join in critique, and hear new repertoire. Outside concert attendance required. Not a "how to play piano" course but "how to play better!" All levels of ability beyond beginner welcome! Prerequisite(s): FAM 240 or permission of instructor.

FAM 246E-W. APPLIED MUSIC: VOICE (1-2). Provides individual instruction in voice. Prerequisite(s): FAM 203 and FAM 204 or permission of instructor. NOTE: Participation in a voice recital required.

FAM 247E-W. APPLIED MUSIC: PIANO (1-2). Provides individual instruction in piano. Prerequisite(s): FAM 240 and FAM 241 or permission of instructor. NOTE: Participation in a piano recital required.

FAM 248E-W. APPLIED MUSIC: GUITAR (1-2). Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation.

FAM 252E-W. APPLIED MUSIC: BANJO (1-2). Provides individual instruction in banjo.

FAM 254E-W. MUSICAL THEATER ENSEMBLE (0-3). 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 (1-2). Provides individual instruction in mandolin.

FAM 259E-W. JAZZ ENSEMBLE (0-3). 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 (0-3). 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 (1-2). Provides individual instruction in clarinet.

FAM 265E-W. APPLIED MUSIC: JAZZ PIANO (1-2). Provides instruction in jazz piano concepts and techniques. Includes

melodic improvisation, chord voicing, accompaniment styles in both solo and ensemble settings, and playing by ear.

FAM 269E-W. CHAMBER ENSEMBLE (0-2). The Regis Chamber Ensemble explores music from 1750 to today, concentrating on the wealth of literature for strings, woodwinds, and percussion.

FAM 278E-W. APPLIED MUSIC: BASS (1-2). Provides individual instruction on double bass and/or electric bass guitar.

FAM 280E-W. APPLIED MUSIC: SAXOPHONE (1-2). Provides individual instruction in saxophone.

FAM 282E-W. APPLIED MUSIC: TRUMPET (1-2). Provides individual instruction in trumpet.

FAM 284E-W. APPLIED MUSIC: TROMBONE (1-2). Provides individual instruction in trombone.

FAM 286E-W. APPLIED MUSIC: PERCUSSION (1-2) Provides individual instruction in percussion.

FAM 288E-W. APPLIED MUSIC: HARP (1-2) Provides individual instruction in harp.

FAM 294E-W. APPLIED MUSIC: COMPOSITION (1-2). Covers techniques of music composition.

FAM 402E-W. CONCERT CHOIR (0-3). Advanced choral ensemble work including more complex and challenging literature as well as on- and off-campus performance. **NOTE:** Audition required.

FAM 405. THEATRE AND JUSTICE WORKSHOP (3). An interdisciplinary theatre, dialogue, workshop and community project-based course in which performance itself is viewed as a mode of inquiry and a way of making the invisible visible, fostering storytelling, listening, collaboration and transformation. Prerequisite(s): COM 210. COM 380 required for Communications majors and PJ 200 required for Peace and Justice majors. Cross listing: COM 419 and PJ 495W.

FAM 409A. APPLIED VOICE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction for voice designed for students with prior vocal training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236 or equivalent. Majors and minors only.

FAM 409B. APPLIED VOICE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 409A. Private instruction for voice designed for students with prior vocal training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 409A or approval of program director required.

FAM 409C. APPLIED VOICE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 409B. Private instruction for voice designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency. Culminates in end-of-semester student recital. Prerequisite(s): FAM 409B or approval of program director required.

FAM 409D. APPLIED VOICE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 409C. Private instruction for the voice. Offers students with substantial prior vocal training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 409C or approval of program director required.

FAM 414E-W. APPLIED MUSIC: ADVANCED VIOLIN (1-2). Provides advanced individual instruction in violin. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 214E-W or permission of instructor.

FAM 415A. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the violin designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 415B. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 415A. Private instruction on the violin designed for students with prior string training. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 415A or approval of program director.

FAM 415C. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 415B. Private instruction on the violin designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the violin. Culminates in end-of-semester student recital. Prerequisite(s): FAM 415B or approval of program director required.

FAM 415D. APPLIED VIOLIN: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 415C. Private instruction on the violin. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 415C or approval of program director.

FAM 416E-W. APPLIED MUSIC: ADVANCED VIOLA (1-2). Provides advanced individual instruction in viola. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 216E-W or permission of instructor.

FAM 417A. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the viola designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 417B. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 417A. Private instruction on the viola designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of techniques

suitable for student's level of proficiency. Prerequisite(s): FAM 417A or approval of program director.

FAM 417C. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 417B. Private instruction on the viola designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the viola. Culminates in end-of-semester student recital. Prerequisite(s): FAM 417B or approval of program director.

FAM 417D. APPLIED VIOLA: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 417C. Private instruction on the viola. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 417C or approval of program director.

FAM 418E-W. APPLIED MUSIC: ADVANCED CELLO (1-2). Provides advanced individual instruction in cello. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 218E-W or permission of instructor.

FAM 419A. APPLIED CELLO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the cello designed for students with prior string training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of performance. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 419B. APPLIED CELLO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 419A. Private instruction on the cello designed for students with prior string training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 419A or approval of program director.

FAM 419C. APPLIED CELLO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 419B. Private instruction on the cello designed for students with prior string training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the cello. Culminates in end-of-semester student recital. Prerequisite(s): FAM 419B or approval of program director.

FAM 419D. APPLIED CELLO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 419C. Private instruction on the cello. Offers students with substantial prior string training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 419C or approval of program director.

FAM 421E-W. APPLIED MUSIC: ADVANCED FLUTE (1-2). Provides advanced individual instruction in flute. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 221E-W or permission of instructor.

FAM 422A. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the flute designed

for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 422B. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 422A. Private instruction on the flute designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 422A or approval of program director required.

FAM 422C. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 422B. Private instruction on the flute designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the flute. Culminates in end-of-semester student recital. Prerequisite(s): FAM 422B or approval of program director required.

FAM 422D. APPLIED FLUTE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 422C. Private instruction on the flute. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 422C or approval of program director.

FAM 423E-W. APPLIED MUSIC: ADVANCED OBOE (1-2). Provides advanced individual instruction in oboe. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 223E-W or permission of instructor.

FAM 424A. APPLIED OBOE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the oboe designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 424B. APPLIED OBOE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 424A. Private instruction on the oboe designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 424A or approval of program director.

FAM 424C. APPLIED OBOE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 424B. Private instruction on the oboe designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the oboe. Culminates in end-of-semester student recital. Prerequisite(s): FAM 424B or approval of program director.

FAM 424D. APPLIED OBOE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 424C. Private instruction on the oboe. Offers students with substantial prior woodwind training a chance to continue private studies.

Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 424C or approval of program director.

FAM 425E-W. APPLIED MUSIC: ADVANCED BASSOON (1-2). Provides advanced individual instruction in bassoon. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 225E-W or permission of instructor.

FAM 426A. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the bassoon designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 426B. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 426A. Private instruction on the bassoon designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 426A or approval of program director.

FAM 426C. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 426B. Private instruction on the bassoon designed for student with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the bassoon. Culminates in end-of-semester student recital. Prerequisite(s): FAM 426B or approval of program director.

FAM 426D. APPLIED BASSOON: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 426C. Private instruction on the bassoon. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 426C or approval of program director.

FAM 427E-W. APPLIED MUSIC: ADVANCED RECORDER (1-2). Provides advanced individual instruction in recorder. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 227E-W or permission of instructor.

FAM 428A. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the recorder designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 428B. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 428A. Private instruction on the recorder designed for students with prior woodwind training. Surveys repertoire from the medieval period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 428A or approval of program director.

FAM 428C. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 428B. Private

instruction on the recorder designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the recorder. Culminates in end-of-semester student recital. Prerequisite(s): FAM 428B or approval of program director.

FAM 428D. APPLIED RECORDER: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 428C. Private instruction on the recorder. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 428C or approval of program director.

FAM 430E-W. CONCERT COLLEGIUM MUSICUM (0-3). Explores an array of literature from Gregorian Chant through the works of J.S. Bach. Advanced participants perform on- and off-campus. Prerequisite(s): FAM 230. NOTE: Audition required.

FAM 442E-W. PIANO ENSEMBLE (2). The Piano Ensemble is designed for intermediate to advanced pianists. Offers an ensemble opportunity for piano performance. May include piano duets and/or trios, quartets, quintets, with strings or winds. Prerequisite(s): FAM 247E-W or FAM 467E-W.

FAM 443A. APPLIED PIANO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the piano designed for students with prior keyboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 443B. APPLIED PIANO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 443A. Private instruction on the piano designed for students with prior keyboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 443A or approval of program director required.

FAM 443C. APPLIED PIANO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 443B. Private instruction on the piano designed for students with prior keyboard training. Focuses on two pieces from different style periods that demonstrate an upper intermediate to advanced technical proficiency on the keyboard. Culminates in end-of-semester student recital. Prerequisite(s): FAM 443B or approval of program director required.

FAM 443D. APPLIED PIANO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 443C. Private instruction on the piano. Offers students with substantial prior keyboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 443C or approval of program director.

FAM 448E-W. GUITAR ENSEMBLE (0-2). Emphasizes styles of music, dynamics, rhythm, and harmonic structure in an acoustic ensemble. Prerequisite(s): FAM 248E or permission of instructor.

FAM 449A. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the guitar designed

for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 449B. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 449A. Private instruction on the guitar designed for students with prior fretboard training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 449A or approval of program director.

FAM 449C. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 449B. Private instruction on the guitar designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the guitar. Culminates in end-of-semester student recital. Prerequisite(s): FAM 449B or approval of program director.

FAM 449D. APPLIED GUITAR: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 449C. Private instruction on the guitar. Offers students with substantial prior fretboard training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 449C or approval of program director.

FAM 452E-W. APPLIED MUSIC: ADVANCED BANJO (1-2). Provides advanced individual instruction on the banjo. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 252E-W or permission of instructor.

FAM 453A. APPLIED BANJO: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the banjo designed for students with prior fretboard training and knowledge of basic music theory. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 453B. APPLIED BANJO: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 453A. Private instruction on the banjo designed for students with prior fretboard training. Surveys repertoire from the 18th century to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 453A or approval of program director.

FAM 453C. APPLIED BANJO: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 453B. Private instruction on the banjo designed for students with prior fretboard training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the banjo. Culminates in end-of-semester student recital. Prerequisite(s): FAM 453B or approval of program director.

FAM 453D. APPLIED BANJO: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 453C. Private instruction on the banjo. Offers students with substantial prior fretboard training a chance to continue private studies. Continues

to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 453C or approval of program director.

FAM 454E-W. ADVANCED MUSICAL THEATER ENSEMBLE (0-3). 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 (1-2). Provides advanced individual instruction on the mandolin.

FAM 456A. APPLIED MANDOLIN: TECHNIQUES AND PERFORMANCE I (1-2). 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.

FAM 456B. APPLIED MANDOLIN: TECHNIQUES AND PERFORMANCE II (1-2). 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.

FAM 456C. APPLIED MANDOLIN: TECHNIQUES AND PERFORMANCE III (1-2). 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.

FAM 456D. APPLIED MANDOLIN: TECHNIQUES AND PERFORMANCE IV (1-2). 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.

FAM 459E-W. CONCERT JAZZ ENSEMBLE (0-3). The Regis Concert Jazz Ensemble continues to explore material covered in FAM 259 with a focus on performance practice, especially improvisation and arrangement. The ensemble is open to wind, percussion, piano, bass, guitar, and brass instruments. Prerequisite(s): FAM 259E-W.

FAM 460E-W. CONCERT BAND (0-3). Explores quality band literature, covering a variety of styles and time periods. Ensemble is open to woodwind, brass, and percussion instruments. Prerequisite(s): FAM 260.

FAM 461E-W. APPLIED MUSIC: ADVANCED CLARINET (1-2). Provides advanced individual instruction in clarinet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 261E-W and permission of instructor.

FAM 462A. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the clarinet designed for students with prior woodwind training and knowledge of basic music theory. Surveys repertoire from the classical period to the contemporary styles. Focuses on development of technique suitable for student's level of

proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 462B. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 462A. Private instruction on the clarinet designed for students with prior woodwind training. Surveys repertoire from the classical period to contemporary styles. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 462A or approval of program director required.

FAM 462C. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 462B. Private instruction on the clarinet designed for students with prior woodwind training. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the clarinet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 462B or approval of program director required.

FAM 462D. APPLIED CLARINET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 462C. Private instruction on the clarinet. Offers students with substantial prior woodwind training a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 462C or approval of program director required.

FAM 465E-W. APPLIED MUSIC: ADVANCED JAZZ PIANO (1-2). Provides advanced instruction in jazz piano concepts and techniques. Includes advanced topics in melodic improvisation, chord voicing, and reharmonization. Prerequisite(s): FAM 265E or permission of instructor.

FAM 466E-W. APPLIED MUSIC: ADVANCED VOICE (1-2). Advanced vocal instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 246E-W and permission of instructor. NOTE: Audition required.

FAM 467E-W. APPLIED MUSIC: ADVANCED PIANO (1-2). Advanced piano instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 247E-W and permission of instructor. NOTE: Audition required.

FAM 468E-W. APPLIED MUSIC: ADVANCED GUITAR (1-2). Advanced instruction, including more complex and challenging literature as well as exploring opportunities for on- and off-campus performance. Prerequisite(s): FAM 248E-W and permission of instructor. NOTE: Audition required.

FAM 469E-W. CONCERT CHAMBER ENSEMBLE (0-2). The Regis Concert Chamber 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 (1-2). Provides advanced individual instruction in double bass and/or electric bass guitar. Offers opportunities for on- and off-campus performance. Additional Prerequisite(s): Permission of Instructor required. Prerequisite(s): FAM 278E.

FAM 480E-W. APPLIED MUSIC: ADVANCED SAXOPHONE (1-2). Provides advanced individual instruction on the saxophone.

Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 280E-W and permission of instructor.

FAM 481A. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 481B. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 481A. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 481A or approval of program director.

FAM 481C. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 481B. Private instruction on the saxophone designed for students with prior saxophone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the saxophone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 481B or approval of program director.

FAM 481D. APPLIED SAXOPHONE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 481C. Private instruction on the saxophone. Offers students with substantial prior saxophone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 481C or approval of program director.

FAM 482E-W. APPLIED MUSIC: ADVANCED TRUMPET (1-2). Provides advanced individual instruction on the trumpet. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 282E-W and permission of instructor.

FAM 483A. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 483B. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 483A. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 483A or approval of program director.

FAM 483C. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 483B. Private instruction on the trumpet designed for students with prior trumpet training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trumpet. Culminates in end-of-semester student recital. Prerequisite(s): FAM 483B or approval of program director.

FAM 483D. APPLIED TRUMPET: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 483C. Private instruction on the trumpet. Offers students with substantial prior trumpet knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 483C or approval of program director.

FAM 484E-W. APPLIED MUSIC: ADVANCED TROMBONE (1-2). Provides advanced individual instruction on the trombone. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 284E-W and permission of instructor.

FAM 485A. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE I (1-2). Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only.

FAM 485B. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE II (1-2). Continuation of FAM 485A. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on development of technique suitable for student's level of proficiency. Prerequisite(s): FAM 485A or approval of program director.

FAM 485C. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE III (1-2). Continuation of FAM 485B. Private instruction on the trombone designed for students with prior trombone training and knowledge of basic music theory. Focuses on two pieces from different style periods that demonstrates an upper intermediate to advanced technical proficiency on the trombone. Culminates in end-of-semester student recital. Prerequisite(s): FAM 485B or approval of program director.

FAM 485D. APPLIED TROMBONE: TECHNIQUES AND PERFORMANCE IV (1-2). Continuation of FAM 485C. Private instruction on the trombone. Offers students with substantial prior trombone knowledge a chance to continue private studies. Continues to develop material suitable for performance. May include a student recital. Prerequisite(s): FAM 485C or approval of program director.

FAM 486E-W. APPLIED MUSIC: ADVANCED PERCUSSION (1-2). Provides advanced individual instruction in percussion. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 286E or permission of instructor.

FAM 487A. APPLIED PERCUSSION: TECHNIQUES AND PERFORMANCE I (1-2). 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.

FAM 487B. APPLIED PERCUSSION: TECHNIQUES AND PERFORMANCE II (1-2). 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 487A.

FAM 487C. APPLIED PERCUSSION: TECHNIQUES AND PERFORMANCE III (1-2). 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 AND PERFORMANCE IV (1-2). 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 (1-2). Provides advanced individual instruction in harp. Offers opportunities for on- and off-campus performance. Prerequisite(s): FAM 288E-W or permission of instructor.

FAM 490E-W. INDEPENDENT STUDY IN MUSIC (1-3). Explores area of special interest. Prerequisite(s): Approval of department co-chair/music department director.

FAM 494E-W. APPLIED MUSIC: ADVANCED COMPOSITION (1-2). Advanced private music composition lessons. Prerequisite(s): FAM 294.

FAM 498E-W. INTERNSHIP IN MUSIC (3). Provides practical experience and intellectual guidance in an area of music. Prerequisite(s): Approval of department co-chair/music department director and director of Academic Internship Program.

FAM 499. SENIOR THESIS: MUSIC IN THE ARTS (3). Offers sequence of practical activities covering topics such as professional music internships, archival research, scholarly collaboration, public musicology, and music entrepreneurship. Prerequisite(s): Majors only. Senior standing.

FINE ARTS: MUSIC HISTORY (FAMH)

FAMH 450E-W. WORLD MUSIC LITERATURE (3). Studies musical practices of diverse cultures, including instrumental and vocal styles, dance, drama, and ceremonies, with an emphasis on research. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 451. HISTORY OF U.S. FOLK, POP, AND JAZZ (3). Surveys various folk, popular, and jazz styles cultivated in the United States from the 18th century to the present. Research project will explore a topic in American Music. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 452. EUROPEAN MUSIC LITERATURE (3). Examines Western European art music traditions, through a historical survey of the style, structure, and function of music. Students discover the rich variety of Western European art music while developing a working vocabulary and understanding of musical terms. Improves listening skills and advances the ability of students to articulate relevant observations about music through independent, objective, and critical musical thought. Prerequisite(s): FAM 235 and FAM 236 or permission of instructor.

FAMH 453E-W. TOPICS IN MUSIC AND ART (3). Emphasizes the interconnectedness of art and music by stressing their similarities in style, content, and context. Prerequisite(s): FAM 235 and FAM 236. Majors and minors only. Permission of instructor required.

FAMH 454. HISTORY AND PERFORMANCE OF AMERICAN MUSICAL THEATER (3). Provides 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 required.

FAMH 455E-W. TOPICS IN MUSIC HISTORY (3). Provides an in-depth examination of musical styles and genres, as well as the cultural and historical content in which music was created in each area of study. Emphasizes writing, research, and musical analysis that draws on each student's earlier experiences and training in music theory and history. Prerequisite(s): FAMH 452.

FAMH 457. WOMEN IN MUSIC (3). Using the lenses of gender studies and feminist criticism, this course will examine the historically marginalized roles of women in Western music as composers and performers. NOTE: Sophomore standing or completion of Distributive Core required.

FINE ARTS: MUSIC RECITAL (FAMR)

FAMR 200A/B. FRESHMAN RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 300A/B. SOPHOMORE RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 400A/B. JUNIOR RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FAMR 402. MUSIC MINOR RECITAL (0). All music minors perform at least a 20-minute recital that demonstrates ability to perform in several style periods. Music minor recitals are typically given in conjunction with the third semester of techniques and performance. NOTE: Presentation of music minor recital requires successful "hearing" at least one month before recital date. Pass/No Pass grading only.

FAMR 403. JUNIOR RECITAL (0). All music majors with an emphasis in performance are required to perform at least a 30-minute recital that demonstrates the student's ability to perform in three style periods. The Junior Recital is typically given in the junior year in conjunction with the second semester of Techniques and Performance. Prerequisite(s): Majors only. Junior standing. Pass/No Pass grading only.

FAMR 404. SENIOR RECITAL (0). All music majors with an emphasis in performance are required to perform a Senior Recital in their senior year; at least 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. Prerequisite(s): Majors only. Senior standing. Pass/No Pass grading only.

FAMR 450A/B. SENIOR RECITAL HOUR A/B (0). Required for all music majors and minors each semester. Promotes a culture of concert attendance for student and faculty recitals and guest artists. Tracks student attendance for on- and off-campus music events. Prerequisite(s): Majors and minors only. Pass/No Pass grading only.

FINE ARTS: MUSIC THEORY/TECHNOLOGY (FAMT)

FAMT 200. MUSIC THEORY I (3). Students gain fluency in four-part writing and voice leading principles in four-voice textures using root position and inverted triads and seventh chords; analysis of music literature; the identification and use of non-chord tones; the identification of various forms in music; and other in-depth theoretical concepts. Prerequisite(s): FAM 235 or permission of instructor.

FAMT 201. AURAL SKILLS I (2). Students gain fluency in sight singing and dictation of diatonic melodies; sight reading rhythms using subdivision and syncopation in simple and compound meters; and performance at the keyboard of various diatonic chord progressions. Prerequisite(s): FAM 236 or permission of instructor.

FAMT 230. INTRODUCTION TO MUSIC TECHNOLOGY (3). 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). 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 200. Prerequisite(s): FAMT 201 or permission of instructor

FAMT 301. AURAL SKILLS II (3). A continuation of materials learned in Aural Skills I. Students gain fluency in sight singing and dictation of chromatic melodies, sight reading rhythms with changing and unequal meters, and performance at the keyboard of more complex chord progressions. Prerequisite(s): FAMT 201 or permission of instructor.

FAMT 350. MUSIC THEORY III (3). A continuation of Music Theory II. Study 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). Study of instruments in band and orchestra regarding range, color, quality, and technical restriction as applied

to scoring for solo and ensemble performance. Fundamental study of conducting, score reading, and arranging skills applicable to instrumental and choral ensembles. Prerequisite(s): FAMT 200 or permission of instructor

FAMT 401. COUNTERPOINT (3). Studies 16th century and 18th century counterpoints. Evaluation materials include both analysis and composition. Prerequisite(s): FAMT 200 or permission of instructor.

FAMT 431. MUSIC TECHNOLOGY FOR TODAY'S WORLD (3). 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). Students master basic recording arts; sound, acoustics & design; microphones; digital audio and digital audio workstations; ProTools; and operation of the Regis Recording Studio & Claver Recital Hall.

FAMT 442. RECORDING ARTS/ LIVE PRODUCTION II (3). Continuation of FAMT 432 (Live and Studio Digital Recording) 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.

GEOLOGY (GE)

GE 204E-W. TOPICS IN GEOLOGY (3). Develops course content around a central geological theme on selected topics chosen by the instructor. Co-requisite: GE 205E-W. NOTE: This course has been approved to satisfy the core natural science with laboratory requirement when taken with GE 205E-W.

GE 205E-W. TOPICS IN GEOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: GE 204E-W.

GE 208. INTRODUCTION TO GEOLOGY (3). Introduces students to natural science through study of the Earth. Develops student knowledge of geology; notably Earth materials, Earth history, topography, tectonics, fossil fuels, groundwater, and soils. Highlights social and ethical issues. NOTE: Designed primarily for Environmental Studies students and students fulfilling the natural science core requirement. This course has been approved to satisfy the core natural science with laboratory requirement when taken with GE 209. Co-requisite: GE 209.

GE 209. INTRODUCTION TO GEOLOGY LABORATORY (1). Introduces students to scientific inquiry through participation in field and laboratory activities. Involves exercises reinforcing lecture content. Co-requisite: GE 208.

GE 481E-W. SPECIAL TOPICS IN GEOLOGY (1-4). Explores selected topics in the field of Earth science. Course format varies according to topic selected. Prerequisite(s): Completion of the natural science core requirement. NOTE: Certain topics may include a laboratory.

HISTORY (HS)

HS 200. SUSTAINABILITY AND COLLAPSE IN WORLD HISTORY (3). Takes an evidence-based, case study, theoretical and integrative approach to the challenge of sustainability across world history. Draws on disciplines of history, politics, and international studies. Cross listing: POL 200.

HS 201. ORIGINS AND CHALLENGES OF THE MODERN WORLD (3). Takes an evidence based, case study, theoretical, and integrative approach to underlying origins and present challenges of the modern world. Draws on disciplines of history, politics, and international studies. Cross-listing(s): POL 201.

HS 213. EUROPE TO 1789 (3). 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). 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). Surveys the development of United States from settler colonial origins through revolution, slavery and the Civil War.

HS 224/224C. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present. HS 224C 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 226. HISTORY OF THE AMERICAN WEST (3) Surveys the major political, social, environmental and cultural changes of the trans-Mississippi American West, from pre-Columbian times to the late 20th Century.

HS 231. WORLD HISTORY TO 1500 (3). Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations, the Middle East, India, China and the Americas, through classical civilizations and Europe.

HS 232. WORLD HISTORY SINCE 1500 (3). 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). 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). Examines the political, economic, religious and social history of the Modern Middle East with a special emphasis on the Arab-Israeli conflict.

HS 242C. THE ISRAEL-PALESTINE CONFLICT (3). 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:

Communication-intensive course. Enrollment is limited to students who took RCC 200 in the Fall.

HS 250. AFRICA TO 1800 (3). 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). 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). Surveys the history of East Asia (China, Japan, and Korea) from earliest times to the arrival of Western imperialism.

HS 254/254C. MODERN EAST ASIA (3). Provides an overview of East Asia (China, Japan, and Korea) during modern times, emphasizing cultural developments, modern institutions, increased trade, industrialization, imperialistic intrusions, destructive warfare, and burgeoning population. HS 254C enrollment is limited to students who completed linked RCC course in the fall.

HS 255/255C. DEMOCRACY AND DEVELOPMENT IN TAIWAN: HISTORY AND POLITICS IN A GLOBAL POWERHOUSE (3). 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. Cross-listing: POL 255.

HS 260. SURVEY OF LATIN AMERICA TO 1826 (3). Draws on primary and secondary materials to survey and interpret cultural, political, and historical developments up to the colonial period of the early 19th century.

HS 261. SURVEY OF LATIN AMERICA SINCE 1826 (3). Draws on primary and secondary materials to survey and interpret cultural, political, and historical developments from the colonial period and revolutionary movements, to 20th Century strong states and Dirty Wars, and the effect of North American and globalist forces.

HS 412. IMMIGRATION IN AMERICAN HISTORY (3). Examines the history of immigration into the United States from the early 19th century to the present. Explores federal policies, public debates surrounding the issue of immigration, and the social, economic, political consequences of immigration and the historical experiences of immigrants. Cross listing: PJ 412.

HS 413. THE POLITICS OF MASS INCARCERATION (3). The United States make 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 and POL 416.

HS 425. THE CIVIL WAR AND GILDED AGE AMERICA (3). Examines 19th century America, focusing on the roots of the American Civil War and the dazzling changes of the Gilded Age (1789-1900).

HS 426. AMERICA DURING THE JAZZ AGE (3). Examines the social, cultural, political, and economic changes of the first three decades of 20th century America – focusing on progressive reform, World War I and the “Roaring 20s”.

HS 427. THE UNITED STATES AND THE WORLD WARS (3). Examines the history of the United State in the World Wars of the 20th century, focusing on the political, economic, and social changes between 1914 and 1945.

HS 428. UNITED STATES HISTORY, 1945 TO THE PRESENT (3). Studies recent events and trends in the United States since the end of World War II.

HS 429. UNITED STATES IN THE 1960'S AND 70'S (3). Studies the United States from the election of John F. Kennedy to the Reagan Revolution, examining politics, culture and society.

HS 430. HISTORY OF COLORADO (3). Surveys Indian, Spanish, French, and United States influences; the impact of traders, trappers, miners, cattlemen and farmers; the creation and organization of the Territory; the movement for statehood and the problems of a rapidly growing commonwealth.

HS 433. HISTORY OF THE CARIBBEAN AND THE ATLANTIC WORLD (3). 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 437. THE WEST IN UNITED STATES HISTORY (3). Includes an inquiry into the influence of the West on United States history, the settlement of the western regions, problems of frontier transportation and finance, and the organization of new government entities.

HS 441. THE CULTURE AND POLITICS OF PUBLIC MEMORY (3). Examines 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: COM 456 and PJ 416E.

HS 442. ORAL HISTORY; THEORY AND METHODS (3). 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. Prerequisite(s): Sophomore standing.

HS 451. PREMODERN JAPAN (3). Surveys Japanese historical development to the 17th century, focusing on change in social, economic, political, and cultural structures and experiences that created “traditional” Japan.

HS 452. MODERN JAPAN (3). 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 453. PREMODERN CHINA (3). Examines the foundational social, cultural, political, and economic forces that shaped the formation and transformation of China as a civilization and empire and the role played by non-Chinese in the creation of China.

HS 454. MODERN CHINA (3). 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). Encourages students to critically examine modern conflict and explore the variety of ways those affected by conflict have sought to find meaning in their experience. NOTE: Junior standing or permission of instructor. Cross-listing: PJ 45 IP and POL 455.

HS 458. THE HISTORY OF CHINESE FOOD (3). 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: Sophomore standing required.

HS 464. 19TH CENTURY EUROPE, 1789-1914 (3). Studies the great age of European dynamism emphasizing political and economic events. Includes the French Revolution, industrialization, the rise of the working class, Marxism, unification of Italy and Germany, nationalism, the New Imperialism and the origins of World War I. Prerequisite(s): Junior standing.

HS 465. EUROPE FROM 1914 TO 1945 (3). Studies the transformation of Europe from World War I emphasizing military, economic, political, and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 476. HUMAN RIGHTS AND HUMANITARIANISM IN AFRICA AND THE MIDDLE EAST (3). Examines the history of the global 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: PJ 45 IS.

HS 477. REVOLUTION IN THE MIDDLE EAST (3). Explores the complex nature of revolution in the Middle East, particularly the Arab world, by examining a number of revolutionary movements from the late 1800s to the Arab uprisings of 2011-2012. Cross listing: PJ 477.

HS 478. INTER-RELIGIOUS RELATIONS IN THE MIDDLE EAST (3). 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: RT 430E.

HS 480. RELIGION AND POLITICS IN MODERN AFRICA (3). 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: RT 430F.

HS 481. HISTORY OF CHRISTIANITY IN AFRICA (3). Explores the history of Christianity in the African continent beginning with Africa's contribution to the formation of the faith up until the present, while discussing issues of African spirituality, theology, and social justice. Cross listing: RC 430G.

HS 482. THE INDIAN OCEAN WORLD (3). 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). Provides an in-depth analysis of topics or themes in history. Content varies from year to year. NOTE: Junior standing or permission of instructor.

HS 485E-W. TOPICS IN HISTORY: NATIONAL/REGIONAL (3). Provides an in-depth analysis of a significant national or regional topic. Content varies from year to year. NOTE: Junior standing or permission of instructor.

HS 490E-W. INDEPENDENT STUDY IN HISTORY (1-3). Offers an opportunity for independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of department chair.

HS 494. RESEARCH APPRENTICESHIP (3). 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: Senior standing and/or permission of instructor.

HS 498E-W. INTERNSHIP IN HISTORY (3). Provides practical experience in applied history. Students are placed according to their interest at national archives, museums, historical societies, public interest groups, nonprofit organizations, international businesses, at the local, regional, national, or international level. Includes research work in history with the Department's faculty. Prerequisite(s): Approval of department chair and director of Academic Internship Program. NOTE: 10-20 hours per week required.

HS 499A. CAPSTONE I: THEORY AND METHODS (3). 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: Senior standing or permission of instructor.

HS 499B. CAPSTONE II: THE SENIOR THESIS (3). 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: Senior standing or permission of instructor.

HONORS

INTEGRATIVE SEMINARS

RCC 200H. HONORS WRITING SEMINAR: THE IDEA OF A UNIVERSITY (3). As the foundational offering in a five-semester honors sequence, this course 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: Honors students only.

RCC 400H. HONORS SEMINAR: TRADITION AND INNOVATION (3). As the second course in a series of five honors seminars, 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 permission of instructor. NOTE: Honors students only.

RCC 410H. HONORS SEMINAR: CHAOS AND ORDER (3). As the third course in a five-semester honors sequence, this course invites students to consider the human person in relation to both society and the natural world. Uses a historically recursive approach, to investigate the scientific methods as modes of understanding our world. Prerequisite(s): RCC 200H & RCC 400H or permission of instructor. NOTE: Honors students only.

RCC 420H. HONORS SEMINAR: JUSTICE FOR ALL (3). As the fourth course in a five-semester honors core sequence, this team-taught interdisciplinary course examines the implications of "justice for all" in a global context. The course examines historical and contemporary notions of peace and justice as it cultivates an international perspective on fundamental questions of peace, security, and justice. Prerequisite(s): RCC 410H or permission of instructor. NOTE: Honors students only.

RCC 430H. HONORS SEMINAR: MAGIS AND THE SEARCH FOR MEANING (3). Explores the Jesuit concept of magis in relation to the fundamental human quest for meaning. Drawing upon a variety of personal and literary narratives that seek to come to terms with the central question animating the Regis core experience, "How ought we to live?," this historically recursive and interdisciplinary course will end with a profound reflection on what it means to be in our time. Prerequisite(s): RCC 420H or permission of instructor. NOTE: Honors students only.

RCC 450A/B. ARRUPPE SCIENCE MENTORSHIP (0-1). Students will support Arrupe Jesuit High School seniors complete their Science Capstone projects. Regis students needn't be science majors to participate. Most of the mentorship will occur at Arrupe Jesuit High School.

RCC 490E-W. INTEGRATIVE CORE (3). Focuses around the themes of Diversity & Cultural Tradition, Global Environmental Awareness, Justice & the Common Good, or Search for Meaning. Deliberately value-laden and emphasizes Jesuit values. Examines relevant fundamental issues and the student's role in an increasingly interconnected world. Prerequisite(s): Junior standing or completion of Distributive Core required.

HONORS (HO)

HO 440A. CULTURE 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: Honors Students only. 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.

HO 440B. INTERCULTURAL REFLECTION (0-2). Promotes students' intercultural growth and personal discernment through a series of semi-guided intercultural reflection essays. NOTE: Honors Students only. 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.

HO 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: Honors Students only. 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 490E-W. INDEPENDENT STUDY IN HONORS (1-3). Offers an opportunity to explore an idea, issue, problem, or project from an interdisciplinary perspective with the consent and collaboration of an instructor. Prerequisite(s): Approval of director of the Honors Program.

HO 493A. HONORS THESIS RESEARCH SEMINAR A (0-2). Focuses on the application of research methodology appropriate to the student's thesis topic. Students conduct research, 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 (0-2). 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 (0-2). Students prepare the honors thesis produced in HO 493A and HO 493B for presentation in a defense or symposium. Students submit final drafts of the thesis, prepare the document for publication in the library archives, and make a public presentation of their work. Prerequisite(s): HO 493A and HO 493B. Senior standing.

HONORS DISTRIBUTIVE CORE

BL 259H. HONORS ORGANISMIC BIOLOGY LABORATORY (1). 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. NOTE: One three hour laboratory per week. Honors students only, or permission of instructor. Co-requisite(s): BL 258 except for students with AP high school credit for BL 258.

BL 261H. HONORS MOLECULAR AND CELLULAR BIOLOGY LABORATORY (1). 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. NOTE: 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.

CH 220. Honors Principle of Chemistry (4). An honors-level course for students with strong skills in math and/or chemistry.

Topics are similar to CH 210, but with more in-depth coverage. Intended for students considering a major in chemistry, biochemistry or pre-medicine. Co-requisite: CH 221. NOTE: Minimum score of 28 on the ACT math required for enrollment. Honors students only or permission of instructor.

CH 221. Honors Principles of Chemistry Laboratory (1). Inquiry based examination of fundamental chemical concepts in context of their impact on research, humanity and the environment using modern laboratory techniques and instrumentation. Co-requisite: CH 220. NOTE: Minimum score of 28 on the ACT math required for enrollment. Honors students only or permission of instructor.

COM 250H. HONORS SPEAKING TO MAKE A DIFFERENCE (3). 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: Honors students only.

EC 200H. ECONOMICS FOR RESPONSIBLE CITIZENSHIP (3). 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. LITERARY ANALYSIS (3). Introduces and develops advanced approaches to thinking and writing about literature. Explores the fundamentals of poetry, drama, and narrative form, while seeking a more complex understanding of literary analysis and evaluation. Prerequisite(s): RCC 200. NOTE: Majors only.

PL 270H. HONORS PHILOSOPHICAL EXPLORATIONS (3). An introductory course in philosophy which acquaints students with the range of questions and issues raised in both philosophical tradition and contemporary thought. Engages students in a critical analysis and evaluation of different philosophical positions, including their own. NOTE: Honors Students only.

PSY 250H. HONORS GENERAL PSYCHOLOGY (3). Introduction to the scientific study of behavior and mental processes, including the biological basis of behavior, sensation/perception, learning, memory, cognition, language, motivation, emotion, intelligence, personality, social behavior, psychological disorders, and therapy. Addresses the applicability of psychology to understanding societal problems. NOTE: Honors Students only.

RT 201H. HONORS RELIGION AND THE HUMAN QUEST (3). Cultivates curiosity about what it means to be human in the fact of the sacred, the ultimate, the mystery of existence, and how different people historically have understood this. Develops and enhances ability to evaluate critically various approaches to existential and social questions about meaning, suffering, goodness, and ultimacy. NOTE: Honors students only.

RT 411H. HONORS RELIGIOUS STUDIES (3). Explores themes central to the study of religion, such as, classics of Christian thought, major thinkers, topics in Christianity, including church history, ethics, or spirituality; topics from Old and New Testament studies; intersections between various traditions, as well as between Religious Studies and other disciplines.

Prerequisite(s): RT 201H or permission of instructor. NOTE: Honors students only.

HUMANITIES (HU)

HU 365. A LITERARY TOUR OF IRELAND (3). Introduces students to the works and work places of such writers as Yeats, Shaw, Synge, Beckett, Kavanagh, Behan, Joyce, and others. Studies a variety of genres and disciplines, and will visit important spiritual and intellectual places while in Ireland.

HU 492E-W. TOPICS IN HUMANITIES (3). Provides a value-based approach to explore special topics focusing on the integration of literature, humanities, and the arts. Prerequisite(s): EN 210 or HU 201.

LEARNING SUPPORT (LS)

LS 103. MATH LEARNING STRATEGIES (1). Provides help for students with learning difficulties in the areas of mathematics or science. Emphasizes better self-understanding as learners in these disciplines. Enables students to select and employ appropriate and effective learning/study strategies. Co-requisite: Any Mathematics course.

LS 201. STRATEGIES FOR SUCCESS I (1). 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 students in the development of effective study strategies.

LS 202. STRATEGIES FOR SUCCESS II (1). Continuation of LS 201. Explores students' relationship to learning and university life. Focuses on the development and mastery of skill related to comprehending and analyzing college-level texts. Assists students in the development of effective study strategies.

LS 230. WRITERS WORKSHOP (1). Develops ability to write clearly and effectively, and organize and develop ideas through frequent writing practice. Provides opportunities for individual conferences with the instructor and for small group writing and editing sessions with other students.

LS 231. BASIC WRITING WORKSHOP II (1). Continuation of LS 230. Provides additional study of analytical and argumentative writing with both lecture and workshop sessions. Includes significant research component to support students work in seminar courses.

MATHEMATICS (MT)

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics that are relevant to the Liberal Arts student. Develops the skills required to understand and interpret quantitative information that students encounter in the Liberal Arts curriculum.

MT 205. CONTEMPORARY MATHEMATICS FOR LIBERAL ARTS STUDENTS (3). 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: Cannot receive credit for MT 204 and MT 205.

MT 206. CONTEMPORARY MATHEMATICS FOR BUSINESS STUDENTS (3). 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: Cannot receive credit for MT 204 and MT 206.

MT 225. MASTERY OF FOUNDATIONAL MATHEMATICS (3). Makes connections between K-12 experiences in math and college-level abstract mathematical foundations.

MT 250. QUANTITATIVE SKILLS AND REASONING (3). 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. NOTE: Course fee required.

MT 260. PRE-CALCULUS (4). Reviews the fundamental topics from Algebra and Trigonometry that are necessary for success in calculus. Topics include graphs, polynomials, rational functions, trigonometric functions, exponentials, logs, and vectors. Prerequisite(s): C- or higher in MT 250 or placement by the department. NOTE: Course fee required.

MT 270/MT 270C. INTRODUCTION TO STATISTICS (3). Presents standard topics in introductory statistics for students whose major is not mathematics. Topics include descriptive statistic, probability distributions, estimations, hypothesis testing, linear regression and correlation, and other topics. Prerequisite(s): Two (2) years of High School Algebra required. NOTE: MT 270C is a course that carries a communication focus in the course assignments, and enrollment is limited to students who took the paired/linked RCC 200 course in the fall.

MT 272/MT 272C. STATISTICS FOR THE LIFE SCIENCES (3). Presents introductory statistics emphasizing 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. Prerequisite(s): Two (2) years of High School Algebra required. NOTE: MT 272C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

MT 274. INTRODUCTION TO STATISTICS FOR HEALTH PROFESSIONS (3). Provides basic understanding of statistical analysis in the health sciences. Focuses on the interpretation and analysis of health care data as it applies to organizational and clinical decision-making. Uses case studies to demonstrate measures of central tendency, position, and variation. Explores quantitative epidemiology concepts as applied to analysis of the health needs of a population, skills needed to evaluate inference in hypothesis testing including the t-test, F-test, and chi-square test.

MT 320. INTRODUCTION TO DISCRETE MATHEMATICS (3). Introduces mathematical tools used by computer scientists with an emphasis on developing problem solving abilities. Topics include machine logic, set theory, Boolean algebra, mathematical induction, and data structures. Prerequisite(s): Two years of high school algebra.

MT 330. BUSINESS CALCULUS (3). 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. Prerequisite(s): C- or higher in MT 250 or placement by the department. NOTE: Course fee required.

MT 360A. CALCULUS I (4). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration. Prerequisite(s): MT 201. NOTE: Course fee required. Prerequisite(s); ACT math score of 26 or greater, SAT math score of 610 or greater, or C- or higher in MT 260, or placement by the department.

MT 360B. CALCULUS II (4). Continues treatment of single variable calculus including definite and indefinite integrals, applications of integrals, transcendental functions, techniques of integration and infinite series. Prerequisite(s): C- or higher in MT 360A or placement by department.

MT 360C. CALCULUS III (4). Presents topics of multivariable calculus including calculus of vector functions, multivariable functions, partial derivatives, multiple integrals, applications and other topics as time permits. Prerequisite(s): C- or higher in MT 360B, or placement by department.

MT 401. LOGIC AND PROOF (3). Provides an introduction to mathematical reasoning and proof writing. Topics include set theory, logic and methods of proof. Prerequisite(s): MT 360B or permission of instructor.

MT 405. NUMERICAL AND COMPUTATIONAL METHODS (3). Uses Python or MATLAB in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations, and linear programming. Prerequisite(s): C- or higher in MT 463, or permission of instructor.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues, and characteristic matrices. Prerequisite(s): C- or higher in MT 360A. NOTE: Required for students preparing to teach secondary mathematics.

MT 420A. INTRODUCTION TO OPERATIONS RESEARCH I (3). Summarizes matrix and vector algebra. Introduces hyperplanes and convex geometry in n-dimensions, scanning extreme points and tableau pivots, the simplex algorithm and slack variables, degeneracy and classification of linear programming problems, duality theory and shadow variables, imputed values and sensitivity analysis. Prerequisite(s): MT 360B or permission of instructor.

MT 420B. INTRODUCTION TO OPERATIONS RESEARCH II (3). Introduces sequential search techniques, Fibonacci search, three point interval search, convex functions, gradient techniques, exploratory sequences and accelerated pattern moves for an n-dimensional setting; the feasible direction algorithm; dynamic programming; active versus inactive constraints and penalty functions. Prerequisite(s): MT 360B.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings, and fields.

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

MT 423B. ABSTRACT ALGEBRA II (3). A continuation of MT 423A. Prerequisite(s): MT 423A.

MT 426. HISTORY AND FOUNDATIONS OF MATHEMATICS (3). Discusses topics in ancient methods of numeration and calculation, the history and solution of classical problems, including topics from number theory, algebra, geometry, and calculus. Includes contributions of the great mathematicians, under-represented groups (including minorities and women), and diverse cultures. Investigates the role of mathematics in civilization. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 430. INTRODUCTION TO MATHEMATICAL MODELING (3). Studies principles of constructing mathematical models using techniques such as: difference equations, proportionality, geometric similarity, graphical analysis and dimensional analysis, simulation with random numbers, and systems of differential equations. Prerequisite(s): MT 360B.

MT 435. APPLIED COMBINATORICS (3). Studies methods for counting arrangements and selections, generating functions, recurrence relations, the inclusion-exclusion principle, elements of graph theory, covering circuits, trees and searching and network algorithms. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 437. CRYPTOGRAPHY (3). Includes a brief history of code making and code breaking, modern private key systems (AES), and public key cryptosystems. Prerequisite(s): MT 415.

MT 441. MODERN GEOMETRY (3). Studies Euclidean and non-Euclidean geometries such as: Mobius, hyperbolic, elliptic, absolute, and projective geometries. Geometries are studied using analytic methods. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 445. ADVANCED LINEAR ALGEBRA (3). Continues the study of matrices, determinants, systems of equations eigenvalues, characteristics matrices, and sparse matrices. Prerequisite(s): MT 415.

MT 454. REAL ANALYSIS (3). Provides rigorous treatment of real numbers, functions, sets, and limits-the foundations underlying Calculus. Studies sequences and series of numbers and functions, basis topology, continuity and differentiability of functions, and integration. Prerequisite(s): C- or higher in MT 401.

MT 463. DIFFERENTIAL EQUATIONS (3). 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. Prerequisite(s): C- or higher MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 470B. MATHEMATICAL STATISTICS II (3). A continuation of MT 470A. Prerequisite(s): C- or higher in MT 470A or MT 472.

MT 472. PROBABILITY AND STATISTICS (3). Introduces probability and statistics and the underlying mathematical theory, discrete and continuous distributions, sampling distributions, estimation, hypothesis testing and regression. Prerequisite(s): MT 360B.

MT 480. COMPLEX ANALYSIS (3). Studies calculus of complex variables including algebra of complex numbers, analytic functions, complex integration, series for complex functions and residue theory. Focuses on applications in mathematics and science. Examines the difference between real and complex variables. Prerequisite(s): MT 360B.

MT 490E-W. INDEPENDENT STUDY IN MATHEMATICS (1-3). Provides an opportunity for independent exploration of areas of interest. Prerequisite(s): Approval of department chair.

MT 495E-W. ADVANCED TOPICS IN MATHEMATICS (3). Provides an intensive examination of the theory of a particular mathematical area of study.

MT 498E-W. INTERNSHIP IN MATHEMATICS (3). Gain experience working with professional mathematicians and scientists in a technical field. Students will be able to relate the mathematics, which they are learning in the classroom to the work they expect to be doing after graduation.

MODERN AND CLASSICAL LANGUAGES AND LITERATURE

CHINESE (CHN)

CHN 209A. ELEMENTARY CHINESE I (4). Provides a groundwork for studying Modern Chinese. Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation, and written exercises and introduces some of the most important cultural traits of the Chinese speaking world.

CHN 209B. ELEMENTARY CHINESE II (4). A continuation of CHN 209A. Prerequisite(s): CHN 209A or equivalent.

CH 290E-W. INDEPENDENT STUDY (3). Lower level Independent study.

CHN 309A. INTERMEDIATE CHINESE I (3). Focuses on daily communication in both oral and written forms. Centers on important linguistic structures to build and refine the student's understanding of Chinese grammar and gradually introduces more formal speech and written-style language. Prerequisite(s): CHN 209B or equivalent.

CHN 309B. INTERMEDIATE CHINESE II (3). A continuation of CHN 309A. Prerequisite(s): CHN 309A or equivalent.

CHN 409. ADVANCED CHINESE I (3). 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). 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 ADVANCE CHINESE III (3). Continues development of oral competency and reading and writing skills by focusing primarily on literary criticism and introduction to formal research methods through the introduction of major literary periods, genres, and themes. Prerequisite(s): CHN 410.

CHN 490E-W. INDEPENDENT STUDY (1-3) Upper division Independent study.

FRENCH (FR)

FR 209A. ELEMENTARY FRENCH I (4). Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation, and written exercises and introduces some of the most important cultural traits of the French speaking world.

FR 209B. ELEMENTARY FRENCH II (4). A continuation of FR 209A. Prerequisite(s): FR 209A or equivalent.

FR 290E-W. DIRECTED STUDY IN FRENCH (0-4). Offers an opportunity for independent exploration of topics in French or Francophone literature and art.

FR 309A. INTERMEDIATE FRENCH I (3). Provides intensive study in current idiomatic French. Develops accuracy and proficiency in the use of the language by means of a thorough grammar review, oral exercises, and written work. Includes reading of intermediate and semi-advanced texts. Emphasizes the use of French linguistic skills to gain a more in-depth understanding of the cultural practices, products, and perspectives of the French speaking world. Prerequisite(s): FR 209B or equivalent.

FR 309B. INTERMEDIATE FRENCH II (3). A continuation of FR 309A. Prerequisite(s): FR 309A or equivalent.

NOTE: ALL 400-LEVEL FRENCH COURSES ARE TAUGHT IN FRENCH.

FR 409. ADVANCED FRENCH I (3). Provides an intensive review of French grammar focused primarily on development of oral competency and composition skills to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices of the French speaking world. Prerequisite(s): FR 309B or equivalent.

FR 410. ADVANCED FRENCH II (3). Provides an intensive review of French grammar focused primarily on French cultural history and politics. Prerequisite(s): FR 309B or equivalent.

FR 411. ADVANCED FRENCH III (3). Provides an intensive review of French grammar focused primarily on literary criticism and an introduction to formal research methods through the introduction of major literary periods, genres, and themes. Prerequisite(s): FR 309B or equivalent.

FR 415. FRENCH POLITICS AND CULTURE (3). Analyzes the political and cultural evolution of France and francophone countries and the European Union. Prerequisite(s): FR 309B.

FR 423. TRANSLATION/INTERPRETATION/COMPOSITION (3). Offers practice in advanced composition, translation, and stylistic analysis in French to develop grammar, vocabulary and analytic skills in a contemporary and realistic context. Prerequisite(s): FR 309B or equivalent.

FR 426. ADVANCED FRENCH CONVERSATION I (3). Involves conversation based on readings and current events, film and cultural excursions as well as other topics selected by the instructor and students. Provides an informal format for development of communication skills and understanding of contemporary Francophone issues. Prerequisite(s): FR 309B or permission of instructor.

FR 427. ADVANCED FRENCH CONVERSATION II (3). Phonetics-based, advanced-level discussion of contemporary French and francophone, social, political and cultural issues. Emphasizes development of oral proficiency. Prerequisite(s): FR 309B or permission of instructor.

FR 429. SURVEY OF FRENCH LITERATURE FROM THE MEDIEVAL PERIOD THROUGH THE 17TH CENTURY (3). Examines major French writers and literary movements from the medieval through the classical periods. Prerequisite(s): FR 309B or equivalent.

FR 435. SURVEY OF FRENCH THEATER (3). A critical study of representative French plays from the Middle Ages to the 21st Century through reading, viewing, discussion and in-class performance. Taught in French. Prerequisite(s): FR 309B or equivalent.

FR 439. DIVERSITY IN THE FRENCH-SPEAKING WORLD (3). Multi-disciplinary study of representative works from the Francophone world including Canada, France, North and sub-Saharan Africa, Haiti, Martinique and Guadeloupe. Prerequisite(s): FR 309B. Sophomore standing and permission of instructor required.

FR 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology, syntax, and semantics. Explores evolution of the romance languages from Latin and studies relationships among language, thought and culture. Prerequisite(s): FR 309B. Cross listing: SP 460.

FR 490E-W. INDEPENDENT STUDY IN FRENCH (3). Offers an opportunity for independent exploration of topics of interest in French or Francophone literature and art. Prerequisite(s): FR 409, or FR 410, or FR 411 or equivalent and approval of department chair.

FR 495E-W. SEMINAR IN FRENCH AND FRANCOPHONE STUDIES (3). Provides an intensive study of French and francophone authors, genres or literary movements. Prerequisite(s): FR 409, or FR 410 or FR 411 or equivalent or permission of instructor.

FR 498E-W. INTERNSHIP IN FRENCH (3). Provides practical on-site experience in the use of French and an opportunity to enhance reading, writing, speaking, and listening skills.

Prerequisite(s): Junior standing and approval of department chair and director of Academic Internship Program.

FR 499. SENIOR SEMINAR (1). Individualized reading and writing assignments based on courses previously taken. Prerequisite(s): Permission of instructor. NOTE: Future departmental recommendations based on successful completion of the course.

GERMAN (GR)

GR 209A. ELEMENTARY GERMAN I (4). Provides an intensive review of basic grammatical structures and conversation, and conversation and introduces some of the most important cultural traits of the German speaking world. NOTE: Minimum of one-hour language laboratory each week in addition to four class meetings required.

GR 209B. ELEMENTARY GERMAN II (4). A continuation of GR 209A. Prerequisite(s): GR 209A or equivalent.

GR 309A. INTERMEDIATE GERMAN I (3). Provides an intensive review of current idiomatic German and grammatical structures, developing accuracy and proficiency in the use of the language. Involves readings of prepared illustrative texts. Prerequisite(s): GR 209B or equivalent. NOTE: Minimum of one-hour language laboratory each week in addition to three class meetings required.

GR 309B. INTERMEDIATE GERMAN II (3). A continuation of GR 309A. Prerequisite(s): GR 309A or equivalent.

GR 490E-W. INDEPENDENT STUDY IN GERMAN (3). Provides independent exploration of topics of interest and of German authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

LATIN (LT)

LT 201A. INTRODUCTORY LATIN I (4). Studies Latin vocabulary, grammar, and syntax for students beginning in Latin.

LT 201B. INTRODUCTORY LATIN II (4). A continuation of LT 201A. Prerequisite(s): LT 201A or equivalent.

LT 301A. INTERMEDIATE LATIN I (3). Introduces classical Latin literature, prose, and poetry, with readings from Cicero, Catullus, Horace and Virgil and further study of Latin grammar. Prerequisite(s): LT 201A and LT 201B or equivalent.

LT 301B. INTERMEDIATE LATIN II (3). A continuation of LT 301A. Prerequisite(s): LT 301A or equivalent.

LT 490E-W. INDEPENDENT STUDY IN LATIN (3). Offers and independent exploration of topics of interest and of Latin authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

LT 499. SENIOR SEMINAR (1). Provides a capstone experience for senior Latin majors. Requires extensive reading, writing, and research in a Latin-related topic.

SPANISH (SP)

SP 209A. ELEMENTARY SPANISH I (4). Provides a thorough grounding in essentials of grammar, oral drill, dictation, elementary and intermediate texts, conversation, and written

exercises and introduces some of the most important cultural traits of the Spanish speaking world.

SP 209B. ELEMENTARY SPANISH II (4). A continuation of SP 209A. Prerequisite(s): SP 209A or equivalent.

SP 309A. INTERMEDIATE SPANISH I (3). Provides an intensive grammar review to develop accuracy and proficiency in the use of the language. Emphasizes the use of Spanish linguistic skills to gain a more in-depth understanding of the cultural practices, products, and perspectives of the Spanish speaking world. Prerequisite(s): SP 209B or equivalent.

SP 309B. INTERMEDIATE SPANISH II (3). A continuation of SP 309A. Prerequisite(s): SP 309A or equivalent.

SP 320. SPANISH FOR MEDICAL AND HEALTH CARE WORKERS (4). Provides Spanish students and medical and health care workers the opportunity to better communicate with the growing Spanish community in the United States. Explores how to progressively merge grammar, content, and health care vocabulary in various medical contexts. Provides flexibility and will be tailored to students with different proficiency levels in Spanish.

NOTE: ALL 400-LEVEL SPANISH COURSES ARE TAUGHT EXCLUSIVELY IN SPANISH UNLESS OTHERWISE INDICATED.

SP 408A. SPANISH FOR HERITAGE SPEAKERS I (3). Expands the bilingual range and literacy skills of heritage speakers while fostering the acquisition of different linguistic registers and promoting in-depth understanding of the histories and diverse socio-cultural and linguistic practices of the Spanish speaking world. Prerequisite(s): SP 309B.

SP 408B. SPANISH FOR HERITAGE SPEAKERS II (3). Continuation of SP 408A. Prerequisite(s): SP 408A.

SP 409. ADVANCED SPANISH I (3). Provides an intensive review of Spanish grammar focusing on development of oral competency and reading and writing skills to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices of the Spanish speaking world. Prerequisite(s): SP 309B or equivalent.

SP 410. ADVANCED SPANISH II (3). Continues intensive review of Spanish grammar focusing on development of oral competency and reading and writing skills to promote in-depth understanding of the histories and the diverse socio-cultural and linguistic practices in the Spanish speaking world. Prerequisite(s): SP 309B or equivalent.

SP 411. ADVANCED SPANISH III (3). Continues development of oral competency and reading and writing skills by focusing primarily on literary criticism and introduction to formal research methods through the introduction of major literary periods, genres, and themes. Prerequisite(s): SP 309B or equivalent.

SP 415. SPANISH CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Includes the art, literature, and music of the Spanish culture. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 417. BUSINESS COMMUNICATION AND CULTURE IN SPANISH (3). 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/INTERPRETATION/ COMPOSITION (3). Offers practice in advanced composition, translation, and stylistic analysis in Spanish to develop grammar, vocabulary, and analytic skills in a contemporary and realistic context. Prerequisite(s): SP 309B or equivalent.

SP 424. SPANISH FOR THE MEDICAL AND HEALTH CARE WORKER (3). Provides Spanish students, medical, and health care workers the opportunity to enhance communication skills with the vast number of Spanish speaking patients. Examines direct and indirect commands; formal and informal speech; and the nuance of language paired with cultural aspects of communication. Prerequisite(s): Two or more semesters of Spanish or permission of instructor. Majors and minors only.

SP 430A. SURVEY OF SPANISH LITERATURE (3). Studies advanced composition centered on a survey of Spanish literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 430B. SURVEY OF LATIN AMERICAN LITERATURE (3). Studies advanced composition centered on a survey of Latin American literature. Prerequisite(s): SP 409, or SP 410, or SP 411.

SP 432. 18TH AND 19TH CENTURY SPANISH LITERATURE (3). A survey of the most important literary movements in 18th and 19th century Spain. Emphasizes the works of Jovellanos, El Duque de Rivas, Espronceda, Zorrilla, Becquer, Galdós, and Pardo Bazán. Prerequisite(s): SP 409, SP 410, and SP 411.

SP 435. LATIN AMERICAN AND LATINO LITERATURE, CULTURE, AND SOCIETY (3). Multidisciplinary study of contemporary Latin American society represented in literature from the United States and Latin America emphasizing social, economic, and political issues. Prerequisite(s): SP 409A.

SP 436. NATIVE LATIN AMERICAN LITERATURE (3). Introduction to Indigenous literature and cultural production within the Spanish colonies in the Americas. Includes texts from the colonial period to the present. This class is taught in Spanish. Prerequisite(s): SP 409, SP 410, or SP 411.

SP 437. WRITING BY AND ABOUT HISPANIC WOMEN (3). Analyzes the creation and re-creation of the female persona in selected texts by and about Hispanic women writers from the middle ages to the present. Emphasizes critical analysis and the continued development of speaking, reading, writing, listening, and cultural proficiency. Prerequisite(s): SP 309B or equivalent or permission of instructor required. Cross listing: WGS 437.

SP 439. THEATRICAL PERFORMANCE IN SPANISH (3) 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). Introduction to practical and theoretical aspects of phonetics and phonology. Analyzes important contrasts between sounds of Spanish and English by means of phonetic transcription. Prerequisite(s): SP 409.

SP 460. ROMANCE LINGUISTICS (3). Studies the fundamental structures of the romance languages: phonology, morphology,

syntax, and semantics. Explores the evolution of the romance languages from Latin and studies the relationships among language, thought and culture. Prerequisite(s): SP 309B. Cross listing: FR 460.

SP 461. LATIN AMERICAN CIVILIZATION (3). Studies the development of Latin American cultures from pre-Columbian times to the present. Traces the general history of these countries as well as art, literature, and music. Prerequisite(s): SP 409 or SP 410 or SP 411 or equivalent.

SP 490E-W. INDEPENDENT STUDY IN SPANISH (1-3). Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors. Prerequisite(s): Approval of department chair and director of Academic Internship Program required.

SP 495E-W. HISPANIC STUDIES (3). Provides an intensive study of individual authors, works, periods, or literary movements. Prerequisite(s): Majors only.

SP 496. SENIOR PROJECT (1). Provides a capstone experience for senior Spanish majors. Requires extensive reading, writing, and research in a Spanish topic and an oral comprehensive examination. Prerequisite(s): Majors only and Senior standing.

SP 498E-W. INTERNSHIP IN SPANISH (3). Provides practical on-site experience in the use of Spanish and an opportunity to enhance reading, writing, speaking, and listening skills. Prerequisite(s): Junior standing and approval of department chair and director of Academic Internship Program.

NEUROSCIENCE (NS)

NS 260/260C/260H. INTRODUCTION TO BRAIN AND BEHAVIOR (3). Introduces the scientific study of how the brain relates to behavior. Explores how brain structure and function are involved in sensorimotor functions, motivation and emotion, cognition, and neurological disorders. Co-requisite: NS 261.

NS 261. INTRODUCTION TO BRAIN AND BEHAVIOR LABORATORY (1). Introduces scientific methods used to study brain-behavior relationships such as sensorimotor, emotional, and cognitive functions as well as neurological disorders and the effects of drugs on behavior. Co-requisite: NS 260.

NS 401. ADVANCED NEUROSCIENCE METHODS (1). Emphasizes current neuroscience laboratory research techniques including recording cellular activity of nervous tissue, drug effects, brain lesions, histology, microscopy, and behavioral tests for assessing brain-behavior functions in non-human nervous systems. Prerequisite(s): NS 260 and PSY 423.

NS 410. NEUROLOGICAL DISORDERS (3). Applies a biopsychosocial approach to understanding brain-behavior relationships through the study of diseases of the nervous system. Prerequisite(s): NS 260. NOTE: A background in neuroscience or psychology, while helpful, is not essential for this course.

NS 450. NEUROSCIENCE METHODS (3). 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. Prerequisite(s): MT 272, NS 480, and NS 481. Corequisite(s): NS 451.

NS 451. NEUROSCIENCE METHODS LABORATORY (1).

Explores current neuroscience research techniques for monitoring behavior, investigating drug effects, examining anatomy, and observing cellular activity in the nervous system. Prerequisite(s): MT 272, NS 480, and NS 481. Corequisite(s): NS 450.

NS 466. NEUROPHARMACOLOGY (3). Examines relationships between brain functions and major psychoactive drugs, including drugs used to treat psychological and neurological disorders. Includes an analysis of the cellular and physiological effects of each drug on neuronal functioning as well as psychological functioning. Prerequisite(s): NS 260, BL 258, and BL 260.

NS 470. NEUROETHICS (3). 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). 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). 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). 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. Co-Requisite: NS 481. Prerequisite(s): NS 260, BL 258, and BL 260.

NS 481. CELLULAR AND MOLECULAR NEUROSCIENCE LABORATORY (1). Provides students with 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. CO-Requisite: NS 480. NOTE: One three-hour laboratory per week.

NS 485. NEUROANATOMY AND NEUROPHYSIOLOGY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: NS 486. Prerequisite(s): NS 260, BL 258, and BL 260. or permission of instructor. Cross listing: BL 485.

NS 486. NEUROANATOMY AND NEUROPHYSIOLOGY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and historical study of Neuroanatomy. Co-requisite: NS 485. Cross listing: BL 486. NOTE: One three-hour laboratory per week.

NS 490E-W. INDEPENDENT STUDY IN NEUROSCIENCE (3). Offers an opportunity for advanced study in independent research in neuroscience.

NS 491E-W. RESEARCH IN NEUROSCIENCE (1-3). Offers an opportunity for collaborative research in neuroscience under faculty direction. Prerequisite(s): NS 260 and permission of instructor.

NS 495E-W. SEMINAR: CURRENT TOPICS IN NEUROSCIENCE (3). Focuses on a broadly defined topical area or theme in neuroscience. Neuroscience researchers with expertise in the topic present lectures on their area of research specialty. Students develop skills needed to examine background research for each lecture and explore the potential impact of the research on understanding brain function. Topics are announced prior to registration. Prerequisite(s): NS 260 and NS 485.

NS 498E-W. INTERNSHIP IN NEUROSCIENCE (3). Involves a placement that draws on skills related to neuroscience, such as a clinical or research agency, for advanced neuroscience students. Prerequisite(s): Junior standing and minimum GPA of 2.80. Approval of director of Academic Internship is required.

NS 499. SENIOR THESIS (2). Students meet regularly with the thesis advisor to prepare for the defense of the research before a panel of faculty, to present the research in a public forum, and to submit a final thesis that is approved by the faculty examination committee.

PARACURRICULAR(PC)

PC 200A. LEADERSHIP SEMINAR: MAGIS PROGRAM (0-1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s) Enrollment limited to MAGIS program students only.

PC 200B. LEADERSHIP SEMINAR: MAGIS PROGRAM (0-1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): PC 200A or permission of instructor.

PC 204E-W. LEADERSHIP DEVELOPMENT PROGRAM (0-1). Discover leadership by exploring different leadership theories and concepts. The Leadership Development Program offers three courses that are focused on Social Change, Heroic Leadership, and Organizational Leadership. Receive credit for the Leadership Certificate Program, the Leadership Minor, or enroll in a course solely to learn leadership skills that you can utilize both in your current leadership roles and in future roles. Completion of one of the three courses is required before enrollment into the Leadership Certificate Program.

PC 210A. BEST PRACTICES WORKING WITH STUDENT WRITERS (0 - 1). Provides an introduction to writing theory and reviews practical issues such as grammar and usage. Prepares students to work with other writers by examining peer tutoring techniques. Prerequisite(s): Permission of instructor.

PC 215. BEST PRACTICES WITH STUDENT DIALOGUE (0-1). 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 & YOUR CALLING (2). Designed for students who have not yet declared a major and/or are revisiting a major decision 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/COMMUNITY BASED LEARNING A (0-2). 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: Offered Fall semester.

PC 231B. SERVICE/COMMUNITY BASED LEARNING B (0-2). 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: Offered Spring semester.

PC 232. IN THE SERVICE OF OTHERS (1). 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). Continuation of PC 232.

PC 240. FR. WOODY SERVICE LEARNING SEMINAR I (1). Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. In keeping with the Jesuit Mission of "...educating men and women in the service of others," students will study the life and work of Msgr. C.B. Woodrich, read and discuss books devoted to the human search for meaning, and participate in weekly projects established in the name, and modeled on the unique style, of Father Woody. Transportation to these projects will be provided by "Father Woody's Wheels," vehicles dedicated to furthering the legacy of Father Woody. NOTE: Service learning component required.

PC 241. FR. WOODY SERVICE LEARNING SEMINAR II (1). Provides academic service context for exploring the life and work of Fr. Woody in the Jesuit tradition of educating men and women in the service of others. NOTE: Service learning component required

PC 242. FR. WOODY SERVICE LEARNING SEMINAR III (1). Provides continued opportunities to participate in the Regis University Mission of 'leadership in the service of others.' Service projects involve direct service to the poor, primarily Denver's homeless population. Course requires weekly participation in a Father Woody Project, weekly meetings with instructor, and reflective writing about the service work. NOTE: Service learning component required.

PC 243. COLLEGIATE EXPERIENCE SEMINAR (1). Introduction to college transition, academics and life for first generation college attendees during their freshman year. Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. Includes readings and discussions of books devoted to the human search for meaning,

and participation in a service project designed through the Centers for Service Learning. NOTE: Service learning component required.

PC 244. COLLEGIATE EXPERIENCE SEMINAR II (1). Follow up to PC 243. Introduction to college transition, academics and life for first generation college attendees during their freshman year. Provides opportunities to experience, analyze, and reflect upon the intellectual and spiritual benefits of direct community service. Includes readings and discussions of books devoted to the human search for meaning, and participation in a service project designed through the Centers for Service Learning. NOTE: Service learning component required.

PC 245A. FIRST SCHOLARS LEADERSHIP SEMINAR I (0-1), 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: Permission of instructor required.

PC 245B. FIRST SCHOLARS LEADERSHIP SEMINAR II (0-1). 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: Permission of instructor required.

PC 345A. FIRST SCHOLARS LEADERSHIP SEMINAR III (0-1). 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 (0-1). 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 260.E-W. PEER ASSISTANT TRAINING (0-2). Includes an examination of psychological, educational and health concerns of college students. Emphasizes techniques and strategies for coping with life demands. Prerequisite(s): Permission of instructor.

PC 390.E-W. FIELD EXPERIENCE (3). 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: Ten - fifteen hours per week at placement site required.

PC 410. TRAVEL LEARNING IMMERSION (1). 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 60I The Middle Sea: Religion.

PC 439. COMMUNITY-BASED LEARNING SYNTHESIS ACTION (1-3). Students participating in international intercultural, experiential learning opportunities process and synthesize their learning, acting as agents for social change. NOTE: Permission of Instructor Required.

PC 445A. FIRST SCHOLAR LEADERSHIP SEMINAR V (0-1). 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 B, or by permission of instructor.

PC 445B. FIRST SCHOLAR LEADERSHIP SEMINAR VI (0-1). 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). Upper division course in Leadership Studies developed conjointly with the advanced leadership studies student. Prerequisite(s): RCC 200. Majors or minors only. Fee required.

PC 497E-W. HEALTHCARE INTEREST PROGRAM (1). 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 (1-3). Through the Academic Internship Program and small group discussion, the Leadership Internship helps students apply the theories and models of leadership through a cycle of knowing, being, and doing through volunteer work at an off-campus organization. Prerequisite(s): RCC 200. Majors or minors only. Approval of Program Director and Director of the Academic Internship Program required.

PC 499. CAPSTONE: PUBLIC SCHOLARSHIP (3). Public scholarship integrates many educational practices including volunteerism, experiential learning, civic engagement, and reflection through the application of scholarship. Steps include preparation (identifying a community partner), participation (field observation), executing research, and disseminating findings. Prerequisite(s): Leadership minor students only.

PEACE AND JUSTICE STUDIES (PJ)

PJ 200/PJ 200C. INTRODUCTION TO PEACE AND JUSTICE (3). Introduce students to themes within the academic discipline of peace and justice studies. Discussion is focused on nonviolence in theory and practice, and includes interdisciplinary threads from history, philosophy, literature, religion, economics, and social analysis.

PJ 400. FOUNDATIONS OF PEACE AND JUSTICE (3). Provides an overview of conceptual approaches to the study of peace and justice. Examines the theory and practice of nonviolence, explores domestic and international social issues and uses case studies to discuss social change strategies. Prerequisite(s): PJ 200.

PJ 401, RESEARCH AND WRITING IN THE COMMUNITY (3). Practical introduction to community-based research methodologies and writing in peace and justice studies, including historical methods, news and other content analysis, data collection, field research, in-depth interviews, focus groups, and surveys. Prerequisite(s): PJ 200. NOTE: This is a writing-intensive course and includes community-based learning.

PJ 403. INTERNATIONAL LAW AND HUMAN RIGHTS (3). Examines how International Law has become a process of normative regime-building that secures the inherent Human Rights of all people with the help of global monitoring, domestic education and law enforcement and international discourse through the UN system. Prerequisite(s): POL 231, POL 241, or POL 281. Cross listing: POL 404.

PJ 405. INTERPERSONAL CONFLICT STUDIES (3). 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 or permission of instructor. Cross listing: COM 405.

PJ 408A. LEADING DIALOGUES ACROSS DIFFERENCE (3). Engage with models of dialogue for inclusive, constructive conversation and addressing conflict while practicing skills for facilitation, examining difference, social identities, and connections to power, privilege, and oppression. Co-facilitate dialogues for first-year students in the spring semester. NOTE: PJ 408B in the spring semester is a required practicum with this course.

PJ 408B. PRACTICUM IN DIALOGUE FACILITATION (0-1). 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). The United States make 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): HS 413 and POL 416.

PJ 412. IMMIGRATION IN AMERICAN HISTORY (3). Examines the history of immigration into the United States from the early 19th century to the present. Explores federal policies, public debates surrounding the issue of immigration, and the social, economic, political consequences of immigration and the historical experiences of immigrants. Cross listing: HS 412.

PJ 413. DIVISIVE DISCOURSES AND DIFFICULT CONVERSATIONS (3). 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. Prerequisite(s): COM 380. Cross listing: COM 413.

PJ 414. DIVERSITY IN THE WORKFORCE (3). Examines changing roles of African Americans, Latinos, Asian Americans, physically disabled, and elderly. Focuses on the internationalization of the workforce with respect to peace and justice. Provides an extended case application of theories of organizational behavior and change with an eye on globalization. Prerequisite(s): Junior standing. Cross listing: BA 4314.

PJ 415. DISCOURSES OF CONFLICT RESOLUTION (3). 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.

PL 415. 17TH CENTURY PHILOSOPHY (3). 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.

PJ 416E-W. TOPICS IN PEACE AND JUSTICE AND COMMUNICATION (3). Explores historical and contemporary issues and problems as they relate to the intersection of speech, communication and culture.

PJ 417. HINDU RELIGIOUS AND SOCIAL ISSUES (3). Provides an examination of Hindu scriptures, social and religious tradition, and the implications for social justice.

PJ 418. PEACE AND JUSTICE IN CATHOLIC SOCIAL THOUGHT (3). Studies the sources and influence of Catholic social teaching related to issues including human rights, poverty, economic justice, and war. Examines biblical and Church documents on justice and peace themes. Prerequisite(s): RT 201 and one 300-level RT course. NOTE: Junior Standing required. Service learning component required.

PJ 419E-W. THEMES IN CHRISTIANITY (3). Examines peace and justice themes in Christianity. Explores such themes historically (e.g., Biblical themes on peace and social justice) or analytically (e.g., contemporary Catholic or Christian thoughts in topics of peace and social justice). Prerequisite(s): RT 201.

PJ 420. SEGREGATION IN UNITED STATES HISTORY (3). Explores segregation in the U.S. comparing histories of settler colonialism (including land dispossession and boarding schools), slavery and Jim crow (including housing/schooling and mass incarceration), histories of immigration and xenophobia. We explore these and other histories by centering intersectional analysis of race, class, gender, sexuality, citizenship status, and native subjectivity. Cross listing(s): CIL 421 and HS 484E.

PJ 421. 20TH CENTURY AMERICAN LABOR HISTORY (3). Provides an overview of the development of an industrial labor force in the United States. Focuses on gender, ethnicity and class, while tracing the historical influence and contributions of the working class in American history. Major themes include the transformation of the organization of work, the everyday lives of workers, and the role of the government.

PJ 422. DIVERSITY IN THE U.S. SOCIETY (3). Introduces a critical analysis of diversity issues including racism, ethnic group status, and political movement for self-determination.

Prerequisite(s): One 200-level Sociology or Anthropology course or permission of the instructor required. Cross-Listing: CIL 422, CJ 422 and SO 422.

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

PJ 424. EDUCATIONAL DISPARITY AND JUSTICE (3). Examines current issues in education including how disparity in school systems impacts children, teachers and communities in a democratic society. Focuses on: How do issues of inequity relate to democratic principles on which public education is founded, and does the system promote justice? Prerequisite(s): Junior Standing Required.

PJ 425. LITERATURE OF SOCIAL JUSTICE AND SOCIAL CHANGE (3). Integrates different types of disciplinary thinking across the genres of poetry, fiction, drama and film. Explicitly interdisciplinary, in the context of literary history, ethics/philosophy, justice theory, sociology, peace and justice studies, and history/history of social change. Prerequisite(s): Junior Standing Required.

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

PJ 427. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: SO 470.

PJ 437. ENVIRONMENTAL JUSTICE: RACE AND CLASS (3). 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: CJ 437, SO 437, and ENVS 437.

PJ 431. THE ROOTS OF BLACK LIVES MATTER (3). 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). Introduces scholarly reading in the field of peace and justice studies. Prerequisite(s): PJ 200 and one 300-level English course.

PJ 433. VIETNAM AND THE UNITED STATES (3). Studies the long view of Vietnamese history including the Vietnam War and current relations with the U.S. Examines multiple perspectives from history, culture, literature, religion, politics, and economics by way of historical fiction, biographies, film, and local speakers.

Note: Junior standing or completion of Distributive Core required. Cross-listing: POL 496F.

PJ 437E-W. TOPICS IN ENVIRONMENT AND JUSTICE (3). 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.

PJ 438. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II (3). Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers policies adopted by the U.S. to deal with the perceived international system, including intended outputs and actual outcomes of policy, and contemporary challenges. Prerequisite(s): POL 231 or POL 241. Junior or Senior standing required. Cross listing: POL 439.

PJ 439. BLACK SOCIAL THOUGHT (3). Focuses on African-American social thought and the West African influence from historical, political, sociological and cultural perspectives from pre-1492 to present day. Includes intensive pre-departure seminars, a two-week Ghanaian service-oriented field experience and service in Denver communities. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: SO 439. NOTE: Acceptance into the Tinansa Program required.

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

PJ 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): SO 200 or SO 203 or permission of instructor required. Cross listing: ENVS 441 and SO 441.

PJ 445. GENDER AND GLOBALIZATION (3). 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? Prerequisite(s): One 200-level anthropology or sociology course. Cross listing(s): AN 445, SO 445, and WGS 445.

PJ 446. WOMEN AND GENDER IN THE MIDDLE EAST (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 446, SO 446, WGS 446.

PJ 447. GLOBAL JUSTICE (3). Explores aspects of global economic justice, and how it can be attained, through consideration of theoretical and practical issues in human rights and development. Cross listing: PL 448P. Prerequisite(s): One 200-level Philosophy course.

PJ 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society,

freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): One 200-level Philosophy course or permission of instructor. Cross listing: PL 450.

PJ 451E-W. GLOBAL ISSUES IN PEACE AND JUSTICE (3). Explores global issues through the lens of justice, peace building and social change. Prerequisite(s): PJ 200.

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

PJ 453. VIOLENCE AND POWER (3). 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 and governmental institutions, medical institutions, and the mass media-and considers how people respond to and resist violence. Co-listing(s): AN 453 and SO 453. Prerequisite(s): One 200-level Anthropology or Sociology course.

PJ 454. INTERNATIONAL POLITICAL ECONOMY (3). Evaluates interdependencies of politics and economics at systemic/global level. Reviews alternative frameworks for the analysis of the nature, dynamics, relationships, and implications of political and economic interactions. Application to key contemporary issues, problems and controversies. Prerequisite(s): EC 200 or EC 3200 and junior class standing. Cross listing: EC 4232 or ENVS 432 or POL 432.

PJ 455. DRUGS, HEALTH, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 455, CJ 455, and SO 445.

PJ 456. LIBERATION AND THE DYNAMICS OF TRANSFORMATION (3). Explores the concept of liberation in the context of personal and social change through text, and fieldwork with agencies working for change in the Denver area. Prerequisite(s): PL 270 and Junior Standing or permission of instructor. Cross listing: PL 492X. NOTE: Junior standing or completion of Distributive Core required.

PJ 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: SO 460.

PJ 461. JUSTICE: ECONOMIC SYSTEMS AND GENDER (3). Focuses on early works that explore economic systems, the ways in which these systems have raised questions about justice and how these systems have affected the lives of women and men. Covers Locke, Smith, Marx, Pateman, Lerner and Dorothy Day. Also covers contemporary authors Rawls, Nozick, Young and Cudd. Pre-requisite(s): PL 270. Cross listing: PL 492J and WGS 485M.

PJ 462. AMERICAN POLITICAL THEORY (3). Provides an intensive study of selected issues of U.S. politics, emphasizing

individual research projects. Includes preparation and presentation of a major research project. Cross listing: POL 496E.

Prerequisite(s): Junior standing.

PJ 463. PUNK AS SOCIAL MOVEMENT (3). Analyzes the relationship between the punk community and modes of cultural resistance. Studies the rhetorical strategies employed by the punk community and various subcultures associated with punk rock (i.e. straight edge, riot grrrl and skinheads). Theoretically driven with punk as the object of analysis. Cross listing: COM 485K. Prerequisite(s): Sophomore standing.

PJ 464. STAND UP AND FIGHT: COMMUNITY ORGANIZING (3). Presents history, theory and strategies of community organizing in the United States, and experience of community organizing techniques by developing and implementing a community organizing project on the Regis campus or working with the local community organizers. NOTE: One 200-level sociology or anthropology course required for sociology major or minor. Cross listing: SO 464 and POL 464.

PJ 465. ANARCHY AND ANARCHISM (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 465, CJ 465, and SO 465.

PJ 466. JUSTICE AND ECONOMIC SYSTEMS IN PHILOSOPHICAL THOUGHT (3). Examines economic justice as discussed by Adam Smith, Karl Marx, John Rawls, and Robert Nozick and others. Looks at the ways in which these thinkers are in conversation with one another, as well as the ways in which they touch on topics such as property, comparable worth, hunger, social choice, and government.

PJ 468E-W. TOPICS IN JUSTICE/Common Good (3). Explores topics central to the study of justice and the common good, using an interdisciplinary and integrative approach. NOTE: Junior standing or completion of Distributive Core required.

PJ 470. ECONOMIC DEVELOPMENT (3). Studies various models/theories of economic development that traces a history of underdevelopment. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects, and policies for the future. Prerequisite(s): EC 3200. Cross listing: BA 4170, EC 4170, and ENVS 470.

PJ 471. ANIMALS, SOCIETY, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross Listing(s): AN 471, and SO 471.

PJ 473. ENVIRONMENTAL ETHICS (3). Examines the theories of value, justice, and gender and applies them to environmental problems such as sustainability, climate change, over-population, consumption and waste, and wilderness protection, with the goal of developing ethical and political responses to these problems. Prerequisite(s): One 200 Level Philosophy Course. Cross listing: PL 448J and ENVS 415.

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

PJ 477. REVOLUTION IN THE MIDDLE EAST (3). Explores the complex nature of revolution in the Middle East, particularly the Arab world, by examining a number of revolutionary movements from the late 1800s to the Arab uprisings of 2011-2012. Cross listing: HS 477.

PJ 478. ECONOMIC POLICY, JUSTICE AND THE COMMON GOOD (3). Uses readings in economics, philosophy and Catholic social teaching to evaluate economic theory and economic policies that address social ills (e.g., poverty, unequal income distribution, unequal access to health care.) Prerequisite(s): EC 200, EC 3200, or EC 3300. Cross listing: CAS 443 and EC 4243.

PJ 479. SPIRITUALITIES AND THE CALL TO ACT (3). Why do we work for justice and how do we persist through the struggles? Explore belief systems offering vision of justice and calls to action, as well as spiritualities offering tools for action and resilience.

PJ 482E-W. TOPICS IN POLITICAL THEORY (3). Provides an intensive examination of the nature and aims of various forms of political theory, specific periods of political thought, major political thinkers or significant topics in political theory. Cross listing: POL 482E-W.

PJ 484. VALUES-FOCUSED PUBLIC POLICY (3). Examines the policies and procedures utilized by government to improve economic performance. Explores the role that individual and community worldviews and commitments to justice have in defining appropriate state and federal regulatory action, with particular attention to the Catholic worldview and Catholic social thought. Areas of study include anti-trust, consumer protection, employment law, and environmental law. Prerequisite(s): EC 200 or EC 3200. Cross listing: BA 4384, EC 4384, and CAS 460G.

PJ 486. NEGOTIATION AND MEDIATION (3). Explores analysis, theory, and practice of negotiation and mediation. Develops skills and improves understanding through simulations, feedback, and written analysis. Prerequisite(s): PJ 405 or COM 380 and sophomore standing. Cross listing: COM 485G.

PJ 487. TRANSNATIONAL FEMINISMS (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): AN 487, SO 487, WGS 487.

PJ 490E-W. INDEPENDENT STUDY IN PEACE AND JUSTICE (1-3). Offers independent exploration of areas of interest beyond the current curriculum.

PJ 495E-W. SELECTED TOPICS IN PEACE AND JUSTICE (3). Offers an opportunity to explore special topics such as nonviolent

social change, regional conflicts, international violence and terrorism, and conflict resolution and management.

PJ 496. PEACE AND JUSTICE STUDIES PROJECT (4). The Peace and Justice Studies Project requires an Academic Internship with placement consistent with the primary area of concentration in the major; faculty advisor literature review; integrative demonstration illustrating area of concentration utilizing multiple perspectives; a reflective analysis essay; and public presentation of project. Capstone course for the Peace and Justice Studies major. Students will critically reflect on the Peace and Justice studies, read current books on peace and justice theory and fulfill requirements for an internship. Prerequisite(s): PJ 200 and Senior Standing.

PJ 498E-W. INTERNSHIP IN PEACE AND JUSTICE (3). Provides an intensive work experience appropriate to concerns for peace and justice. Prerequisite(s): PJ 400 and approval of program director required.

PHILOSOPHY (PL)

PL 270/PL 270C. PHILOSOPHICAL EXPLORATIONS (3). An introductory course in philosophy which acquaints students with the range of questions and issues raised in both the philosophical tradition and contemporary thought. Engages students in a critical analysis and evaluation of different philosophical positions, including their own. NOTE: PL 270C is a course that carries a communication focus in the course assignments and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

PL 404. CLASSICAL GREEK PHILOSOPHY (3). Examines the origins of Western philosophical thinking in classical Greece. Traces the beginnings of metaphysical speculation and ethical reflection from the pre-Socrates to Plato and Aristotle. Prerequisite(s): One 200-level Philosophy course.

PL 406. LATER CLASSICAL PHILOSOPHY (3). Explores the movements of philosophy in the post-classical Greek and Roman periods with special emphasis on Stoicism, Epicureanism, and Neo-Platonism. Prerequisite(s): One 200-level Philosophy course.

PL 411. MEDIEVAL PHILOSOPHY (3). Explores Western philosophy from Augustine to the later Middle Ages. Prerequisite(s): One 200-level Philosophy course.

PL 415. 17TH CENTURY PHILOSOPHY (3). 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). Examines the significance and implications of the intellectual revolution in 17th century philosophical and scientific thought. Among the thinkers to be discussed may be Descartes, Galileo, Hobbes, Locke, and Newton. Prerequisite(s): One 200-level Philosophy course.

PL 418. THE PHILOSOPHY OF THE ENLIGHTENMENT (3). Explores the development of philosophy in the 18th century, often referred to as the period of Enlightenment. Among thinkers

to be discussed may be Hume, Rousseau, and Kant. Prerequisite(s): One 200-level Philosophy course.

PL 419. 19TH CENTURY PHILOSOPHY (3). To what extent is reality, and hence our knowledge of reality, historical? Does history itself have an overall meaning? Explores these questions and others, in term of developments in philosophy during the 19th century. Thinkers discussed may include Hegel, Marx, Kierkegaard, and Nietzsche. Prerequisite(s): One 200-level Philosophy course.

PL 420. CONTEMPORARY CURRENTS (3). Summarizes key schools and movements on the contemporary philosophical scene. May emphasize analytic movement, phenomenology, existentialism and postmodern movements. Prerequisite(s): One 200-level Philosophy course.

PL 428. THE PHENOMENOLOGICAL TRADITION (3). Traces the evolution of Continental philosophy from pure phenomenology to existential-phenomenology and more recent developments. Among the thinkers to be discussed may be Husserl, Heidegger, Merleau-Ponty, Sartre, Camus, Foucault, and Derrida. Prerequisite(s): One 200-level Philosophy course.

PL 433. ASIAN PHILOSOPHIES AND RELIGIONS (3). Surveys major religious traditions of Asia, including Hinduism, Buddhism, Confucianism, and Taoism, emphasizing understanding the world, the human and the Transcendent. Prerequisite(s): One 200-level Philosophy course or RT 201.

PL 435E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGIONS (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures, and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism, and Taoism in more depth. Prerequisite(s): One 200-level Philosophy course or RT 201.

PL 438. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g. abortion, capital punishment and the socioeconomic order). Prerequisite(s): One 200-level Philosophy course.

PL 440E-W. SELECTED TOPICS IN METAPHYSICS (3). An in-depth study of a metaphysical topic(s) such as the nature of reality, the make-up of human beings (mind-body problem), notions of truth, the experience of God, etc. or of a prominent metaphysical thinker(s). Prerequisite(s): One 200-level Philosophy course.

PL 441. THEORY OF KNOWLEDGE (3). How does human knowing occur? What is the meaning of "meaning"? What is required for validation? What are the relationships among language, thought and reality? Deals with these questions in such a way as both to provide a historical perspective and to elicit a personal stand. Prerequisite(s): One 200-level Philosophy course.

PL 442. PHILOSOPHY OF SCIENCE (3). Studies origins, nature, and development of scientific knowledge. Includes scientific method and the status of scientific conclusion. Prerequisite(s): One 200-level Philosophy course.

PL 443. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion and religious ideas from both a classical and contemporary perspective. Prerequisite(s): One 200-level Philosophy course or RT 201.

PL 445. PHILOSOPHY OF ART (3). Examines the good and the beautiful, the relation of the beautiful to the artistic and the scientific, and the growth of human, moral good. Prerequisite(s): One 200-level Philosophy course.

PL 448E-W. SPECIAL TOPICS IN ETHICS (3). Offers an in-depth study of a particular ethical thinker(s) both classical (e.g., Aristotle or Hume or Kant) and contemporary (e.g., MacIntyre or Nussbaum or Murdoch) or of a particular moral problem (e.g., capital punishment, just war theory, social justice). Prerequisite(s): One 200-level Philosophy course.

PL 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Prerequisite(s): One 200-level Philosophy course or permission of instructor. Cross listing: PJ 450.

PL 452. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): One 200-level Philosophy course. Cross listing: CJ 456.

PL 454E-W. PHILOSOPHY AND SOCIAL ISSUES (3). Emphasizes philosophical analysis of contemporary social issues. May include war and morality, the nature of power and violence, philosophy and feminism, the social construction of human persons, etc. Prerequisite(s): One 200-level Philosophy course.

PL 456E-W. PHILOSOPHY IN LITERATURE (3). Explores the philosophical themes reflected in literature of specific authors and genres. Prerequisite(s): One 200-level Philosophy course.

PL 457. TOPICS IN POLITICAL THEORY: ANCIENT THOUGHT (3) Provides an intensive examination of the nature and aims of ancient political theory, related historical developments, major political thinkers, and significant topics of ancient western and non-western civilizations. Prerequisite(s): POL 281, or one 200-level Philosophy course. Cross listing: PJ 482K and POL 482K. NOTE: Junior standing.

PL 458. TOPICS IN POLITICAL THEORY: MODERN (3) Provides an intensive examination of the nature and aims of modern and post-modern political theory, related historical and contemporary developments, major political thinkers, and significant topics of western and non-western modernity. Prerequisite(s): PJ 200 or POL 281, or one 200-level Philosophy course. Cross listing: PJ 482L and POL 482L.

PL 459. TOPICS IN POLITICAL THEORY: FEMINISM (3) Provides an intensive examination of the nature and aims of feminist political theory, related historical and contemporary developments, major political thinkers, and significant topics of western and non-western gender in state and social affairs. Prerequisite(s): POL 281, or one 200-level Philosophy course. Cross listing: PJ 482M, POL 482M, and WGS 490J.

PL 460. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically, detecting and dealing with fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of human communication. Prerequisite(s): One 200-level Philosophy course.

PL 461. LOGIC AND INTUITION (3). Explores and compares the nature and worth of logical and intuitional modes of thinking, and their relationship to life problems. Prerequisite(s): One 200-level Philosophy course.

PL 470. FEMINIST THEORY (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches within feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): One 200-level Philosophy course or WGS 400. Cross listing: WGS 470.

PL 486. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests in grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): One 200-level Philosophy course or RT 201. Cross listing: RT 465E.

PL 490E-W. INDEPENDENT STUDY IN PHILOSOPHY (1-3). Provides an opportunity for independent study in an area of philosophical interest. Prerequisite(s): One 200-level Philosophy course and approval of department chair.

PL 491E-W. SELECTED THINKERS IN PHILOSOPHY (3). Explores selected thinkers from ancient, medieval, modern, or contemporary periods of philosophy. Prerequisite(s): One 200-level Philosophy course.

PL 492E-W. SELECTED THEMES IN PHILOSOPHY (3). Offers an opportunity to explore special topics such as war and peace, human sexuality, creative imagination, technological culture based on historical, literary, religious, and philosophical contexts. Prerequisite(s): One 200-level Philosophy course.

PL 494. PHILOSOPHICAL PRACTICUM (3). Students will bring together their heads, their hearts, and their hands. Combines a variety of readings with a student-developed semester long project; projects might include service-learning, an internship, or another type of project that reflects a student's interests. Prerequisite(s): One 200-level Philosophy course and one 400-level Philosophy course.

PL 498E-W. INTERNSHIP IN PHILOSOPHY (3). Offers an opportunity to explore philosophy in its practical application to the various working areas or contemporary life and to reflect critically and constructively on the experience. Prerequisite(s): One 200-level Philosophy course, junior class standing, and minimum GPA of 2.80. Approval of department chair and director of the Academic Internship Program. NOTE: Majors and minors only.

PHYSICAL EDUCATION (PE)

PE 207. YOGA (1). 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). Studies resistive exercise emphasizing individual programs from beginning through advanced levels. Offers instruction in the use of free weights and machines, different types of resistive exercises, correct technique for exercises and safety procedures in the weight room. Includes

flexibility, anaerobic and aerobic exercises, and their importance in relation to resistive training.

PE 217. ROCK CLIMBING I (1). Introduces basic techniques and safety skills required for mountain climbing. Includes on-campus instruction and conditioning followed by four, off-campus rock climbing experiences. NOTE: Travel required.

PE 220. ICE CLIMBING (1). Introduces basic techniques and safety skills for ice climbing. Includes two on campus meetings with instruction followed by three off campus ice climbing experiences. NOTE: Travel required.

PE 223. GOLF I (1). Introduces basic swing, approach shots and putting for the novice or non-skilled golfer. Teaches rules, etiquette and course play followed by application of knowledge and skill through play at a local golf course. NOTE: Travel required.

PE 237. ROCK CLIMBING II (1). Provides advanced experience in rock climbing techniques. Emphasizes the safety aspects of the sport. Taught concurrently with PE 217. Prerequisite(s): PE 217. NOTE: Travel required.

PE 333. FIRST AID EMERGENCY RESPONSE (3). Consists of recognizing and caring for victims of any age. Situations, which include breathing, choking, and cardiac emergencies, are examined. Studies the care of injuries such as cuts, burns, sprains, fractures, and sudden illnesses. Certification in First Aid, Adult, Child, and Infant CPR are offered.

PE 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span. Cross listing: HSC 401 and WGS 401. NOTE: For non-Nursing majors.

PE 413. PRINCIPLES OF EXERCISE PERFORMANCE AND SPORT NUTRITION (3). Designed for students interested in applying fitness principles into their daily lives. Offers the latest findings in exercise physiology and sport medicine, along with tools for self-assessment and guidelines for improving fitness levels.

PE 415. EXPLORING WELLNESS THROUGH HIKING (3). 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. NOTE: Transportation required by student. Off campus hikes on Saturday.

PE 416. NUTRITION FOR WELLNESS (3). Examines the relationship between an individual's nutritional habits and the effects on one's overall health and well-being.

PE 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the seven dimensions of wellness: occupational, environmental, physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Prerequisite(s): Junior standing. Cross listing: ED 418.

PE 420. OUTDOOR RECREATIONAL LEADERSHIP (3). Includes instruction and practice of outdoor recreational and survival skills

for the outdoor recreation enthusiast. Examines recreational facilities in terms of programming, management, and supervision.

PE 424. WILDERNESS FIRST RESPONDER (3). Training in decision-making and response to medical emergencies in remote settings. Special wilderness topics include wound management, infection, fractures, dislocations, splinting, spine immobilization, patient assessment, monitoring and long-term management.

PE 425. PRINCIPLES OF COACHING (3). Develops basic principles and philosophies of coaching, which can be applied to all sports. Includes psychology of coaching, principles of conditioning, techniques for training, applied theory and practice.

PE 426. CARE AND PREVENTION OF ATHLETIC INJURIES (3). Includes anatomical analysis of the human body and the potential for athletic injury. Includes diagnosing injuries, prevention and preseason and in-season training techniques, treatment and rehabilitation processes. NOTE: Students may be responsible for additional course supplies.

PE 437. SPORT ETHICS (3). Challenges students to examine ethical issues in sport. Provides a historical and sociological perspective on the issues facing youth in interscholastic, intercollegiate, Olympic, and professional sports.

PE 438. SPORT ADMINISTRATION (3). Examines current trends and practices in management and administration. Explores areas in public relations, communication, law, and risk management.

PE 490E-W. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3). Provides an opportunity for independent explorations of areas of interest. Prerequisite(s): Approval of department chair.

PE 495E-W. SEMINAR IN PHYSICAL EDUCATION (1-3). Offers seminars on current topics in areas of physical education.

PE 496E-W. SEMINAR IN RECREATION (1-3). Offers seminars on current topics in areas of recreation.

PE 497E-W. SEMINAR IN COACHING (1-3). Offers seminars on current topics in areas of coaching.

PE 498E-W. INTERNSHIP IN PHYSICAL EDUCATION (3). Provides an opportunity for an internship in physical education under the supervision of a department member. Prerequisite(s): Approval of department chair and director of the Academic Internship Program. NOTE: Internships may be taken in physical education (E), recreation (F), coaching (G), athletic training (H) and outdoor education (I).

PHYSICS (PH)

PH 202A. GENERAL PHYSICS WITH TRIGONOMETRY I (3). Discusses fundamental concepts of motion, including Newton's Laws and the conservation of energy, momentum, and angular momentum. Focuses on the development of quantitative and qualitative problem-solving skills. Co-requisite: PH 205A. Prerequisite(s): MT 260 or placement into MT 360A. NOTE: This course has been approved to satisfy the core Category II natural science with laboratory requirement when taken with PH 205A.

PH 202B. GENERAL PHYSICS WITH TRIGONOMETRY II (3). A continuation of PH 202A, focusing on electricity, magnetism, and

waves. Includes an introduction to quantum mechanics. Co-requisite: PH 205B. Prerequisite(s): PH 202A.

PH 203A. GENERAL PHYSICS WITH TRIGONOMETRY I RECITATION (1). 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 203B. GENERAL PHYSICS WITH TRIGONOMETRY II RECITATION (1). This 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 WITH TRIGONOMETRY LABORATORY I (1). Complements PH 202A, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 202A. NOTE: One three-hour laboratory each week required.

PH 205B. GENERAL PHYSICS WITH TRIGONOMETRY LABORATORY II (1). Complements PH 202B, providing practical, hands-on experience primarily with experiments related to electricity, magnetism, and introductory modern physics. Co-requisite: PH 202B. NOTE: One three-hour laboratory each week required.

PH 303A. GENERAL PHYSICS WITH CALCULUS I RECITATION (1). 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 303B. GENERAL PHYSICS WITH CALCULUS II RECITATION (1). This 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). 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.

NOTE: This course has been approved to satisfy the core Category II natural science with laboratory requirement when taken with PH 305A.

PH 304B. GENERAL PHYSICS WITH CALCULUS II (3). A continuation of PH 304A, focusing on electricity, magnetism, and waves. Includes an introduction to quantum mechanics. Co-requisite: PH 305B. Prerequisite(s): PH 304A.

PH 305A. GENERAL PHYSICS WITH CALCULUS LABORATORY I (1). Complements PH 304A, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 304A.

PH 305B. GENERAL PHYSICS WITH CALCULUS LABORATORY II (1). Complements PH 304B, providing practical, hands-on experience primarily with experiments related to mechanics. Co-requisite: PH 304B.

PH 408. ANALYTICAL MECHANICS AND SPECIAL RELATIVITY (3). Reviews Newtonian mechanics. Introduces calculus of variations and the Lagrangian and Hamiltonian formulations. Describes collisions and oscillations, including normal modes of coupled systems. Introduces relativistic kinematics. Prerequisite(s): MT 463 and PH 304A.

PH 410. ELECTRICITY AND MAGNETISM (3). Studies Coulomb's law through the electromagnetic field of moving charge. Develops electrostatic fields in vacuum and in dielectrics, magnetic fields associated with constant and variable currents in vacuum and in magnetic materials, Maxwell's synthesis, and the propagation of electromagnetic waves in vacuum, in dielectrics and in good conductors. Prerequisite(s): MT 360C and PH 304B.

PH 420. ELECTRONICS (4). Discusses electronics and circuits. Includes AC and DC circuit analysis, physics of semiconductor devices, applications of transistors and operational amplifiers, and an introduction to digital logic and computer interfaces. Prerequisite(s): PH 202B or PH 304B, or permission of instructor. NOTE: One three-hour lab per week.

PH 425. OPTICS WITH LABORATORY (4). Reviews geometric optics and simple interference and diffraction phenomena. Introduces aberrations, Fresnel and Fraunhofer diffraction, the Michelson interferometer, circular and elliptical polarization, birefringence, and nonlinear crystals. Examines coherence; students build a laser cavity. Prerequisite(s): PH 304B. NOTE: One three hour laboratory each week.

PH 447. OPTICS, OBSERVATIONS, AND ANALYSIS TECHNIQUES. 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.

PH 451. MODERN PHYSICS LABORATORY AND SEMINAR (2). Exploration of quantum and relativistic phenomena, application of statistical methods to experimental data, and discussion of ethical considerations in physics research. Prerequisite(s): PH 304B. NOTE: One hour of lecture/discussion and one three-hour laboratory session each week.

PH 460. QUANTUM THEORY AND SPECTROSCOPY (3). Studies chemical kinetics, electrochemistry, kinetic molecular

theory, photochemistry, atomic and molecular structure.

Prerequisite(s): CH 230, PH 304B, and MT 360B. Cross-listing: CH 430B.

PH 465. STATISTICAL MECHANICS AND THERMODYNAMICS

(3). Application of statistical methods to explain the laws of thermodynamics. Includes discussion of temperature, multiplicity of states, entropy, Boltzmann factors, and the partition function, applied to systems including ideal gases, quantum gases, and solids. Prerequisite(s): PH 304A.

PH 470. INTRODUCTION TO ASTROPHYSICS (3). Reviews the observational bases of astrophysics, radiative properties of stars, stellar spectra, binary and variable stars, stellar interiors and evolution, and galaxies and cosmology. Includes observational work. Prerequisite(s): PH 304B. Cross-Listing(s): AS 470. NOTE: Recommended as a physics elective or following completion of general physics and calculus.

PH 475. PHYSICS CAPSTONE SEMINAR 1). Review of and reflection on the physics curriculum, including extensions of selected assignments completed in previous courses. Discussion of the ethical considerations faced by practicing scientists. NOTE: Majors only and senior class standing.

PH 490E-W. INDEPENDENT STUDY IN PHYSICS (1-4). Offers an opportunity for advanced independent research. Prerequisite(s): Approval of department chair. NOTE: Senior class standing and majors only

PH 498E-W. INTERNSHIP IN PHYSICS (3). Involves placement of advanced physics students in industry, government or other agencies. Faculty approval, supervision, and evaluation of students' work required. Prerequisite(s): PH 451 NOTE: Majors only and approval of department chair required

POLITICAL ECONOMY (PEC)

PEC 402. POLITICAL ECONOMY OF UNDERDEVELOPMENT (3). 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: POL 402 and PJ 432S.

PEC 430. BEHAVIORAL ECONOMICS (3). 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 441. MEASURING WHAT MATTERS (3). 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 473. PUBLIC FINANCE AND PUBLIC POLICY (3). 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: BA 4173.

PEC 482E-W. TOPICS IN POLITICAL ECONOMY (3). Provides an in-depth analysis of a significant topic in Political Economy. Content varies year to year. NOTE: Junior standing or permission of instructor.

PEC 490E-W. INDEPENDENT STUDY IN POLITICAL ECONOMY (3). Offers an opportunity for independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of department chair.

PEC 494. RESEARCH APPRENTICESHIP (1-3). 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: Senior standing or permission of instructor.

PEC 498E-W. INTERNSHIP IN POLITICAL ECONOMY (3). 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: minimum of 120-hours required.

PEC 499A. CAPSTONE I: APPROACHES IN POLITICAL AND ECONOMIC ANALYSIS (3). 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. NOTE: Senior standing or permissions of instructor. Cross listing(s): POL 499A.

PEC 499B. CAPSTONE II: INTEGRATED EXPERIENCE (3). 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. NOTE: Senior standing or permission of instructor. Cross-listing(s): POL 499B.

POLITICS (POL)

POL 200. SUSTAINABILITY AND COLLAPSE (3). Takes an evidence-based, case study, theoretical and integrative approach to the challenge of sustainability across world history. Draws on disciplines of history, politics, and international studies. Cross-Listing(s): HS 200.

POL 201. ORIGINS AND CHALLENGES OF THE MODERN WORLD (3). Takes an evidence based, case study, theoretical, and integrative approach to underlying origins and present challenges of the modern world. Draws on disciplines of history, politics, and international studies. Cross listing: HS 201.

POL 202. FUNDAMENTAL CONCEPTS IN POLITICS (3). Explores basic questions in the study of politics, such as: what is the state? What does it mean for the people to govern? What makes identity political? Why are some countries poor and others rich?

POL 206. INTRODUCTION TO UNITED STATES POLITICS (3). A critical introduction to United States 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). 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. INTRODUCTION TO COMPARATIVE POLITICS AND GOVERNMENT (3). 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 255/255C. DEMOCRACY AND DEVELOPMENT IN TAIWAN: HISTORY AND POLITICS IN A GLOBAL POWERHOUSE (3). 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. Cross-listing: HS 255.

POL 281/POL 281C. INTRODUCTION TO POLITICAL PHILOSOPHY (3). Introduces a variety of philosophies and alternative visions of social organization, politics, government, economics, peace, and justice. Examines underlying assumptions, propositions, and potential implications of particular political attitudes, processes and policies.

POL 400. CONSTITUTIONAL LAW (3) Comparative analysis of the US Constitutional legal system to other systems, with a primary focus on the US system. Covers a standard undergraduate law text. Prerequisite(s): POL 281, POL 241, POL 231, or permission of instructor. NOTE: Junior or Senior standing or permission of instructor required.

POL 402. POLITICAL ECONOMY OF UNDERDEVELOPMENT (3). 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: PEC 402 and PJ 432S.

POL 403. COURTS AND THE JUDICIAL PROCESS (3). Explores administration of justice, emphasizing United States systems. Focuses on judicial decision-making and procedures in federal and state judicial systems. Prerequisite(s): Junior standing or permission of instructor required. Cross listing: CR 403.

POL 404. INTERNATIONAL LAW AND HUMAN RIGHTS (3). Examines how International Law has become a process of normative regime-building that secures the inherent Human

Rights of all people with the help of global monitoring, domestic education and law enforcement and international discourse through the UN system. Prerequisite(s): POL 231, POL 241, or POL 281. Cross listing: PJ 403.

POL 406. JUST AND SUSTAINABLE DEVELOPMENT (3). Integrates knowledge of development practice and theory from the perspective of communities, states, and the global system. Builds on community-based models of just and sustainable development success. Interdisciplinary, drawing on health, environment, politics, business and law. Prerequisite(s): POL 231, POL 241, or POL 281. Cross listing: ENVS 416 NOTE: Junior standing or completion of Distributive Core required.

POL 410. UNITED STATES PUBLIC POLICY (3). Analyzes the politics, institutions, norms and actors involved in the creation of United States 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). Examines United States 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 standing or permission of instructor required.

POL 415. 20th CENTURY UNITED STATES POLITICS (3). 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). The United States make 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): HS 413 and PJ 411.

POL 420. ENVIRONMENTAL POLITICS (3). Uses four case studies of environmental progress to drive analysis of local, regional, national, and global levels of dealing with change and conservation. Examines civil society, state and UN system approaches to building environmental norms that shape policy and legislation. Prerequisite(s): POL 231, POL 241, or POL 281. Cross-listing ENVS 420. Junior standing or permission of instructor.

POL 432. INTERNATIONAL POLITICAL ECONOMY (3). Evaluates interdependencies of politics and economics at systemic/global level. Reviews alternative frameworks for the analysis of the nature, dynamics, relationships, and implications of political and economic interactions. Application to key contemporary issues, problems and controversies. Prerequisite(s): EC 200 or EC 3200 and junior class standing. Cross listing: EC 4232, ENVS 432 and PJ 454.

POL 439. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II (3). Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers policies adopted by the U.S. to deal with the perceived international system, including intended

outputs and actual outcomes of policy, and contemporary challenges. Prerequisite(s): POL 231 or POL 241. Junior or senior standing or permission of instructor required. Cross listing: PJ 438.

POL 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction, and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under a variety of circumstances. Prerequisite(s): EC 200 or EC 3200. Cross listing: EC 4245 or ENVS 445 or PJ 446. NOTE: Junior or senior standing required.

POL 455. STORIES FROM WARTIME (3). Encourages students to critically examine modern conflict and explore the variety of ways those affected by conflict have sought to find meaning in their experience. NOTE: Junior standing or permission of instructor. Cross-listing: HS 455 and PJ 451P.

POL 464. STAND UP AND FIGHT: COMMUNITY ORGANIZING (3). Presents history, theory and strategies of community organizing in the United States, and experience of community organizing techniques by developing and implementing a community organizing project on the Regis campus or working with the local community organizers. Cross listing: PJ 464 and SO 464.

POL 481. THEORIES OF INTERNATIONAL RELATIONS (3). Explores primary theoretical approaches to understanding international relations, including individual, state, and systemic levels of analysis, analyzed from realist, idealist, and radical perspectives. Compares and analyses theories by their assumptions, major assertions, and empirical manifestations and implications for present and future international relations. Prerequisite(s): POL 231, POL 281, POL 241, or equivalent. NOTE: Junior or senior standing required.

POL 482E-W. TOPICS IN POLITICAL THEORY (3). Provides an intensive examination of the nature and aims of various forms of political theory, specific periods of political thought, major political thinkers, or significant topics in political theory. Cross listing: PJ 482E-W. NOTE: Junior or senior standing required.

POL 483. ABOLITION DEMOCRACY (3). 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. INDEPENDENT STUDY IN POLITICS (1-3). Offers an opportunity for independent exploration of areas of interest under the supervision of department member. Prerequisite(s): Approval of department chair.

POL 493E-W. SEMINAR IN INTERNATIONAL POLITICS (3). Provides an intensive study of selected issues and problems of international politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): POL 231 or POL 241. Junior standing.

POL 494E-W. SEMINAR IN COMPARATIVE POLITICS (3). Provides an intensive study of selected issues, problems, and

regions in comparative politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): POL 231 or POL 241. Junior standing.

POL 495E-W. SEMINAR IN POLITICS (3). Provides an intensive study of selected topics, issues, or problems in political science. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 496E-W. SEMINAR IN UNITED STATES POLITICS (3). Provides an intensive study of selected issues of U.S. politics, emphasizing individual research projects. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

POL 497. VOCATION OF LAW (3). 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.

POL 498E-W. INTERNSHIP IN POLITICS AND LAW (3). Offers an opportunity for placement in a governmental organization or private institution involved in political processes. Progress is guided and monitored by the site supervisor and the faculty sponsor. Site selection emphasizes the best combination of prior academic learning and on-the-job experience. Prerequisite(s): Junior or senior standing. Approval of Departmental Chair and director of Academic Internship Program.

POL 499A. CAPSTONE I: APPROACHES TO POLITICAL AND ECONOMIC ANALYSIS (3). 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. NOTE: senior standing or permissions of instructor. Cross listing(s): PEC 499A.

POL 499B. CAPSTONE II: INTEGRATED EXPERIENCE (3). 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. NOTE: Senior standing or permission of instructor. Cross-listing(s): PEC 499B.

PSYCHOLOGY (PSY)

PSY 250/PSY 250C/PSY 250H. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology. NOTE: PSY 250C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

PSY 358 LIFESPAN HUMAN DEVELOPMENT (3). Studies biological, psychological and social factors in human development from conception to later adulthood. Prerequisite(s): PSY 250. NOTE: Recommended for Nursing majors. Does not meet Psychology major Group A requirements.

PSY 404. EDUCATIONAL PSYCHOLOGY (3). 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). Studies principles of psychology as applied to selected problems in the area of business and industry. Prerequisite(s): PSY 250.

PSY 422. RESEARCH METHODS AND BEHAVIORAL STATISTICS I (3). First of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics, and includes an individual research project. Prerequisite(s): PSY 250. NOTE: It is recommended students take this course in their Sophomore or Junior year. Must pass with a C- or better to be eligible to take PSY 423 and PSY 424. PSY 423 and PSY 424 should be taken consecutively with this course.

PSY 423. RESEARCH METHODS & BEHAVIORAL STATISTICS II (3). Second of a two-semester sequence integrating statistics and research methods. Covers experimental design and statistics. Prerequisite(s): PSY 422. Co-requisite(s): PSY 424. NOTE: Must pass PSY 422 with a C- or better prior to enrolling. PSY 423 should be taken in a consecutive semester with PSY 422.

PSY 424. RESEARCH METHODS & BEHAVIORAL STATISTICS LABORATORY (1). Provides an opportunity for completion of individual research projects related to appropriate experimental and statistical design. Prerequisite(s): PSY 422. Co-requisite(s): PSY 423.

PSY 425. HEALTH PSYCHOLOGY (3). Examines the influence of psychological and social variables on health and activity participation. Focuses on stress management, motivation, adherence, access, barriers, and support systems across the lifespan. Prerequisite(s): PSY 250. NOTE: Permission of instructor required for all non-majors. Cross listing: HES 418.

PSY 434. BEHAVIORAL GENETICS (3). Focuses on how genetics can add to our understanding of complex human behaviors, including cognition, language, emotion, and personality. Topics will include key behavioral genetic methodologies, evolutionary psychology, the psychology of individual differences including cognitive disabilities and psychological disorders, and the social and ethical implications of genetics research. Prerequisite(s): PSY 250.

PSY 438. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Co-requisite(s): PSY 439. Prerequisite(s): PSY 250.

PSY 439. SOCIAL PSYCHOLOGY LAB (1). Hands on laboratory teaching the foundational skills necessary to conduct social psychological science. Specific focus on social cognition and intergroup relations. Co-requisite(s): PSY 438. Prerequisite(s): PSY 250.

PSY 440. PSYCHOLOGY OF RACISM (3). 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.

PSY 442. LEARNING AND MEMORY (3). Introduces basic concepts, methods and results of experimental analysis of learning and memory in humans and nonhuman animals. Includes classical and operant conditioning, discrimination learning processes underlying encoding, storage, and retrieval of information in memory, and other cognitive processes. Prerequisite(s): PSY 250.

PSY 450. PSYCHOLOGY OF GENDER (3). 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. Prerequisite(s): PSY 250 or WGS 400. Cross listing: WGS 450.

PSY 453. CLINICAL AND COUNSELING PSYCHOLOGY (3). 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.

PSY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving, and language. Examines current research data, theories, and applications. Co-requisite(s): PSY 455. Prerequisite(s): PSY 250 and at least sophomore standing.

PSY 455. COGNITIVE PSYCHOLOGY LABORATORY (1). Experiments and hands-on activities that explore human cognitive processes, such as attention, memory, language, and problem solving. Co-Requisite(s): PSY 454. Prerequisite(s): PSY 250.

PSY 457. DEVELOPMENTAL PSYCHOLOGY I (3). 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 458. DEVELOPMENTAL PSYCHOLOGY II (3). 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 LAB (1). Experiments and hands-on activities that explore human

development across the lifespan. Prerequisite(s): PSY 250, and PSY 457. Prerequisite or corequisite: PSY 458.

PSY 465. CULTURAL PSYCHOLOGY (3). Emphasizes psychological research and theory used to understand difference and similarities in human behavior and mental processing across cultures and between groups. Topics may include: motivation, emotion, cognition, communication, acculturation, self-identity, social and moral development. Prerequisite(s): PSY 250.

PSY 467. HUMAN SEXUALITY (3). Focuses on the physiological, behavioral, cognitive, and social aspects of human behavior as related to human sexuality using a multidisciplinary and life-span approach. Topics include physiology, communication, gender, development, orientation, violence, the marketplace, culture, religion, and health. Prerequisite(s): PSY 250 or WGS 400. Cross listing: WGS 467.

PSY 468. DEVELOPMENTAL DISABILITIES (3). 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). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PSY 250.

PSY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding, and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PSY 250.

PSY 482. SENSATION AND PERCEPTION (3). Introduces the physiological and psychological processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Co-requisite: PSY 483. Prerequisite(s): PSY 250.

PSY 483. SENSATION AND PERCEPTION LAB (1). 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. NOTE: Majors and minors only. Co-requisite(s): PSY 482. Prerequisite(s): PSY 250.

PSY 484. FORENSIC PSYCHOLOGY (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social, and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PSY 250 or SO 200. Cross listing: CJ 415.

PSY 487. NEUROPSYCHOLOGY (3). Studies the physiological and neuropsychological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Prerequisite(s): PSY 250.

PSY 488. NEUROPSYCHOLOGY LABORATORY (1). Emphasizes current research techniques and neuropsychological methods for assessing cognitive functions in humans, with an emphasis on assessment of the neurobehavioral impact of cerebral lesions. Co-requisite: PSY 487.

PSY 490E-W. INDEPENDENT STUDY IN PSYCHOLOGY (1-3). Offers an opportunity for advanced study in psychology under the direction of a department faculty member. Prerequisite(s): PSY 250, permission of instructor, Junior standing, and approval of department chair required.

PSY 491E-W. RESEARCH IN PSYCHOLOGY (1-3). Offers an opportunity for collaborative research in psychology under faculty direction. Requires oral or poster presentation. Prerequisite(s): PSY 250. Approval of department chair required.

PSY 493. SENIOR CAPSTONE (3). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded coursework at Regis University. Prerequisite(s): PSY 250, Majors only and Senior standing.

PSY 498E-W. INTERNSHIP IN PSYCHOLOGY (3). Involves a placement that draws on skills related to psychology, such as a clinical or research agency, for advanced psychology students. Prerequisite(s): Junior standing and minimum GPA of 2.80. Approval of department chair and director of the Academic Internship Program.

PSY 499. SENIOR THESIS (2). Students meet with the thesis advisor to prepare for the defense of the research before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): PSY 491E-W and approval of department chair required.

RELIGION AND THEOLOGY

RT 201/RT 201C. RELIGION AND THE HUMAN QUEST (3). Considering human existence in relation to "the sacred" and drawing on Eastern and Western religious traditions, this course explores religious perspectives on human question about life, suffering, goodness, and ultimacy. NOTE: RT 201C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

RT 201H. HONORS RELIGION AND THE HUMAN QUEST (3). Cultivates curiosity about what it means to be human in the fact of the sacred, the ultimate, the mystery of existence, and how different people historically have understood this. Develops and enhances ability to evaluate critically various approaches to existential and social questions about meaning, suffering, goodness, and ultimacy. NOTE: Honors students only.

RT 301. IN THE BEGINNING: BIBLE AND BELIEF (3). Introduces the study of the Old and New Testaments. Examines the historical background of the texts and what its authors have to say to people today on important religious questions, such as the nature of God, human beings, and the world in which we live, and what it means to live a whole, purposeful life. Prerequisite(s): RT 201/RT 201C.

- RT 302. FAITH AND JUSTICE IN WORLD CHRISTIANITY (3). Examines how the enculturation of Christianity in different times and places produces distinctive beliefs about Jesus and engages the pursuit of justice in the context of religious and cultural injustice. Prerequisite(s): RT 201/RT 201C.
- RT 303. MYSTICS, SAINTS AND RADICALS (3). Explores questions about God, and such topics as suffering, justice, and salvation through the lenses of various traditions of spiritual discipline using examples from ancient to modern spiritual writers. Prerequisite(s): RT 201/RT 201C.
- RT 304. FLOURISHING AND CATHOLIC ETHICS (3). What does human flourishing and well-being look like? Who is the human person? These questions will be examined in light of 77reason informed by Catholic Christian faith with emphasis upon Jesus, the virtues, and their relevance for contemporary moral life. Prerequisite(s): RT 201/RT 201C.
- RT 305. BELIEF AND UNBELIEF (3). Explores questions of belief and doubt from Christian and secular perspectives, for example, regarding science, philosophy, and the experience of suffering. Prerequisite(s): RT 201/RT 201C.
- RT 306. JESUIT SPIRITUALITY (3). Study of the spirituality of Saint Ignatius Loyola (founder of the Jesuits) and its relevance for contemporary spirituality. Topics include prayer, discernment, meaning and vocation. Prerequisite(s): RT 201/RT 201C.
- RT 307. CATHOLIC SOCIAL JUSTICE (3). Examines the living tradition of Catholic social thought with respect to social and economic justice, war and peace, and other major issues and themes. Prerequisite(s): RT 201. NOTE: Course includes a required service learning component.
- RT 308. CATHOLIC CHRISTIANITY (3). An interdisciplinary investigation of the foundational sources of Catholic Christianity emphasizing historical development of the tradition and academic approaches to expressions of that development such as biblical literature, sacramental and liturgical practice, official church teachings (especially Vatican Council II), and Christian mission in the modern world. Prerequisite(s): RT 201/RT 201C. Cross Listing: CAS 308.
- RT 309. WESTERN SPIRITUAL PATHS (3). Investigates some of the traditions, practices and ways of life that shape spiritual paths in Christianity, Judaism and Islam in the west. Areas of study will include monasticism, pilgrimage, law and mysticism. Prerequisite(s): RT 201.
- RT 310. SCIENCE AND RELIGION (3). An investigation into the relationship between science and religion including its history as well as its different possibilities, e.g., conflict, independence and dialog. Considers the implications of science for religious values and vice versa. Prerequisite(s): RT 201/RT 201C.
- RT 311. PSYCHOLOGY AND RELIGION (3). Explores the relationships between psychology and religion with a particular emphasis on the psychological study of Christian traditions, beliefs and experiences. Prerequisite(s): RT 201/RT 201C.
- RT 312. RELIGION IN POST MODERN AGE (3). Explores the collapse of the Modern age, the emergence of Postmodernism and the impact of these developments on religion in general and Christianity in particular. Prerequisite(s): RT 201/RT 201C.
- RT 313. CHRISTIAN LOVE AND MARRIAGE (3). Investigates the nature of Christian love focusing on the Christian understanding of marriage. Prerequisite(s): RT 201.
- RT 314. FAITH AND HEALING (3). Explores the complex role faith plays in the healing process, including the ways that people rely on religious beliefs and practices to cope with illness and disability. Prerequisite(s): RT 201/RT 201C.
- RT 315. LATINO/A CATHOLICISM (3). Explores Latino/a Christian experience in the United States, its culture, theology, and spirituality in the context of the Catholic Church. Includes visits to local events and worship sites. Prerequisite(s): RT 201/RT 201C.
- RT 316. THEOLOGY AND SEXUALITY (3). Explores historical and theological understandings of sexuality, intimacy, relationships, and the body. Prerequisite(s): RT 201/RT 201C.
- RT 317. CHRISTIAN NONVIOLENCE (3). Examines the thought and practice of Christian nonviolence and its relevance for the contemporary world. Prerequisite(s): RT 201/RT 201C.
- RT 318. THE GOSPELS (3). Investigates the early Christian gospels (both canonical and non-canonical) with particular interest in a variety of views about who Jesus was/is and their implications for the understanding of the development of early Christianity. Prerequisite(s): RT 201/RT 201C.
- RT 319. THEOLOGY OF VOCATION (3). Explores historical and contemporary Christian understandings of calling and purpose in human life, with special attention to discipleship, discernment, and service to others. Prerequisite(s): RT 201,
- RT 320. THEOLOGY, POLITICS, AND RELIGION IN A GLOBAL AGE (3). 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). Life abounds with questions about why there is suffering, what meaning suffering might have, and how to deal with the suffering around us. Explores biblical, traditional, and contemporary Christian responses to these questions. Prerequisite(s): RT 201 or RT 201C.
- RT 322. CATHOLIC ENVIRONMENTAL JUSTICE (3). 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, students will make an impact in the local community. Prerequisite(s): RT 201 or RT 201C. NOTE: Course requires a service learning component.
- RT 323. CATHOLIC IMAGINATION IN LITERATURE AND FILM (3). Explores characteristically Catholic ways of imagining the world and wrestling with important human questions through literature and film. Prerequisite(s): RT 201. Cross-listing: CAS 323.
- RT 324. INTERFAITH CASES IN AMERICAN RELIGION (3). Explores case studies in which religious, spiritual, and worldview differences affect public spaces, such as in health care, education, and business. Student gain skills and knowledge necessary to become interfaith leaders in their chosen profession. Prerequisite(s): RT 201.

RT 325. CHRISTIAN DYNAMICS OF LEADERSHIP (3).

Exploration of Christian theories and theologies of service and leadership with attention to practical strategies. NOTE: Course is designed for students with meaningful experience in service, ministry, or leadership. Prerequisite(s): RT 201.

RT 326. MUSIC, ART, AND THEOLOGY (3). 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. Prerequisite(s): RT 201.

RT 327. JESUS (3). 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 393. THE PILGRIMAGE OF ST. IGNATIUS LOYOLA (3). Students will retrace Ignatius' pilgrimage route from Loyola to Barcelona, studying distinctive characteristics of St. Ignatius's spirituality as well as reasons for the prominence of pilgrimages in Christian spirituality since the Middle Ages. Prerequisite(s): RT 201 and permission of instructor. NOTE: Restricted to only those students participating in the travel learning.

RT 400E-W. RELIGION AND DIVERSITY (3). Explores the connections between religion and diversity, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 401E-W. RELIGION AND THE ENVIRONMENT (3). Explores the connections between religion and the environment, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 402E-W. RELIGION AND JUSTICE (3). Explores the connections between religion and justice, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 403E-W. RELIGION AND MEANING (3). Explores the connections between religion and meaning, integrating different perspectives and/or disciplinary approaches. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 410E-W. TOPICS IN BIBLICAL STUDIES (3). Investigates key themes in the Bible, using methods and resources of modern biblical scholarship. May focus on particular books or themes, as well as historical, social, theological, literary, cultural, and postcolonial approaches. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 412. GOSPELS (3). Investigates the four canonical gospels, as well as touching on some important non-canonical gospels. Prerequisite(s): RT 201 and any RT 300 level class.

RT 411H. HONORS RELIGIOUS STUDIES (3). Explores themes central to the study of religion, such as, classics of Christian thought, major thinkers, topics in Christianity, including church history, ethics, or spirituality; topics from Old and New Testament studies; intersections between various traditions, as well as between Religious Studies and other disciplines. Prerequisite(s): RT 201H or permission of instructor. NOTE: Honors students only.

RT 420E-W. TOPICS IN THEOLOGY (3). Explores central theological issues in Christianity in historical and contemporary contexts. Topics may include God, Christology, ecclesiology, sacramental theology, religious dialog, ecumenism, theological anthropology, and revelation. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 426. CLASSICS OF CHRISTIAN THOUGHT (3). Explores significant contributors to Catholic intellectual tradition as well as of the basic issues that have determined that tradition: the role of faith and reason, the place of culture in Christian evangelization, spirituality and autobiography. Emphasizes the study of primary texts. Prerequisite(s): RT 201 and any 300-level religious studies course. Cross listing: CAS 400E.

RT 430E-W. TOPICS IN HISTORY OF CHRISTIANITY (3). Explores selected topics in the history of Christianity, examining historical, social, cultural, and theological influences and developments. May include early Christianity, medieval, Renaissance and Reformation, modern, colonial, and postcolonial eras. Prerequisite(s): RT 201 and any RT 300 level course.

RT 440E-W. TOPICS IN ETHICS AND MORAL THEOLOGY (3). Examines issues in method and/or particular topics of contemporary concern, such as method in Protestant and Catholic moral thought, interreligious ethics, feminist ethics, medical ethics, economic justice, and war and peace. Prerequisite(s): RT 201 and any RT 300 level course.

RT 450E-W. TOPICS IN WORLD RELIGIONS (3). Exploration of specific world religions, including traditions, scriptures, key historic figures, and contemporary issues. May cover Hinduism, Buddhism, Confucianism, Taoism, Islam, or Judaism in more depth.

RT 460E-W. TOPICS IN PHILOSOPHY OF RELIGION (3). Examines significant philosophical issues within the context of religion, including the relationship between faith and reason, the problem of evil, the existence and nature of God, life after death, and, among others, religious language. Prerequisite(s): RT 201 and any RT 300 level course.

RT 465E-W. TOPICS IN RELIGION AND CULTURE (3). Investigates the dynamic relationship between human culture and religion. Topics can include death and dying, love, art, literature, violence, politics, technology, and economics. Prerequisite(s): RT 201 and any RT 300 level course.

RT 469E-W. TOPICS IN RELIGION AND SOCIAL SCIENCES (3). Explores the study of religion using social science methods. Prerequisite(s): RT 201.

RT 470E-W. TOPICS IN SPIRITUALITY (3). 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. Prerequisite(s): RT 201 or any religious studies 300 level course.

RT 480E-W. TOPICS IN CHRISTIAN LIFE AND LEADERSHIP (3). Explores topics in Christian life and leadership including church life, lay ministry, vocations and community leadership. Addresses these topics from the standpoints of history, theology, spirituality, liturgical studies, practical theology and/or ministry studies. Prerequisite(s): RT 201/RT 201C and any 300-level religious studies course.

RT 481. LAY MINISTRY PRACTICUM (1-3). Practice of and critical reflection upon aspects of lay ministry, such as leading communal prayer, scripture study, liturgical ministry, catechesis, youth ministry, campus ministry, social justice work, or parish leadership. Prerequisite(s): RT 201 or any religious studies 300 level course.

RT 490E-W. INDEPENDENT STUDY IN RELIGIOUS STUDIES (1-3). Provides focused research on a topic in religious studies not covered in regular course offerings. NOTE: Specific assignments and meeting times are arranged with the instructor. Prerequisite(s): RT 201 and any 300-level religious studies course. NOTE: Requires approval of department chair.

RT 491E-W. DIRECTED RESEARCH IN RELIGIOUS STUDIES (1-3). Provides individualized scholarly research in a topic in religious studies. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 492E-W. SERVICE LEARNING IN RELIGIOUS STUDIES (1). Prerequisite(s): RT 201 and any 300-level RT course.

RT 493E-W. TRAVEL LEARNING IN RELIGIOUS STUDIES (1). Prerequisite(s): RT 201 and any RT 300 level course.

RT 498E-W. INTERNSHIP IN RELIGIOUS STUDIES (3). Offers interested students an opportunity to explore religious studies in its practical application to various working areas or contemporary life and to reflect critically and constructively on their experience. Prerequisite(s): RT 201 and any 300-level religious studies course.

RT 499A. SENIOR PROJECT A (1). Student seeks out a supervisor trained in the proposed area of research and approved by the department chair, as well as two outside readers. Student works with the supervisor to develop a project proposal, an annotated bibliography, or list of resources crucial to the project, and a short paper on a central theme of the research. Prerequisite(s): RT 201 and any RT 300 level course. Majors only. Approval of department chair required. NOTE: First part of a two-semester research project required for all religious studies majors.

RT 499B. SENIOR PROJECT B (2). Continuation of RT 499A. Requires completion of the research project designed in RT 499A and a public presentation of research results. Prerequisite(s): RT 201 and any RT 300 level course. Majors only. Approval of department chair required. NOTE: Second part of a two-semester research project required for all religious studies majors.

ROTC

AIR FORCE AEROSPACE STUDIES (AIRR)

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

AIRR 1010. HERITAGE AND VALUES I (1). This course provides an introduction to the Air Force, encourages students to pursue an AF career or seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers.

The course also lays the foundation for becoming an Airman by outlining our heritage and values.

AIRR 1020. HERITAGE AND VALUES II (1). A continuation of AIRR 1010. This course provides a historical perspective including lessons on war and the US military, AF operations, principles of war, and airpower. This course also provides students with an understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students are introduced to the Air Force way of life and gain knowledge on what it means to be an Airman.

AIRR 1234. LEADERSHIP LABORATORY (0). All AFROTC cadets must attend leadership lab (two hours 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. Students (cadets) seeking a commission must take this lab in conjunction with their AIRR lecture/course. "Special Students" NOT seeking a commission, are not required or allowed to attend LLAB (Leadership Lab).

AIRR 2010. TEAM AND LEADERSHIP FUNDAMENTALS I (1). 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. TEAM AND LEADERSHIP FUNDAMENTALS II (1). 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 COMMUNICATION I (3). 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 COMMUNICATION II (3). 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. NATIONAL SECURITY/ LEADERSHIP RESPONSIBILITIES/ COMMISSIONING PREPARATION I (3). 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. NATIONAL SECURITY/ LEADERSHIP RESPONSIBILITIES/ COMMISSIONING PREPARATION II (3). 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 1011. ADVENTURES IN LEADERSHIP I (2). Introduces fundamentals of leadership and the United States Army. Examines its organization, customs, and history as well as its current relevance and purpose. Students also investigate basic leadership and management skills necessary to be successful in both military and civilian settings. Includes fundamentals of Army leadership doctrine, team-building concepts, time and stress management, an introduction to cartography and land navigation, marksmanship, briefing techniques, and some basic military tactics. Lab fee required.

MILR 1021. ADVENTURES IN LEADERSHIP 2 (2). Continues investigation of leadership in small organizations. Covers selected topics such as basic troop leading procedures, military first aid, and casualty concepts, creating ethical work climates, an introduction to Army organizations and installations, and a further examination of basic military tactics. Introduces students to effective military styles. Lab fee required.

MILR 2031. METHODS OF LEADERSHIP AND MANAGEMENT I (2). Comprehensively reviews advanced leadership and management concepts including, motivation, attitudes, communication skills, problem solving, human needs and behavior, and leadership self-development. Students continue to refine effective written and oral communications skills and to explore topics such as the basic branches of the Army, and officer and NCO duties. Students conduct classroom and practical exercises in small unit light infantry tactics and are prepared to perform as midlevel leaders in the cadet organization. Lab fee required.

MILR 2041. METHODS OF LEADERSHIP AND MANAGEMENT II (2). Focuses on leadership and management functions in military and corporate environments. Studies various components of Army leadership doctrine to include the four elements of leadership, leadership principles, risk management, and planning theory, the be-know-do framework, and the Army leadership evaluation program. Continues to refine communication skills. Lab fee required.

MILR 3052. MILITARY OPERATIONS AND TRAINING I (3). Further explores the theory of managing and leading small military units with an emphasis on practical applications at the squad and platoon levels. Students examine various leadership styles and techniques as they relate to advanced small unit tactics. Familiarizes students with a variety of topics such as cartography, land navigation, field craft, and weapons systems. Involves multiple, evaluated leadership opportunities in field settings and hands-on experience with actual military equipment. Students are given

maximum leadership opportunities in weekly labs. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 3062. MILITARY OPERATIONS AND TRAINING 2 (3). Studies theoretical and practical applications of small unit leadership principles. Focuses on managing personnel and resources, the military decision making process, the operations order, and oral communications. Exposes the student to tactical unit leadership in a variety of environments with a focus on preparation for the summer advance camp experience. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 4072. ADAPTIVE LEADERSHIP (3). Examines management and leadership concepts and techniques associated with planning and executing military training and operations at company and higher echelons. Includes analyses of professional ethics and values, effective training principles and procedures, subordinate counseling, and effective staff officer briefing techniques. Also investigates other subjects such as counter terrorism, modern peacekeeping missions, and the impact of the information revolution on the art of land warfare. Conducted both in and out of classroom setting and with multiple practical leadership opportunities to organize cadet training and activities. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

MILR 4082. LEADERSHIP IN A COMPLEX WORLD (3). Continues MILR 4072 study of management and leadership concepts and techniques, providing practical leadership experiences in the classroom and during multiple cadet-run activities. Also examines varied topics such as theory and practice of the military justice system, law of war, military-media relations, support mechanisms for soldiers and their families, operational security considerations, and historical case studies in military leadership in the context of 21st century land warfare. Prerequisite(s): Approval of the Professor of Military Science. Lab fee required.

NAVAL SCIENCE--U.S. NAVY (NAVR)

NAVR 1010. INTRODUCTION TO NAVAL SCIENCE (2). Introduces the structure, missions, and functions of the United States Navy and Marine Corps. Also covers military law, leadership, naval history, and concepts of sea power.

NAVR 2020. SEAPOWER AND MARITIME AFFAIRS (3). Studies the importance of seapower in history including naval, maritime, and other commercial uses of the sea. Emphasizes significant milestones in the history of the U.S. Navy and Marine Corps and their role in the national strategies and policies of the United States.

NAVR 4010. LEADERSHIP AND MANAGEMENT I (3). Comprehensively studies organization leadership. Emphasizes motivation, communication, empowerment, and needs of subordinates. Studies the role of professional and personal ethics in organizational leadership.

NAVR 4020. LEADERSHIP AND ETHICS (3). Studies the ethics and laws of armed conflict, analyzing the leadership responsibilities of officers in conflict. Studies the military justice system and Naval legal administrative procedures, comparing military law with civilian criminal and civil law. Defines the responsibilities of junior officers with the military justice system.

SOCIOLOGY(SO)

SO 200/SO 200C. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and social processes. NOTE: SO 200C is a course that carries a communication focus in the course assignments, and enrollment is limited to student who took the paired/linked RCC 200 course in the fall.

SO 203. SOCIAL PROBLEMS (3). Surveys selected social problems from a national and international scope. Includes analysis of possible causes and consequences of these problems and of various proposals for solutions and reforms. Cross-listing: CJ 203.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture. Cross listing: AN 204.

SO 206. INTRODUCTION TO SOCIOLOGY OF HEALTH (3). Introduces topics related to the social contexts of health, including; social conditions such as poverty, social isolation, and segregation as well as ascribed characteristics of gender and race as predictive of health outcomes.

SO 300. WRITING CULTURE (3). Learn to effectively use Anthropology/Sociology research databases and practice writing a variety of Anthropology/Sociology papers. Significant time is given to work-shopping, peer-reviewing, and revising/submitting original writing. Pre-requisite(s): One 200-level Sociology or Anthropology course or permission of instructor. Cross Listing: AN 300.

SO 402. ETHNOGRAPHIC RESEARCH METHODS (3). The methods anthropologists and sociologists use to gain access, develop rapport, collect and analyze data, and interpret findings when studying culture and society. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross listing(s): CJ 402.

SO 403. SOCIOLOGICAL THEORY (3). Surveys major analytic models used in sociology. Reviews classical foundations of social thought, including the works of Marx, Durkheim and Weber, and contemporary schools of thought, such as feminist and neo-Marxian theory. Prerequisite(s): One 200-level Sociology or Anthropology course. Junior standing, or permission of instructor.

SO 404. SURVEYS FOR SOCIAL CHANGE (3). Learn to design and analyze your own surveys and explore how quantitative research can be used to facilitate social change. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: AN 404, CIL 401, and CJ 404.

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

SO 408. GENDER AND CULTURE (3). Examines the cultural construction of sexuality and gender. Looks at a variation in ideas about sexuality, procreation and gender; how the individual learns gender roles; and how ideas about gender difference relate to kinship, economics, politics and religion. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross-listing: AN 408.

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

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

SO 414. EXPLORING CULTURE THROUGH FILM (3). 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). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): One 200-level Sociology or Anthropology course required. Cross listing: CJ 416.

SO 419E-W. CULTURE AND CONSCIOUSNESS (3). Explores the social and cultural processes through which we construct our world. Includes the sociology of knowledge, symbolic interactionism, phenomenological sociology, ethnomethodology, cultural studies, and related topics. Prerequisite(s): SO 200 or permission of instructor.

SO 420. LATINX IN AMERICAN SOCIETY (3). A Sociological analysis of the lived experiences of Latinos and their role in reshaping the United States today. One 200-level Sociology or Anthropology course required.

SO 421. COMMUNITY FOOD SYSTEMS (3). Seeks to elaborate and deepen the understanding of the Community Food System concept. Begins with an investigation of the current moment in the global food system, its strengths and its inefficiencies. Explores issues as diverse as hunger, health and obesity, the limits of localism, food sovereignty to agroecological alternatives. Examines the use of Community Food Systems to better understand our alternatives to determine a different approach to growing food and feeding people. This is the introduction course for the Community Food Systems minor. Prerequisite(s): One 200-level Sociology or Anthropology course. Cross-listing: AN 421.

SO 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity, and other diversity in the United States. Includes racism, creation, and maintenance of ethnic group status, political processes, and movements for self-

determination. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: CIL 422, CJ 422 and PJ 422.

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

SO 424. SEX, GENDER AND SOCIETY (3). Examines the social construction of gender difference and stereotypes in the US and other cultures. Performs critical analysis of biological, sociological, anthropological, historical, and psychological explanations of masculinity and femininity. Includes intersections between gender and ethnicity, sexual orientation, social class, friendship, love, work, and disability. Pre-requisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: WGS 424.

SO 425. NATIVE AMERICANS (3). Provides a general overview of Native Americans of North America. Examines the history, past and present social policies and treaties, and the American Indian Movement. Explores concepts such as racism, discrimination, prejudice, and internal colonialism. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor. Cross-listing: PJ 432N.

SO 427. REGIONAL FOODWAYS IN THE UNITED STATES (3). We seldom recognize the deeply rooted nature and meaning of foodways. We will use a wide array of media to illuminate those phenomena in our personal lives as well as in those of others. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): AN 427.

SO 434. SPIRIT POSSESSION (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): AN 434.

SO 437. ENVIRONMENTAL JUSTICE: RACE AND CLASS (3). 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: CJ 437, ENVS 437, and PJ 437.

SO 439. BLACK SOCIAL THOUGHT (3). Focuses on African-American social thought and the West African influence from historical, political, sociological and cultural perspectives from pre-1492 to present day. Includes intensive pre-departure seminars, a two-week Ghanaian service-oriented field experience and service in Denver communities. Prerequisite(s): SO 200 or SO 204 or AN 204 or permission of instructor. Cross listing: PJ 439. NOTE: Acceptance into the Tinansa Program required.

SO 440. WOKE IN THE DEEP SOUTH (3). Travel to Georgia, Alabama, and Mississippi and take a deep dive into past and modern diversity and civil rights issues. Explore past and present systems of oppression and inspiring solutions to racial inequality. Visit museums and historic sites, and dialogue with experts, citizens, politicians, and activists. NOTE: Sophomore class standing or completion of Distributive Core required. Cross-listing: CJ 440 and PJ 468E.

SO 441. SUSTAINABLE COMMUNITIES (3). Explores social, environmental, and economic issues that prevent and encourage more sustainable communities. Topics include transportation, sprawl, poverty, urban/wildlife interface, housing, population, consumption, municipal/toxic waste, community resources and empowerment, and a variety of proposed solutions from around the world. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: ENVS 441 and PJ 441.

SO 445. GENDER AND GLOBALIZATION (3). 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? Prerequisite(s): One 200-level anthropology or sociology course. Cross listing(s): AN 445, PJ 445, and WGS 445.

SO 446. WOMEN AND GENDER IN THE MIDDLE EAST (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 446, PJ 446, WGS 446.

SO 450. CRIMINOLOGY (3). Analyzes social, political, and economic dynamics of crime including corporate and government crime, racism and sexism in the criminal justice system, and imprisonment. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: CJ 450.

SO 451. JUVENILE JUSTICE (3). 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: CJ 451.

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

SO 453. VIOLENCE AND POWER (3). 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 and governmental institutions, medical institutions, and the mass media-and considers how people respond to and resist violence. Co-listing(s): AN 453 and PJ 453. Prerequisite(s): One 200-level Anthropology or Sociology course.

SO 455. DRUGS, HEALTH, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 455, CJ 455, and PJ 455.

SO 458E-W. SPECIAL TOPICS IN ANTHROPOLOGY (3). Selected topics in Anthropology are explored.

SO 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses will focus on issues related to crime, police, the court system, punishment, social control, rehabilitation, etc. Prerequisite(s): SO 450 or CJ 450 recommended. Cross listing: CJ 459E-W.

SO 460. SOCIAL MOVEMENTS (3). Examines a variety of U.S. social movements from the 1950's through the present. Explores theoretical questions of how movements emerge, who joins them, the effect of various tactics, and the factors that contribute to a movements' success or demise. Pre-requisite(s): One 200-level Sociology or Anthropology course. Cross listing: PJ 460.

SO 464. STAND UP AND FIGHT: COMMUNITY ORGANIZING (3). Presents history, theory and strategies of community organizing in the United States, and experience of community organizing techniques by developing and implementing a community organizing project on the Regis campus or working with the local community organizers. Cross listing: PJ 464 and POL 464. Pre-requisite(s): One 200-level Sociology or Anthropology course.

SO 465. ANARCHY AND ANARCHISM (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 465, CJ 465, and PJ 465.

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

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

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. Prerequisite(s): One 200-level Sociology or Anthropology course or permission of instructor required. Cross listing: PJ 427.

SO 471. ANIMALS, SOCIETY, AND CULTURE (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross Listing(s): AN 471, and PJ 471.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Prerequisite(s): EC 200 or EC 3200 or one 200-level Sociology or Anthropology course or permission of instructor.

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

SO 485. ANTHROPOLOGY OF RELIGION (3). Cross-cultural debates and definitions of religion, ritual, symbolism, beliefs and practices. Critically examines how religion is shaped by social categories such as kinship, exchange, the human life cycle, and the environment. Prerequisite(s): One 200-level Sociology or Anthropology course and RT 201. Cross listing: AN 485 and RT 469E.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political, and ideological dimensions of mass communication, mass communication, and social control, and the development of mass media forms. Prerequisite(s): SO 200 or COM 380. Cross listing: COM 486.

SO 489. PRACTICUM IN CRIME AND JUSTICE (3). Explores readings and work in the community related to crime and justice issues. Prerequisite(s): SO 200. Cross-listing: CJ 489.

SO 487. TRANSNATIONAL FEMINISMS (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): AN 487, PJ 487, and WGS 487.

SO 490E-W. INDEPENDENT STUDY IN SOCIOLOGY (1-3). Offers an opportunity for individual study of an approved topic in sociology under the direction of a sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Prerequisite(s): SO 200 and approval of department chair.

SO 491. COMMUNITY SOCIAL CHANGE SEMINAR I (3). Discussions, readings and assignments will take place at the intersection of three dimensions of learning; the Internship Experience (Action), Experiential Learning Pedagogy (Consciousness), and Theories and Practice of Social Change (Knowledge). Prerequisite(s): One 200-level Sociology or Anthropology course and Junior or Senior Standing.

SO 492. COMMUNITY SOCIAL CHANGE SEMINAR II (3). Readings on University/Community collaborations, Community Based research, and social change, as well as the implementation and completion of a community project in collaboration with community partners. Prerequisite(s): SO 491.

SO 495. PRACTICUM IN COMMUNITY FOOD SYSTEMS (1-3). Practicum course begins and ends in the garden. Students will walk away with a more intimate understanding of the planning and implementation of a small one acre organic urban garden. Explores biointensive and permaculture approaches to food production. Utilizing these skills, students will be able to produce food and will understand how the production of food is an important aspect of the community food system concept. Examines the relationships between food production, distribution, processing, and consumption. Cross-listing: AN 495.

SO 496. FOOD SYSTEMS SUMMER INTENSIVE (1-3). Practicum course in community food systems that begins and ends in the garden. Students will walk away from this course with a more intimate understanding of the planning and implementation of a small one acre organic urban garden. Cross listing: AN 496.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community, and urban studies. Pre-requisite(s): One 200-level Sociology or Anthropology course.

SO 497E-W. PRACTICUM IN SOCIOLOGY (3). Volunteer or work in the community to enhance both understanding of the nature of these agencies, organizations and community efforts and their analysis of social problems and issues. Related readings, written assignments and discussions accompany the experience. Pre-requisite(s): One of the following courses: AN 200, SO 200, CJ 203 or SO 203. NOTE: Junior or Senior Standing.

SO 498E-W. INTERNSHIP IN SOCIOLOGY (1-3). Provides an intensive work experience appropriate to the sociology discipline. Prerequisite(s): Junior or Senior Standing and Approval of Department Chair and Director of Academic Internship Program required.

SO 499. MAJORS SEMINAR (3). Capstone course provides Sociology majors with information on graduate school, employment opportunities and particular ways their knowledge can be used to contribute to the community. Students are encouraged to participate in the community during this course. Prerequisite(s): Majors and minors only and Senior standing. Cross-listing: AN 499.

UNDERGRADUATE RESEARCH (URC)

URC 250. INTERDISCIPLINARY RESEARCH METHODS AND ETHICS (3). 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 (1-3). Offers an opportunity for collaborative research under faculty mentorship.

URC 495. COMMUNICATION AND DISSEMINATION OF RESEARCH (3). 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.

WOMEN'S AND GENDER STUDIES (WGS)

WGS 400. INTRODUCTION TO WOMEN'S AND GENDER STUDIES (3). 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: Minimum of sophomore class standing required.

WGS 402. RESEARCH AND WRITING IN THE COMMUNITY (3). Practical introduction to community-based research methodologies and feminist epistemologies. Prerequisites: WGS 400. Note: This is a writing-intensive course and includes community-based learning. NOTE: Writing-intensive course that includes community-based learning. Prerequisite(s): WGS 400.

WGS 410E-W. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): WGS 400 or RCC 200 or EN 210 and one 300-level English course. Cross listing: EN 410E-W.

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

WGS 424. SEX, GENDER AND SOCIETY (3). Examines the social construction of gender difference and stereotypes in the US and other cultures. Performs critical analysis of biological, sociological, anthropological, historical, and psychological explanations of masculinity and femininity. Includes intersections between gender and ethnicity, sexual orientation, social class, friendship, love, work, and disability. Pre-requisite(s): One 200-level Sociology or Anthropology course, or any Women's and Gender Studies course. Cross listing: SO 424.

WGS 430. MANHOOD AND MEANING (3). 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 435. IMAGES OF WOMEN IN ART AND THE POPULAR MEDIA (3). Examines the visual representation of women in both art and the popular media. Emphasizes the examination of the construction of gender utilizing various theoretical models of analysis. Prerequisite(s): FAC 201E or FAC 211 or FAC 212. Cross listing: FAHS 435.

WGS 437. WRITING BY AND ABOUT HISPANIC WOMEN (3). Analyzes the creation and re-creation of the female persona in selected texts by and about Hispanic women writers from the middle ages to the present. Emphasizes critical analysis and the

continued development of speaking, reading, writing, listening and cultural proficiency.

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

WGS 441. PERFORMANCES OF SELF AND SOCIETY (3). 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. Prerequisite(s): COM 250, and sophomore class standing.

WGS 445. GENDER AND GLOBALIZATION (3). 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? Prerequisite(s): One 200-level anthropology or sociology course. Cross listing(s): AN 445, PJ 445, and SO 445.

WGS 446. WOMEN AND GENDER IN THE MIDDLE EAST (3). 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. Prerequisite(s): One 200-level Anthropology or Sociology course. Cross listing(s): AN 446, PJ 446, and SO 446.

WGS 449. 18TH CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental, and Gothic. Prerequisite(s): RCC 200, EN 210 or EN 250 and one 300-level English course.

WGS 450. PSYCHOLOGY OF GENDER (3). 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. Prerequisite(s): PSY 250 or WGS 400. Cross listing: PSY 450.

WGS 460E-W. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RT 201 or WGS 400.

WGS 467. HUMAN SEXUALITY (3). Focuses on the physiological, behavioral, cognitive, and social aspects of human behavior as related to human sexuality using a multidisciplinary and life-span approach. Topics include physiology, communication, gender, development, orientation, violence, the marketplace, culture, religion, and health. Prerequisite(s): PSY 250 or WGS 400. Cross listing: PSY 467.

WGS 470. FEMINIST THEORY (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on

philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): WGS 400 or one 200-level Philosophy course. Cross listing: PL 470.

WGS 480E-W (3). SPECIAL TOPICS IN GENDER AND SEXUALITY IN HISTORY. Selected topics in Women's and Gender Studies from a historical perspective.

WGS 485E-W. SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES (3). Offers and discusses selected topics in Women's and Gender Studies. Prerequisite(s): WGS 400.

WGS 486E-W. SPECIAL TOPICS IN GENDER, CULTURE, AND JUSTICE (3). Explores topics of culture and justice in Women's and Gender Studies.

WGS 487. TRANSNATIONAL FEMINISMS (3). 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. Prerequisite(s): One 200-level course in Anthropology or Sociology. Cross listing(s): AN 487, PJ 487, and SO 487.

WGS 490E-W. SELECTED TOPICS IN FEMINIST THEORY (3). Discusses a variety of topics in feminist theory from eighteenth and nineteenth century writers such as Wollstonecraft and Mill to contemporary feminist thinkers. Among the possible topics to be considered are liberal reformism or radical transformation, the politics of difference, the challenges of postmodernism, feminism, and women of color, etc. Prerequisite(s): WGS 400.

WGS 495E-W. INDEPENDENT STUDY IN WOMEN'S AND GENDER STUDIES (3). Provides an opportunity for independent study in an area of interest in women's and gender studies. Prerequisite(s): WGS 400 and approval of program director. Majors and minors only.

WGS 498E-W. INTERNSHIP IN WOMEN'S AND GENDER STUDIES (3). Provides intensive and practical work experience related to Women's and Gender Studies.

WGS 499. CAPSTONE PROJECT IN WOMEN'S AND GENDER STUDIES (3). Students will critically reflect on their Women's and Gender Studies experience, further read about women's and gender studies theory, and fulfill requirements for an internship or research thesis. Prerequisite(s): WGS 400 and Senior standing.

GRADUATE

BIOLOGY (BL)

BL 610A. BIOMEDICAL SCIENCES SEMINAR I: SKILLS DEVELOPMENT (1). Explores biomedical ethics and develops student skills to facilitate success in their biomedical education.

BL 610B. BIOMEDICAL SCIENCES SEMINAR II: COLLOQUIUM, PROJECT, AND EXTERNSHIP (2). 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: Requires attendance at the Department of Biology seminar series.

BL 610C. BIOMEDICAL SCIENCES SEMINAR III: PROJECT, ETHICS, AND STATISTICS (1). 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. BIOMEDICAL SCIENCES SEMINAR IV: COLLOQUIUM AND PROJECT (1). 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: Requires attendance at the Department of Biology seminar series.

BL 613A. BIOMEDICAL HUMAN ANATOMY LABORATORY AND SEMINAR I (2). Develops student knowledge of normal human gross anatomy via anatomical models, human skeletal materials, and cadaver examination.

BL 613B. BIOMEDICAL HUMAN ANATOMY LABORATORY AND SEMINAR II (2). Develops student knowledge of normal human gross anatomy via anatomical models, human skeletal materials, and histological slides. Prerequisite(s): BL 613A.

BL 614. BIOMEDICAL GENETICS (3). Develops student knowledge of molecular genetics and human genetics. Introduces biomedical ethical controversies with roots in genetics and molecular biology.

BL 616. BIOMEDICAL BIOCHEMISTRY (3). Develops student understanding of biochemical principles particularly as related to human metabolic processes. Focuses on protein structure and function and includes basic cell biology.

BL 618. BIOMEDICAL HUMAN PHYSIOLOGY (4). Develops student knowledge of normal human physiology at the cellular, tissue, organ, and system levels. Includes some pathophysiology.

BL 619. BIOMEDICAL HUMAN PHYSIOLOGY LABORATORY (1). Develops student knowledge of normal human physiology via electrophysiological measurement.

BL 620. BIOMEDICAL MICROBIOLOGY (3). Develops student knowledge of microbiological principles, pathogenic microorganisms, infectious diseases, microbial metabolism, and classes and actions of antimicrobial drugs. Prerequisite(s): BL 614 and BL 616.

BL 621. BIOMEDICAL MICROBIOLOGY AND IMMUNOLOGY LABORATORY (1). Develops student knowledge of microbiological and immunological laboratory techniques commonly used in biomedical research and laboratory diagnosis.

BL 624. BIOMEDICAL IMMUNOLOGY (3). Develops student knowledge of immunological principles, immunopathology, immunization and classes and actions of immunologically active drugs.

BL 624. BIOMEDICAL IMMUNOLOGY (3). Develops student knowledge of immunological principles, immunopathology, immunization and classes and actions of immunologically active drugs. Prerequisite(s): BL 614, BL 616, and BL 618.

BL 628. BIOMEDICAL ETHICS AND EXTERNSHIP (2). 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 GENETICS AND GENOMICS SEMINAR (1). Reviews program pre-requisite background. Develops student skills in using online genetic and genomic resources and introduces relevant bioethical consideration. Includes career advising.

BL 632. BIOMEDICAL GENOMICS (3). Develops student knowledge of human, bacterial, and viral genome organization, genome sequencing, comparative genomics, transcriptomics, proteomics, and introductory genomic analysis. Introduces biomedical ethics in the context of genomics. Prerequisite(s): BL 614.

BL 634. CANCER GENETICS (3). Explores the genetics of cancer and student ability to translate rapid advances in genetics and genomics into cancer risk assessment. Introduces biomedical ethical controversies associated with cancer. Prerequisite(s): BL 614.

BL 636. TRANSLATIONAL GENETICS AND GENOMICS (3). Develops student knowledge of how molecular and populational understandings of genetics and genomics are translated into clinical diagnostic and treatment applications. Introduces biomedical ethical controversies associated with translational genetics and genomics. Prerequisite(s): BL 632.

BL 650A. ENVIRONMENTAL BIOLOGY COLLOQUIUM AND GRANT WRITING (3). Introduces writing in the context of a grant proposal. Fosters ethical consideration, scientific awareness, and analytical skills via the Biology Seminar Series and the environmental primary literature. Begins initial externship, research and Master's project work.

BL 650B. ENVIRONMENTAL BIOLOGY COLLOQUIUM AND PROJECT (3). Develops student writing in the context of constructing a final Master's project. Fosters ethical consideration, scientific awareness, and analytical skills via the Biology Seminar Series and working with the environmental primary literature. Co-requisites: BL 662. Prerequisite(s): BL 650A.

BL 651A. INTRODUCTION TO ENVIRONMENTAL BIOLOGY SKILLS (1). Prepares students for success in the Environmental Biology program by introducing students to fieldwork, data collection and analysis, analytical reading of primary literature and professional collaboration skills.

BL 651B. ENVIRONMENTAL BIOLOGY FIELDWORK (1). 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. Prerequisite(s): BL 651A and BL 652.

BL 652. ENVIRONMENTAL BIostatISTICS AND RESEARCH DESIGN (3). Introduction to environmental study design and develops the ability to appropriately analyze data and interpret the results using examples taken from the environmental literature. Emphasizes statistical reasoning, assumptions, computer-based analysis, interpretation, and critical evaluation. NOTE: Prior undergraduate or graduate course in statistics required.

BL 654. ADVANCED ECOLOGICAL MODELING (3). 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). 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. Co-Requisite(s): BL 657.

BL 657. ADVANCED FIELD ECOLOGY LABORATORY (1). Develops student knowledge of data collection and ecological assessment techniques in a range of habitats. Co-requisite(s): BL 656.

BL 658. ADVANCED BEHAVIORAL ECOLOGY (3). Introduction to the mechanisms and functions of animal behavior with emphasis on the ecological and evolutionary bases of animal behavior. Develops the ability to assess animal behavior in ecological context using behavioral assessment techniques.

BL 660. ECOLOGICAL APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS (4). Develops knowledge of the basic concepts, assumptions, theories, and structures of geographic information systems (GIS). Includes spatial analysis relevant to ecological issues. Includes in-depth examination of GIS in the primary ecological literature. Prerequisite(s): BL 652.

BL 660P. GEOGRAPHIC INFORMATION SYSTEMS PROJECT (1). 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 AND BIOASSESSMENT (3). Introduction to freshwater aquatic communities and develops the ability to use wetlands vegetation, aquatic invertebrates, and fishes in wetlands delimitation and bioassessment of aquatic environmental health. Prerequisite(s): BL 652.

BL 664A. WETLAND DELINEATION LABORATORY (1). Introduces wetland designation and delineation via data collection and review of regulatory documents and reports. Includes basic wetland delineation process.

BL 664B. ENVIRONMENTAL CONSERVATION AND RESTORATION SEMINAR (1). 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 BIOLOGY EXTERNSHIP (2) Provides faculty-directed study in a laboratory and/or field environment. Includes discussion of environmental ethics and pedagogy. Co-Requisite: BL 650B.

BL 690E-W. GRADUATE INDEPENDENT STUDY IN BIOLOGY (1-3). Offers an opportunity for graduate advanced study of independent topics in biology. Prerequisite(s): Permission of instructor.

BL 691. GRADUATE RESEARCH IN BIOLOGY (3). Provides faculty-directed study in a laboratory and/or field environment. Includes discussion of environmental ethics and pedagogy.

DEVELOPMENT PRACTICE (DP)

DP 600. INTRODUCTION TO INTERNATIONAL DEVELOPMENT (3). 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. NOTE: Technology fee required.

DP 606. GENDER AND DEVELOPMENT (3). 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. NOTE: Technology fee required.

DP 608. MARKETS AND ENTERPRISE (3). 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. NOTE: Technology fee required.

DP 609. PARTICIPATORY PLANNING (3). 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. NOTE: Technology fee required.

DP 610. HEALTH AND DEVELOPMENT (3). Explores the combined social, physical, mental, ecological and climatic sciences affecting individual and collective health in development context. NOTE: Technology fee required.

DP 611. ECO-SYSTEMS SERVICES (3). Lays out the foundational idea that all development work is embedded in the environment, and that climate change is both cause and effect of how humans interact with the ecosystems around them. Course content offers a systems-thinking approach to understanding conflict management around resource scarcity and degradation, as well as restoration, with a particular focus on eco-systems services. Taught in rotation with development practice electives; open to students in the 2nd and 3rd years of the program. NOTE: Technology fee required.

DP 612. GRASSROOTS AND INDIGENOUS ACTIVISM (3). 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? NOTE: Technology fee required.

DP 620. RESEARCH AND LEARNING FOR DEVELOPMENT PRACTICE (3). Examines methods for field and library research in the context of the entire development project management cycle. Students are introduced to the wider community of development researchers as an essential structure of continuous learning for the practitioner and the sector as a whole. As a part of that goal, students also explore creation of the conditions for organizational learning. NOTE: Technology fee required. NOTE: Technology fee required.

DP 630. FOOD, WATER, ENERGY, AND CLIMATE NEXUS (3). 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. NOTE: Technology fee required.

DP 660. COMMUNICATIONS FOR DEVELOPMENT PRACTICE (3). 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. NOTE: Technology fee required.

DP 661. HUMANITARIAN DEVELOPMENT NEXUS (3). 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. NOTE: Technology fee required.

DP 670. EDUCATION FOR SUSTAINABILITY (3). 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. NOTE: Technology fee required.

DP 680. SKILLS: PROGRAM DESIGN (1). Nonprofits/nongovernmental organizations (NP/GOs) live and thrive by the effectiveness in planning and execution of their mission-directed programs. Ideally, the better the design, implementation and evaluation, the better the attainment of mission. The goal of this course is to explore strategic approaches in program design, implementation, and evaluation through research-based best practices. The course will introduce processes of needs assessment, data collection, and stakeholder participation and empowerment and explore program evaluability. It will also review Theory of Change and the logic model as strategies for program effectiveness. Class projects will include designing a plan for program evaluation. NOTE: Technology fee required.

DP 681. SKILLS: MONITORING AND EVALUATION I (1). 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. NOTE: Technology fee required.

DP 682. SKILLS: MONITORING AND EVALUATION II (1). 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. NOTE: Technology fee required.

DP 683. SKILLS: QUALITATIVE DATA COLLECTION (1). 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. NOTE: Technology fee required.

DP 684. SKILLS: QUALITATIVE DATA ASSESSMENT (1). This course is an 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 as 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. NOTE: Technology fee required.

DP 686. SKILLS: DATA VISUALIZATION (1). 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.. NOTE: Technology fee required.

DP 687E.W. TOPICS IN INTEGRATIVE STUDIES (3). Special topics with opportunities for students to work with faculty on participatory research. NOTE: Technology fee required.

DP 692. INDEPENDENT STUDY FOR FIELD PLACEMENT (3). 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. NOTE: Technology fee required.

DP 693. CAPSTONE PLANNING AND LITERATURE REVIEW (2). Preparatory work toward the capstone project, including topic development, culminating in submission of the Literature Review. Students must be in good academic standing. NOTE: Technology fee required.

DP 694. CAPSTONE PLANNING II (0). 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. NOTE: Technology fee required.

DP 695. CAPSTONE WRITING (3). Development of the Capstone project, including research and writing, culminating in submission of the complete Capstone draft. Enrollment restriction: Satisfactory completion of DP 694. NOTE: Technology fee required.

DP 695B. CAPSTONE WRITING (0). Development of the Capstone project, including research and writing, culminating in submission of the complete Capstone draft. Enrollment restriction: completion of DP 695. NOTE: Technology fee required.

DP 696. CAPSTONE SUBMISSION AND COMMUNITY FORUM (0). 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. NOTE: Technology fee required.

DP 696A. CAPSTONE EXTENSION (0). Provides additional time for students who require it in order to complete their Capstone project. NOTE: Technology fee required.

DP 699. FIELD PRACTICUM AND LEADERSHIP (3). 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. NOTE: Technology fee required.

EDUCATION (ED)

ED 601. TEACHING EXCEPTIONAL LEARNERS (3). Examines disabilities in schools and services, systems, and concepts associated as well as state and federal trends. Applies evidence based instructional strategies and planning to meet the needs of every student. Examines current legislation and develops Universal Design planning. Cross listing(s): EDSP 620.

ED 602. PSYCHOLOGY FOR EDUCATORS (3). Applies principles of development and learning theory to classroom teaching within the context of Colorado Model Content Standards for Teachers. Key theory-to-practice topics include models of learning, achievement gap issues and instructional strategies, motivation, classroom management, fostering positive identity development for diverse students, and parent involvement. Includes a research component. Prerequisite(s): General Psychology or equivalent. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603. ASSESSMENT FOR THE DIVERSE LEARNER (3). 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. ELEMENTARY READING AND WRITING: CONTENT, INSTRUCTION AND ASSESSMENT (3). Focuses on the significance of literacy and models teachers use to foster

literacy acquisition in contemporary elementary classrooms. Participants observe, demonstrate, and evaluate peers and their own literacy instruction within the context of comprehension, phonetic awareness, phonics, fluency, and vocabulary. Includes reading and writing instruction and integration of fiction and nonfiction literature that stimulates joyful reading and writing. Coursework includes readings, demonstrates, simulations, lectures, dialogue, group and individual presentations, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 603B. DISCIPLINARY LITERACY (3). 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: Fieldwork required in an assigned Metro Denver area school.

ED 604. FOUNDATIONS OF EDUCATION IN AMERICAN SCHOOLS (2). Surveys theory and practice in American education, including historical contributions, philosophical approaches, and sociological functions. Provides an introduction to standards-based, assessment-driven education from both national and state perspectives. Includes a research component.

ED 606. ASSESSMENT OF LEARNING (2). Provides an overview of assessment and instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Examines performance assessment and the construction of a body of evidence necessitated by Standards-Based Education. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 610. LANGUAGE, LITERACY AND LINGUISTICS FOR EDUCATORS (3). Applies scientific research to classroom practices of language study including phonetics, phonology, morphology, orthography, semantics, and syntax. Particular emphasis upon spelling, grammar, handwriting, and designing instruction according to students assessed needs.

ED 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines themes of identity and diversity in a range of multicultural literature for young adults, with emphases on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescents, and explores ways to weave this literary genre into the fabric of secondary content area classes. Students will construct thematic units and lessons in a standards-based assessment driven environment. Includes a research component.

ED 617. ELEMENTARY STUDENT TEACHING (2-4). 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.

ED 618A. ELEMENTARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to the teaching of the various sciences. Combines the knowledge of content areas with the skills and approaches pertinent to the field. Includes a research component. Co-

requisite(s): ED 618D. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618B. ELEMENTARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Surveys methods and materials appropriate to teaching mathematics. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618C. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618C. ELEMENTARY LANGUAGE ARTS: CONTENT, INSTRUCTION AND ASSESSMENT (2). Using the Colorado Model Content Standards, participants examine links between writing, reading comprehension, oral language, listening, and speaking. Focuses on writing instruction and assessment in establishing a writing community, becoming writers as teachers, and providing writing instruction based on assessment of student's needs. Coursework includes readings, demonstrations, simulations, discussion, and written analyses of fieldwork data. Includes a research component. Co-requisite(s): ED 618B. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 618D. ELEMENTARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Surveys methods, materials and concepts related to teaching social studies. Combines the knowledge of content area with the skills and approaches pertinent to the field. Includes a research component. Co-requisite(s): ED 618A. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 619. INTEGRATED ELEMENTARY METHODS (6). 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: Fieldwork is required in an assigned Metro Denver area school.

ED 621. SECONDARY ENGLISH: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching English at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 625. SECONDARY WORLD LANGUAGE: CONTENT, INSTRUCTION AND ASSESSMENT (2). Examines materials, methods and assessment practices used in teaching world language (French, German, or Spanish) at the middle and high school levels. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 627. SECONDARY MATHEMATICS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods and assessment practices used in teaching mathematics at the middle and high school levels. Emphasizes whole class, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 628. SECONDARY BUSINESS: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines methods, materials, and assessment practices appropriate for teaching middle school and high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 629. SECONDARY SCIENCE: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used for teaching science at the middle and high school levels. Attention given to whole class, laboratory, small group and individualized instruction and new curricular approaches. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 631. SECONDARY SOCIAL STUDIES: CONTENT, INSTRUCTION AND ASSESSMENT (3). Examines materials, methods, and assessment practices used in teaching social studies at the middle and high school levels. Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Attention given to integrating current events for curricular relevance. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 633. K-12 ART: CONTENT, INSTRUCTION AND ASSESSMENT (3). Explores and applies theoretical and practical issues in designing and implementing a K-12 art education program. Emphasizes current trends in art education; materials and methods of teaching and assessing various art media; and curriculum development. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 634. SECONDARY STUDENT TEACHING (2-4). SECONDARY STUDENT TEACHING. 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.

ED 635. SECONDARY CURRICULUM PLANNING AND CLASSROOM MANAGEMENT (3). Provides students with knowledge and skills needed for effective classroom management and planning in a Standards-Based environment. Students will demonstrate mastery of short and long term planning, time management, and research-driven methods to improve and report student achievement, and develop instructional and behavioral expectations for the successful classroom. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 647. MULTICULTURAL LITERATURE AND LITERACY ACROSS THE ELEMENTARY CURRICULUM (3). Explores historical and contemporary literature for children and adolescents in America. Examines literature representing various genres that teachers use in elementary and secondary classrooms. Coursework includes readings, demonstrations, discussions, field trips, and written analyses of fieldwork data. Includes a research component. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 651. MULTICULTURAL PERSPECTIVES (2). Explores and reflects on multicultural societal structures which impact the success of students in today's schools. Prepares students to address issues of discrimination in schools, the curriculum, and within the classroom and will ask students to examine their own beliefs and how these will impact their future role as an educator. Students reflect on the questions, 'How ought we to teach and live as teachers?' 'How ought education to progress in a diverse society?' Includes a research component. Prerequisite(s): Must be admitted to Master of Arts in Education: Graduate Teacher Licensure Program. NOTE: Service work in diverse schools is required. This course meets the state requirements for the ESL endorsement. This course is also required for the Master of Arts in Education degree but not for the teaching license. Students can select to take this course or MAE 605M to satisfy this degree requirement.

ED 680E-H. FIELDWORK IN SCHOOLS (2). Students will complete a minimum of 800 fieldwork hours as a teaching intern in a school classroom under the direction of a cooperating teacher as part of the Graduate Teacher Licensure Program. Work with children/adolescents is designed to connect coursework with classroom experience. School placement will be arranged by the Education Department. Fee required. NOTE: Students should register for one section of fieldwork in any given term. Pass/No Pass grading only.

ED 685. THEORIES, STRATEGIES, AND ASSESSMENT FOR CLD K-12 (3). Provides research-based methods and strategies for teaching English as a Second Language to speakers of other languages. Explores curriculum materials appropriate to the development of English as a Second Language. Examines process learning as it applies to ESL in content areas. Discusses and demonstrates specific teaching methodology including natural learning and sheltered approaches to develop academic English. Includes a research component. This course meets the state requirements for the ESL endorsement. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED/MAE 690E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Program Coordinator required.

ED 695. SEMINAR: TEACHING AND LEARNING IN DIVERSE SCHOOLS (1). Examines current educational issues especially related to equity-oriented practices and context of student teaching in urban schools. Provides support for completion of Teacher Work Sample and Portfolio. Prerequisite(s): Good standing in program. Approval of program director required. NOTE: Fieldwork required in an assigned Metro Denver area school.

ED 699. CAPSTONE LICENSURE PRESENTATION AND REVIEW (0). Candidates are required to register for the Capstone Licensure Presentation and Review during the final May term of the program. Candidates must have completed all other program requirements prior to the Review semester. The purpose of the Capstone Licensure Presentation and Review is to provide a forum for prospective graduates to actively and creatively demonstrate their progress towards state licensure standards and their growth as learners and educators, as demonstrated in the Teacher Work Sample and Portfolio and elsewhere. The Capstone Licensure Presentation and Review

serves as a "comprehensive examination." Prerequisite(s): Approval of program director required. NOTE: Pass/No Pass grading only.

EDUCATION: EDUCATIONAL LEADERSHIP (EDLS)

EDLS 614. EDUCATIONAL RESEARCH FOR LEADERS (3). 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). 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). 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. HUMAN RESOURCES/PERSONNEL FOR EDUCATIONAL LEADERS (3). 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 AND DATA ANALYSIS (3). 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 665. CULTURALLY AND LINGUISTICALLY DIVERSE FOUNDATIONS FOR EDUCATIONAL LEADERS (3). 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 685. PEER MENTORING (3). Designed to provide strategies to support and enhance the growth of licensed and classified staff in an educational setting. Includes building foundational knowledge in the area of group dynamics, the stages

of group development and strategies to move groups through the change process. In addition students will gain coaching skills to support both cognitive and technical coaching situations. Understanding how to effectively communicate when providing feedback and support will be an important component of this course. Understanding how to effectively deal with diverse individuals and groups will support the aspiring school leader toward increased student achievement.

EDLS 689. SCHOOL LAW (3). 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 AND SUSTAINABILITY (3). 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 692. COMMUNITY AND COMMUNICATIONS LEADERSHIP (3). Focuses on communicating with clarity and skills that influence respectful relationships with all members of the school community. Students explore counseling strategies, conflict management, negotiations, leadership styles, and group dynamics.

EDLS 694. EDUCATION POLICY AND ORGANIZATION LEADERSHIP (3). 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). 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 (1-2). 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). Provides information and means for future classroom teachers to assess student learning. Appropriate, practical and relevant assessment techniques and evaluation guidelines will be provided. Cross listing: EDSC 650. Prerequisite(s): EDFD 601.

EDEL 660. TEACHING LANGUAGE ARTS AND SOCIAL STUDIES (3). Explores theories of teaching literacy, social studies and expressive arts. Develops skill in research-based instructional

techniques, strategies, and activities. Develops skills in planning integrated instruction and assessing student outcomes for diverse learners. Field hours required.

EDEL 661. ELEMENTARY METHODS II (3). Studies the theories of teaching math, science, health, and physical education. Provides opportunity for observing, helping, preparing and teaching lessons as well as for assessing learning. Includes working with students individually, in small groups, and with the whole classroom. Requires a practicum component.

EDEL 662. TEACHING SCIENCE AND HEALTH (3). Explores theories of learning, conceptual knowledge, and instructional strategies for teaching and learning science, health and physical education. Develops skills in planning, implementing, and assessing student outcomes for diverse learners. Field hours required.

EDEL 663. TEACHING MATH AND SCIENCE (3). Explores theories of learning, conceptual knowledge, and instructional strategies relevant to teaching and learning mathematics and science. Additional emphasis on planning, implementing, assessing and reflecting on emerging practice. Field experience required.

EDEL 670. CLASSROOM MANAGEMENT (3). Explores the classroom management and the development of an effective classroom. Emphasizes classroom setup, establishing rapport, setting routines and procedures, management techniques, and conditions of learning in the K-12 environment. Cross listing EDSC 670. Prerequisite(s): EDFD 601.

EDEL 690. STUDENT TEACHING: ELEMENTARY (2-8). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDUCATION: FOUNDATIONAL COURSES (EDFD)

EDFD 600. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of educational theory. Investigates leading contemporary and classical philosophical perspectives and implications towards practical educational goals. Analyzes educational values and practices and strategies for educational change. Cross listing: MLS 654E.

EDFD 601. FOUNDATIONS OF EDUCATION (3). Addresses the foundations of public education within the state of Colorado and United States more broadly to answer the questions, (1) What is the purpose of public education? (2) What are the primary influences on public education?

EDFD 603. DIVERSITY, EQUITY, AND SOCIAL JUSTICE (3). 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: EDFD 601.

EDFD 604. DIVERSITY ISSUES IN EDUCATION (3). Examines the broad range of cultural changes taking place in K-12 education and the workplace. Focuses on implications for instruction training, including topics such as ethnicity, socioeconomic level, and gender.

EDFD 610. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current issues, research and implications for learning. Cross listing: MLS 654F.

EDFD 615. TRENDS AND ISSUES IN EDUCATION (3). Focuses on current issues, research, and implications for learning in K-12 education. NOTE: Non-licensure students only.

EDFD 631. STUDENT DEVELOPMENT AND LEARNING (3). Study of student development and learning, emphasizing applications to curriculum and methods in the classroom.

EDFD 641. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of early childhood, children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements and the discussion of the value issues raised in various literary pieces. Includes the integration of early childhood, children's and adolescent literature in instruction.

EDFD 670. THE EFFECTIVE CLASSROOM (3). Explores the classroom management and the development of an effective classroom. Emphasizes classroom setup, establishing rapport, setting routines and procedures, management techniques, and conditions of learning in the K-12 environment.

EDFD 675. TEACHER LEADERSHIP (3). 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 679. IMPROVEMENT SCIENCE FOR PRACTITIONERS (3). Explores the methods and dispositions of continual quality improvement in schools at the classroom and team levels to include change theory, organizational skills, problem analysis, improvement cycles, data use, and implementational sustainability.

EDFD 682A/ B. FIELD PRACTICUM I-II (0). 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. NOTE: Students should only register for one section of fieldwork in any given term. Pass/No Pass grading only.

EDFD 682 C-F. FIELD PRACTICUM III-VI (0). 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. NOTE: Students should only register for one section of fieldwork in any given term. Pass/No Pass grading only.

EDFD 697. PROFESSIONALISM IN EDUCATION I (2). Seminar that accompanies Student Teaching. Focuses on topics that are critical for the effective teacher with a global perspective: planning for instruction, ethical practices, creating a supportive classroom,

leadership, and collaboration. NOTE: Initial licensure students only.

EDUCATION: LINGUISTICALLY DIVERSE EDUCATION (EDLD)

EDLD 675. LINGUISTICS FOR TEACHERS OF CLD STUDENTS (2). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for teaching English to speakers of other languages will be reviewed. Process learning as it applies to the acquisition of the English language will be explored and modeled. Prerequisite(s): ED 685.

EDLD 676. LINGUISTICS AND LANGUAGE ACQUISITION (3). Provides the learner with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Instructional practices for 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). Provides research-based methods and strategies for teaching English as a second language to speakers of other languages. Explores curriculum material 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: LITERACY (EDLT)

EDLT 613. TEACHING LITERACY TO ENGLISH LANGUAGE LEARNERS (3). Designed for teachers who desire to increase their knowledge of the development of reading literacy skills for all students, with a focus on ELLs. Examines specific research-based strategies to teaching reading based on Colorado State Standards, while adhering to constructive principles. Considers the similarities and differences of teaching reading to native and non-native speakers of English emphasizing the importance of family literacy in teaching reading to ELLs. Prerequisite(s): ED 685.

EDLT 615. EXPLORING IDENTITY AND DIVERSITY IN YOUNG ADULT LITERATURE (3). Examines a range of literature for young adults, with emphasis on interpretation and pedagogy. Relates structural and thematic elements to the personal and academic development of adolescent and explores ways to weave the literacy genre into the fabric of secondary content area classes. Student will construct thematic units and lessons in standards-based, assessment driven environment.

EDUCATION: READING (EDRG)

EDRG 602. READING AND WRITING CONNECTIONS (3). Focuses on evidence-based writing instruction, to include using writing to support text comprehension. Includes a service

learning component. NOTE: Field experience component included.

EDRG 603. EMERGENT LITERACY (3). Investigates the foundational aspects of reading for young learners. Emphasizes evidence-based emergent reading strategies and developmental skills. NOTE: Field experience component included.

EDRG 604. LITERACY FOR THE DIVERSE LEARNER (3). Examines current research and strategies for teaching diverse learners who are multi-lingual, multi-cultural, or come from a disadvantaged environment. Also includes information on strategies for students with special needs. NOTE: Field experience included. NOTE: Field experience included.

EDRG 606. READING ASSESSMENT AND INTERVENTION (3). Literacy assessment and diagnostic tools will be utilized and strategies for remediation implemented. Students will create clinical reports based on assessment experiences. Explores affective factors and current issues. Prerequisites: EDRG 603, EDRG 604 and EDRG 644 NOTE: Field experience included.

EDRG 608. EVIDENCE-BASED READING TECHNIQUES FOR DYSLEXIA (3). Presents information on evidence-based, advanced techniques in reading instruction, assessment, and remediation. Topics such as state policies, specific disabilities, and program evaluation will also be addressed. Prerequisites: EDRG 603, EDRG 604, EDRG 606 and EDRG 644 or permission of instructor. NOTE: Field experience required.

EDRG 635. READING STRATEGIES FOR SECONDARY STUDENTS (3). Reviews basic literacy instructional practices to help all secondary learners in their content areas as well as age appropriate remediation strategies for struggling readers. Prerequisites: EDRG 602, EDRG 603 and EDRG 644. NOTE: Field experience included.

EDRG 640. ORGANIZATION AND MANAGEMENT OF SCHOOL LITERACY PROGRAMS (3). Prepares teachers, coaches, and reading specialists in the organization and management of school reading programs. Includes information on coaching roles and embedded staff development. Culminates in a capstone project. Prerequisite(s) EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635 and EDRG 644. NOTE: Field experience required.

EDRG 644. TEACHING READING AND WRITING (3) Provides 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: Field experience required.

EDRG 653. LITERACY FOR STUDENTS WITH SPECIAL NEEDS (3). Focuses on research-based methods and curricula for teaching reading and writing to students with special learning needs. Emphasizes instructional assessment strategies, examines materials and modifications that are effective with special populations. NOTE: Field experience required.

EDRG 694. PRACTICUM: READING TEACHER (3). Immerses students in literacy leadership scenarios. Experiential involvement, reflection, and application of skills and concepts gleaned from previous classes will be emphasized. Prerequisites: EDRG 602,

EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635, EDRG 640, EDRG 644, EDRG 653. NOTE: Field Experience required.

EDRG 695. PRACTICUM: READING SPECIALIST (3). Provides a venue for experiential involvement in literacy instruction, issues, and programs. Reflection, evaluation, and application of skills and concepts gleaned from previous classes will be emphasized. Prerequisites: EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635, EDRG 640, EDRG 644, EDRG 653. NOTE: Field Experience required.

EDRG 697. RESEARCH CAPSTONE IN LITERACY AND SPECIAL EDUCATION (3). Students will review current research in the field of literacy to help them develop an applied project that improves teaching, intervention practices, curriculum, or the professional community. Prerequisite(s): EDRG 602, EDRG 603, EDRG 604, EDRG 606, EDRG 608, EDRG 635, EDRG 640, EDRG 644, and EDRG 653.

EDUCATION: EDUCATIONAL RESEARCH (EDRS)

EDRS 600. EDUCATIONAL RESEARCH (3). Introduces fundamental concepts related to quantitative and qualitative educational research emphasizing teacher generated action research. Covers evaluation and engagement in educational research. Critical reflection as action research will be explored as well. Prerequisite(s): EDFD 601.

EDUCATION: SECONDARY (EDSC)

EDSC 650. ASSESSMENT OF LEARNING (3). Provides information and means for future classroom teachers to assess student learning. Appropriate, practical and relevant assessment techniques and evaluation guidelines will be provided. Cross listing: EDEL 650. Prerequisite(s): EDFD 601.

EDSC 652. READING AND WRITING IN THE CONTENT AREA (3). Introduces general information about the reading process and the methodologies used in the teaching of reading and writing at the secondary level. Focuses on the concept of content reading and on the writing process. Familiarizes student with how teachers teach their students to effectively learn from expository text. Provides knowledge about some of the newer theories in content reading and writing as well as those proven to be effective. Meets the state requirement for reading for secondary and middle school teachers. Field experience required.

EDSC 661. SECONDARY METHODS IN BUSINESS (3). Studies the curriculum and methods of teaching secondary business. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Requires student to be responsible for researching and analyzing new theories in the field of business and vocational education. Contains a practicum component.

EDSC 662. SECONDARY METHODS IN DRAMA (3). Studies methods and strategies for teaching drama. Familiarizes student with new and traditional methods of teaching drama. Examines the curriculum and standards for drama as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 663. SECONDARY METHODS IN ENGLISH (3). Studies methods and strategies for teaching English. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for English as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 664. SECONDARY METHODS IN ART (3). Studies the curriculum and methods of teaching secondary art. 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 665. SECONDARY METHODS IN FOREIGN LANGUAGE (3). Studies methods and strategies for teaching a foreign language. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for a foreign language as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 666. SECONDARY METHODS IN MATH (3). Studies the curriculum and methods of teaching secondary mathematics. Provides opportunity to design lessons, both daily and unit, and have experience teaching them in the classroom. Includes researching and analyzing new theories in the field of mathematics. Contains a practicum component.

EDSC 667. SECONDARY METHODS IN SCIENCE (3). Studies methods and strategies for teaching science. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for science as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 668. SECONDARY METHODS IN SOCIAL STUDIES (3). Studies methods and strategies for teaching social studies. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for social studies as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 669. SECONDARY METHODS IN SPEECH (3). Studies methods and strategies for teaching speech. Familiarizes student with new and traditional methods such as lecturing, individualization, cooperative grouping, Socratic seminars, journaling, and others. Examines the curriculum and standards for speech as well as for planning lessons based upon the curriculum and standards. Contains a practicum component.

EDSC 690. STUDENT TEACHING: SECONDARY (2-8). Requires working in a classroom full time (300-600 student contact hours) under the supervision of a licensed teacher of the same endorsement in an accredited school. Provides opportunity to observe, develop lessons, assess learning, and teach large and small groups as well as individualized lessons. Attends appropriate in-services or faculty meetings and becomes a part of the school community.

EDSC 670. CLASSROOM MANAGEMENT (3). Explores the classroom management and the development of an effective classroom. Emphasizes classroom setup, establishing rapport, setting routines and procedures, management techniques, and conditions of learning in the K-12 environment. Cross listing EDEL 670. Prerequisite(s): EDFD 601.

EDUCATION: SPECIAL EDUCATION (EDSP)

EDSP 610. TRANSITION, CONSULTATION, AND COLLABORATION (3). Prepares educators to work with students with disabilities to be successful in education, employment, and independent living after completion of high school.

EDSP 620. TEACHING EXCEPTIONAL LEARNERS (3). Examines disabilities in schools and services, systems, and concepts associated as well as state and federal trends. Applies evidence based instructional strategies and planning to meet the needs of every student. Examines current legislation and develops Universal Design planning. Cross listing(s): ED 601.

EDSP 644. MATH FOR SPECIAL EDUCATORS (3). Focuses on remediation and additional mathematic instruction for struggling students. Examines why children struggle with math concepts and how classroom climate, student learning style, and teacher activities all impact the struggling learner.

EDSP 663. ASSESSMENT OF THE DIVERSE LEARNER (3). Facilitates the diagnostic practices needed to identify educational and behavioral needs, write measurable goals, develop appropriate interventions, and monitor student growth. Emphasizes IEP development from determining disability to documenting service delivery.

EDSP 664. BEHAVIOR MANAGEMENT AND INTERVENTION (3). Focuses on analyzing student behavior and intervention strategies for disruptive actions. Addresses normal behaviors as well as those that cause problems in the classroom. Focuses on students with moderate needs.

EDSP 670. METHODS AND STRATEGIES IN SPECIAL EDUCATION (3). Focuses on the evaluation and use of evidence/research-based strategies in special education with an emphasis on data collection, interventions, and progress monitoring of a student within a practicum experience.

EDSP 692. STUDENT TEACHING SPECIAL EDUCATION GENERALIST (2-8). Participation in a student teaching experience assessing, teaching, and program planning for students with special needs. NOTE: Students must have experience with students with a variety of needs.

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 650 ENVIRONMENTAL REGULATION AND IMPACT ASSESSMENT (3). Introduces the theory and methods of writing environmental impact assessment reports. Discusses NEPA, ESA, the Clean Water Act, and other environmental regulatory acts. Explores ethical, judicial, scientific, economic, and political perspectives regarding assessing the environment.

MASTER OF ARTS IN EDUCATION (MAE)

MAE 605M. DIVERSITY, EQUITY, AND SOCIAL JUSTICE (3). 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. CONNECTING BELIEFS, THEORY, AND PRACTICE (3). 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: All program requirements must be completed prior to taking this course.

MAE 614. ACTION RESEARCH: FOUNDATIONS (3). Action research, an intentional research method of self-reflective and systematic inquiry, offers the opportunity to empower educators as knowing problem solvers, reflective learners and producers of valuable, practice-centered knowledge. In this introductory course, learners will develop skills to investigate a significant question, concern, or issue of practice and formulate an evidenced informed action-plan to address it.

MAE 618. COMPARATIVE EDUCATION (3). 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 EVALUATION THEORY AND APPLICATION (3). 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 Standard 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 640F. LEADING INSTRUCTION AND REFLECTIVE PRACTICE (3). Provides a deeper understanding of instructional practices, and extends knowledge in order to lead work around student learning. Covers how to develop academic rigor, increase student achievement and ways to differentiate. Common Core Standards are unpacked. Includes topics related to current reform measures.

MAE 640I. LEADING PROFESSIONAL LEARNING (3). Discusses how to effectively plan and facilitate quality professional learning in schools/districts. Through research and adult learning theory application, covers how to advance and support critical reflection to improve student learning. Emphasizes professional learning that is team-based, job-embedded and aligns with Colorado Teacher Quality Standards.

MAE 640J. LEADING COLLABORATIVE CULTURES (3). Provides educators with the skills needed to help foster an environment of collaboration within a larger setting. Analyzes the components necessary for establishing a culture of collective responsibility, advocacy, problem solving and decision making that benefit students, parents and colleagues.

MAE 640K. LEADERSHIP FOR INCLUSION AND EQUITY (3). Provides skills needed to create equitable and inclusive learning and working environments that emphasize respect for diverse backgrounds and perspectives. Identifies, promotes and facilitates differentiated professional learning, as well as fosters reflection upon culturally responsive teaching. Covers modeling, teaching, and advocating for equitable and ethical practices at all levels within the educational system: classroom, grade-level, school, district and state.

MAE 640L. LEADING WITH DATA IN MIND (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents.

MAE 640M. TEACHER LEADERSHIP PRACTICUM (3). Covers how to teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement, and promote change. Through inquiry and collaboration, explores how to engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents. Includes training on the new teacher effectiveness evaluation process as well as how to promote meaningful change, provide effective feedback and influence educational policy.

MAE 665E. TEACHING STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). 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 665F. BILITERACY DEVELOPMENT IN THE SPANISH/ENGLISH DUAL LANGUAGE CLASSROOM (3). 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: Course is taught in Spanish and English and is designed for the bilingual educator.

MAE 665G. LINGUISTICS I: LANGUAGE ACQUISITION (3). Provides the participant with information concerning first and second language acquisition theory. Explores the structure and function of the English language including linguistics, applied linguistics, psycholinguistics, and sociolinguistics. Process learning will be explored and modeled.

MAE 665H. FOUNDATIONS FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATORS (3). 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 CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Develops skills for design, evaluation and critique of a variety of formative and summative assessments for CLD learners. Participants will apply this learning through a case study and design of a differentiated assessment based on language proficiency level. Standards for English Language Proficiency will serve as a resource for this work. An overview of historical and legal implications as they apply to linguistically diverse learners will also be presented.

MAE 665L. PRACTICUM FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (1-5). This course and the support seminar are designed to support candidates in linking the theories learned in other coursework to actual practices. Under the direction of a mentor, candidates demonstrate their skills and knowledge to teaching linguistically diverse learners. Additional attributes which contribute to the success of linguistically diverse learners will be documented through professional development and community involvement activities. NOTE: Course is waived for practicing teachers, Pass/No Pass Grading only (60-300 hours).

MAE 665P. LITERACY FOR CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (3). Teachers will develop reading literacy skills with a focus on differentiation for CLDE learners and will apply research-based reading strategies in their course of study. A plan for instruction and academic language supports will be developed using the teaching and learning cycle and process learning principles.

MAE 665R. LINGUISTICS II: FORM AND FUNCTION (3). 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.

MASTER OF FINE ARTS (MFA)

MFA 601. RESIDENCY I (3). 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.

MFA 602. RESIDENCY II (3). 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.

MFA 602D. DUAL-GENRE RESIDENCY (3). Third residency for dual-genre students only. Prerequisite(s): MFA 601 and MFA 602, or permission of instructor.

MFA 603. RESIDENCY III (3). 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.

MFA 604. RESIDENCY IV (3). The fourth residency will feature meetings with fourth semester mentors, and meetings with the program directors. Prerequisite(s): MFA 603.

MFA 605. RESIDENCY V (3). The fifth residency will feature formal submissions of the MFA Thesis, the Thesis Defense, and public readings. Prerequisite(s): MFA 604.

MFA 651. WRITING SEMESTER I (9). In their first semester of study, students will continue to generate original work while also revising work completed during the first semester.

MFA 652. WRITING SEMESTER II (9). 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). 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). 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 SEMINAR IV (9). 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). 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). Maps 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). MFA students must submit a twenty-page critical essay on a topic in their genre.

MFA 690. MFA THESIS (2). 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. MFA INDEPENDENT STUDY (3-9). Focuses on aiding students in completion of program residency, writing semester,

critical essays, writing in the world projects, and/or thesis projects.

SCHOOL FOR PROFESSIONAL ADVANCEMENT

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GENERAL INFORMATION

Unless otherwise noted, the School for Professional Advancement follows all policies and procedures as stated in the General Information section of this *Catalog*.

MISSION

The School for Professional Advancement offers innovative, accelerated higher education for adult learners to meet their academic, professional and personal goals, and to make a positive impact in a changing society. Inspired by the Regis University Mission which focuses on the common good, we motivate and challenge a diverse community of students, faculty and staff to acquire knowledge, abilities and commitments necessary for distinguished professional work and leadership in service to others.

PURPOSE

The School for Professional Advancement develops and administers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses for both traditional and post-traditional learners. These offerings tailor learning to the adult learner through classroom-based, guided independent study, or distance learning delivery. The School for Professional Advancement is structured to serve two general groups: those who wish to complete a program leading to a degree and those who seek specialized training or knowledge to increase their competence in their current occupation or profession or to prepare themselves for a new occupation or profession.

Master's Degrees

The Regis University School for Professional Advancement is nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in School for Professional Advancement, dating from 1978, when the first graduate degree was offered at Regis. The graduate degrees vary in content, delivery system and focus; however, they hold in

common a commitment to serving adult learners with quality, value-oriented, relevant graduate education.

PROGRAM DESCRIPTION

The Regis University School for Professional Advancement recognizes that lifelong learning is integral to professional growth. No longer can the working professional survive on the assumption that the completion of a formal program in a prescribed number of years is adequate preparation for a lifetime of work. This concept must give way to a concept of lifelong education as an integral part of a career.

The teaching/learning theories and strategies of the School for Professional Advancement are drawn from the field of andragogy--the art and science of helping adults learn. In particular, four assumptions drawn from the work of Malcolm Knowles are implemented in programs offered by the School for Professional Advancement.

Changes in Self-Concept: As people grow and mature their self-concept moves from one of dependency to one of increasing self-directedness. Adult learners are accustomed to making important decisions in their personal and professional lives. An educational program that seeks to meet adult learners on a psychologically sound and healthy basis must encourage increasing self-directedness.

Role of Experience: As individuals mature, they accumulate an expanding reservoir of experience that causes them to be increasingly rich resources for learning. At the same time, this reservoir of experience provides them with a broadening base from which to relate new learning. Studies of cognitive changes in the adult years give evidence that both programmed and un-programmed experiences produce deep-seated changes in the way adults approach their thinking. Accordingly, for adult learners, effective education demands increasing emphasis on experiential techniques that tap this experience.

Readiness to Learn: As individuals mature, their readiness to learn is decreasingly the product of biological development and academic pressures and is increasingly the product of the developmental tasks required for the performance of their evolving social roles. Adults, then, develop as workers, spouses, parents, organizational members and leaders, leisure time users and the like. There is no assumption that one has to sit passively by and wait for readiness to develop naturally. There are ways to stimulate readiness to learn through exposure to better models of performance, higher levels of aspiration and self-diagnostic procedures.

Orientations to Learning: Adults tend to have a problem-centered orientation to learning. While much of a child's education is one of postponed application, adults come to education because they are experiencing some need to improve their capabilities and demonstrate their competencies with some immediacy. Adult students want to apply tomorrow what they learn today.

SERVICE LEARNING

Service Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally

designed to promote student learning and development. Service Learning joins two complex concepts: community action, the “service” and efforts learned from that action and connect what is learned to existing knowledge, the “learning.” Community service becomes service learning when it is connected to classroom curriculum and activities and contains opportunities for students to reflect on their experiences, thus allowing for consciousness raising and systemic change. This is particularly true for Jesuit education that has for centuries held a mission of forming men and women who seek to transform the world through service to others.

The School for Professional Advancement (SPA) Service Learning program seeks to assist SPA faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning program in SPA houses information regarding service learning opportunities for faculty, students and staff including a database of service opportunities and resources for curricular information. The SPA Office of Service Learning offers site referrals and consultation, faculty development, resource development, service learning newsletter, and evaluation.

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 the School for Professional Advancement graduate degree programs can be found in this section of the *Catalog* under the specific graduate degree information.

Graduate Writing

Since graduate writing skills are critical to the successful completion of a master’s degree in the School for Professional Advancement, any student receiving an evaluation of ‘Unsatisfactory’ on either writing portion of the essays submitted with the application, will be required to complete MLS 501, or its equivalent prior to entering any graduate level courses in the program.

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.

For master’s students, a personal computer with a modem is an indispensable management tool. The benefits of having full-time access to a personal computer far exceeds those obtained through sharing the limited amount of equipment in Regis’ computer laboratories. Students are encouraged to have access to their own personal computer, either through personal ownership, rental, or arrangements made with their employer.

STUDENT ETHICS STATEMENT

An integral component of School for Professional Advancement 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, School for Professional Advancement 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 School for Professional Advancement and the faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied in all academic settings and formats (i.e., classroom, online, independent study, etc.) means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, university events, or university sponsored activities.

Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or, in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session, inappropriate mediated communication; or behavior that has a negative impact in any learning environment.

Disruptive behavior also includes any other behavior covered by the Regis University Student Handbook: Code of Conduct which can be found at www.regis.edu.

Students who fail to adhere to acceptable behavioral standards may be subject to discipline which may include reprimand, dismissal from the class and/or expulsion from the School for Professional Advancement. 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, weekend intensive format or in summer intensive format. Most courses meet one or two days/evenings each week for a total of 20 to 32 contact hours. Course learning format, selection, and availability vary by campus location.

Students choosing this option usually study a single subject area for a concentrated period of time. This course format is based on a facilitative model of learning.

Most accelerated classes require a minimum of 19-25 hours of combined study and classroom time each week, depending on the course content, course length and the student's learning style. While this model allows for degree completion in a shorter period of time, there is an increased expectation for independent learning outside the classroom.

Directed Study

For 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 the School for Professional Advancement.

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, and eight-week format over the Internet. These courses are designed to provide an interactive learning experience for students. Faculty and students communicate and collaborate through online discussions and e-mail. Course materials generally include textbook(s) and online workshops.

Lifestyle issues--including variable work schedules, family responsibilities, physical limitations or geographical inaccessibility--make this a viable option for adults pursuing higher educational goals. Regis Online courses primarily focus on the completion of a degree however many of the courses may be approved to apply toward other majors. Educational technologies like synchronous and asynchronous web technologies, CD and e-mail offer learner's convenience and flexibility. Online courses have highly structured

requirements and deadlines which fall within five, seven, and eight-week academic terms.

Online students need to have computer equipment and skills at a specified minimum level. Please check with the undergraduate program for current requirements. Students should allocate a minimum of 20 hours each week for completing course assignments and participating in online discussions.

CURRICULUM

Regardless of format, each course offered through the School for Professional Advancement focuses on course objectives, required learning activities, and outcome evaluation. Close attention is given to the integration of theory and practice, as well as the opportunity to develop skills and abilities that prepare students for changing demands of the workplace.

Because effective written and oral communication skills are essential in both occupational and academic environments, the School for Professional Advancement emphasizes the development of these skills.

FACULTY

Facilitators, independent study course instructors, and presenters are frequently working professionals representing various corporations, businesses and organizations. All hold a master's or doctoral degree, and bring academic theory and current professional experience to the learning environment. An assessment process is employed to determine not only the knowledge base of each selected faculty member, but also his/her ability to facilitate the learning of adult students.

ACADEMIC ADVISING

A unique feature of the School for Professional Advancement is its emphasis on academic advising. Advisors are available to assist with course planning and degree development as needed. Advisors provide assistance and recommendations to students from the point of admission through graduation.

CREDIT FOR PRIOR LEARNING

Many adult students have extensive work or life learning that can be documented and evaluated for undergraduate college credit. The School for Professional Advancement offers two methods of assessing prior learning:

Prior Learning Assessment (PLA)

Regis University, like many other American colleges and universities, accepts credit for documented, college-level learning gained through experience, and/or on-the-job training programs. Such prior-learning credits may be documented and transferred to Regis through The Council for Adult and Experiential Learning (CAEL) or a regionally accredited university. Students may transfer a maximum of eighteen semester hours of PLA credits. Credit earned through the PLA process does not apply toward the thirty semester hours of Regis University residency required credits.

Add/Drop

School for Professional Advancement students may drop a course through the end of the published add/drop period via 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.

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 the School for Professional Advancement 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. School for Professional Advancement students must obtain the approval of their advisor.

COURSE AVAILABILITY

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

CLASS ATTENDANCE

Students are expected to make every effort to attend all class meetings. Attendance standards for individual courses are established in writing by the instructor at the first class session. Students unable to attend the first class must contact the instructor ahead of time.

ATTENDANCE AT FINAL EXAMINATIONS/CLASS

Final examinations may be given at the end of each academic period. Students who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Students who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control) must request in writing to the instructor a grade of incomplete (I). The "I" grade must be removed within a specified period of time or the alternate grade is assigned. More information can be found under the "Grading" heading in this section of the *Catalog*.

COURSE LOAD/OVERLOAD

Undergraduate students who wish to register for more than two courses in any five- or eight-week term, or more than 18 semester hours in one semester must receive approval from the 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 advisor will:

- Verify that students have a 3.000 grade point average or higher.
- Ensure that students have no incomplete grades pending.
- Contact students regarding approval or denial of the request.

No further overloads are approved if students receive any incomplete grades and/or fall below a 3.000 grade point average.

Graduate students should refer to the program/college section of this *Catalog* for specific requirements regarding course load/overloads for each degree program.

GRADING

For information on incomplete grades, change of recorded grade, and repeat for higher grade, students should refer to the General Information section of this *Catalog*.

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 within the School for Professional Advancement. 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.

Due to 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 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.

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 Academic Records and Registration. 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 the School for Professional Advancement. 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 the School for Professional Advancement undergraduate students. A degree-seeking student who carries a semester load of twelve

or more graded semester hours and who earns a minimum semester grade point average of 3.800 is placed on the Dean's List. A student who is required during the semester to take a Pass/No Pass course--and who also carries nine or more graded hours with a 3.800 semester grade point average--is eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of twelve letter-graded semester hours. Student who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

ACADEMIC STANDING AND PENALTIES

Good Standing

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

To sustain good academic standing at the graduate level, a cumulative grade point average of 3.000 for 600-level course work is required. The cumulative grade point average is computed by dividing the total number of grade points earned in the 600-level courses, by the total number of semester hours attempted in those courses. No more than two courses with grades of "C" can count toward graduation requirements. A grade lower than a "C" (e.g. "C-") is not counted toward degree requirements, but is included in the cumulative grade point average.

Probation

The School for Professional Advancement undergraduate student whose cumulative grade point average falls below 2.000 at the end of any given semester is placed on academic probation. During the next semester (fall, spring, summer) of enrollment, the University expects the student to raise his/her cumulative grade point average to a minimum of 2.000. If the cumulative grade point average remains below 2.000, the student may be academically suspended at the end of the probationary semester. The student must work closely with his/her advisor to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required cumulative 2.000 grade point average by the end of the semester. Students are formally notified of their academic probation in a letter from the School Dean. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally, a student's Regis University cumulative grade point average is so low that the student finds it mathematically impossible to attain a 2.000 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with an advisor of the School for Professional Advancement to earn a provisional grade point average for the semester. The agreed-upon grade point average is set within a

range that is a fair and reasonable expectation for the student. If the provisional semester grade point average is earned for the semester, but the student's cumulative grade point average is still below 2.000, the student may be permitted to continue on probation rather than be suspended.

Undergraduate students accepted on probation by the School for Professional Advancement may be suspended at the completion of their first semester of course work if they have not achieved a 2.000 cumulative grade point average.

Graduate students whose cumulative grade point average falls below 3.000 for 600-level course(s) at the end of any given semester are placed on academic probation. After one semester on probation, a student's performance will be reviewed by the appropriate faculty lead and School Assistant Dean. Students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the faculty lead and School Assistant Dean. Students on probation are permitted to take only one course per term and are not permitted to have an Incomplete grade while on Probation. In addition, graduate students who receive a grade of "C" or less in two courses are subject to academic review. Students are formally notified of their academic probation in a letter from the School Dean.

Suspension

If a School for Professional Advancement student has been placed on academic probation and does not achieve a 2.000 (undergraduate) or 3.000 (graduate) cumulative grade point average at the end of the next semester of enrollment, he/she is suspended. Academic suspension is recorded on the student's permanent academic record (transcript). Students are formally notified of their suspension from Regis University in a letter from the School Dean.

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

After one calendar year, the student may apply for readmission by fulfilling the following written requirements:

- Submit a letter requesting readmission and an explanation of the previous academic difficulties and how the problem(s) have been addressed.
- Submit a written contract, signed by the student and the appropriate Assistant Dean, which states how the student will meet the required minimum grade point average or an agreed-upon provisional grade point average within a defined period.
- An official transcript showing at least 12 semester hours of acceptable academic course work completed at a regionally accredited college or university (undergraduate students only).

Dismissal

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis University for any program of study. For this action to be taken, a student must have been suspended, applied for and been readmitted to Regis

University on academic probation, and failed to achieve either the required minimum grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the appropriate school assistant dean. Academic dismissal is recorded on the permanent academic record (transcript).

Suspension/Dismissal Appeal Procedure

Students who wish to appeal their suspension/dismissal must complete the following requirements within 30 days of the date on the letter of notification for Suspension/Dismissal.

Write a letter or send an email to the Dean, School for Professional Advancement explaining:

- I. Why the student should not be suspended from the program or dismissed from the University.
 - a. What prevented the student from successful progress toward completion of academic goals.
 - b. That the student is committed to and ready to proceed with serious academic study.
 - c. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control.
 - d. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student (undergraduate students only).
 - e. 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 in the School for Professional Advancement:

- 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 consists of 12 upper division (400 level) semester hours in a discipline outside the major that lends support to the development of the major and aids students in reaching their ultimate educational objective.
- A grade of "C-" or higher for credit to be counted in the major or minor areas.
- Students may transfer up to half of the upper division semester hours in the major and half in the minor. Once the student has applied, all remaining upper division (400 level) courses must be completed at Regis University.
- Some courses taken toward a major may also count toward the Core Studies requirements. A single course cannot, however, satisfy two Core Studies requirements.
- Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
- In the event the upper division requirements for a major exceed 18 semester hours, those excess hours may also be applied to another major or minor.
 - In the event that the upper division requirements for a minor exceed 12 upper division semester hours, those excess hours may also be applied to another major or minor.
 - Courses that satisfy lower division prerequisites for more than one major or minor may be applied to more than one major or minor.
- Competence in oral and written communication skills is required. Students should be able to express themselves with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

Major Requirements

42 SH

Students must complete a minimum of 42 semester hours in their chosen field of study. At least 18 semester hours must be at the upper division level.

Lower division (foundational) courses are designed to offer students a discipline breadth in a particular subject area. These courses are usually taken at the freshman and sophomore levels (200 and 300 level).

Upper division courses are designed to offer students greater depth on a specific topic within the major field of study. These courses are usually completed at the junior and senior levels (400 level).

Minor Requirements (Optional)

12 SH

A minor field of study consists 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.

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.

UNDERGRADUATE MINOR AREAS

Minors are available for every approved major/minor offered through the School for Professional Advancement, the Anderson College of Business and Computing, Regis College, and a Health Care Administration minor is available through Rueckert-Hartman College for Health Care Professions.

MASTER'S DEGREE REQUIREMENTS

Specific degree requirements for each graduate degree offered through are listed in the college section of this *Catalog*. For information regarding graduate degree requirements, students should refer to the General Information section of this *Catalog*.

GRADUATE ACADEMIC CERTIFICATE REQUIREMENTS

For information regarding graduate certificate requirements, students should refer to the General Information section of this *Catalog*.

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. Failure to make application by the proper date may delay graduation.

SCHOOL FOR PROFESSIONAL ADVANCEMENT UNDERGRADUATE CORE STUDIES REQUIREMENTS

Total Core Studies Requirements **45-49 SH**

Oral and Written Communication **9 SH**

(English, Communication)

*RCC 420J--Justice and the Common Good

Engagement with Literature and Arts **6 SH**

(English, humanities, fine and performing arts)

**HU 366--Leading Lives that Matter

Language and Global Awareness **6 -8 SH**

(modern languages, classical languages, archeology, history, political science, economics, geography, and social science)

*RCC 410E--Global Environmental Awareness

Understanding Human Behavior, Diversity, and Culture **6 SH**

(anthropology, economics, education, history, political science, psychology, criminology, peace and justice studies, sociology, social work, or women's/gender studies)

*RCC 400D--Diversity and Cultural Tradition

Quantitative Literacy **3-4 SH**

(college-level algebra or higher)

The Natural World **3-4 SH**

(astronomy, atmospheric science, biology, biochemistry, chemistry, ecology, environmental science, geology, oceanography, physical geography, or physics)

Philosophical Inquiry and Reflection **6 SH**

(philosophy, ethics)

*RCC 430M--The Search for Meaning

Exploring Religious Traditions **6 SH**

(religious studies, Theology)

*Students enrolled in traditional, semester-based daytime programs are required to complete these courses to fulfill core requirements.

**Students enrolled in on-line and ground-based courses in the 5 week or 8 week format are required to complete this course to fulfill core requirements.

UNDERGRADUATE PROGRAM CHARGES FOR THE 2022 – 2023 ACADEMIC YEAR

Tuition (per semester hour) \$500

General Fee (per course) \$184

Wellness Offset Fee (per course, excludes online courses) \$45

Course Material Fee (per semester hour)* \$35

Graduation Application Fee \$50

*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*.

PROGRAMS OF STUDY

UNDERGRADUATE

The Undergraduate Degrees offer students the theoretical foundations to integrate knowledge and build skills in order to achieve educational and personal goals. Degrees are available in the areas of Applied Science, Applied Psychology, Communication, Criminology, Liberal Arts, and Public Relations.

BACHELOR OF APPLIED SCIENCE

The Bachelor of Applied Science degree is designed to serve community college students who have earned an associate of applied science degree and wish to pursue a baccalaureate degree. The degree provides the management, leadership, critical thinking, writing, and communication skills necessary to broaden career horizons. It provides broad cognitive skills and perspectives associated with baccalaureate education that are relevant in any work environment.

Total Degree Requirements 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.

Upper Division Requirements 30 SH

Leadership Skills

COM 407--Leadership Principles 3 SH

Professional Ethics

Three semester hours selected from the following:

BA 4950--Ethical Decision Making in Business 3 SH

PY 440--Professional Ethics in Psychology 3 SH

COM 427--Communication Ethics 3 SH

CR 425--Professional Ethics in Criminology 3 SH

Specialization 21 SH

Select one of the following three areas of specialization

Homeland Security 18 SH

CR 445--Homeland Security 3 SH

CR 446--Perspectives on Terrorism 3 SH

CR 448--Homeland Security: Legal and Ethical Issues 3 SH

CR 449--Vulnerability and Security 3 SH

CR 460--Computer Forensics and Cybercrime 3 SH

Three semester hours selected in consultation with an academic advisor 3 SH

Interdisciplinary Studies 18 SH

Eighteen semester hours selected in consultation with an academic advisor. 18 SH

Management 18 SH

Fifteen upper division (400-level) semester hour of Business Administration courses selected in consultation with an academic advisor. 15 SH

Additional three semester hours of upper division courses selected in consultation with an academic advisor 3 SH

Capstone 6 SH

CAP 495E--Capstone Comprehensives, Applied Science 3 SH
and one additional upper division course from specialization 3 SH
or

CAP 498--Experiential Capstone 6 SH

Minor (Optional) 0 or 12 SH

General Electives 0-27 SH

BACHELOR OF ARTS IN COMMUNICATION

The communication degree prepares students for life. This degree gives students the skills and understanding to excel in personal, social and business positions both now and in the future. The communication degree is a springboard for students who desire advanced degrees such as an MBA, law school, or management.

Total Degree Requirements 120 SH

Core Studies Requirements 45 SH

Foundational Courses 12 SH

COM 215--Internet Communication 3 SH

COM 382--Understanding Communication 3 SH

COM 400A--Interpersonal Communication 3 SH

COM 427--Communication Ethics 3 SH

<i>Upper Division Requirements</i>	33 SH
Twenty-seven upper division semester hours of Communication electives selected from the following:	
COM 400--Intercultural Communication	3 SH
COM 407--Leadership Principles	3 SH
COM 408--Conflict Management	3 SH
COM 412--Cultural Intelligence	3 SH
COM 416A--Principles of Public Relations	3 SH
COM 418--Organizational Communication	3 SH
COM 420--Mediation	3 SH
COM 431--Environmental Communication	3 SH
COM 437--Persuasive Communication	3 SH
COM 444--Emotions in Communication and Conflict	3 SH
COM 446--Gender Issues in Communication Styles	3 SH
COM 448--Managing Workplace Conflict	3 SH
COM 452--Follower-Centered Leadership	3 SH
COM 466--Negotiation	3 SH
COM 467--Communication through Social Media	3 SH
COM 472--Professional Communication Toolkit	3 SH
COM 480--Forgiving Other, Forgiving Ourselves	3 SH
<i>Specialization (Optional)</i>	12 SH
Conflict Management	
COM 408--Conflict Management	3 SH
COM 420--Mediation	3 SH
COM 466--Negotiation	3 SH
Leadership	
COM 407--Leadership Principles	3 SH
COM 437--Persuasive Communication	3 SH
<i>Capstone</i>	6 SH
CAP 495C--Capstone Comprehensives, Communication and one additional upper division COM course	3 SH
or	3 SH
CAP 498--Experiential Capstone	6 SH
<i>Minor (Optional)</i>	0 or 12 SH
<i>General Electives</i>	18- 30 SH

BACHELOR OF ARTS IN LIBERAL ARTS

The Bachelor of Arts in Liberal Arts offers a strong, basic educational experience which integrates knowledge of classic Liberal Arts emphasizing and strengthening leadership in everyday living.

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	45 SH
<i>Foundational Courses</i>	18 SH
EN 325--Research Writing	3 SH
World or United States History	6 SH
PL 250--Introduction to Philosophy	3 SH
Social Science	3 SH
Choose one course from the following:	
BA 4950--Ethical Decision-Making in Business	3 SH
COM 427--Communication Ethics	3 SH
PL 360--Ethics	3 SH
<i>Upper Division Requirements</i>	24 SH
HU 400A--World Humanities I	3 SH
HU 400B--World Humanities II	3 SH
Upper division course work for any subject in the Core Studies area	12 SH
<i>Capstone</i>	6 SH
CAP 495A--Capstone Comprehensives, Liberal Arts and one additional upper division course in Core Studies	3 SH
or	3 SH
CAP 498--Experiential Capstone	6 SH
<i>Minor (Optional)</i>	0 or 12 SH
<i>General Electives</i>	21- 33 SH

BACHELOR OF ARTS IN PUBLIC RELATIONS

The public relations degree offers students the opportunity to gain experience in public speaking, writing, nonverbal communication, leadership and research. Students will enhance their communication skills, deliver effective presentations, construct well-reasoned arguments and build dialogue between groups. Service learning opportunities throughout the curriculum and a final internship/practicum will provide public relations service to non-profits and provide additional practical experiences.

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	45 SH
<i>Foundational Courses</i>	12 SH
PRL 200--Introduction to Public Relations	3 SH
PRL 210--Public Relations Writing	3 SH
PRL 330--Social Media and Public Relations	3 SH
COM 400A--Interpersonal Communication	3 SH
<i>Upper Division Requirements</i>	30 SH
COM 400--Intercultural Communication	3 SH

COM 427--Communication Ethics	3 SH
COM 437--Persuasive Communication	3 SH
PRL 405--Public Relations Cases	3 SH
PRL 415--Event Planning	3 SH
PRL 425--Visual Communication and Graphic Design	3 SH
PRL 435--Crisis Communication Management	3 SH
PRL 445--Public Relations Research	3 SH
PRL 485--Public Relations Campaigns	3 SH
Capstone	3 SH
COM 498E--Internship in Communication	3 SH
Minor (Optional)	0 or 12 SH
General Electives	21-33 SH

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.

Total Degree Requirements	120 SH
Core Studies Requirements	45 SH
Foundational Courses	12 SH
PY 250--General Psychology	3 SH
SO 200--Introduction to Sociology	3 SH
SO 201--World Economic Issues	3 SH
SO 204--Introduction to Cultural Anthropology	3 SH
Upper Division Requirements	30 SH
COM 427--Communication Ethics or CR 425--Professional Ethics in Criminology or PY 440--Professional Ethics in Psychology	3 SH
Twenty-four upper division semester hours selected from the following subject areas: Applied Psychology Communication Criminology Public Relations Sociology History	
CAP 495B/C/D--Senior Comprehensives	3 SH
Minor (Optional)	0 or 12 SH
General Electives	21 or 33 SH

Thirty-Three semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN APPLIED PSYCHOLOGY

The major in Applied Psychology is designed for students aspiring to work in the human services area and for those already working in the field who wish to gain greater knowledge and skill. Courses contribute to career preparation in: wellness counseling, health education, adolescent or substance abuse counseling, and social and human services. Courses offer theoretical foundations through readings and lectures as well as practical application in different occupational settings through case studies, visits by guest lecturers, and community projects.

Total Degree Requirements	120 SH
Core Studies Requirements	45 SH
Foundational Courses	18 SH
PY 250--General Psychology	3 SH
MT 270--Introduction to Statistics	3 SH
PY 469--Lifespan Development*	3 SH
PY 470--Psychology of Personality*	3 SH
PY 471--Abnormal Psychology*	3 SH
PY 481--Brain and Behavior	3 SH
* Lower division course work acceptable in transfer.	
Upper Division Requirements	27 SH
PY 440--Professional Ethics in Psychology	3 SH
Eighteen upper division semester hours of Psychology selected from the following:	
PY 414--Positive Psychology	3 SH
PY 415--Health Psychology	3 SH
PY 416--Understanding Trauma and PTSD	3 SH
PY 437--Happiness and the Meaning of Life	3 SH
PY 441--Social Psychology	3 SH
PY 462--Behavior and Stress Management	3 SH
PY 463--Psychology of Intimate Relationships	3 SH
PY 480--Forgiving Others, Forgiving Ourselves	3 SH
PY 496H--Special Topics in Psychology: Addictive Behavior	3 SH
Capstone	6 SH
CAP 495B--Capstone Comprehensives, Applied Psychology and one additional upper division psychology course	3 SH
or CAP 498--Experiential Capstone	6 SH
Minor (Optional)	0 or 12 SH
General Electives	18-30 SH

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.

<i>Total Degree Requirements</i>	<i>120 SH</i>
<i>Core Studies Requirements</i>	<i>45 SH</i>
<i>Foundational Courses</i>	<i>12 SH</i>
CR 350--Introduction to Criminology	3 SH
CR 360--Introduction to Forensic Science	3 SH
CR 370--Criminal Deviance	3 SH
CR 425--Professional Ethics in Criminology	3 SH
<i>Upper Division Major Requirements</i>	<i>33 SH</i>
CR 413--Crime Analysis	3 SH
CR 426--Psychology of Crime	3 SH
CR 427--Criminal Profiling	3 SH
CR 429--Family Violence	3 SH
CR 430--Sexual Homicide	3 SH
CR 434--Victimology	3 SH
CR 445--Homeland Security	3 SH
CR 446--Perspectives on Terrorism	3 SH
CR 460--Computer Forensics and Cybercrime	3 SH
<i>Capstone</i>	<i>6 SH</i>
CAP 495D--Capstone Comprehensives, Criminology and one additional upper division criminology course from CR 428, CR 448, or CR 449	3 SH
or	
CAP 498--Experiential Capstone	6 SH
<i>Minor (Optional)</i>	<i>0 or 12 SH</i>
<i>General Electives</i>	<i>18-30 SH</i>

GRADUATE PROGRAMS

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 2022– 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$582
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Graduation Application Fee	\$50

*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.

Total Degree Requirements 33 SH

Core Requirement 3 SH

MAPC 601--Graduate Transformation I: Writing and Research 3 SH

Select one of the following specializations:

Applied Psychology Specialization 24 SH

MAPC 602--Ethics and Multiculturalism 3 SH

MAPY 608--Neuroscience of Human Relationships 3 SH

Eighteen semester hours selected from the following:

MAPY 605--Human Growth and Development 3 SH

MAPY 606--Seminar in Theories of Personality 3 SH

MAPY 607--Seminar in Social Psychology 3 SH

MAPY 611--Emotions in Communication and Conflict 3 SH

MAPY 614--Positive Psychology 3 SH

MAPY 616--Understanding the Neuroscience of Trauma 3 SH

MAPY 625--Stress, Coping, and Well-Being 3 SH

MAPY 628--Forgiveness and Reconciliation 3 SH

MAPY 637--Happiness and the Meaning of Life 3 SH

MAPY 640--Conservation Psychology 3 SH

MAPY 669--Communication and Conflicts in Relationships 3 SH

MAPY 671--Abnormal Psychology 3 SH

Communication Specialization 24 SH

MAPC 602--Ethics and Multiculturalism 3 SH

MALC 629--Interpersonal Communication 3 SH

Eighteen semester hours selected from the following:

MALC 622--Emotions in Communication and Conflict 3 SH

MALC 623--Persuasive Communication 3 SH

MALC 626--Gender Issues in Communication Styles 3 SH

MALC 642--Negotiation 3 SH

MALC 649--Managing Workplace Conflict 3 SH

MALC 667--Intercultural Communication 3 SH

MALC 668--Communication Through Social Media 3 SH

MALC 670--Follower-Centered Leadership 3 SH

MALC 671--Leadership Principles 3 SH

MALC 672--Conflict Management 3 SH

MALC 673--Cultural Intelligence 3 SH

MALC 674--Communication Ethics 3 SH

Creative Writing Specialization 24 SH

MAPC 602--Ethics and Multiculturalism 3 SH

MACW 636--Literary Criticism and Theory 3 SH

Eighteen semester hours selected from the following:

MACW 608--Writing Rhetoric Nonfiction 3 SH

MACW 614--Writing as Social Action 3 SH

MACW 618--Creative Writing in the Literature Classroom 3 SH

MACW 620--Poetry 3 SH

MACW 625--Playwriting and Screenwriting 3 SH

MACW 630--Literature I 3 SH

MACW 631--Literature II 3 SH

MACW 632--Literature III 3 SH

Environmental Studies Specialization 24 SH

MAES 610--Science and Environment 3 SH

Twenty-one semester hours selected from the following:

MAES 622--Emotions in Communication and Conflict 3 SH

MAES 623--Persuasive Communication 3 SH

MAES 640--Environmental Communication 3 SH

MAES 664--Conservation Psychology 3 SH

MAES 668--Communication Through Social Media 3 SH

MAES 657--Environmental Psychology 3 SH

MAES 675--Our Common Home: Religion, Animals, and The Environment 3 SH

MAES 676--Web of Life: Environmental Ethics 3 SH

MAES 677--Animal Exploitation/Intl Law & Ethics 3 SH

Literature Specialization 24 SH

MAPC 602--Ethics and Multiculturalism 3 SH

MALW 636--Literary Criticism and Theory 3 SH

Eighteen semester hours selected from the following:

MALW 608--Writing Rhetoric Nonfiction 3 SH

MALW 614--Writing as Social Action 3 SH

MALW 618--Creative Writing in the Literature Classroom 3 SH

MALW 620--Poetry 3 SH

MALW 625--Playwriting and Screenwriting 3 SH

MALW 630--Literature I 3 SH

MALW 631--Literature II 3 SH

MALW 632--Literature III 3 SH

Religious Studies Specialization 24 SH

MAPC 602--Ethics and Multiculturalism 3 SH

MARS 600A--Religion and Culture: Key Approaches 3 SH

MARS 600B--Religion and Culture: Key Topics 3 SH

Fifteen semester hours selected from the following:

MARS 601--The Middle Sea: Religion 3 SH

MARS 650--Christianity: An Evolving Movement 3 SH

MARS 658--Judaism: Faith, History and Culture 3 SH

MARS 659--Islam, Faith, History, and

Contemporary Issues 3 SH

MARS 660--Hinduism and Buddhism 3 SH

MARS 662--Philosophy and Psychology of Religion 3 SH

MARS 663/MAPL 637--Happiness and the Meaning of Life 3 SH

Capstone Requirement 6 SH

MAPC 693--Graduate Capstone 6 SH

or

MAPC 695--Experiential Capstone 6 SH

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 2022– 2023 ACADEMIC YEAR

Tuition (per semester hour)	\$582
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per Semester hour)*	\$35
Graduation Application Fee	\$50

*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.

<i>Total Degree Requirements</i>	36 SH
<i>Core Requirements</i>	18 SH
MSCR 604--Contemporary Issues in Criminology	3 SH
MSCR 605--Criminal Psychopathology	3 SH
MSCR 620--Leadership Principles in Criminology	3 SH
MSCR 625--Ethical Conduct and Positions of Power	3 SH
MSCR 640--Transnational Crime	3 SH
MSCR 660--Cyber Criminology	3 SH
<i>Program Elective</i>	3 SH
Three semester hours selected from the following:	
MSCR 650--Contemporary Crime Policy: Current and Future Needs	3 SH
MSCR 652--Strategic Planning, Implementation, and Evaluation	3 SH

MAPC 601--Graduate Transformation I:
Writing and Research 3 SH

Nine semester hours selected from one of the following two options:

- MSCR 654--Crime Prediction and Prevention 3 SH
- MSCR 670--Computer Forensics 3 SH
- MSIA 678--Risk Management 3 SH
- MAPY 606--Seminar in Theories of Personality 3 SH
- MAPY 607--Seminar in Social Psychology 3 SH
- MAPY 608--Neuroscience of Human Relationships 3 SH
- MAPY 616--Understanding Trauma and PTSD 3 SH
- MAPY 628--Forgiveness and Reconciliation 3 SH
- MAPY 671--Abnormal Psychology 3 SH
- MALC 642--Negotiation 3 SH

Capstone Requirement 6 SH

MSCR 693--Graduate Capstone 6 SH

or

MSCR 695--Experiential Capstone 6 SH

SCHOOL FOR PROFESSIONAL ADVANCEMENT COURSE DESCRIPTIONS

UNDERGRADUATE

CAPSTONE (CAP)

CAP 493. RESEARCH METHODS (3). Introduces scientific research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skill necessary to begin original research.

CAP 495A-E. CAPSTONE COMPREHENSIVES (3). Students design discipline specific deep questions focused on core competencies in their subject areas, write undergraduate level responses, and integrate 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). Enables student to earn academic credit for on-site experience 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 409. JUSTICE AND PEACE (3). Studies issues of poverty, human rights, economic justice, war, and the environment from the perspective of religious values. Cross listing: RC 409.

CAS 412. CATHOLIC LIFE AND THOUGHT (3). An exploration of post-Vatican Council II Catholic Christian belief and practice

with emphasis on the foundations, historical forms and resources of the tradition and its development. Special attention will be given to topics of interest to adults. Cross listing: RS 412.

COMMUNICATION (COM)

COM 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse.

COM 211. TECHNOLOGY-BASED PUBLIC SPEAKING (3). Provides knowledge and skills to lead others more effectively through presentational communication utilizing online technology and delivery frameworks. Includes developing more meaningful voice based on ethical communication, audience engagement and thoughtful responses to contemporary issues. NOTE: Requires a web camera and a live audience.

COM 212. THE SKILLED LEARNER (3). 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). Identifies the various levels and functions of communication as they apply to design and presentation of ideas in an environment mediated by digital technology. Students will demonstrate appropriate and effective messages based on audience analysis, desired outcomes and goals.

COM 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

COM 382. UNDERSTANDING COMMUNICATION (3). Applies foundational ideas about communication to personal, social, and professional relations. Explores communication concepts that explain and predict everyday behaviors in relationships, groups, organizations and across generations, cultures and genders.

COM 400. INTERCULTURAL COMMUNICATION (3). Using readings, film, field experience and/or dialogue, the course investigates cultural identity, meaning, patterns, relationships and conflicts that arise as contact increases between people of different cultures in our global society. Prerequisite(s): COM 250 for Regis College students. NOTE: Required for Media and Society emphases.

COM 400A. INTERPERSONAL COMMUNICATION (3). 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 407. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership.

COM 408. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, or manage common types of conflicts within organizations. Presents communication styles and strategies for working through conflict.

COM 412. CULTURAL INTELLIGENCE (3). Develops culture competence skills required in today's global economy. Foundation to the theory and practice of cultural intelligence, which predicts adjustment and success in multicultural settings. Examines deep layers of culture, including core worldview assumptions.

COM 416A. PRINCIPLES OF PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Prerequisite(s): COM 380.

COM 418. ORGANIZATIONAL COMMUNICATION (3). Surveys contemporary organizational communication theories and practices. Investigates issues such as diversity, participation, technology, corporate ethics, the environment, and globalization.

COM 420. MEDIATION (3). Explores the communication process where a third party helps parties negotiate interest-based solutions to problems. Provides theoretical understanding and skill-based practice to develop skills that effective mediators must possess. Includes discussion of factors that contribute to successful mediation, such as the importance of context, overcoming obstacles, motivating parties, mediator roles, mediation processes, drafting agreements, and balancing of power.

COM 427. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives.

COM 431. ENVIRONMENTAL COMMUNICATION (3). 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. Addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture.

COM 437. PERSUASIVE COMMUNICATION (3). 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 444. EMOTIONS IN COMMUNICATION AND CONFLICT (3). Draws on brain research to understand how emotions contribute to the development and escalation of conflict, as well as how professionals manage the communication of strong emotions during conflict.

COM 446. GENDER ISSUES IN COMMUNICATION STYLES (3). Explores the unique differences between male and female communication styles, and offers specific ways to integrate the best of both for mutual understanding and more effective and harmonious relationships.

COM 448. MANAGING WORKPLACE CONFLICT (3). Provides a greater understanding about the sources and escalation of conflict in the workplace. It provides strategies for the workplace and organization to address, recognize, and resolve such problems.

COM 452. FOLLOWER-CENTERED LEADERSHIP (3). Follower-centered leaders focus on enhancing their followers' well-being. Provides an in-depth examination of key attributes associated with follower-centered leaders including empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

COM 466. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings.

COM 467. COMMUNICATION THROUGH SOCIAL MEDIA (3). Explores different forms of social media and its influence on interpersonal and professional relationships. Examines the impact of social media on personal and group identity as well as relationship formation, maintenance, and intimacy.

COM 472. PROFESSIONAL COMMUNICATION TOOLKIT (3). Explores face-to-face and technological methods for successful interpersonal and task-related organizational communication and behavior in various contexts. Students develop critical thinking around a portfolio of communication knowledge and skills to enable them to demonstrate authentic and effective communication strategies. NOTE: Junior standing required.

COM 480. FORGIVING OTHERS, FORGIVING OURSELVES (3). Explores the nature and process of forgiveness in family, friends, and community. Cross listings: HU 480 and PY 480.

CRIMINOLOGY (CR)

CR 350. INTRODUCTION TO CRIMINOLOGY (3). Analyzes social, political and economic forces that shape the nature, extent, and definitions of crime. Includes corporate and government crime; the relationship of racism, sexism and drugs with crime; and imprisonment.

CR 360. INTRODUCTION TO FORENSIC SCIENCE (3). Uses scientific method and thought process to think critically about the evidence of crime.

CR 370. CRIMINAL DEVIANCE (3). Study of criminal behavior from a psychosocial approach. Examines various criminological perspectives of criminal behavior as well as specific psychological, biological, and learning factors of those individuals disposed to commit crime.

CR 413. CRIME ANALYSIS (3). Provides an introduction to crime analysis including its components and history. Covers theory, data collection, crime mapping, crime disorder, problems in law enforcement, and career opportunities.

CR 425. PROFESSIONAL ETHICS IN CRIMINOLOGY (3). Investigates ethical issues concerning personal professional ethics, privileged communications, decision-making, use of statistical data, conflicting loyalties, competing social demands and other tensions specific to the criminal justice system.

CR 426. PSYCHOLOGY OF CRIME (3). Evaluating psychological explanations of crime; combining classic theory with new developments in eyewitness testimony, offender profiling and forensic psychology; topics: theoretical history of criminal psychology, interpersonal violence, sexual violence and deviancy, including major sociological theories.

CR 427. CRIMINAL PROFILING (3). Provides an introduction to the science of criminal investigative analysis which is the process of inferring distinctive personality characteristics of individuals responsible for committing criminal acts. Discussions include wider societal contexts and implications.

CR 428. YOUTH VIOLENCE AND DELINQUENCY (3). Examines youth violence, causal variables explaining these aberrant behaviors, the juvenile justice system that contends with this form of violence, and criminological and sociological theories that explain violent juvenile crimes.

CR 429. FAMILY VIOLENCE (3). Investigates issues associated with the use of aggression against household members, aggression that is against their will and detrimental to their physical, emotional, and psychological welfare. Addresses social impact of violence as well as prevention.

CR 430. SEXUAL HOMICIDE (3). Explores the psychological mind of sex crime perpetrators and murderers including formative influences, contexts of power, patterns, and motives. Uses case studies to probe into criminal enterprise, personal cause, group cause, and sexual homicides.

CR 434. VICTIMOLOGY (3). 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). Introduces and defines Homeland Security and the terminology and concepts used by professionals in the field. Identifies First Responders (i.e., FEMA, Secret Service, police departments, etc.) and the challenges and problems associated with each.

CR 446. PERSPECTIVES ON TERRORISM (3). Explores current and historical sociological, political, and religious climates, which contribute to acts of terrorism. Examines motivation, direction, funding, responses, impacts and consequences.

CR 448. HOMELAND SECURITY: LEGAL AND ETHICAL ISSUES (3). Identifies emerging legal and ethical implementation issues associated with actions taken by response organizations and individuals within those organizations. Discusses new and emerging legislation.

CR 449. VULNERABILITY AND SECURITY (3). Explores theories and practices behind security and vulnerability assessments. Examines existing security practices and assessment models used in organizations. Identifies emerging security concerns and solutions, including monetary resources, to counter potential threats.

CR 460. COMPUTER FORENSICS AND CYBERCRIME (3). Explores crimes committed using technology, including computers, cell phones, networks, and social media. Discussions will revolve around strategies for combating current and future cybercrime including relevant behavioral theories.

CR 473. DECISION-MAKING AND PROBLEM SOLVING IN CRIMINOLOGY (3). Examines decision-making models and their impact in criminal justice agencies, outcomes, and stakeholder satisfaction. Explores personal discretion, the role of organizational policies, political and social influences, and the implications of overly influential cohorts, and other professional organizations and citizens.

ENGLISH (EN)

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. Concentrates on critical and argumentative essays of 500-1,000 words.

EN 325. RESEARCH WRITING (3). Explores all avenues of scholarly research available to liberal arts students including library, Internet, and primary resources. Focuses on research writing, correct style and citation requirements. Prerequisite(s): EN 203.

EN 475. BUSINESS WRITING (3). Introduces strategies and styles used in preparing effective business communication including memoranda, letters, reports, and proposals. Examines issues related to proper composition, style, grammar, tone, electronic information, and physical presentation. Prerequisite(s): EN 203.

EN 482. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: PL 482.

HISTORY (HS)

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 240E-W. WESTERN CIVILIZATION (3). Examines specified historical eras to gain a better understanding of political, geographical, and social history of life in the 21st century.

HS 245E-W. UNITED STATES HISTORY (3). Examines themes in United States History to gain a better understanding of political, geographical, and social history of life in the 21st century, becoming better citizens in the process.

HS 401A. WORLD HUMANITIES I (3). Navigates 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 to the 16th Century are examined through the lenses of cultural and historical significance, and investigated for their impact on contemporary societies Cross-listing: HU 400A.

HS 401B. WORLD HUMANITIES I (3). Navigates 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 since the 16th Century are examined through the lenses of cultural and historical significance, and investigated for their impact on contemporary societies Cross-listing: HU 400B.

HS 402. THE IRISH IN AMERICA (3). Examines the long history of Irish immigration to North America, focusing closely on the 147Scots-Irish148 experience, the Great Hunger, assimilation, and the rise of the Irish-Catholic.

HS 450. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and contemporary issues). Cross listing: RC 450

HS 456. JUDAISM: FAITH, HISTORY AND CULTURE (3). Studies Judaic religious history and traditions, sacred scriptures, key historic figures, and contemporary issues facing the local and international Jewish community as well as its connection to and relationships with members of other faith perspectives. Cross listing: RC 458.

HS 459. ISLAM: FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates an introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and contemporary democratic movements. Cross listing: RC 459.

HS 460. HINDUISM AND BUDDHISM (3). A survey of the two most recognizable religious traditions of South Asia, Hinduism and Buddhism, and how they relate to one and other and the major difference and similarities between them. Cross listing(s): RC 460.

HS 475E-W. TOPICS IN WORLD HISTORY (3). Provides an in-depth analysis of world historical issues. Topics vary from term to term.

HS 487E-W. THEMES IN HISTORICAL PERSPECTIVE (3). Focuses on various aspects of American and world history. Provides a perspective on the history of people and events in relation to social, political, and cultural influences.

HUMANITIES (HU)

HU 366. LEADING LIVES THAT MATTER (3). Provides an opportunity to explore the question, "How ought we to live?" in light of educational and professional goals within the context of the Jesuit tradition.

HU 400A. WORLD HUMANITIES I (3). Navigates 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 to the 16th Century are examined through the lenses of cultural and historical significance, and investigated for their impact on contemporary societies Cross-listing: HS 401A.

HU 400B. WORLD HUMANITIES I (3). Navigates 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 since the 16th Century are examined through the lenses of cultural and historical significance, and investigated for their impact on contemporary societies Cross-listing: HS 401B.

HU 421E-W. HUMANITIES IN CONTEMPORARY CULTURE (3). Examines modern culture topics in the Humanities including art, literature, architecture, film, music, painting sculpture, philosophy, and religion.

HU 435E-W. VOICES OF HUMANITY (3). Explores opinions, beliefs, and exhortations of human beings in various cultures through examination of art, literature, architecture, film, music, painting, sculpture, philosophy, and religion.

HU 474. CONSERVATION PSYCHOLOGY (3). 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: PY 474.

HU 475. OUR COMMON HOME: RELIGION, ANIMALS, AND THE ENVIRONMENT (3). 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: RC 475.

HU 476. WEB OF LIFE: ENVIRONMENTAL ETHICS AND EVERYDAY LIVING (3). Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing: PL 476.

HU 487. ENVIRONMENTAL HISTORY (3). 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 480. FORGIVING OTHERS, FORGIVING OURSELVES (3). Explores the nature and process of forgiveness in family, friends, and community. Cross listings: COM 480 and PY 480.

NATURAL SCIENCE(SCI)

SCI 205E-W. NATURAL SCIENCE (3). Focuses on the basic elements of the natural sciences to provide students with a broad understanding of various themes including Geology, Astronomy and basic Physics.

SCI 206E-W. NATURAL SCIENCES LABORATORIES (1). Involves laboratory exercises accompanying and reinforcing lecture topics.

SCI 410E-W. ADVANCED SCIENCE (3). Explores various scientific disciplines and practices, as well as the application of science in everyday life.

SCI 411E-W. ADVANCED SCIENCE LABORATORIES (1). Involves laboratory exercises accompanying and reinforcing lecture topics.

PHILOSOPHY (PL)

PL 225. THINKING CRITICALLY, LIVING CREATIVELY (3). Explores critical thinking, problem solving, the structures and fallacies of argument, including ethical, legal, and scientific.

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 360. ETHICS (3). Examines and assesses philosophical justifications for morality. It investigates ethical theories and their application to contemporary moral problems.

PL 437. HAPPINESS AND THE MEANING OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: PY 437 and RC 437.

PL 476. WEB OF LIFE: ENVIRONMENTAL ETHICS AND EVERYDAY LIVING (3). Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing: HU 476.

PL 482. ELEMENTS OF SUCCESSFUL ARGUMENT (3). Explores techniques of written rhetoric and oral debate. Cross listing: EN 482.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: RC 412E-W.

PUBLIC RELATIONS (PRL)

PRL 200. INTRODUCTION TO PUBLIC RELATIONS (3). 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). 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). 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). 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). 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). 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). 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). 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). 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)

PY 250. GENERAL PSYCHOLOGY (3). Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 221. TRANSFORMING THE JOURNEY (3). Explores methods for achieving academic success including: developing growth mindset for resiliency, finding work/school/life balance, motivation, goal setting, academic study skills, techniques for time and stress management, learning styles, and college community engagement. NOTE: Course fee required.

PY 414. POSITIVE PSYCHOLOGY (3). Examines theories and research used to understand and improve psychological well-being. Analyzes topics such as happiness, gratitude, character strengths and the broaden and build model of positive emotion. Prerequisite(s): PY 250.

PY 415. HEALTH PSYCHOLOGY (3). Focuses on the relationship between psychological processes and physical health. Emphasizes the biopsychosocial model, health promoting and risk-taking behaviors, and the development of and adherence to health behavior intervention programs. Prerequisite(s): PY 250.

PY 416. UNDERSTANDING TRAUMA AND PTSD (3). Investigates the development of posttraumatic stress disorder (PTSD) and other trauma-related syndromes. Analyzes research on the psychophysiological effects of exposure to traumatic life events, the impact of trauma on the family, and the differences in PTSD and trauma-related syndromes across a variety of demographic and social contexts. Prerequisite(s): PY 250.

PY 437. HAPPINESS AND THE PURPOSE OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: PL 437 and RC 437.

PY 440. PROFESSIONAL ETHICS IN PSYCHOLOGY (3). Provides an overview of pertinent issues related to ethics in the helping professions. Students formulate their own personal/professional ethics statements. Prerequisite(s): PY 250.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and

change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250.

PY 462. BEHAVIOR AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques.

PY 463. PSYCHOLOGY OF INTIMATE RELATIONSHIPS (3). Explores the most recent information regarding the factors leading to the success or failure of intimate relationships.

PY 464. CONSERVATION PSYCHOLOGY (3). 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: HU 474.

PY 469. LIFESPAN DEVELOPMENT (3). Analyzes human developmental stages from the perspectives of major theories of development--cognitive, learning, humanistic and psychoanalytic.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250.

PY 480. FORGIVING OTHERS, FORGIVING OURSELVES (3). Explores the nature and process of forgiveness in family, friends, and community. Cross listings: COM 480 and HU 480.

PY 481. BRAIN AND BEHAVIOR (3). Examines relationships between activity of the nervous system, endocrine systems, and behavior. Topics include sensation, perception, consciousness, sexual behavior, eating and drinking, sleeping and dreaming, and learning. Prerequisite(s): PY 250.

PY 491. PHILOSOPHY AND PSYCHOLOGY OF RELIGION (3). Examines classical and contemporary issues in philosophy and psychology of religion. Cross-listing: PL 485F and RC 412F.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250.

RELIGION AND CULTURE (RC)

RC 210. DISCERNMENT AND HUMAN DEVELOPMENT (3). Introduces the principles of self-reflection and discernment as taught in world cultures and religions, with special emphasis on Christian traditions.

RC 220A. WORLD RELIGIOUS TRADITIONS I (3). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding.

RC 220B. WORLD RELIGIOUS TRADITIONS II (3). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and effect on individual outlooks and cultural interaction.

RC 400A. RELIGION AND CULTURE: KEY APPROACHES (3). Provides a historical introduction and explores key approaches to the study of religions.

RC 400B. RELIGION AND CULTURE: KEY TOPICS (3). Examines key topics in the study of religions (e.g. gender, new religious movements, mysticism and spirituality and myth and ritual) and religions in the modern world (e.g. politics, economics, environment, science, and media).

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, Death and dying, and religious understandings of family life.

RC 409. JUSTICE AND PEACE (3). Studies issues of poverty, human rights, economic justice, war, and the environment from the perspective of religious values. Cross listing: CAS 409.

RC 410E-W. AMERICAN RELIGIOUS TRADITIONS (3). Focuses on the religious practices and beliefs of various ethnic and cultural groups which comprise religious communities in the United States.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Prerequisite(s): PL 250. Cross listing: PL 485E-W.

RC 421. MYTH, SYMBOLS AND CULTURE (3). Explores myths throughout the ages and reveals the universal nature of their cultural symbols. Learn how myths help us understand our ties to the past, the world today, and ourselves. Cross listing: HU 421.

RC 437. HAPPINESS AND THE PURPOSE OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: PL 437 and PY 437.

RC 450. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and contemporary issues). Cross listing: HS 450.

RC 458. JUDAISM: FAITH, HISTORY AND CULTURE (3). Studies Judaic religious history and traditions, sacred scriptures, key historic figures, and contemporary issues facing the local and international Jewish community as well as its connection to and relationships with members of other faith perspectives. Cross listing: HS 456.

RC 459. ISLAM: FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates an introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and contemporary democratic movements. Cross listing: HS 459.

RC 460. HINDUISM AND BUDDHISM (3). A survey of the two most recognizable religious traditions of South Asia, Hinduism and

Buddhism, and how they relate to one and other and the major difference and similarities between them. Cross listing(s): HS 460.

RC 470E-W. ADULT SPIRITUALITY (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes.

RC 471. SPIRITUAL LIFE AND GROWTH (3). Drawing upon sacred literature and practices and the wisdom of spiritual experiences, students examine their relationship with the Sacred and their commitment to the human enterprise.

RC 475. OUR COMMON HOME: RELIGION, ANIMALS, AND THE ENVIRONMENT (3). 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). 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 412. CATHOLIC LIFE AND THOUGHT (3). An exploration of post-Vatican Council II Catholic Christian belief and practice with emphasis on the foundations, historical forms and resources of the tradition and its development. Special attention will be given to topics of interest to adults. Cross listing: CAS 412.

RS 422. JESUS OF NAZARETH (3). Studies the significance of Jesus of Nazareth's life and message in the context of his historical existence, and the faith traditions of Christian peoples.

SOCIOLOGY (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and processes.

SO 201. WORLD ECONOMIC ISSUES (3). Introduces the structure and process of world economic interaction and develops an understanding of the concepts and methods used to analyze world economic issues and problems. Students assess issues and ethical problems surrounding global economics and the growing interdependence of the contemporary world.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

SO 341. COMPARATIVE FOREIGN POLICY (3). 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 432. URBAN STUDIES (3). Focuses on urbanization, why cities exist, how they develop and how they affect individuals and social relationships. Cross listing: AN 459G.

SO 435. POVERTY, RACE, GENDER AND SOCIAL CONFLICT (3). Studies issues dealing with residential mobility and housing, the working poor, welfare, discrimination, and other social structures which may underpin the perpetuation of social conflict.

SO 462. ISSUES IN SUSTAINABILITY (3). Introduction to the fundamental sustainability of critical social ecosystems, how they function, how humans shape them, and how they shape humans. Covers how societies endure the challenges of immense global changes, ecosystem degradation in the form of unrestrained population growth, limited energy, agricultural and water resources, and the effects of international economies, social policies, ethical dictates, and cultural histories.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies.

GRADUATE

MASTER OF ARTS: CORE (MAPC)

MAPC 601. GRADUATE TRANSFORMATION I : WRITING AND RESEARCH (3). Explores strategies, methods and skills for locating and evaluating graduate research literature. Familiarizes students with specialized academic journals and literature within specializations. Explores graduate research methods, including qualitative and quantitative research paradigms.

MAPC 602. ETHICS AND MULTICULTURALISM (3). Focuses on multicultural ethics. Introduces ethical theories for analyzing ethical situations and for making ethical decisions within and across cultures. Explores role of ethics in various academic disciplines and professional fields. NOTE: MA Program students only.

MAPC 693. GRADUATE CAPSTONE (6). 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). 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 LEARNING (6). Enables student to earn academic credit for on-site experience 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 AND RHETORIC OF NON-FICTION (3). Develops advanced strategies for writing and teaching academic and creative nonfiction. Develops expository, persuasive, organizational, and stylistic skills through analysis of rhetorical situations. Assignments target intersecting features and inventive-based approaches to teaching and writing nonfiction. Cross listing: MALW 608.

MACW 614. WRITING AS SOCIAL ACTION (3). Students will develop advanced strategies for reading, writing, and teaching literature and creative writing as social action. Cross listing: MALW 614.

MACW 618. CREATIVE WRITING IN THE LITERATURE CLASSROOM (3). Develops advanced strategies for reading and teaching literature and creative writing from a rhetorical and pedagogical standpoint. Assesses a variety of rhetorical and pedagogical strategies and pedagogical stance. Cross listing: MALW 618.

MACW 620. POETRY (3). Examines the elements of poetry including rhyme and meter and explores poetic forms such as the villanelle, the sonnet and free verse. Students analyze great poems of the past and begin work of their own. Cross listing MALW 620.

MACW 625. PLAYWRITING AND SCREENWRITING (3). Explores and analyzes elements of playwriting and screen writing such as beat, scene, act, and structure. Students create scene cards and storyboards and write a one-act play or a short screenplay. Cross listing MALW 625.

MACW 630. LITERATURE I (3). Examines traditional, modern, and contemporary literary criticism and theory, their practical applications in the interpretation applied to literary works, and their consequences for reading and writing about world literature before the 18th Century. Cross listing MALW 630.

MACW 631. LITERATURE II (3). Expands on the study of literary criticism and theory from Literature I and their practical applications to works of world literature from the beginning of the 18th Century forward. Cross listing: MALW 631.

MACW 632. LITERATURE III (3). Continues the first surveys' student-based inquiry into modes of literature through the newest applications of media and texts. Students concentrate on a literary period or critical approach in preparation for their capstone or thesis. Cross listing: MALW 632.

MACW 636. LITERARY CRITICISM AND THEORY (3). 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: MALW 636.

MASTER OF ARTS: ENVIRONMENTAL STUDIES (MAES)

MAES 610. SCIENCE AND ENVIRONMENT (3). 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). Draws on brain research to understand how emotions contribute to the development and escalation of conflict, as well as how professionals manage the communication of strong emotions during conflict. Cross-listing MALC 622 and MAPY 611.

MAES 623. PERSUASIVE COMMUNICATION (3). Explore the practice of persuasion and rhetoric in interpersonal relationships, professional settings, sales and marketing, and the mass media. Emphasizes both theoretical explanations and practical application. Cross listing: MALC 623.

MAES 640. ENVIRONMENTAL COMMUNICATION (3). 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. Addresses the subjects of rhetoric and discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture. Cross listing: MALC 640.

MAES 657. ENVIRONMENTAL PSYCHOLOGY (3). Explores the relationships between humans and the physical environment. Focuses on theory, research, and application related to the field. Issues include environmental perception, effects of the environment on behavior, and the effects of behavior on the environment. Cross listing: MAPY 657.

MAES 664. CONSERVATION PSYCHOLOGY (3). 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: MAPY 640.

MAES 668. COMMUNICATION THROUGH SOCIAL MEDIA (3). Explores different forms of social media and its influence on interpersonal and professional relationships. Examines the impact of social media on personal and group identity as well as relationship formation, maintenance and intimacy. Cross listing: MALC 668.

MAES 675. OUR COMMON HOME: RELIGION, ANIMALS, AND THE ENVIRONMENT (3). 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: MARS 675.

MAES 676. WEB OF LIFE: ENVIRONMENTAL ETHICS AND EVERYDAY LIVING (3). Investigates environmental ethical problems and draws on ethical theories to develop compassionate and sustainable solutions. Cross listing: MAPL 676.

MAES 677. ANIMAL EXPLOITATION/ INTERNATIONAL LAW AND ETHICS (3). 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: MSCR 657.

MASTER OF ARTS: HISTORY (MAHS)

MAHS 687. ENVIRONMENTAL HISTORY (3). 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). 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). 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: MAES 622 and MAPY 611.

MALC 623. PERSUASIVE COMMUNICATION (3). Explore the practice of persuasion and rhetoric in interpersonal relationships, professional settings, sales and marketing, and the mass media. Emphasizes both theoretical explanations and practical application. Cross listing: MAES 623.

MALC 626. GENDER ISSUES IN COMMUNICATION STYLES (3). Explores the unique differences between male and female communication styles, and offers specific ways to integrate the best of both for mutual understanding and more effective and harmonious relationships.

MALC 629. INTERPERSONAL COMMUNICATION (3). 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). 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. Addresses the subjects of rhetoric and

discourse; news media; public participation; advocacy campaigns; collaboration; conflict resolution; social processes in popular culture. Cross listing: MAES 640.

MALC 642. NEGOTIATION (3). Focuses on theory and application of distributive and integrative bargaining strategies. Emphasizes skills necessary to negotiate successfully in both private, interpersonal arena, and in organizational settings.

MALC 649. MANAGING WORKPLACE CONFLICT (3). Provides a greater understanding about the sources and escalation of conflict in the workplace. It provides strategies for the workplace and organization to address, recognize, and resolve such problems.

MALC 665. FORGIVENESS AND RECONCILIATION (3). Examines the nature and process of forgiveness, why it is hard to forgive, the role of an apology, self-forgiveness, and facilitating forgiveness in others in both personal and work settings. Cross-listing(s): MAPY 628.

MALC 667. INTERCULTURAL COMMUNICATION (3). 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.

MALC 668. COMMUNICATION THROUGH SOCIAL MEDIA (3). Explores different forms of social media and its influence on interpersonal and professional relationships. Examines the impact of social media on personal and group identity as well as relationship formation, maintenance and intimacy. Cross listing: MAES 668.

MALC 670. FOLLOWER-CENTERED LEADERSHIP (3). Follower-centered leaders focus on enhancing their followers' well-being. Provides an in-depth examination of key attributes associated with follower-centered leaders including empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

MALC 671. LEADERSHIP PRINCIPLES (3). Examines evolution of leadership from a theoretical perspective with a focus on contemporary leadership. Topics include: management versus leadership, gender differences, power and social influence, ethics and values, culture and the key communication competencies of leadership. Requires students to evaluate and enhance personal leadership skills and develop a personal model of leadership.

MALC 672. CONFLICT MANAGEMENT (3). Prepares students to identify, avoid, or manage common types of conflicts within organizations. Presents communication styles and strategies for working through conflict.

MALC 673. CULTURAL INTELLIGENCE (3). Develops culture competence skills required in today's global economy. Foundation to the theory and practice of cultural intelligence, which predicts adjustment and success in multicultural settings. Examines deep layers of culture, including core worldview assumptions.

MALC 674. COMMUNICATION ETHICS (3). Explores theoretical and practical issues in the explanations of ethical options and decisions in relational, organizational, and mass communication contexts. Case studies, practical analysis, and

current ethical dilemmas in communication are investigated from multiple theoretical perspectives.

MASTER OF ARTS: LITERATURE AND WRITING (MALW)

MALW 608. WRITING AND RHETORIC OF NON-FICTION (3). Develops advanced strategies for writing and teaching academic and creative nonfiction. Develops expository, persuasive, organizational, and stylistic skills through analysis of rhetorical situations. Assignments target intersecting features and inventive-based approaches to teaching and writing nonfiction. Cross listing: MACW 608.

MALW 614. WRITING AS SOCIAL ACTION (3). Students will develop advanced strategies for reading, writing, and teaching literature and creative writing as social action. Cross listing: MACW 614.

MALW 618. CREATIVE WRITING IN THE LITERATURE CLASSROOM (3). Develops advanced strategies for reading and teaching literature and creative writing from a rhetorical and pedagogical standpoint. Assesses a variety of rhetorical and pedagogical strategies and pedagogical stance. Cross listing: MACW 618.

MALW 620. POETRY (3). Examines the elements of poetry including rhyme and meter and explores poetic forms such as the villanelle, the sonnet and free verse. Students analyze great poems of the past and begin work of their own. Cross listing MACW 620.

MALW 625. PLAYWRITING AND SCREENWRITING (3). Explores and analyzes elements of playwriting and screen writing such as beat, scene, act, and structure. Students create scene cards and storyboards and write a one-act play or a short screenplay. Cross listing MACW 625.

MALW 630. LITERATURE I (3). Examines traditional, modern, and contemporary literary criticism and theory, their practical applications in the interpretation applied to literary works, and their consequences for reading and writing about world literature before the 18th Century. Cross listing MACW 630.

MALW 631. LITERATURE II (3). Expands on the study of literary criticism and theory from Literature I and their practical applications to works of world literature from the beginning of the 18th Century forward. Cross listing: MACW 631.

MALW 632. LITERATURE III (3). Continues the first surveys' student-based inquiry into modes of literature through the newest applications of media and texts. Students concentrate on a literary period or critical approach in preparation for their capstone or thesis. Cross listing: MACW 632.

MALW 636. LITERARY CRITICISM AND THEORY (3). 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: MACW 636.

MASTER OF ARTS: LIBERAL STUDIES (MLS)

MLS 501. CRITICAL THINKING AND GRADUATE WRITING (3). Develops writing and critical thinking proficiencies for producing credible written documents at the graduate level. Students master the elements of academic writing including presentation, expression, economy, precision and documentation. This knowledge is culminated into a written graduate level document. Additionally, the course focuses on applying critical thinking to problem solving and decision making.

MASTER OF ARTS: PROGRAM (MAP)

MAP 690E-W. MA INDIVIDUALIZED STUDY (3). Provides an opportunity for faculty-directed individualized study in a field or topic as designated in the Degree Plan. The goals, content, and outcomes and assessments are to be proposed by the student and approved by the faculty prior to enrollment. Prerequisite(s): Permission of advisor required. NOTE: MA Program students only.

MASTER OF ARTS: PHILOSOPHY (MAPL)

MAPL 637. HAPPINESS AND THE PURPOSE OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: MAPY 637 and MARS 663.

MAPL 676. WEB OF LIFE: ENVIRONMENTAL ETHICS AND EVERYDAY LIVING (3). 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). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MAPY 606. SEMINAR IN THEORIES OF PERSONALITY (3). Examines personality development from many theoretical orientations, including: psychodynamic, humanistic, existential, dispositional, and learning theory. Evaluates the impact of social variables, such as culture and gender and their contribution to personality development.

MAPY 607. SEMINAR IN SOCIAL PSYCHOLOGY (3). Covers major themes in the discipline of social psychology from an interdisciplinary perspective with an emphasis on practical professional application. Topics include social cognition; stereotyping and racism; aggression; attraction; persuasion; body image.

MAPY 608. NEUROSCIENCE OF HUMAN RELATIONSHIPS (3). Explores how our brains develop and change in response to our interpersonal relationships. Examines that basics of neuroscience related to communication, fear and conflict, emotions, love, attachment, empathy, and cooperation.

MAPY 611. EMOTIONS IN COMMUNICATION & CONFLICT (3). Draws on brain research to understand how emotions contribute to the development and escalation of conflict, as well as how professionals manage the communication of strong emotions during conflict. Cross-listing: MAES 622 and MALC 622.

MAPY 614. POSITIVE PSYCHOLOGY (3). Examines theories and research used to understand and improve psychological well-being. Analyzes topics such as happiness, gratitude, character strengths and the broaden-and-build model of positive emotion.

MAPY 616. UNDERSTANDING THE NEUROSCIENCE OF TRAUMA (3). Investigates neurobiological 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). 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 AND RECONCILIATION (3). Examines the nature and process of forgiveness, why it is hard to forgive, the role of an apology, self-forgiveness, and facilitating forgiveness in others in both personal and work settings. Cross-listing(s): MALC 665.

MAPY 663. HAPPINESS AND THE PURPOSE OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: MAPL 637 and MARS 663.

MAPY 640. CONSERVATION PSYCHOLOGY (3). 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: MAES 664.

MAPY 657. ENVIRONMENTAL PSYCHOLOGY (3). Explores the relationships between humans and the physical environment. Focuses on theory, research, and application related to the field. Issues include environmental perception, effects of the environment on behavior, and the effects of behavior on the environment. Cross listing: MAES 657.

MAPY 671. ABNORMAL PSYCHOLOGY (3). Explores the biophysical model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criteria necessary for making a diagnosis.

MAPY 691. PHILOSOPHY AND PSYCHOLOGY OF RELIGION (3). Examines classical and contemporary issues in philosophy and psychology of religion. Cross listing: MAPL 685F and MARS 662.

MASTER OF ARTS: RELIGIOUS STUDIES (MARS)

MARS 600A. RELIGION AND CULTURE: KEY APPROACHES (3). Provides a historical introduction and explores nine key approaches to the study of religions.

MARS 600B. RELIGION AND CULTURE: KEY TOPICS (3). Examines key topics in the study of religions (e.g. gender, new religious movements, mysticism and spirituality and myth and ritual) and religions in the modern world (e.g. politics, economics, environment, science and media). Prerequisite(s): MARS 600A.

MARS 601. THE MIDDLE SEA: RELIGION (3). Seven-week course examining the religious history of the Mediterranean Sea region, from the Neolithic era to the modern day. Emphasizing experiential learning and site visits, this course reconceptualizes interconnections in Mediterranean religious history and practice.

MARS 630. INTRODUCTION TO THE CATHOLIC TRADITION (3). Introduction to basic Roman Catholic teaching for lay ministers and administrators. Topics include the Church's self-understanding, sources of Catholic belief, social justice, Canon Law, morality, liturgy and sacraments.

MARS 631. APPLIED ROMAN CATHOLIC TEACHING AND TRADITION (3). Focuses on Catholic teaching and tradition in contemporary parishes. Includes Canon Law, Sacramental Theology, Liturgy, Moral and Social Teaching and Tradition, Prayer and Spirituality, Ecumenism and Interfaith relationships, Church and State. Assists parishes in applying theological, ecclesial and nonprofit management skills. Prerequisite(s): MARS 630.

MARS 650. CHRISTIANITY: AN EVOLVING MOVEMENT (3). Exploration of the relationship between Christianity and culture, examining how it has been influenced and shaped by both internal forces (e.g. doctrinal debates) and external forces (e.g. cultural and contemporary issues).

MARS 658. JUDAISM: FAITH, HISTORY, AND CULTURE (3). Studies Judaic religious history and traditions, sacred scriptures, key historic figures, and contemporary issues facing the local and international Jewish community as well as its connection to and relationships with members of other faith perspectives.

MARS 659. ISLAM, FAITH, HISTORY, AND CONTEMPORARY ISSUES (3). Investigates and introduction to Islamic scripture, beliefs and practices alongside contemporary issues throughout the diverse Muslim world, including Sunni-Shi'a sectarianism, women and gender, politics and conflict, and contemporary democratic movements.

MARS 660. HINDUISM AND BUDDHISM (3). A survey of the two most recognizable religious traditions of South Asia, Hinduism and Buddhism, and how they relate to one and other and the major difference and similarities between them.

MARS 662. PHILOSOPHY AND PSYCHOLOGY OF RELIGION (3). Examines classical and contemporary issues in philosophy and psychology of religion. Cross listing: MAPL 685F and MAPY 691.

MARS 663. HAPPINESS AND THE PURPOSE OF LIFE (3). Examines issues of happiness, meaning, destiny, and human responsibility from philosophical and psychological perspectives. Cross listing: MAPL 637 and MAPY 637.

MARS 675. OUR COMMON HOME: RELIGION, ANIMALS, AND THE ENVIRONMENT (3). 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: MAES 675.

MARS 695E-W. IGNATIAN SCHOLARS COLLOQUIUM (3). The Ignatian Scholars Colloquium enable learners to articulate Jesuit principles, pedagogy and mission and apply external mission learning (strategies and tools) into courses and disciplines within the School for Professional Advancement.

MASTER OF SCIENCE: CRIMINOLOGY (MSCR)

MSCR 604. CONTEMPORARY ISSUES IN CRIMINOLOGY (3). Examines the scope of criminology based on global research and practical applications. The scope includes public safety, terrorism and organized crime, urban crime, victimology, restorative justice, crime prevention and other existing and emerging issues.

MSCR 605. CRIMINAL PSYCHOPATHOLOGY (3). Examines the criminal mind. Explores criminal behavior patterns, factors that influence criminal behavior, and the pathology of criminal behavior. Considers changing environments, demographics, and events.

MSCR 620. LEADERSHIP PRINCIPLES IN CRIMINOLOGY (3). Examines contemporary leadership theories and models and explores multiple examples and case studies within Criminology. Specific areas of discipline, system collaboration, teamwork, stakeholder perceptions, and leadership ethics will be discussed. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 625. ETHICAL CONDUCT AND POSITIONS OF POWER (3). Examines contemporary ethical standards and conduct in multiple contexts. Case studies, readings and discussion examine conflicts of interest, authoritative power and abuse, political influence, trust relationships and violation of trust, and other dilemmas faced by individuals in positions of leadership. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 640. TRANSNATIONAL CRIME (3). Surveys and evaluates dominant trends in crime, i.e. organized crime, economic crime, cybercrime, 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. CONTEMPORARY CRIME POLICY: CURRENT AND FUTURE NEEDS (3). Analyzes existing policies and explores policy change and development incorporating emerging crime trends, cultural diversity, resources and other influential factors. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 652. STRATEGIC PLANNING, IMPLEMENTATION AND EVALUATION (3). Utilizes research methods to identify criteria for effective policy making and evaluation. Examines factors which impact successful policy development, implementation, and evaluation. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 654. CRIME PREDICTION AND PREVENTION (3). Analyzes crime prediction and prevention techniques. Addresses reducing the risk of crime in private and public sectors. Identifies

safety for families, employees, and customers and the means by which business private and public property are protected. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 657. ANIMAL EXPLOITATION/ INTERNATIONAL LAW AND ETHICS (3). 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: MAES 677.

MSCR 660. CYBER CRIMINOLOGY (3). Examines crimes committed using computer technology. Discusses strategies, tactics, and collaboration involved in combating cybercrime and cyber-criminals. Discusses future trends in digital crime and criminological theories. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 680. RAPID DECISION MAKING (3). Studies decision models which enable timely decision-making in time of crisis and limited knowledge. Case studies are used to refine organization of knowledge, critical thinking and communication of decisions. Prerequisite(s): MSCR 604 or MSCR 605.

MSCR 687E-W. SPECIAL TOPICS IN CRIMINOLOGY (3). Studies selected topics in criminology through research, dialogue and analysis. Prerequisite(s): MSCR 604.

MSCR 694. RESEARCH ANALYSIS AND APPLICATION (3). Provides an overview of social science research methods employed by criminologists, emphasizing diagnostic and analytical tools, research design and evaluation methods and innovative thinking. Prerequisite(s): Must successfully complete all MSCR courses, with the exception of MSCR 696 Capstone Project.

MSCR 693. GRADUATE CAPSTONE (6). 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 695. EXPERIENTIAL LEARNING (6). Enables student to earn academic credit for on-site experience 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): MAPC 695.

MSCR 696. CAPSTONE PROJECT (6). Directed research that provides experience of the student's major interests and academic work; focusing on an integration and application of appropriate theory and data that addresses a criminology topic of interest to the student. Prerequisite(s): Must successfully complete all MSCR courses prior to taking MSCR 696. NOTE: Pass/No Pass grading only.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

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
Thornton Campus
500 E. 84th Ave. Suite B-12
Mail Stop P-20
Thornton, CO 80229
800-944-7667

MASTER OF ARTS

Counseling: Clinical Mental Health Counseling
Marriage and Family Therapy

Graduate Academic Certificates

Marriage and Family Therapy
Counseling Children and Adolescents
Depth Psychotherapy

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
RN-BSN Program (synchronous Zoom)
RN to MS Nursing Program (online and synchronous Zoom)

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

DOCTOR OF NURSING PRACTICE

Program Specializations

Advanced Practice Registered Nurse (online)

Advanced Leadership in Health Care (online)

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 three Post-Graduate Certificates in specialized areas of counseling and family therapy for professionals with a Master's degree in Counseling or a closely related clinical area: Counseling Children and Adolescents; Marriage and Family Therapy; and Depth Psychotherapy. 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 Council on the Accreditation for Counseling and Related Educational Programs (CACREP) and meets the academic requirements for licensure as an LPC in the state of Colorado.

The Master of Arts in Marriage and Family Therapy prepares students to work as couple and family therapists in mental health and community agency settings. The Master of Arts in Marriage and Family Therapy is accredited by the Council for the Accreditation of 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 programs in Health Services Administration, and academic certificate programs in Health Care Quality and Patient Safety and Health Care Business Management. Coursework is offered in an accelerated format with curricula designed to reflect principles of adult learning. Most 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, computer firms, service agencies and educational institutions. The curriculum combines online and classroom learning with an administrative internship that features on-the-job supervised experience in an approved health care facility.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

The Master of Science degree in Health Services Administration was approved in January of 1999 and the first class was admitted in October 1999. The innovative advanced practice model recognizes prior learning based on an undergraduate foundation in health care management and/or prior health care management experience. With minimal introductory content, the curriculum contains a challenging master's core with advanced practice courses in finance and accounting, operations, quality, and technology management. This allows for a shorter but more in-depth preparation of students. Courses make extensive use of case studies and applied projects. Special topic courses allow individual students to custom design learning experiences in specific areas of interest and expertise preparing students for a wide range of administrative positions. The curriculum promotes the further development of leadership abilities along with a deeper appreciation of the social and ethical obligations and conflicts inherent within the industry. The program is offered primarily in an online format.

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 nine 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, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Regis University adopted and integrated the Bachelor of Science in Nursing degree when Loretto Heights College closed in May 1988. The Colorado State Board of Nursing first approved the program at Loretto Heights in 1948, the year it was established at that college. In 1952, the National League for Nursing (NLN) accredited the College's program. That accreditation was transferred to Regis University when the program moved. In 1991, a graduate program in Nursing was established. In 1993, the National League for Nursing (NLN) renewed the undergraduate program accreditation and granted full five-year initial accreditation to the Master of Science in Nursing Program. In 1999, both the National League for Nursing Accreditation Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) visited the School of Nursing and granted full, continuing accreditation to the undergraduate and graduate nursing programs. In 2002, the Loretto Heights School of Nursing decided to maintain a single accreditation--with AACN- CCNE -- and discontinued accreditation with NLNAC. In 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 flexible schedules accommodating individuals with health care experience. Programs are also offered for registered nurses (RNs) wishing to earn their BSN. The RN-BSN Program is delivered in a blended format or an online format. The RN to MS Nursing Program offers RNs both the BSN degree and the Master of Science degree (Leadership in Health Care Systems specialization) in a single program.

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 synchronous, one evening per week (classroom or Zoom) or 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, and PMHNPs.

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.

SCHOOL OF PHARMACY

The School of Pharmacy was granted full accreditation by the Accreditation Council for Pharmacy Education (ACPE) in summer 2013. The inaugural class matriculated in fall 2009.

The Doctor of Pharmacy curriculum is a four-year professional program leading to a Doctor of Pharmacy (Pharm.D.) degree. Prior to entry into the Doctor of Pharmacy program, students must complete a minimum of two years (72 semester hours) of pre-professional coursework. The two-year pre-pharmacy curriculum, together with the four-year professional pharmacy curriculum, will provide students with the training and knowledge necessary to provide the highest level of pharmacy care.

Note: For additional program information and a complete list of pre-pharmacy courses, please consult the Regis Doctor of Pharmacy website at www.regis.edu/pharmd.

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 3+4 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 professional year of study in the School of Pharmacy, students are awarded the Bachelor of Science in Foundations of Pharmacy. Following completion of all four years of the Doctor of Pharmacy curriculum, students are then awarded the PharmD degree.

DOCTOR OF PHARMACY

The professional doctoral program (Pharm.D.) is four years (nine semesters), with a new class starting each August. The curriculum is designed for students to become pharmacists 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 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 (RUROPT) 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 RUROPT 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 RUROPT 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 a virtual patient round/clinical practice discussions. This format allows flexibility for clinicians to pursue the Fellowship in OMPT and maintain a full-time 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, 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.

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.

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 fails below the minimum acceptable cumulative grade point average for the program. Academic probation may also be applied for violations of the academic integrity policy. Academic suspension is an official sanction that is applied when a student on academic probation fails to achieve the required minimum acceptable cumulative grade point average or other conditions established under their probation. Academic suspension may also be applied for violations of the Academic Integrity Policy.

UNDERGRADUATE STUDENTS

Good Standing

Students at Regis University must maintain at least a 2.000 ("C") cumulative grade point average to be in good academic standing.

The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. A grade of "C-" or higher is required for upper division courses in the major or minor area to be counted as work toward the major or minor. A grade of "C-" or higher is required by some schools or departments for lower division major courses to be counted as work toward the major or minor.

NOTE: Undergraduate programs in the Loretto Heights School of Nursing require a grade of "C" (2.000) or higher in all nursing courses. The Health Services Education undergraduate programs require a grade of at least a "C" in all HIM and HCA courses and a cumulative GPA for progression at a 2.00.

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: 1) a letter requesting readmission, explaining the causes of the earlier academic difficulties and describing how the student has overcome those difficulties; and 2) an official transcript showing at least 12 semester hours (or equivalent quarter hours) of acceptable academic coursework completed at another regionally accredited college or university.

In the case of academic suspension due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

GRADUATE STUDENTS

MASTER'S PROGRAMS AND DOCTOR OF NURSING PRACTICE

Academic Probation

Students must have a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in the program, the student is placed on academic probation. Students placed on academic probation have one semester to raise their grade point average to a 3.000. In the case of academic probation due to violation of the Academic Integrity Policy, refer to the school or department student handbook.

Academic Suspension 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. 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, 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 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 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

Students are notified of a change in academic status in writing from the program director, but failure to provide or receive the notice does not invalidate the action taken.

Academic Probation

When the cumulative grade point average of a student in the Doctor of Physical Therapy program falls below 3.00, the student is placed on academic probation. A student is allowed a maximum of two probation semesters during the length of the program. The School of Physical Therapy's expectation is that the student will make every effort to raise their cumulative GPA to 3.00 in the first probationary semester in order to return to good academic standing. If it is not possible for a student on probation to raise their cumulative GPA to a 3.00 within two semesters, the student will be suspended from the program (see section on Academic Suspension). A student on academic probation is not allowed to participate in clinical education experiences. Academic Probation is noted on the permanent academic record (transcript).

In the case of academic probation due to violation of the Academic Integrity Policy, refer to the Doctor of Physical Therapy Student Handbook.

Academic Suspension

A student is suspended from the Doctor of Physical Therapy program if they fail to complete necessary remediation to a satisfactory level in the subsequent semester of receiving a "C" or "C-." A student who receives a grade lower than a "C-" in a course is suspended from the program. In addition, if a student's cumulative grade point average is less than 3.000 for more than two semesters, they are suspended from the program. A student who fails a clinical experience will be reviewed for suspension from the program. Academic suspension renders the student ineligible to participate in the School's academic activities including academic coursework, clinical coursework, and project

coursework for the remaining sequence of course offerings with the student's respective class. The student may apply for consideration of readmission to the program for the following academic year. Academic Suspension is noted on the permanent academic record (transcript).

In the case of academic suspension due to violation of the Academic Integrity Policy, refer to the school Doctor of Physical Therapy Student Handbook.

Academic Dismissal

Academic dismissal is action taken by the program that renders a student ineligible to return to Regis University for any program of study. For this action to be taken, the student must have been suspended for academic reasons, been readmitted to the DPT program on academic probation, and subsequently failed to achieve the required cumulative GPA of 3.00. Academic dismissal is recorded on the permanent academic record (transcript).

Appeal Procedure: Academic Suspension/Dismissal

Upon being notified in writing of suspension or dismissal, students who wish to appeal the decision should do the following:

1. Write a letter of appeal to the Program Director within thirty (30) working days of the date on the letter of notification. This letter of appeal should include:
 - a. The student's assessment of how the academic problems came about.
 - b. A description of any extenuating circumstances that affected the student's academic record.
 - c. A clear plan to address the student's academic deficiencies.
2. The student may submit supporting statements from their advisor, other faculty members, or external medical providers with letter of appeal by the designated deadline to the Student Affairs Committee. The Committee reviews the materials provided by the student and makes a recommendation on the appeal to the Program Director. The Program Director makes a final decision and notifies the student in writing of the decision regarding the student's appeal.

Final Appeal Procedure – Suspension/Dismissal

All decisions by the Program Director regarding a student's suspension or dismissal may be appealed in writing to the School Dean. The appeal should be submitted to the School Dean within 5 business days of notification by the Program Director. The School Dean may require a personal interview with the student before a decision is reached. The decision of the School Dean is final.

Petition for Readmission of Academic Suspension/Dismissal

A student who wishes to petition for consideration of readmission to the program following a suspension must complete a three-phase process.

1. The student must meet with the chair of Student Affairs, the Program Director, and their former advisor to discuss and formulate a guidance plan to address academic and behavioral

needs during the period of suspension. In addition, the student may be requested to meet with course coordinators to assist with providing academic guidance in this process.

2. The student must follow the written guidance plan formulated by Student Affairs during the period of the suspension.
3. The student will complete a letter to formally petition for readmission. This letter, detailing the student's actions and outlining plans that were completed to correct his/her previous academic difficulties must be submitted to the Program Director and Chair of Student Affairs *at least two months prior to the beginning of the semester* for which the student is requesting readmission.

Final Appeal Procedure – Suspension/Dismissal

All decisions by the Program Director regarding a student's suspension or dismissal may be appealed in writing to the School Dean. The appeal should be submitted to the School Dean within 5 business days of notification by the Program Director. The School Dean may require a personal interview with the student before a decision is reached. The decision of the School Dean is final.

Petition for Readmission of Academic Suspension/Dismissal

A student who wishes to petition for consideration of readmission to the program following a suspension must complete a three-phase process.

1. The student must meet with the chair of Student Affairs, the Program Director, and their former advisor to discuss and formulate a guidance plan to address academic and behavioral needs during the period of suspension. In addition, the student may be requested to meet with course coordinators to assist with providing academic guidance in this process.
2. The student must follow the written guidance plan formulated by Student Affairs during the period of the suspension.
3. The student will complete a letter to formally petition for readmission. This letter, detailing the student's actions and outlining plans that were completed to correct his/her previous academic difficulties must be submitted to the Program Director and Chair of Student Affairs *at least two months prior to the beginning of the semester* for which the student is requesting readmission.

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:

- I. Write a letter of appeal to the school dean/division director of the appropriate school/division within deadline stated on the letter of notification. This letter of appeal should include:
 - a. The student's honest and straight-forward assessment of how the academic problems came about.
 - b. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - c. Why the student should not be suspended from the program or dismissed from the University.
 - d. Some indication that the student is ready to continue serious academic work.
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Collect supporting statements from advisor, faculty members, or external medical provider as appropriate who are willing to support the appeal and submit these statements with letter of appeal by the designated deadline.

The school dean/division director is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at Regis University.

The school dean/division director reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The school dean/ division director notifies the student in writing of the 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 2022 - 2023 ACADEMIC YEAR

Charges are per semester, unless otherwise noted

UNDERGRADUATE PROGRAMS

Bachelor of Science in Foundations of Pharmacy

Full-time Tuition	\$20,415
Part-time Tuition (per semester hour)	\$1,361
Tuition (per semester hour – fourth year)	\$1,361
Application Fee	\$50
Wellness Fee (fall and spring semester, applies to students with six or more credit hours per semester)	\$210
Course Material Fee (Per semester hour)*	\$35
Student Activity Fee (applies to students with six or more credit hours per semester)	\$225
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Graduation Application Fee	\$50

*Opt-Out available.

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science Degree in HCA

Traditional:

Tuition (per semester)	\$20,415
Part-time Tuition (per semester hour)	\$1,361
Application Fee	\$50
Wellness Offset Fee (fall and spring semester, applies to students with six or more credit hours per semester)	\$210
Course Material Fee (per semester hour)*	\$35
Student Activity Fee (applies to students with six or more credit hours per semester)	\$225

Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Graduation Application Fee	\$50

Non Traditional:

Tuition (per semester hour)	\$577
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Application Fee	\$50
Graduation Application Fee	\$50

*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

Full-time Tuition	\$20,415
Part-time Tuition	\$1,361
Application Fee	\$50
Wellness Offset Fee (fall and spring semester, applies to students with six or more credit hours per semester)	\$210
Course Material Fee (per semester hour)*	
Student Activity Fee (applies to student with six or more credit hours per semester)	\$225
Laboratory Fee (per year)	\$200
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Graduation Application Fee	\$50

*Opt-out available

Additional specific course fees, memberships, and exam fees may exist that are not listed.

Bachelor of Science in Nursing Degree*Traditional Nursing Program*

Full-time Tuition	\$21,042
Part-time Tuition (per semester hour)	\$1,403
Summer Nursing Externship (per semester hour)	\$495
Application Fee	\$0
Wellness Offset Fee (fall and spring semester, applies to students with six or more credit hours per semester)	\$210
Student Activity Fee (applies to student with six or more credit hours per semester)	\$225
Nursing Laboratory Fee (per year)	\$200
Kaplan Fee (one time)	\$600
Late Clearance Fee (fall and spring semester)	\$300
Late Clearance Fee (summer semester)	\$100
Graduation Application Fee	\$50

Additional specific course fees may exist that are not listed.

* Determined by the Student Executive Board; subject to change.

Applications to the Traditional Nursing program are submitted using the centralized NursingCAS system (www.https://nursingcas.org).

<i>Accelerated Nursing Program – January Cohort</i>	
Tuition (per semester hour)	\$927
General Fee (per course)	\$105
Wellness Offset Fee (per course, excludes online courses)	\$45
Nursing Laboratory Fee (charged twice in program)	\$200
Kaplan Fee (one time)	\$600
Graduation Application Fee	\$50

<i>Accelerated Nursing Program – May Cohort</i>	
Tuition (per semester hour)	\$917
General Fee (per course)	\$105
Wellness Offset Fee (per course, excludes online courses)	\$45
Nursing Laboratory Fee (charged twice in program)	\$200
Kaplan Fee (one time)	\$600
Graduation Application Fee	\$50

*Applications to the Traditional Nursing program are submitted using the centralized NursingCAS system (www.https://nursingcas.org).

CHOICE Nursing Program

Tuition (per semester hour)	\$865
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45
Application Fee	\$50
Nursing Laboratory Fee (per year)	\$200
Kaplan Fee (one time)	\$600
Graduation Application Fee	\$50

*Applications to the Traditional Nursing program are submitted using the centralized NursingCAS system (www.https://nursingcas.org).

RN-BSN Program

Tuition (per semester hour)	\$603
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online course)	\$45
Application Fee	\$50
Graduation Application Fee	\$50

RN to MS Nursing Program

Bachelor's Level Course Tuition (per semester hour)	\$603
Master's Level Course Tuition (per semester hour)	\$762
General Fee (per course)	\$184
Wellness Offset Fee (per course, excludes online courses)	\$45
Graduation Application Fee	\$50

Loretto Heights School of Nursing Other Fees

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**

Tuition (per semester hour)	\$783
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hours)*	\$35
Practicum Fee (one time)	\$500
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out available.

Master of Arts in Marriage and Family Therapy

Tuition (per semester hour)	\$783
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Practicum Fee (one time)	\$500
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out available

Master of Science Degree in Health Services Administration

Tuition (per semester hour)	\$736
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out available

Health Care Quality and Patient Safety Certificate

Tuition (per semester hour)	\$736
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out Available

Health Care Business Management Certificate

Tuition (per semester hour)	\$736
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out available

Master of Science Degree in Nursing

Leadership Tuition (per semester hour)	\$762
Practitioner Tuition (per semester hour)	\$937
General Fee (per course)	\$209

Wellness Offset Fee (per course, excludes online courses)	\$45
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 ([www.https://nursingcas.org](https://nursingcas.org)).

Doctor of Nursing Practice

Tuition (per semester hour)	\$989
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online fee)	\$45
Application Fee	\$50
Graduation Application Fee	\$50

Doctor of Pharmacy

Tuition (per semester hour)	\$1,138
General Fee (per course)	\$105
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Application Fee	\$0**
Graduation Application Fee	\$50

*Opt-Out Available

** Applications to the Doctor of Pharmacy program are submitted using the centralized PharmCAS system (www.pharmcas.org).

Doctor of Physical Therapy

Tuition (per semester hour)	\$963
General Fee (per course)	\$105
Wellness Offset Fee (per course)	\$45
Course Material Fee (per semester hour)*	\$35
Student Activity Fee (applies to students with one or more credit hours per semester)	\$25
Application Fee	\$0**
Laboratory Fee (for the first two-years of the program)	\$400
Graduation Application Fee	\$50

* Opt-Out available

**Applications to the Doctor of Physical Therapy program are submitted using the Physical Therapy Centralized Application Service system (www.PTCAS.org).

Residency in Orthopaedic Physical Therapy

Online Course Tuition (per semester hour)	\$901
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour)*	\$35
Technology Fee	\$325
Application Fee	\$50
Graduation Application Fee	\$50

*Opt-Out available

Fellowship Program in Physical Therapy

Online Course Tuition (per semester hour)	\$670
General Fee (per course)	\$209
Wellness Offset Fee (per course, excludes online courses)	\$45
Course Material Fee (per semester hour) *	\$35
Technology Fee (for the first two years of the program)	\$325
Application Fee	\$50
Graduation Application Fee	\$50

*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. The Core requirements for students in undergraduate programs offered by the Rueckert-Hartman College for Health Professions are as follows.

<i>Core Studies Requirements</i>	45 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Natural Science/Mathematics/Computer Science	12 SH
Philosophy (one course in Health Care Ethics required)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	12 SH

**UNDERGRADUATE GENERAL DEGREE
REQUIREMENTS**

In addition to completion of the Core studies, major, minor (if required) and elective areas, each undergraduate degree candidate must also satisfy each of the following requirements:

- 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. Students may use CLEP tests, Dantes Subject Standardized Tests (DSST), NLN tests, portfolio and Regis University Credit-by-Exam to earn credit.

COURSE LOAD

HCA: The normal academic load should not exceed nine semester hours per eight week academic period or a total of 18 semester hours per semester.

Loretto Heights School of Nursing: The average course load per semester is 12-17 semester hours for Traditional Nursing Program students; 19-23 semester hours for Accelerated Nursing Program students; 8-12 semester hours for CHOICE Nursing Program students and 6-12 semester hours per semester for RN-BSN Completion Program students. Students should carefully note the course load requirements for the Dean's list as these may vary from the average course load per semester.

School of Physical Therapy: The average course load per semester is 15-18 semester hours for the BS in Health and Exercise Science, 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.

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 to assess prior learning by portfolio. Students may obtain additional information from portfolio@regis.edu.

The Loretto Heights School of Nursing does not grant credit through Prior Learning Assessment. Students in the RN-BSN Program receive credit for prior learning in accordance with the Colorado Articulation Model or may be eligible for the block transfer. Examinations are also available for RN students to challenge selected lower division courses. Details can be found under the Bachelor of Science in Nursing subheading for the RN-BSN Program.

REGISTRATION

Traditional Nursing and Health and Exercise Science Programs: Registration for the Traditional Nursing and the Health and Exercise programs follow the same policies described for Regis College undergraduate students.

All other programs: Registration can be completed by phone, online using the Ranger Portal, or in person through the Office of Academic Records and Registration. 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.

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 in-person (Academic Records and Registration Office.) The add/drop period 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 Academic Records and Registration office or through the Ranger Portal during the first week of class.

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 Academic Records and Registration 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 Academic Records and Registration. 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 Associate Dean of RHCHP.

Loretto Heights School of Nursing

Auditing of campus-based theory courses only is permitted in the Loretto Heights School of Nursing. This requires prior approval of the appropriate program director.

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.

RN-BSN, RN to MS Nursing, and Health Care Administration Undergraduate Programs

Students in the RN-BSN Program, the BSN component of the RN to MS Nursing Program, and 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, and outreach services to the local health care community. 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
- Post-Graduate Academic Certificate in Counseling Children and Adolescents
- Post-Graduate Academic Certificate in Depth Psychotherapy

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 Thornton Campus and the Colorado Springs Campus 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 at the Thornton, CO campus. These session dates are listed on our website at <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. An undergraduate or graduate course in Human Growth and Development is a prerequisite, required either prior to or during the Master of Arts in Marriage and Family Therapy program.

The DCFT faculty admits students who have demonstrated a readiness for the programs both academically and psychologically. Admission is competitive and limited by the program's need to maintain appropriate clinical faculty/student ratios in each of the programs.

A faculty admissions committee carefully assesses each applicant's appropriateness for each degree program through evaluation of application materials and assessments of the applicant during the admission process and admission interview.

Viable candidates for admission often have a background in psychology or family studies demonstrated by several or all of the following:

- An undergraduate degree in psychology or family studies,
- Work experience related to psychology or helping relationships,
- Participation in personal psychotherapy and,
- Personal life experiences that would indicate an ability for introspection, empathy for others, and psychological maturity.

The Office of Admissions must receive the following documentation from each applicant before an admission decision can be rendered for the MAC or MAMFT degrees:

- A completed application form, which includes a nonrefundable application fee.

- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Completed admission essays.
- Two letters of recommendation.
- Current resume.
- Criminal background check.

After the application file is complete, other MAC/MAMFT degree program requirements for admission include the following:

- Attendance at an on-campus admission interview with program faculty.
- Minimum levels of technological competence and computer literacy including the following: knowledge of common computing terms; thorough knowledge of word processing, including attachments, spell check, copy and paste, etc.; proficiency with sending/receiving e-mail, including e-mail with attached files; students must have an e-mail address; proficiency with web browser software; and familiarity with navigating the 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. Students may be admitted "fully" or "provisionally." Students admitted "provisionally" for either degree program will be required to successfully complete specific program requirements or course work prior to starting the program. "Provisionally" admitted students will be admitted automatically to "Full Admission" once they have fulfilled provisional requirements of the admission. Failure to successfully complete provisional and/or conditional requirements will prohibit a student from progressing in the program and/or will result in dismissal from the program.

Admission applications and requirements can be found on the Regis web pages at www.regis.edu.

The MAC/MAMFT programs offer prospective students opportunities to apply for admission three times a year. Interviews are held for all program campuses each fall, spring, and summer semester at the Denver campus.

MAC/MAMFT program applicants must submit all admission materials prior to the admission deadline and attend an on-campus admission interview in order to be considered for admission. All admitted students must also attend a new student orientation prior to enrolling in course work. Admission deadlines, applicant interview dates, and new student orientation dates are published on the Regis Division of Counseling and Family Therapy site at 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 program are required to enroll in at least one semester of Supervised Practicum and two semesters of Internship at the conclusion of their degree course work. The practicum and internship courses are required for the degree, and should be taken sequentially over a minimum of three semesters. Students in the MFT program are required to enroll in at least one semester of Supervised Practicum and three 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 four semesters. Student clinical placement in practicum and internship courses must be approved by the Practicum and Clinical Coordinators for the MAC/MAMFT Programs.

MAC/MAMFT DEGREE REQUIREMENTS

Each MAC/MAMFT Student:

- Must complete the appropriate degree requirements as specified in this Catalog.
- Must maintain a cumulative grade point average of 3.000 or better in courses required for the degree. In addition, a student who receives a grade of "C+" or less in two courses will be subject to academic review and may be suspended from the program. No grades in courses less than a "B-" will be counted toward degree requirements (e.g., "C+" or less). In courses that are graded with "P" (Pass) or "N" (No Pass), only grades of "P" will count towards graduation of master's degree requirements. MAC/MAMFT candidates must also maintain acceptable ratings on the MAC/MAMFT Student Performance Evaluation (SPE) throughout the program. Students who are rated below minimum program requirements on the SPE may be subject to a remediation plan to address professional competency deficiencies. In 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 his/her 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) 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 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 in the case a student is unable to raise their GPA within a semester, in addition to submitting and Academic Success Plan, the student may petition the department chair at any time during probation and suspension to modifying 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/MAMFT 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. 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 IN 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://dpo.colorado.gov/ProfessionalCounselor>)

Master of Arts in Counseling:

<i>Clinical Mental Health Counseling Degree Requirements</i>	<i>60 SH</i>
MCPY 602--Spirituality and Counseling	3 SH
MCPY 605--Human Growth and Development	3 SH
MCPY 610--Theories of Counseling	3 SH
MCPY 615--Cultural Issues and Social Justice	3 SH
MCPY 622--Diagnosis and Treatment Planning in Clinical Mental Health Counseling	3 SH
MCPY 625--Professional Orientation and Ethical Issues	3 SH
MCPY 630--Groups: Process and Counseling	3 SH
MCPY 635--Counseling Techniques I	3 SH
MCPY 636--Counseling Techniques II	3 SH
MCPY 640--Research Methods and Program Evaluation	3 SH
MCPY 645--Clinical Assessment	3 SH
MCPY 650--Career Counseling and Development	3 SH
MCPY 660--Substance Abuse Treatment	3 SH
MCPY 672--Crisis, Trauma, and Loss	3 SH
MCPY/MFT 600 level elective courses*	6 SH
MCPY 692--Practicum: Clinical Supervision	3 SH
MCPY 693--Counseling Practicum	3 SH
MCPY 698A--Supervised Counseling Internship A	3 SH
MCPY 698B--Supervised Counseling Internship B	3 SH

*Electives may also include any certificate courses from MA Marriage and Family Therapy, Counseling Children and Adolescents, Depth Psychotherapy and MCPY 685--Qualitative Research. 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 Practicum and Clinical Coordinators. Counselor Preparation Comprehensive Examination (CPCE) must be completed between Counseling Techniques I (MCPY 635) and completion of Internship V (MCPY 698). Interprofessional Education 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/professions>).

<i>Master of Arts in Marriage and Family Therapy Degree Requirements</i>	60 SH
MFT 605--Human and Relational Development	3 SH
MFT 610--Theories of Family Therapy	3 SH
MFT 616--Systemic Power and Oppression	6 SH
MFT 620--Assessment, Diagnosis, and Treatment Planning	3 SH
MFT 621--Integrated Healthcare	3 SH
MFT 625--Legal and Ethical Issues in Family Therapy	3 SH
MFT 635--Process Oriented Practice in MFT	3 SH
MFT 638--Common Factor Skills in Family Therapy	3 SH
MFT 640--Research Methods and Program Evaluation	3 SH
MFT 650--Multi-Contextual Family Life Cycle	3 SH
MFT 660--Addiction Assessment and Treatment	3 SH
MFT 665--Gender and Sexuality	3 SH
MFT 667--Couple Therapy	3 SH
MFT 690--Practicum: The Practice of Family Therapy	3 SH
MFT 692--Practicum: Clinical Supervision	3 SH
MFT 699A--Supervised MFT Internship A	3 SH
*MFT 699B--Supervised MFT Internship B	3 SH
<i>Electives</i>	6 SH
Three semester hours selected from any MCPY/MFT class	3 SH
Three semester hours selected from the following:	
MFT 626--Special Topics in Couple and Family Therapy	3 SH
MFT 668--Play in Family Therapy	3 SH
MFT 669--Advanced Couple Therapy	3 SH
MCPY 630--Groups: Process and Counseling	3 SH
MCPY 672--Crisis, Trauma, and Loss	3 SH
MCPY 677--Counseling Pre-Adolescents and Adolescents	3 SH

*If student is unable to complete hour requirement, demonstrate competency, and complete all graduation requirements during MFT 699B, they may need to complete MFT 699C--Supervised Internship C.

DIVISION OF COUNSELING & FAMILY THERAPY (DCFT) POST-GRADUATE ACADEMIC CERTIFICATES PREREQUISITES

Completion of a Master's degree in Counseling, Marriage and Family Therapy, or a closely related clinical field from a regionally accredited university.

For the Marriage and Family Certificate and the Child and Adolescent Counseling Certificate, completion of a clinical internship within the Master's degree – 600 hours minimum supervised clinical experience within the prior Master's degree program. This is not a requirement for the Depth Psychotherapy certificate.

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).
- 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 (Depth Psychotherapy Certificate does not have this requirement).

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 program, faculty will evaluate student performance using the Counseling Student Performance Evaluation (SPE) at developmental points throughout the program. Students will receive feedback on the SPE regarding their professional strengths as well as areas for growth. Students exhibiting unsatisfactory performance in any area will be referred by faculty to the Remediation Coordinator who will appoint a 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) throughout the program. Students who are rated below minimum program requirements on the SPE may be subject to a remediation plan to address professional competency deficiencies. In some cases, suspension or dismissal from program may be determined.
- Is expected to share in the responsibilities of his/her own learning in partnership with faculty advisors, instructors, and student colleagues.

POST-GRADUATE ACADEMIC CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

The Post-Graduate Academic Certificate in Marriage and Family Therapy (MFT) is offered on the Regis 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).

<i>MFT Certificate Requirements</i>	18 SH
MFT 610--Theories of Family Therapy	3 SH
MFT 650--Multi-Contextual Family Life Cycle	3 SH
MFT 665--Gender and Sexuality	3 SH
MFT 667--Couple Therapy	3 SH
MFT 690--Practicum: The Practice of Family Therapy	3 SH
MFT 699A--Supervised MFT Internship A	3 SH

POST-GRADUATE ACADEMIC CERTIFICATE IN COUNSELING CHILDREN AND ADOLESCENTS

The Post-Graduate Certificate in Counseling Children and Adolescents (CCA) is designed to prepare professional counselors who wish to specialize in counseling children and

adolescents. In 2010, the Regis University Center for Family Counseling and Play Therapy earned designation as an Approved Center of Play Therapy Education by the Association for Play Therapy (APT). Therefore, students completing the CCA certificate program meet the academic requirements for the Registered Play Therapy (RPT) national certification through the Association for Play Therapy (APT). The certificate is a planned program of study which includes 18 graduate credits (six courses). CCA certificate course are offered on weekends and intensive formats so that students may accommodate work schedules and complete the course work within one calendar year.

This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the program requirements for admission to the certificate program. Current graduate students in the MAC/MAMFT programs may also be admitted to the CAC certificate program concurrently during their master's degree course work. The CAC certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate course work.

<i>CCA Certificate Requirements</i>	18 SH
MCPY 668--Play in Family Therapy	3 SH
MCPY 670--Advanced Play Therapy: Grief, Abuse, and Trauma	3 SH
MCPY 677--Counseling Pre-Adolescents and Adolescents	3 SH
MCPY 678--Introduction to Play Therapy	3 SH
MCPY 679--Sandtray in Play Therapy	3 SH
MCPY 680--Current Trends in Play Therapy	3 SH

POST-GRADUATE ACADEMIC CERTIFICATE IN DEPTH PSYCHOTHERAPY

The Post-Graduate Certificate in Depth Psychotherapy (DP) is designed to prepare professional counselors who wish to learn depth psychological learning methodologies that address community and global issues and the complex psychological processes of change required to address issues of meaning, values, and a just existence from an individual, community and cultural perspective. The certificate is a planned program of study which includes 18 graduate credits (six courses). Certificate course work is offered in evening formats so that student may complete the course work within one calendar year.

This certificate is designed for community professionals with a master's degree in counseling or closely related area of clinical psychotherapy who meet the program requirements for admission to the certificate program. Current graduate students in the MAC/MAMFT program may also be admitted to the DP certificate program concurrently during their master's degree course work. The DP certificate cannot be awarded to current students until the semester following graduation from the master's degree program and completion of the certificate course work.

<i>DP Certificate Requirements</i>	18 SH
MCPY 674--Grief Therapy and Life Transitions	3 SH
MCPY 676--Ecopsychology: A Transformative Perspective	3 SH
MCPY 686--Psychotherapeutic Relationship: A Depth Perspective	3 SH
MCPY 682--Personal Mythology and Narrative	3 SH
MCPY 683--Approaches to Dream Work	3 SH
MCPY 687--Cultural Narratives: Literature, Myths and Fairy Tales	3 SH

DIVISION OF HEALTH SERVICES EDUCATION

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.
- All applicants must complete a written essay as part of the application process. The essay addresses the applicant's reasons for choosing this degree and Regis University and is evaluated for evidence of satisfactory writing skills.
- 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 special admission.

The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 213 (computer-based), or complete an ESL Language Center's level 109-Academic within one year prior to acceptance into the program.

Regis University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student who

would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HCA Program, the Rueckert-Hartman College for Health Professions, or Regis University.

Students are admitted into the HCA Program, but may not take upper division HCA coursework until the specific prerequisites of each course are met.

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

HCA POLICIES

- 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 scheduled with a health care stakeholder.
- 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.
- Students enrolled in the HCA Program must complete and provide all required compliance documentation.

DEGREE REQUIREMENTS

Total Degree Requirements 120 SH

A minimum of 39 semester hours of coursework must be completed before beginning the major requirements.

Core Studies Requirements 45 SH

English Composition 3 SH

Literature/Humanities/Oral and Written Communication 6 SH

Natural Science/Mathematics/Computer Science which must include: 12 SH

MT 274--Introduction to Statistics for Health Professions 3 SH

Philosophy which must include: 6 SH

*HCE 435--Ethics in Health Care Services 3 SH

Religious Studies Electives 6 SH

Social Science/Economics/Business which must include: 12 SH

EC 3300--Principles of Microeconomics

BA 4280 or HCA 452-- Human Resources

HCA Department Requirements 6 SH

AC 3200--Principles of Accounting I and 3 SH

AC 3210--Principles of Accounting II 3 SH

<i>HCA Major Requirements</i>	39 SH
HCA 402A--The Evolving Health Care Systems I	3 SH
HCA 402B--The Evolving Health Care Systems II	3 SH
HCA 408--The Politics of Health	3 SH
HCA 423--Foundations of Health Law	3 SH
HCA 425--Assessment of Quality Care and Patient Safety	3 SH
HCA 432A--Leading Effective Organizations I	3 SH
HCA 432B--Leading Effective Organizations II	3 SH
HIM 450--Health Care Informatics and Information Systems	3 SH
HCA 458--Project Management in the Health Care Sector	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HCA 466--Managing Health Services Reimbursement	3 SH
HCA 480--Applied Capstone in Health Care Administration	3 SH
HCA 485--Administrative Internship	3 SH
<i>General Electives</i>	30 SH
*Course must be completed at Regis University	

Health Care Administration Minor Requirements 12 SH

Cross-enrollment for courses offered by the Rueckert-Hartman College for Health Professions may be completed following appropriate consultation with an academic advisor. 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.

HCA 402A--The Evolving Healthcare System I	3 SH
HCA 402B--The Evolving Healthcare System II	3 SH
HCA 400-level electives	6 SH

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.

Total Degree Requirements	144 SH
<i>Core Studies Requirements</i>	45 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Natural Science/Mathematics/Computer Science which must include:	12 SH
MT 274--Introduction to Statistics for Health Professions	3 SH
Philosophy which must include:	6 SH
*HCE 435--Ethics in Health Care Services	3 SH
Religious Studies Electives	6 SH
Social Science/Economics/Business which must include:	12 SH
EC 3300--Principles of Microeconomics	
BA 4280 or HCA 452-- Human Resources	
<i>HCA Department Requirements</i>	6 SH
AC 3200--Principles of Accounting I and	3 SH
AC 3210--Principles of Accounting II	3 SH
<i>HCA Major Requirements</i>	45 SH
HCA 402A--The Evolving Health Care Systems I	3 SH
HCA 402B--The Evolving Health Care Systems II	3 SH
HCA 408--The Politics of Health	3 SH
HCA 423--Foundations of Health Law	3 SH
HCA 432A--Leading Effective Organizations I	3 SH
HIM 450--Health Care Informatics and Information Systems	3 SH
HCA 458--Project Management in the Health Care Sector	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HCA 466--Managing Health Services Reimbursement	3 SH
HCA 480--Applied Capstone in Health Care Administration	3 SH
HCA 485--Administrative Internship	3 SH
HSA 601--Leadership and Organization Development in Health Care Settings	3 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
HSA Electives (600-level)	6 SH
<i>General Electives</i>	24 SH
*Course must be completed at Regis University	
<i>MS Total Degree Requirements</i>	24 SH
HCE 600--Organizational Ethics and Health Care Compliance	3 SH
HSA 602--Strategic Planning and Development in Health Services	3 SH
HSA 660--Methods of Inquiry and Research	3 SH

HSA 680--Contemporary Issues in Health Services Delivery Systems	3 SH
HSA 696--Master's Project in Health Services Administration	3 SH
HSA 604--Foundations of Health Care Economics, Accounting and Financial Management	3 SH
MSHI 650--Health Care Informatics and Information Management In Health Care Settings	3 SH
HSA 663--Advanced Concepts of Health Care Finance	3 SH

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, insurance and managed care companies, 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 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 current resume or other documentation of professional experience.
- A personal or phone interview may be required. This may be waived for HCA progression students.

- 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, 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 or five 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. 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) 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 Academic Records and Registration by the designated deadline. Graduation requirements include:

- Satisfactory completion of required academic coursework.
- A minimum cumulative grade point average of 3.000.
- Satisfactory completion of 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.

For additional information on Commencement and Graduation, refer to the General Information section of this *Catalog*.

DEGREE REQUIREMENTS

<i>Total Degree Requirements</i>	<i>36 SH</i>
HCE 600--Organizational Ethics and Health Care Compliance	3 SH
HSA 601--Leadership and Organization Development in Health Care Settings	3 SH
HSA 602--Strategic Planning and Development in Health Services	3 SH
HSA 660--Methods of Inquiry and Research	3 SH
HSA 680--Contemporary Issues in Health Services Delivery Systems	3 SH
HSA 696--Master's Project in Health Services Administration	3 SH
HSA 604--Foundations of Health Care Economics, Accounting and Financial Management	3 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
HSA 663--Advanced Concepts of Health Care Finance Electives (600-level)	3 SH 6 SH

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 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 current resume or other documentation of professional experience.
- 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 REQUIREMENTS

*Total Certificate Requirements** 12 SH

Twelve semester hours selected from the following:

HCE 600--Organizational Ethics and Health Care Compliance	3 SH
HSA 601--Leadership and Organization Development in Health Care	3 SH
HSA 602--Strategic Planning and Development in Health Services	3 SH
HSA 620--Marketing and Public Relations in Health Care Settings	3 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
HSA 630--Medical Practice Management	3 SH
HSA 652--Human Resource Management in Health Care Settings	3 SH
HSA 663--Advanced Concepts of Health Care Finance	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH

HEALTH CARE QUALITY AND PATIENT SAFETY CERTIFICATE REQUIREMENTS

*Total Certificate Requirements** 12 SH

HSA 624--Assessment of Quality Care and Patient Safety	3 SH
HSA 625E--Advance Concepts of Quality: Lean Methodology	3 SH
HSA 636--Emerging Technologies for Health	3 SH
HSA 670--Biostatistics and Health Data Analysis	3 SH

LORETTO HEIGHTS SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Within the framework of the mission and goals of the University, the undergraduate programs in the Loretto Heights School of Nursing (LHSON) have as their dominant focus a holistic, individualized, and humanistic approach to the individual, family, and community. The curriculum is organized to focus on critical thinking, ethical decision-making, and social responsibility. Upon successful completion of the undergraduate program, each graduate receives the Bachelor of Science in Nursing (BSN) degree which prepares students for professional practice in a variety of health care agencies and for graduate study. Graduates are eligible to take the state board licensure examination in any state.

Traditional Nursing Program

The Traditional Nursing Program extends over four 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 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 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.

RN-BSN Program

Acceptance into the undergraduate nursing BSN degree completion program requires a current unrestricted or unencumbered professional RN license in the state in which the student's clinical/practicum experience will be completed. One year of experience in nursing practice as a Registered Nurse is recommended.

Coursework in this program is provided in a synchronous Zoom/online format. Practicum experiences and service learning augment learning experiences. The length of time to complete the Bachelor of Science in Nursing degree generally takes 18 months.

All requirements for the Bachelor of Science in Nursing degree are completed through enrollment in Regis University classes, transfer credits, and/or examination. A minimum of 30 semester hours must be completed through Regis University. The University grants credit by examination to individuals who have developed college-level knowledge outside the formal classroom situation and can successfully demonstrate the knowledge.

The LHSON fully supports the Colorado Nursing Articulation Model. This model permits nurses who are graduates of diploma programs and some associate degree programs to enter the program without testing and receive up to 33 semester hours of credit for prior learning. Certain restrictions apply and applicants are advised to consult with the RN-BSN Program admission counselor.

Applicants with an Associate's Degree in Nursing – Block Transfer

Applicants with an Associate's Degree in nursing from accredited programs, meeting requirements, are eligible to receive a minimum of 66 semester hours of credit from their previous ADN program as a block transfer if they meet the following requirements:

- Completion of an ADN program at a regionally accredited institution;
- Completion of an ADN program consisting of at least 66 semester hours; and
- Licensure as a registered nurse who passed the N-CLEX national examination.

In addition to the block transfer of at least 66 credits, students also must complete:

- 27 semester hours of upper division nursing courses and 3 semester hours of Health Care Ethics at Regis;

- Regis core studies requirements comprised of 3 semester hours of philosophy and 6 semester hours of religious studies;
- 3 semester hours of statistics;
- 6 semester hours of upper division electives; and
- Up to 6 semester hours of general electives. Students are advised to choose electives from the liberal arts and humanities.

This coursework meets the 120 semester hour total required for the award of Bachelor of Science in Nursing degree.

Challenge Examinations

Predominately two types of examinations are available for RN students to challenge selected lower division (freshman and sophomore level) courses. These include the College Level Examination Program (CLEP) tests and the DANTES Subject Standardized Tests (DSST). A third testing option is available for RN students to earn credit in nutrition, anatomy and physiology, and microbiology by taking the National League for Nursing (NLN) exams. It is important for students currently enrolled in the LHSON RN-BSN or RN to MS Nursing Programs to note that the NLN exam is the only one of the three challenge examinations that meets the semester hour requirements for nutrition (3), anatomy and physiology (8), and/or microbiology (4).

The courses and sequence of courses for the RN-BSN and RN to MS Nursing Programs differ from those in the preclicensure (Traditional, Accelerated, and CHOICE) Nursing Programs. Nevertheless, all Regis University LHSON students meet the same outcomes in order to earn the Bachelor of Science in Nursing degree.

Dual Enrollment

The Loretto Heights School of Nursing has some agreements in place with community colleges to offer a dual enrollment program between the associate degree and the bachelor's degree. These dual enrollment programs allow an ADN student to start BSN course work prior to completion of the ADN program and prior to obtaining an RN license, typically the last year of the ADN program. Students should inquire about this option.

RN to MS Nursing Program

The RN to MS Nursing Program is designed to meet the needs of registered nurses who want to earn both a Bachelor of Science in Nursing (BSN) and a Master of Science degree in Nursing. The program offers online and/or blended classes in an eight-week accelerated format. Practicum experiences and service learning augment course work.

All requirements for the BSN are completed for the RN-BSN Program with the exception of four courses which are completed at the graduate level (from the MS degree in Nursing). Leadership in Health Care Systems is the specialization of the graduate portion of the program.

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:

CH206A/207A--Chemistry lab/lecture

BL 274/275--Anatomy lab/lecture

BL 276/277--Physiology lab/lecture

BL 254/255--Microbiology lab/lecture

- Grade of "C" or better in all Regis University coursework
- Recommendation of pre-professional advisor

Conditions of Eligibility:

Students meeting the above requirements must also meet the following conditions to maintain eligibility to progress into the Traditional BSN program in the junior year:

- Students must successfully complete two years of full time study (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.

Procedures:

- I. 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, Accelerated, and CHOICE Nursing Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON Student Affairs Committee. All Accelerated and CHOICE applicants 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, 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 2.75 on a 4.000 scale **and** a prerequisite science grade point average of 2.75 on a 4.000 scale.
- 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.

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 3.75 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.

POST-LICENSURE PROGRAMS

RN-BSN and RN to MS Programs Admission Requirements

All applicants for admission are reviewed using guidelines established by the LHSON. Students who meet minimum criteria are considered for acceptance into the Undergraduate Nursing Program. Applicants to the RN to MS program must meet requirements of the LHSON graduate program upon admission to the RN-BSN component of the RN to MS program.

RN-BSN Program-Specific Admission Requirements

Applicants must be Registered Nurses (RN) with current unrestricted or unencumbered RN licensure in the United States. Work experience as a RN prior to enrollment is highly recommended. RNs who earned an Associate Degree in Nursing or who graduated from a diploma program may articulate into the RN-BSN Program without testing of prior nursing knowledge.

Applicants who graduated from a nursing program more than three years prior to admission, may be required to have a minimum of 1,000 hours of nursing work experience in the last three years or have successfully completed a Colorado Council on Nursing Education approved refresher course or an approved refresher course in their current state of nursing practice.

All applicants for admission are reviewed using guidelines established by the LHSON. Students who meet the following minimum criteria are considered for acceptance into the RN-BSN Program:

- A minimum grade point average of 2.5 on a 4.000 scale.
- Submission of a complete application with application fee
- Professional resume
- Official transcripts from each post-secondary school attended.
- Preliminary evaluation of transcripts. Credits are accepted in transfer with a grade of "C-" or better from regionally accredited schools as well as from approved testing programs (CLEP, DSST, NLN) in accordance with established Regis University policies. The LHSON undergraduate program requires a grade of "C-" (1.667) or higher in all departmental prerequisites and non-nursing upper division electives. The School requires a grade of "C" (2.000) for all nursing courses.
- Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete clinicals/practica is required prior to the first clinical/practicum course.
- The ability to become certified in CPR.

Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of

213 (computer-based), or complete an ELS Language Center's level 109-Academic within one year prior to acceptance in the program.

RN to MS Nursing Program-Specific Admission Requirements

Consistent with the Colorado Nursing Articulation Model, applicants must be Registered Nurses (RN) with current unrestricted or unencumbered RN licensure. Work experience as a RN prior to enrollment is highly recommended. RNs who earned an Associate Degree in Nursing or who graduated from a diploma program may articulate into the RN to MS Nursing Program without testing of prior nursing knowledge. Students should refer to the Articulation Model brochure, available from the Rueckert-Hartman College for Health Professions Office of Admissions, for restrictions that may apply.

Applicants who graduated from a nursing program more than three years prior to admission may be required to have a minimum of 1,000 hours of nursing work experience in the last three years or have successfully completed a Colorado Council on Nursing Education approved refresher course or an approved refresher course in their current state of nursing practice.

All applicants for admission are reviewed using guidelines established by the LHSON. Admission to the RN to MS 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
- Official transcript from each post-secondary school attended.
- Evidence of current unrestricted or unencumbered Registered Nurse licensure in the state in which the applicant will complete the practicum is required prior to the first clinical/practicum course.
- A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. This course may be taken after admission, but must be taken before NR 602--Advanced Application of Research for Evidence-Based Practice.
- 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 professional certification.

Applicants with an Associate's Degree in Nursing – Block Transfer

Applicants with an Associate's Degree in nursing are eligible to receive a minimum of 66 semester hours of credit from their previous ADN program as a block transfer if they meet the following requirements:

- Completion of an ADN program at a regionally accredited institution;
- Completion of an ADN program consisting of at least 66 semester hours; and
- Licensure as a registered nurse who passed the N-CLEX national examination.

In addition to the block transfer of at least 66 credits, students also must complete:

- 27 semester hours of upper division nursing courses and 3 semester hours of Health Care Ethics at Regis;
- Regis core studies requirements comprised of 3 semester hours of philosophy and 6 semester hours of religious studies;
- 3 semester hours of statistics;
- 6 semester hours of upper division electives; and
- Up to 6 semester hours of general electives. Students are advised to choose electives from the liberal arts and humanities.

This coursework meets the 120 semester hour total required for the award of Bachelor of Science in Nursing degree.

Other Registered Nurse Applicants

Applicants with an Associate's Degree in nursing from a non-regionally accredited school or one which does not require 66 semester hours or more as well as graduates from diploma RN programs will be awarded 33 hours for RN licensure as guided by the Colorado Articulation Model upon acceptance into the program. Non-nursing / non-nutrition courses previously completed will be evaluated individually for transfer into the Regis University degree plan.

RN-BSN and RN to MS Program Admission Requirements related to Clinical/ Practicum Agency Regulations

Clinical agencies have specific requirements for both criminal background checks and drug screening. To ensure that LHSON students have access to essential clinical/practicum experience needed to complete their program:

Students must 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 history and physical examination record indicating that the student is physically able to meet the objectives of the Program, and is appropriately immunized, is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to clinical activities. The third injection must be received at the appropriate time thereafter.

RN-BSN and RN to MS Program Essential Functions

The RN-BSN Program and RN to MS Nursing Program BSN segment are designed to prepare registered nurses to plan, implement, and evaluate nursing care for individuals, families, and groups and to assume nursing leadership roles in health care facilities and communities. The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete the program. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodation as long as they do not impose an undue hardship.

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).

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.

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: 7 or higher, Mac: OS X 10.9 (Mavericks) 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 IE, Firefox, Safari or Chrome
- Current version of Exemplify
- 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, CHOICE, AND RN-BSN PROGRAM PROGRESSION

In order for progression through the Undergraduate Nursing Programs to occur, students must, in the judgment of the faculty, demonstrate the following:

- 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 adequate for the demands of nursing.

RN TO MS NURSING PROGRAM

Candidacy for the Bachelor of Science in Nursing and Master of Science degree in Nursing at Regis University requires completion of course requirements and a final comprehensive evaluation for the MS degree.

In order for progression through the RN to MS Nursing Program to occur, students must, in the judgment of the faculty, demonstrate the following:

- A minimum cumulative grade point average of 3.000 is required to graduate. The grade of "C" is a passing grade and counts toward graduation; however, students who receive a grade of "C" in two courses at the 600-level are subject to academic review. A candidate is required to maintain a minimum 3.000 ("B") average, but no grades may be lower than "C" regardless of grade point average. Students who receive the grade "C-" or lower must repeat the course.
- Adequate emotional and physical fitness for the nursing skills to be performed.
- Communication skills adequate for the demands of nursing.

Students will complete four 600-level courses during the RN-BSN portion of the curriculum. Additional graduate courses cannot be taken until the BSN has been completed.

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.

Learning Contracts

In the case academic, clinical, and/or behavioral issues identified by a program director or coordinator, a Learning Contract may be initiated in order to progress in the program. A Learning Contract details the specific activities, behaviors, and timeframes for remediation of the identified academic, clinical, and/or behavioral issues. Additional information about the Learning Contract is found in the LHSON Student Handbook. Violation of any term or terms of the Learning Contract 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 to complete all degree requirements.

UNDERGRADUATE NURSING TRANSFER OF CREDIT POLICY AND PROCEDURE

Policies and procedures for transfer of credit are applied in concert with policies regarding Transfer/Competency-Based Credit in this Catalog in the General Information Section and RN-BSN Program Admission Requirements and the Colorado Nursing Articulation Model in the RHCHP Section.

The acceptance of transfer credit for the BSN is done at the discretion of the appropriate department director in compliance with the following: Transfer credit is considered only for courses taken at regionally accredited colleges and universities and for course work for which a letter grade not less than a "C-" was earned. Courses older than three years must be reviewed by the appropriate department director. An official school transcript of the course work and a copy of the course syllabus are required.

BACHELOR OF SCIENCE IN NURSING GRADUATION REQUIREMENTS

Students graduate on a given date following the semester that all requirements are met and documentation of such is received in the Office of Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Bachelor of Science Nursing:

- 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.

BACHELOR OF SCIENCE IN NURSING DEGREE REQUIREMENTS

The courses and sequence of courses for the Bachelor of Science in Nursing differ for the various programs. Nevertheless, all Regis University LHSON students meet the same outcomes in order to earn the Bachelor of Science in Nursing degree.

TRADITIONAL NURSING PROGRAM DEGREE REQUIREMENTS

<i>Total Degree Requirements</i>	<i>120 SH</i>
<i>Core Studies Requirements</i>	<i>24 SH</i>
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
<i>Departmental Requirements***</i>	<i>31 SH</i>
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270/270C--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PSY 250--General Psychology	3 SH
PSY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
<i>Major Requirements</i>	<i>62 SH</i>
NR 400--Concepts for the Professional Nursing Role	1 SH
NR 412--Pathophysiology	3 SH
NR 413--Pharmacology	3 SH
NR 414--Health Assessment Across the Lifespan	3 SH

NR 416—Foundations for Professional Nursing Practice	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH
NR 421--Clinical Reasoning and Judgment	3 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Comprehensive Health Care Management of the Adult and Older Adult I	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult II	5 SH
NR 465—Childbearing Families and Reproductive Health	5 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
<i>Upper Division Electives</i>	3 SH

NURSING HONORS PROGRAM OF THE TRADITIONAL NURSING PROGRAM

Selected students in the Traditional Nursing Program who meet the qualifications for the Undergraduate Nursing Honors Program take the following courses as specified below in addition to the Traditional Nursing Program:

NR 401--Nursing Honors Seminar I	1 SH
NR 402--Nursing Honors Seminar II	1 SH
NR 403--Nursing Honors Seminar III	1 SH
NR 404--Nursing Honors Seminar IV	1 SH
NR 420H--Honors Evidence-Based Practice in Nursing and Health Care Informatics*	3 SH
NR 422H--Honors Clinical Leadership in Professional Nursing*	3 SH
NR 472H--Community and Population Focused Nursing*	4 SH

* NR 420H; NR 422H; NR 472H are taken in lieu of NR 420; NR 422, NR 472.

ACCELERATED NURSING PROGRAM DEGREE REQUIREMENTS

Prior to May 2022

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	24 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH

Social Science/Economics/Business	3 SH
<i>Departmental Requirements***</i>	31 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270/270C--Introduction to Statistics	
or	
MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PSY 250--General Psychology	3 SH
PSY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
<i>Major Requirements</i>	62 SH

NR 400--Concepts for the Professional Nursing Role	1 SH
NR 412--Pathophysiology	3 SH
NR 413--Pharmacology	3 SH
NR 414--Health Assessment Across the Lifespan	3 SH
NR 416--Foundations for Professional Nursing Practice	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH
NR 421--Clinical Reasoning and Judgment	3 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Comprehensive Health Care Management of the Adult and Older Adult I	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult II	5 SH
NR 465--Childbearing Families and Reproductive Health	5 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
<i>Upper Division Electives</i>	3 SH

Beginning May 2022

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	24 SH

English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
<i>Departmental Requirements***</i>	<i>31 SH</i>
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270/270C--Introduction to Statistics or	
MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PSY 250--General Psychology	3 SH
PSY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
<i>Major Requirements</i>	<i>64 SH</i>
NR 412--Pathophysiology	3 SH
NR 413--Pharmacology	3 SH
NR 414--Health Assessment Across the Lifespan	3 SH
NR 416--Foundations for Professional Nursing Practice	4 SH
NR 421--Clinical Reasoning and Judgment	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH
NR 463--Comprehensive Health Care Management of the Adult and Older Adult I	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult II	5 SH
NR 465--Childbearing Families and Reproductive Health	5 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
NR 600A--Theoretical Frameworks for Leadership and Advanced Nursing Practice	3 SH
NR 602A--Advanced Application of Research for Evidence-Based Practice	3 SH

NR 620A--Health Care Organizations and System Leadership	3 SH
<i>Upper Division Electives</i>	<i>1 SH</i>

CHOICE NURSING PROGRAM DEGREE REQUIREMENTS

<i>Total Degree Requirements</i>	<i>120 SH</i>
<i>Core Studies Requirements</i>	<i>24 SH</i>
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH
<i>Departmental Requirements***</i>	<i>31 SH</i>
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270/270C--Introduction to Statistics or	
MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
PSY 250--General Psychology	3 SH
PSY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
<i>Major Requirements</i>	<i>62 SH</i>
NR 400--Concepts for the Professional Nursing Role	1 SH
NR 412--Pathophysiology	3 SH
NR 413--Pharmacology	3 SH
NR 414--Health Assessment Across the Lifespan	3 SH
NR 416--Foundations for Professional Nursing Practice	4 SH
NR 420--Evidence-Based Practice in Nursing and Health Care Informatics	3 SH
NR 421--Clinical Reasoning and Judgment	3 SH
NR 422--Clinical Leadership in Professional Nursing	3 SH
NR 455--Health Promotion, Disease Prevention, and Health Policy	3 SH
NR 462--Introduction to Managing Health Care of the Adult and Older Adult	4 SH

NR 463--Comprehensive Health Care Management of the Adult and Older Adult I	5 SH
NR 464--Complex Health Care Management of the Adult and Older Adult II	5 SH
NR 465--Childbearing Families and Reproductive Health	5 SH
NR 470--Nursing Care of Children and Families	4 SH
NR 472--Community and Population Focused Nursing	4 SH
NR 473--Mental Health Nursing	4 SH
NR 483--Clinical Capstone: Professional Nursing Practicum	5 SH
<i>Upper Division Electives</i>	3 SH

RN-BSN PROGRAM DEGREE REQUIREMENTS

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	24 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy (HCE 430R--Applied Ethics in Health Care is required)	6 SH
Religious Studies	6 SH
Economics/Business	3 SH
<i>Departmental Requirements</i>	27 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition*	3 SH
Psychology Course	3 SH
PSY 358--Lifespan Human Development	3 SH
Sociology Course	3 SH
<i>Lower Division Nursing – Nursing Articulation</i>	30 SH
<i>Lower Division Nursing*</i>	30 SH
* 33 SH awarded for NR 350 and lower division nursing in accordance with the provisions of the Colorado Articulation Model.	
<i>Major Requirements</i>	27 SH
NR 444R--Professional Role Development	3 SH
NR 448R--Updates in Illness and Disease Management	3 SH
NR 452R--Contemporary Topics in Health Care	3 SH
NR 455R--Health Promotion, Disease Prevention, Health Policy, and Nursing Practice	3 SH

NR 460R--Evidence-Based Practice in Nursing	3 SH
NR 466R--Community Health Nursing	3 SH
NR 478R--Community Health Nursing Practicum	3 SH
NR 480R--The Nurse Leader-Manager	3 SH
NR 485R--Leadership in Nursing Capstone	3 SH
<i>Upper Division Electives</i>	6 SH
<i>General Electives</i>	3 SH
NOTE: A minimum of 30 semester hours must be completed through Regis University.	

RN TO MS NURSING PROGRAM DEGREE REQUIREMENTS

<i>Total Degree Requirements</i>	135 SH
<i>Bachelor of Science in Nursing Degree (BSN)</i>	
<i>Segment Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	21 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
Philosophy	3 SH
Religious Studies	6 SH
Economics/Business	3 SH
<i>Departmental Requirements</i>	27 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology	3 SH
BL 277--Human Physiology Laboratory	1 SH
MT 270--Introduction to Statistics or MT 274--Statistics for the Health Professions	3 SH
NR 350--Normal and Therapeutic Nutrition*	3 SH
Psychology Course	3 SH
PSY 358--Lifespan Human Development	3 SH
SO 200--Introduction to Sociology	3 SH
<i>Lower Division Nursing – Nursing Articulation</i>	30 SH
<i>Lower Division Nursing*</i>	30 SH
* 33 SH awarded for NR 350 and lower division Nursing courses in accordance with the provisions of the Colorado Articulation Model.	
<i>Major Requirements</i>	33 SH
NR 444R--Professional Role Development	3 SH
NR 448R--Updates in Illness and Disease Management	3 SH
NR 452R--Contemporary Topics in Health Care	3 SH

NR 455R--Health Promotion, Disease Prevention, Health Policy, and Nursing Practice	3 SH
NR 466R--Community Health Nursing	3 SH
NR 478R--Community Health Nursing Practicum	3 SH
NR 485R--Leadership in Nursing Capstone	3 SH
HCE 604--Ethics for Nurse Leaders	3 SH
NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice	3 SH
NR 602--Advanced Application for Research for Evidence-Based Practice	3 SH
NR 620--Health Care Organizations and System Leadership	3 SH
<i>Upper Division Elective(s)</i>	3 SH
<i>General Electives</i>	3 SH

Master of Science Degree in Nursing (MS)

<i>Core Courses Requirements</i>	18 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 609--Population Health and Interprofessional Collaboration Practicum	3 SH
NR 614--Foundations of Financial Management for Nursing Leaders	3 SH
NR 623--Leadership in Health Care Systems Practicum	3 SH
NR 646--Teaching and Learning Strategies in Health Care	3 SH
Graduate Elective	3 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

NOTE: A minimum of 30 semester hours for the baccalaureate degree and 24 semester hours for the master's degree must be completed through Regis University.

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.

The RN to MS Nursing Program offers RNs both a Bachelor of Science in Nursing and a Master of Science degree. Registered nurses with an Associate Degree in Nursing may be eligible for the RN to MS Nursing Program for the Leadership in Health Care Systems. The curricula consists of core courses, supporting courses, and additional certificate courses. All students in the Master of Science degree in nursing program take the core courses. The core incorporates the major focus of the degree including theoretical frameworks, ethics, health care policy, 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 Masters 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 Masters 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 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 Certification Examination and the American Nurses Credentialing Center (ANCC) Examination upon graduation.

NEONATAL NURSE PRACTITIONER (NNP) SPECIALIZATION

The Neonatal Nurse Practitioner (NNP) specialization prepares students to manage the health care needs of high-risk newborns and infants. The curriculum focuses on assessment, management, and evaluation of the health care needs of neonates and infants working within the dynamics of the family environment and in collaboration with neonatologists and other health care providers. The curriculum is designed to develop critical thinking ability, creativity, cost awareness, case management skill, and clinical expertise in competencies identified by the National Association of Neonatal Nurses (NANN), the National Organization of Nurse Practitioner Faculties (NONPF), and National Task Force (NTF), American Nurses Association (ANA), Commission on Collegiate Nursing Education (CCNE), American Association of Colleges of Nursing (AACN), and National Council of State Boards of Nursing (NCSBN), and the Consensus Model Advanced Practice Nurse Regulation documents. Clinical experiences are offered in a variety of level III (high risk) neonatal intensive care units. The NNP specialization is offered in a one day per week synchronous (Zoom). 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 will prepare an advanced practice nurse who can assess, diagnose, develop treatment plans, prescribe medications, and provide psychotherapy for patients with acute and chronic psychiatric disorders 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) and National Task Force (NTF), American Nurses Association (ANA), Commission of Collegiate Nursing Education (CCNE), American Association of Colleges of Nursing (AACN), and National Council of State Boards of Nursing (NCSBN), and the Consensus Model Advanced Practice Nurse Regulation documents. Clinical experiences are offered in a variety of health care settings in both urban and rural communities. The 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. 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.

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--Advanced Application of Research for Evidenced-Based Practice.
- All Nurse Practitioner applicants must submit official transcripts from each post-secondary school attended.
- All Nurse Practitioner program 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--Advanced Application of Research for Evidenced-Based Practice.
- 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 SPECIALIZATION. OR PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

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 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.

- 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 Program, enrollment in our FNP Post-Master's Certificate 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 the 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. Online students should consult the Regis University website for further information at 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: 7 or higher, Mac: OS X 10.9 (Mavericks) or higher
- 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 IE, 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 (INCLUDING BOTH SEGMENTS OF THE RN TO MS NURSING PROGRAM)

Candidacy for the Master of Science degree in nursing at Regis University requires successful completion of course requirements and a final comprehensive evaluation. The Leadership in Health Care Systems, Family Nurse Practitioner, 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 except the RN to MS Nursing Program which has a ten year time limit (five years for the BSN program and five years for the MS program). 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.

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 Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Master of Science degree in nursing:

- 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.

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 a minimum of 47 semester hours of graduate (600-level) course work for 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	30 SH
<i>Total Requirements for Master of Science Program</i>	<i>30 SH</i>
HCE 604--Ethics for Nurse Leaders	3 SH
NR 600--Theoretical Frameworks for Leadership And Advanced Practice	3 SH
NR 602--Advanced Application of Research for Evidence-Based Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 609--Population Health and Interprofessional Collaboration Practicum	3 SH
NR 614--Foundations of Financial Management for Nursing Leaders	3 SH
NR 620--Health Care Organizations and Systems Leadership	3 SH
*NR 623--Leadership in Health Care Systems Practicum	3 SH
NR 646--Teaching and Learning Strategies in Health Care	3 SH
Graduate Elective (600-level)	3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

*NR 623 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 47 SH

Core Courses 18 SH

HCE 604--Ethics for Nurse Leaders 3 SH

NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice 3 SH

NR 602--Advanced Application of Research for Evidence-Based Practice 3 SH

*NR 605/NR 605N--Advanced Physiology and Pathophysiology Across the Lifespan 3 SH

*NR 607/NR607N--Advanced Pharmacology for Advanced Practice 3 SH

NR 608--Health Care Policy and Issues in Practice 3 SH

NR 699--Comprehensive Evaluation, Master of Science 0 SH

*NNP Students will complete NR 605N and NR 607N

Family Nurse Practitioner Specialization 30 SH

NR 630F--Advanced Health Assessment of the Patient and Family 4 SH

NR 637--Women's Health and Childbearing for the FNP 3 SH

NR 651--Professional Integration 3 SH

NR 659--Primary Health Care of Children and Their Families 3 SH

NR 660--Primary Health Care Across the Lifespan I 5 SH

NR 661--Primary Health Care Across the Lifespan II 6 SH

NR 662--Primary Health Care Across the Lifespan III 5 SH

NR 667--Primary Care Procedures A 1 SH

Neonatal Nurse Practitioner Specialization 25 SH

NR 651--Professional Integration 3 SH

NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner 4 SH

NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner 3 SH

NR 654--Advanced Practice Procedures for the High Risk Infant 2 SH

NR 655--Care of the Child to Age Two 3 SH

NR 656--Management of the High Risk Newborn 5 SH

NR 657--Clinical Integration for the Neonatal Nurse Practitioner 5 SH

Psychiatric Mental Health Nurse Practitioner Specialization 29 SH

NR 630F--Advanced Health Assessment of the Patient and Family 4 SH

NR 651--Professional Integration 3 SH

NR 670--Psychopharmacology for Advanced Practice Psychiatric Nursing 3 SH

NR 671--Psychiatric Assessment and Psychopathology Across the Lifespan 4 SH

NR 672--Psychiatric Mental Health Advanced Practice I 5 SH

NR 673--Psychiatric Mental Health Advanced Practice II 5 SH

NR 674--Psychiatric Mental Health Advanced Practice III 5 SH

GRADUATE ACADEMIC CERTIFICATES

Health Care Business Management 12 SH

Twelve semester hours selected from the following:

HCE 600--Organizational Ethics and Health Care Compliance 3 SH

HSA 601--Leadership and Organization Development in Health Care 3 SH

HSA 602--Strategic Planning and Development in Health Services 3 SH

HSA 620--Marketing and Public Relations in Health Care Settings 3 SH

HSA 624--Assessment of Quality Care and Patient Safety 3 SH

HSA 630--Medical Practice Management 3 SH

MSHI 650--Health Care Informatics and Information Management in Health Care Settings 3 SH

HSA 652--Human Resource Management in Health Care Settings 3 SH

HSA 663--Advanced Concepts of Health Care Finance 3 SH

Health Care Education 12 - 18 SH

NR 606--Advanced Health Assessment, Pathophysiology, and Pharmacology Across the Lifespan 6 SH

NR 646--Teaching and Learning Strategies in Health Care 3 SH

NR 647--Curriculum Development 3 SH

NR 648--Evaluation Methods in Health Care Education 3 SH

NR 658--Graduate Certificate: Health Care Education Practicum (for students only completing certificate) 3 SH

Health Care Informatics 12 SH

MSHI 625--Workflow and Change Management in Adoption of Health Information Technology 3 SH

MSHI 635--Design and Selection of IT Systems In Health Care 3 SH

MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
MSIHI 675--Health Care Performance Evaluation	3 SH

Post-Master's Certificate for Family, Neonatal Nurse, or Psychiatric Mental Health Nurse Practitioners **12 – 35 SH**

The Post-Master's Certificate (Family Nurse Practitioner, Neonatal Nurse Practitioner, or 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.

Family Nurse Practitioner Specialization **12 – 33 SH**

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 630F--Advanced Health Assessment of the Patient and Family	4 SH
NR 637--Women's Health and Childbearing for the FNP	3 SH
NR 651--Professional Integration	3 SH
NR 659--Primary Health Care of Children and Their Families	3 SH
NR 660--Primary Health Care Across the Lifespan I	5 SH
NR 661--Primary Health Care Across the Lifespan II	6 SH
NR 662--Primary Health Care Across the Lifespan III	5 SH
NR 667--Primary Care Procedures A	1 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

Neonatal Nurse Practitioner Specialization **12-31 SH**

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 651--Professional Integration	3 SH
NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner	4 SH
NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner	3 SH
NR 654--Advanced Practice Procedures for the High Risk Infant	2 SH
NR 655--Care of the Child Up to Age 2	3 SH
NR 656--Management of the High Risk Newborn	5 SH
NR 657--Clinical Integration for the Neonatal Nurse Practitioner	5 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

Psychiatric Mental Health Nurse Practitioner Specialization **25-35 SH**

NR 605--Advanced Physiology and Pathophysiology Across the Lifespan	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 630F--Advanced Health Assessment of the Patient and Family	4 SH
NR 651--Professional Integration	3 SH
NR 670--Psychopharmacology for Advanced Practice Psychiatric Nursing	3 SH
NR 671--Psychiatric Assessment and Psychopathology Across the Lifespan	4 SH
NR 672--Psychiatric Mental Health Advanced Practice I	5 SH
NR 673--Psychiatric Mental Health Advanced Practice II	5 SH
NR 674--Psychiatric Mental Health Advanced Practice III	5 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

MASTER OF SCIENCE DEGREE IN NURSING COMPLETION OPTION FOR CERTIFIED NURSE PRACTITIONERS

This option is designed for baccalaureate prepared certified nurse practitioners without a master's degree who are currently practicing and wish to earn a Master of Science degree without changing their original practice specialization.

*Total Requirements for Master of Science Degree in Nursing Completion Option for Certified Nurse Practitioners ** **22-28 SH**

HCE 604--Ethics for Nurse Leaders	3 SH
NR 600--Theoretical Frameworks for Leadership and Advanced Nursing Practice	3 SH
NR 602--Advanced Application of Research for Evidence-Based Practice	3 SH
NR 605--Advanced Physiology and Pathophysiology	3 SH
NR 607--Advanced Pharmacology for Advanced Practice	3 SH
NR 608--Health Care Policy and Issues in Practice	3 SH
NR 630F--Advanced Health Assessment of the Family or NR 652--Health Assessment for the Neonatal Nurse Practitioner	4 SH
NR 651--Professional Integration	3 SH
Graduate Elective (600-level)	3 SH
NR 699--Comprehensive Evaluation, Master of Science	0 SH

* A minimum of 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 documentation of a criminal background check and an acceptable drug screening from the firm with which Regis University has contracted. Documentation of an acceptable drug screening may be required at any time throughout the program at the discretion of the LHSON.

A complete health assessment and physical examination record indicating that the student is physically able to meet the objectives of the Doctor of Nursing Practice degree and is appropriately immunized is required upon admission to the program. Students who have been accepted into the program must have received the first two of three injections that provide immunization against Hepatitis B prior to clinical activities. The third injection must be received at the appropriate time thereafter.

Doctor of Nursing Practice: Essential Functions

The LHSON has identified the observational, cognitive, affective, and psychomotor skills it deems essential to complete each of these programs. If a student cannot demonstrate the essential functions, skills, and abilities, it is the responsibility of the student to request through the University's Office of Disability Services appropriate accommodations. If a student fails to disclose fully the inability to demonstrate any functions, skills, and abilities during the application process, accommodation cannot be assured. The University will provide reasonable accommodations as long as they do not impose an undue hardship.

Doctor of Nursing Practice: Computer Literacy and Access

Doctor of Nursing Practice students in LHSON are required to have ready access to a computer system compliant with the RHCHP systems requirements and configuration for Regis University's learning management system. Online students should consult the Regis University website for further information at www.regis.edu. DNP students are also required to have either an internal or external computer camera and a headset with a microphone. Students are assigned a RegisNET e-mail account in their first semester of enrollment in the program. Students are expected to be literate in using e-mail, Internet, word processing, spreadsheet, and database services. Advanced Practice Registered Nurse students are expected to have a mobile device with sufficient memory to support clinical practice.

Denial of Admission

Regis University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the LHSON, the Rueckert-Hartman College for Health Professions, or Regis University.

PROGRAM PROGRESSION AND GRADE REQUIREMENTS

Candidacy for the Doctor of Nursing Practice degree at Regis University requires successful completion of course requirements and a final comprehensive evaluation. The program has a five-year time limit for completion of all degree requirements. This time limit is computed from the time of matriculation. If students wish to complete the degree after the time limit, readmission to the program may be required. Grades of "A" or "B" represent superior or satisfactory progress toward the Doctor of Nursing Practice. The grade of "C" is not counted toward graduation, but is included in the student's cumulative grade point average.

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.

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 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 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 Academic Records and Registration by the designated deadline. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

Students must meet the following criteria to be awarded the Doctor of Nursing Practice degree:

- 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.

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.

**Total Requirements for Doctor of Nursing Practice
Advanced Leadership in Health Care
Specialization**

27-33 SH

NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Project A	1 SH
NR 706B--Doctor of Nursing Practice Project B	1 SH
NR 706C--Doctor of Nursing Practice Project C	1 SH
NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 709--Health System Decision Making	3 SH
*NR 725A--Application to Practice Clinical Hours	1-7 SH
*NR 725B--Application to Practice Clinical Hours	1-7 SH
*NR 725C--Application to Practice Clinical Hours	1-7 SH
*NR 725D--Application to Practice Clinical Hours	1-7 SH
NR 799--Project Defense	0 SH

**Total Requirements for Doctor of Nursing Practice
Advanced Practice Registered Nurse
Specialization**

27-28 SH

NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Project A	1 SH
NR 706B--Doctor of Nursing Practice Project B	1 SH
NR 706C--Doctor of Nursing Practice Project C	1 SH
NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 709--Health System Decision Making	3 SH
*NR 715A--Application to Practice Clinical Hours	1-7 SH
*NR 715B--Application to Practice Clinical Hours	1-7 SH
*NR 715C--Application to Practice Clinical Hours	1-7 SH
NR 799--Project Defense	0 SH

*A verification process of each student's completed post-graduate application to practice/clinical hours will be used to determine the number of NR 715A-C or NR 725 A-D courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours. 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* **47 SH**

Core Courses **18 SH**

HCE 604--Ethics for Nurse Leaders **3 SH**

NR 600--Theoretical Frameworks for Leadership
and Advanced Nursing Practice **3 SH**

NR 602--Advanced Application of Research
for Evidence-Based Practice **3 SH**

NR 605--Advanced Physiology and Pathophysiology
Across the Lifespan **3 SH**

NR 607--Advanced Pharmacology for Advanced Practice **3 SH**

NR 608--Health Care Policy and Issues in Practice **3 SH**

NR 699--Comprehensive Evaluation, Master of Science **0 SH**

Family Nurse Practitioner Specialization **30 SH**

NR 630F--Advanced Health Assessment of the Patient
and Family **4 SH**

NR 637--Women's Health and Childbearing for the FNP **3 SH**

NR 651--Professional Integration **3 SH**

NR 659--Primary Health Care of Children and Their
Families **3 SH**

NR 660--Primary Health Care Across the Lifespan I	5 SH
NR 661--Primary Health Care Across the Lifespan II	6 SH
NR 662--Primary Health Care Across the Lifespan III	5 SH
NR 667--Primary Care Procedures A	1 SH
Neonatal Nurse Practitioner Specialization	25 SH
NR 651--Professional Integration	3 SH
NR 652--Advanced Health Assessment for the Neonatal Nurse Practitioner	4 SH
NR 653--Genetics and Embryology for the Neonatal Nurse Practitioner	3 SH
NR 654--Advanced Practice Procedures for the High Risk Infant	2 SH
NR 655--Care of the Child to Age Two	3 SH
NR 656--Management of the High Risk Newborn	5 SH
NR 657--Clinical Integration for the Neonatal Nurse Practitioner	5 SH

Psychiatric Mental Health Nurse Practitioner Specialization **26 SH**

NR 630F--Advanced Health Assessment of the Patient and Family	4 SH
NR 670--Psychopharmacology for Advanced Practice Psychiatric Nursing	3 SH
NR 671--Psychiatric Assessment and Psychopathology Across the Lifespan	4 SH
NR 672--Psychiatric Mental Health Advanced Practice I	5 SH
NR 673--Psychiatric Mental Health Advanced Practice II	5 SH
NR 674--Psychiatric Mental Health Advanced Practice III	5 SH

The Doctor of Nursing Practice requires completion of a minimum of 31 semester hours of graduate (700-level) course work for the Advanced Practice Registered Nurse specialization and completion of a total of 1000 post baccalaureate clinical hours. Students are expected to maintain at least a 3.000 cumulative grade point average. A minimum of 30 semester hours must be completed through Regis University.

Total Requirements for Doctor of Nursing Practice Advanced Practice Registered Nurse Specialization **31 SH**

NR 701--Theoretical Application for Doctor of Nursing Practice	3 SH
NR 702--Applied Statistics	3 SH
NR 703--Informatics	3 SH
NR 704--Epidemiology and Health Promotion for Populations	3 SH
NR 706A--Doctor of Nursing Practice Project A	1 SH
NR 706B--Doctor of Nursing Practice Project B	1 SH
NR 706C--Doctor of Nursing Practice Project C	1 SH

NR 707--Clinical Research for the Doctor of Nursing Practice	3 SH
NR 708--Health Policy Analysis and Development	3 SH
NR 709--Health System Decision Making	3 SH
*NR 715A--Application to Practice Clinical Hours	1-7 SH
*NR 715B--Application to Practice Clinical Hours	1-7 SH
*NR 715C--Application to Practice Clinical Hours	1-7 SH
NR 799--Project Defense	0 SH

*A verification process of each student's completed post-graduate application to practice/clinical hours will be used to determine the number of NR 715A-C or NR 725 A-D courses and semester hours required based on the AACN requirement for completion of a total of 1000 post baccalaureate clinical hours. Students should request official verification of post-baccalaureate clinical hours from the school(s) attended.

SCHOOL OF PHARMACY

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 3+4 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 professional year of study in the School of Pharmacy, students are awarded the Bachelor of Science in Foundations of Pharmacy. 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 academic year 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.

<i>Total Degree Requirements</i>	<i>120 SH</i>
<i>Written and Oral Communication</i>	<i>6 SH</i>
English Composition (RCC 200)	3 SH
Speech Communication (COM 250)	3 SH
<i>Social Science</i>	<i>6 SH</i>
PSY 250--General Psychology (Recommended)	3 SH
SO 200--Introduction to Sociology (Recommended)	3 SH
<i>Other</i>	<i>6 SH</i>
Economics	3 SH
Religious Studies	3 SH
<i>Natural Science and Mathematics</i>	<i>45 SH</i>

BL 258--General Biology I: Organismic	3 SH
BL 259--Organismic Biology Laboratory	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
BL 274--Principles of Human Anatomy	3 SH
BL 276--Principles of Human Physiology	3 SH
CH 210--General Chemistry I	4 SH
CH 211--General Chemistry Laboratory I	1 SH
CH 230--General Chemistry II	4 SH
CH 231--General Chemistry Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 420--Organic Chemistry II	4 SH
CH 421--Organic Chemistry Laboratory II	1 SH
MT 360A--Calculus I	4 SH
Three semester hours selected from the following:	3 SH
MT 270--Introduction to Statistics	
MT 272--Statistics for the Life Sciences	
BL 416--Molecular and Cellular Biochemistry	
BL 418--Microbiology (BL 419 is a co-requisite laboratory)	
BL 466--Immunology	
Biochemistry, Cell Biology, Genetics/Genomics, Immunology, Microbiology, Molecular Biology, or upper division equivalent. Course must contain a lab component	4 SH
<i>General Electives (Recommendations Listed Below)**</i>	23 SH
<i>First-Year Pharmacy</i>	34 SH
PHRM 750--Introduction to Pharmacy Practice	2 SH
PHRM 701--Integrated Pharmacotherapy I	4 SH
PHRM 702--Integrated Pharmacotherapy 2	4 SH
PHRM 721--Integrated Pharmacy Laboratory I	1 SH
PHRM 740--Pharmacy Law and Policy	3 SH
PHRM 741--Therapeutic Principles of Self Care	3 SH
PHRM 751--Introductory Pharmacy Practice Experience I	2 SH
PHRM 703--Integrated Pharmacotherapy 3	4 SH
PHRM 704--Integrated Pharmacotherapy 4	4 SH
PHRM 722--Integrated Pharmacy Laboratory 2	1 SH
PHRM 743--Faith, Spirituality and Cultures in Health Care	3 SH
PHRM 730--Pharmacy and the United States Health Care System	3 SH
**Recommended Electives:	
BL 414 Principles of Genetics *	
BL 415 Genetics Laboratory *	
COM 310 Interpersonal Communication	
COM 408 Conflict Management	

COM 412 Cultural Intelligence
COM 472 Professional Communication Toolkit
NS 260/260c Introduction to Brain and Behavior. Note: NS 261 Introduction to Brain and Behavior Laboratory is a co-requisite
NS 466 Psychopharmacology *
PE 325 Nutrition: Concepts and Controversies
PE 333 First Aid Emergency Response
PL 250 Introduction to Philosophy
PY 416 Understanding Trauma And PTSD
PSY 471 Abnormal Psychology
* Course pre-requisites are also PharmD program pre-requisites.

DOCTOR OF PHARMACY

The Doctor of Pharmacy program is 150 semester hours of full-time study, offered in nine semesters over four years. The curriculum prepares graduates to become licensed pharmacists 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 pharmaceuticals, 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. Applicants to the Doctor of Pharmacy (Pharm.D.) program must complete and submit their application through the PharmCAS system at www.pharmcas.org. Initial screening of PharmCAS applications is performed by the Office of Admissions. Screening is based on selection criteria designed by the School of Pharmacy faculty. Applicants who meet the required qualifications are invited for an interview with members of the faculty and leaders in the pharmacy community.

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](#) 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.

Pharmacy Scholar Program

The School of Pharmacy does offer an early admission program for entrance into the Doctor of Pharmacy program for Regis University students. These students are afforded a guaranteed admission into our Doctor of Pharmacy program provided they 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.

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 all of the admission criteria, including prerequisite and compliance materials, and who have submitted all application documentation will be offered admission into 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. 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. 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 72 SH of prerequisite coursework is required prior to entry into the program.

Natural Sciences and Mathematics	42 SH
General Biology and Lab I	4 SH
General Biology and Lab II	4 SH
General Chemistry and Lab I *	5 SH
General Chemistry and Lab II *	5 SH
Organic Chemistry and Lab I *	5 SH

Organic Chemistry and Lab II *	5 SH
Calculus I	4 SH
Human Anatomy (Lab Recommended)	3 SH
Human Physiology (Lab Recommended)	3 SH
One upper division biology course with lab. Examples include Biochemistry and Lab, Cell Biology and Lab, Genetics/Genomics and lab, Immunology and lab, Microbiology and lab, and Molecular and lab.	4 SH
Written and Oral Communication	6 SH
English Composition	3 SH
Speech Communication or equivalent +	3 SH
Social Sciences	6 SH
(Psychology and Sociology recommended)	
Other	15-18 SH
Economics	3 SH
General Electives (Philosophy recommended)**	12-15 SH

* Four credit courses in General Chemistry I and II and Organic Chemistry I and II will be honored if a lab is included.

** Applicants that have or will have completed a bachelor's degree by the program start date only need 9 semester hours of general electives. Applicants who will not have a bachelor's degree by the program start date will need 12 semester hours of general electives.

+ Students should contact the Office of Admissions for inquiries regarding course equivalencies in prerequisite requirements.

Sixty-six semester hours of previous course work is required for those applicants who will have completed a bachelor's degree by the program start date. Seventy-two semester hours of previous course work is required for those applicants that will not have a bachelor's degree by the program start date.

Students may complete their pre-pharmacy course requirements at Regis University or at any regionally accredited college or university in the U.S. International graduates must submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University. All prerequisite course work must be completed before a student begins the program. A student may be admitted prior to completion of all prerequisites contingent upon successful completion by the start of classes.

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.

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

Total Degree Requirements 150 SH

YEAR 1 34 SH

Fall Semester 17 SH

PHRM 750--Introduction to Pharmacy Practice 2 SH

PHRM 701--Integrated Pharmacotherapy I 4 SH

PHRM 702--Integrated Pharmacotherapy 2 4 SH

PHRM 721--Integrated Pharmacy Laboratory I 1 SH

PHRM 740--Pharmacy Law and Policy 3 SH

PHRM 741--Therapeutic Principles of Self Care 3 SH

Spring Semester 17 SH

PHRM 751--Introductory Pharmacy Practice Experience I 2 SH

PHRM 703--Integrated Pharmacotherapy 3 4 SH

PHRM 704--Integrated Pharmacotherapy 4 4 SH

PHRM 722--Integrated Pharmacy Laboratory 2 1 SH

PHRM 743--Faith, Spirituality and Cultures in Health Care 3 SH

PHRM 730--Pharmacy and the United States Health Care System 3 SH

YEAR 2 34 SH

Fall Semester 17 SH

PHRM 752--Introductory Pharmacy Practice Experience 2 2 SH

PHRM 705--Integrated Pharmacotherapy 5 4 SH

PHRM 706--Integrated Pharmacotherapy 6 4 SH

PHRM 723--Integrated Pharmacy Laboratory 3 1 SH

PHRM 727--Integrated Literature Evaluation I 3 SH

PHRM 728--Integrated Literature Evaluation 2 3 SH

Spring Semester 17 SH

PHRM 753--Introductory Pharmacy Practice Experience 3 2 SH

PHRM 707--Integrated Pharmacotherapy 7 4 SH

PHRM 708--Integrated Pharmacotherapy 8 4 SH

PHRM 724--Integrated Pharmacy Laboratory 4 1 SH

PHRM 731--Literature and Pharmacoeconomic Analyses 3 SH

PHRM 770-777--Elective I 3 SH

YEAR 3 34SH

Fall Semester 17 SH

PHRM 754--Introductory Pharmacy Practice Experience 4 2 SH

PHRM 709--Integrated Pharmacotherapy 9 4 SH

PHRM 710--Integrated Pharmacotherapy 10 4 SH

PHRM 725--Professional Development I 1 SH

PHRM 732--Leadership and Management 3 SH

PHRM 770-777--Elective 2 3 SH

Spring Semester 17 SH

PHRM 755--Introductory Pharmacy Practice Experience 5 2 SH

PHRM 711--Integrated Pharmacotherapy 11 4 SH

PHRM 712--Integrated Pharmacotherapy 12 4 SH

PHRM 726--Professional Development II 1 SH

HCE 742--Ethics and Advocacy in Pharmacy 3 SH

PHRM 770-777--Elective 3 3 SH

YEAR 4 48 SH

Summer Semester 12 SH

PHRM 760-767--Advanced Pharmacy Practice Experience 6 SH

PHRM 760-767--Advanced Pharmacy Practice Experience 6 SH

Fall Semester 18 SH

PHRM 762--Advanced Pharmacy Practice Experience 6 SH

PHRM 763--Advanced Pharmacy Practice Experience 6 SH

PHRM 764--Advanced Pharmacy Practice Experience 6 SH

Spring Semester 18 SH

PHRM 765--Advanced Pharmacy Practice Experience 6 SH

PHRM 766--Advanced Pharmacy Practice Experience 6 SH

PHRM 767--Advanced Pharmacy Practice Experience 6 SH

DUAL DEGREE PROGRAMS

Students interested in earning both the Doctor of Pharmacy degree and the Master of Science in Health Informatics (MSHI) or 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 Director of Academic Affairs to enroll in both programs. 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 entering the school of pharmacy.
 *Students with a baccalaureate degree or 90 undergraduate credit hours may enroll in MS coursework prior to 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 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.

*Students who are interested in pursuing the Master of Business Administration (MBA) must meet all admission requirements for the MBA program and should contact both the School of Pharmacy Director of Academic Affairs and Admissions for the Anderson College of Business and Computing.

Master of Science in Health Informatics Dual Degree Program Requirements

MSHI 600--Information Systems Concepts	3 SH
MSHI 625--Workflow and Change Management in Adoption of Health IT	3 SH
MSHI 635--Design and Selection of IT Systems in Health Care	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
MSHI 675--Health Care Performance Evaluation	3 SH
MSHI 692--Health Informatics Practicum I	3 SH
MSCC 697--IT Research Methods	3 SH
HCE 742--Health Care Ethics	3 SH
PHRM 727--Integrated Literature Evaluation	3 SH
PHRM 728--Integrated Literature Evaluation	3 SH
PHRM 731--Literature and Pharmacoeconomic Analyses	3 SH
Three semester hours selected from the following:	
MSHI 696--Health Informatics Practicum II	3 SH
Advanced Pharmacy Practice Experience Elective	3 SH

Master of Science in Health Services Administration Dual Degree Program Requirements

HCE 742--Ethics and Advocacy in Pharmacy	3 SH
HSA 602--Strategic Planning and Development in Health Services	3 SH
HSA 604--Foundations of Health Care Economics, Accounting and Financial Management	3 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
MSHI 650--Health Care Informatics and Information Systems	3 SH
HSA 660--Methods of Inquiry and Research	3 SH
HSA 663--Advanced Concepts of Health Care Finance	3 SH
HSA 680--Contemporary Issues in Health Services Delivery Systems	3 SH
HSA 696--Master's Project in Health Services	3 SH
PHRM 732--Leadership and Management	3 SH
Six semester hours selected from the following:	
PHRM 740--Pharmacy Law and Policy	3 SH
PHRM 743--Faith, Spirituality, and Culture in Health Care	3 SH
PHRM 731--Literature and Pharmacoeconomic Analyses	3 SH

Master of Business Administration Dual Degree Program Requirements

Business Core:

MGT 6000 – Accounting for Managers	3 SH
MGT 6001 – Finance for Managers	3 SH
MGT 6010 -- Ethical and Legal Environment of Business	3 SH

Management Core:

EC 6000 – Finance for Managers	3 SH
HR 6350 – Strategic Human Resource Management	3 SH
MSDS 655 – Business Intelligence	3 SH

Strategy Core:

MKT 6240 – Marketing Strategy	3 SH
MGT 6110 – Strategy Implementation and Formulation	3 SH
MGT 6950 – MBA Capstone (complete in last 6 credits)	3 SH

General Business Specialization (PharmD students only):

PHRM 732--Leadership and Management	3 SH
PHRM 740--Pharmacy Law and Policy	3 SH
HCE 742--Ethics and Advocacy in Pharmacy	3 SH

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 reach out to the School of Pharmacy Director of Academic Affairs to ensure that they have properly declared an intent to pursue a graduate academic certificate.

Pharmaceutical Industry Affairs Certificate

<i>Total Certificate Requirements</i>	12 SH
PHRM 601--Introduction to Industry: Bench to Bedside	3 SH
PHRM 602--Medical Evidence Evaluation and Communication	3 SH
PHRM 603--Legal and Regulatory Environment of the Pharmaceutical Industry	3 SH
PHRM 604--Study Design in the Pharmaceutical Industry	3 SH

Health Care Business Management Certificate

<i>Total Certificate Requirements</i>	12 SH
Twelve semester hours selected from the following:	
HCE 742--Health Care Ethics	3 SH
PHRM 732--Leadership and Management	3 SH
Six semester hours selected from the following:	
HSA 602--Strategic Planning and Development in Health Services	3 SH
HSA 620--Marketing and Public Relations in Health Care Settings	3 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
HSA 630--Medical Practice Management	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
HSA 652--Human Resource Management in Health Care Settings	3 SH
HSA 663--Advanced Concepts of Health Care Finance	3 SH

Health Care Quality and Patient Safety Certificate

<i>Total Certificate Requirements*</i>	12 SH
HSA 624--Assessment of Quality Care and Patient Safety	3 SH
HSA 625E--Advance Concepts of Quality: Lean Methodology	3 SH
HSA 636--Emerging Technologies for Health	3 SH
PHRM 728--Integrated Literature Evaluation	3 SH

Health Care Informatics

<i>Total Certificate Requirements*</i>	12 SH
MSHI 625--Workflow and Change Management in Adoption of Health Information Technology	3 SH
MSHI 635--Design and Selection of IT Systems In Health Care	3 SH
MSHI 650--Health Care Informatics and Information Management in Health Care Settings	3 SH
MSIHI 675--Health Care Performance Evaluation	3 SH

SCHOOL OF PHYSICAL THERAPY

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, 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, 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 student 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 other courses serving as a prerequisite for later courses including any core courses that serve as prerequisite for lower and upper division program requirements.

BACHELOR OF SCIENCE IN HEALTH AND EXERCISE SCIENCE

<i>Total Degree Requirements</i>	120 SH
<i>Core Studies Requirements</i>	45 SH
English Composition (RCC 200)	3 SH
Literature/Humanities/Oral and Written Communication	6 SH
PH 202A--General Physics with Trigonometry I	3 SH
PH 205A--General Physics Lab with Trigonometry I	1 SH
BL 260--General Biology II: Molecular and Cellular	3 SH
BL 261--Molecular and Cellular Biology Laboratory	1 SH
NS 260--Introduction to Brain and Behavior	3 SH
NS 261--Introduction to Brain and Behavior Lab	1 SH
PSY 250/PSY 250C--General Psychology	3 SH
SO 200/SO 200C--Introduction to Sociology	3 SH
PSY 358--Lifespan Human Development	3 SH
Social Science/Economics/Business Elective	3 SH
Philosophy (3 SH must be in Health Care Ethics)	6 SH
Religious Studies	6 SH
<i>Lower Division Requirements</i>	17 SH
HES 210--Introduction to Health and Exercise Science	3 SH
HES 311--Research Design and Statistics	3 SH
HES 350--Normal and Therapeutic Nutrition	3 SH
HES 374--Applied Human Anatomy	3 SH
HES 375--Applied Human Anatomy Laboratory	1 SH
HES 376--Applied Human Physiology	3 SH
HES 377--Applied Human Physiology Laboratory	1 SH
<i>Upper Division Requirements</i>	29 SH
HES 418--Health Psychology	3 SH
HES 420--Functional Anatomy	3 SH
HES 421--Functional Anatomy Laboratory	1 SH
HES 430--Physiology of Exercise	3 SH
HES 431--Physiology of Exercise Laboratory	1 SH
HES 434--Exercise Prescription	3 SH
HES 435--Exercise Prescription Laboratory	1 SH
HES 438--Nutrition Across the Lifespan	3 SH
HES 440--Concepts of Motor Behavior	3 SH

HES 441--Concepts of Motor Behavior Laboratory	1 SH
HES 450--Biomechanics of Exercise	3 SH
HES 451--Biomechanics of Exercise Laboratory	1 SH
HES 460--Community Health Assessment	3 SH
<i>Upper Division HES Electives</i>	12 SH*
*Choice of 4 courses (twelve semester hours). One must be an internship (three semester hours) chosen from approved list of internship sites, at least two others (six semester hours) from the remaining options. The fourth elective may be from outside this group and count toward a minor in another subject area.	
HES 439--Population-Based Exercise Programs	3 SH
HES 465--Management in Health Settings	3 SH
HES 470--Perspectives on Global Health	3 SH
HES 472--Society and Culture in Health	3 SH
HES 490E-W--Independent Study in Health and Exercise Science	1-3 SH
HES 498E-W--Internship in Health and Exercise Science	3 SH
HCA 432A -- Leading Effective Organizations I	3 SH
HCA 440--Health Coaching	3 SH
<i>General Electives</i>	17 SH

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.

Health and Exercise Science Minor	30-31 SH
<i>Lower Division Requirements</i>	18-19 SH
BL 274--Principles of Human Anatomy or HES 374--Applied Human Anatomy	3 SH
BL 275--Human Anatomy Laboratory or HES 375--Applied Human Anatomy Laboratory	1 SH
BL 276--Principles of Human Physiology or HES 376--Applied Human Physiology	3 SH

BL 277--Human Physiology Laboratory or HES 377--Applied Human Physiology Laboratory	1 SH
MT 272/MT 272C--Statistics for Life Sciences or HES 311--Research Design and Statistics	3 SH
One of the following four semester hours options of physics:	
• PH 202A--General Physics with Trigonometry I PH 205A--General Physics with Trigonometry Laboratory I	3 SH 1 SH
• PH 304A--General Physics with Calculus I PH 305A--General Physics with Calculus Laboratory I	3 SH 1 SH
PSY 250/PSY 250C--General Psychology or NS 260--Introduction to Brain and Behavior and NS 261--Introduction to Brain and Behavior Laboratory	3 SH 3 SH 1 SH
<i>Upper Division Requirements</i>	12 SH
HES 420--Functional Anatomy	3 SH
HES 430--Physiology of Exercise	3 SH
HES 440--Concepts of Motor Behavior	3 SH
HES 450--Biomechanics of Exercise	3 SH
Recommended Electives	
HES 421--Functional Anatomy Laboratory	1 SH
HES 431--Physiology of Exercise Laboratory	1 SH
HES 441--Concepts of Motor Behavior Laboratory	1 SH
HES 451--Biomechanics of Exercise Laboratory	1 SH

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 evidenced-based practice perspective, graduates apply the most current published literature to daily clinical decisions. This model enables students to successfully link theory and application to clinical practice. Numerous faculty-facilitated, small group activities are 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 physical therapy skills, and 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 400 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 physical therapy licensure examination 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 School 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.

I. Criteria for admission are as follows:

- Completion of a baccalaureate degree prior to matriculation with a major in a field other than Physical Therapy from a regionally accredited institution of higher education. No academic major is given priority consideration during the selection process.
 - Completion of prerequisite course work with a minimum grade of “B-” or above in each prerequisite course preferred and a minimum cumulative grade point average of 2.75 (further details are listed under the “Admissions Prerequisites” heading in this section). Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.
 - Demonstration of an undergraduate cumulative grade point average of 3.00 on a 4.00 scale preferred.
 - Demonstration of familiarity with the profession of physical therapy.
 - Evidence of potential for success in graduate education.
 - Evidence of potential for success as a professional in the field of physical therapy.
2. Applicants must submit all required admission information as instructed by PTCAS and requested on the PTCAS application. This, in part, includes the following items:
 - Official transcripts of all college-level course work.
 - Three letters of recommendation from persons well suited to evaluate qualification for graduate study and/or physical therapy. One recommendation must be completed by a licensed physical therapist and one recommendation must be completed by a college-level faculty. Personal letters of recommendation are not accepted.
 3. Applicants are ranked for admission according to the following criteria:
 - Prerequisite grade point average.
 - Cumulative grade point average.
 - Recommendations
 - Completion of highly recommended courses.
 - While the School of Physical Therapy does not offer guaranteed admission, priority interview consideration is given to all Regis College undergraduates who have a strong academic record. Additional consideration is given to those students who major or minor in Health and Exercise Science.
 4. Applicants with the highest rank are invited for an interview with members of the faculty.
 - Since the number of qualified applicants exceeds available slots, the faculty selects a diverse student group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank.

Regis University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the School of Physical Therapy, the Rueckert-

Hartman College for Health Professions, or Regis University. Also, adherence to the “Code of Ethics, Guide to Professional Conduct,” and “Standards of Practice for Physical Therapy” as described by the American Physical Therapy Association is required for all students in the program. Accepted students must complete a variety of new student requirement 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 School of Physical Therapy. The biological and physical science courses must be those designated for science majors.

• Behavioral Sciences *	6 SH
• Biology (lectures and laboratories) **	8 SH
• General Chemistry (lectures and laboratories)	8 SH
• General Physics (lectures and laboratories)	8 SH
• Human Anatomy (lecture and laboratory) ***	4 SH
• Human Physiology (lecture and laboratory) ***	4 SH
• Statistics (Descriptive and Inferential)	3 SH

*Behavioral Sciences include courses in anthropology, psychology, and sociology. Developmental and Abnormal Psychology are recommended.

** 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.

*** 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 these specifications:

- The minimal technical specifications for a laptop computer are a 2.0 GHz Intel processor or equivalent, 8 GB memory, 256+ GB or larger hard drive, and sufficient USB ports to connect back-up drives and other connections.
- If using an iPad, it must support iOS 10 and have a minimum of 64 GB storage.
- If using a Microsoft Surface tablet, it should be a version 2020 or newer Microsoft Surface Pro.
- Operating System: 32-bit and 64-bit Versions of Windows 10.
- Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported with the Program Exam software.
- Only genuine, U.S.-English versions of Windows Operating Systems are supported.
- Students use Microsoft Office, either Office 2013 or Office 365, which includes: Word, Excel, Power Point, and Outlook. **All Regis students will be able to access Office 365 online and/or download Office Professional Plus to their personal computers at no cost**
- The DPT Program Exam software does not support tablet devices other than Surface Pro or iPad (iOS 11, iOS 12, and iPadOS 13)

NOTE: High speed broadband (cable or DSL) or wireless Internet access at home and while on clinical rotations is required so that students can access multimedia files through the University systems throughout the entire program. All students/faculty/staff electronic communication is accomplished through an issued RegisNET email account. The University has several computer labs on campus that students may use, however, access from home and clinical rotation housing is essential. Consult the school website for further information on system requirements and configurations at www.regis.edu.

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 Physical Therapy program. If a grade of “C” or “C-” is received in any of the course requirements, the student must remediate the course within the following semester in order to progress (for specifics, see Remediation). Students may participate in clinical education rotations during semester IV while remediating a grade of “C” or “C-”. DPT students may not participate in any subsequent clinical education experience until remediation of a grade of “C” or “C-” in a previous semester course is completed. It should be noted that failure to participate in a clinical education experience may limit a student’s ability to continue participation in the program with their original cohort. As DPT courses are offered once a year, a student may be required to delay progression for a full academic year to complete a required course.

ADD/DROP

Students follow the add/drop policy dates published in the General Information section of this *Catalog*. Requests to drop a course require the signature of the program director. Students who drop a course must understand that this jeopardizes their ability to continue in the program.

REMEDICATION

A grade of “C” or “C-” for a course must be remediated. The initial grade will be changed to a “C+” following successful remediation of the “C” or “C-” grade. Grades of “D” or “F” for a course cannot be remediated. Refer to the RHCHP Graduate Academic Suspension section in this *Catalog* for consequences. The process of remediation begins the first week of the semester following receipt of a grade of “C” or “C-”. During this week, a remediation contract with input from the student and instructor is developed that outlines format, content and evaluation method for the remediation. This contract is finalized and signed by the student, instructor, and program director.

The agreed upon remediation must be successfully completed by the end of the semester following the semester in which the unsatisfactory grade was received. Failure to successfully complete the remediation process by this time cancels the student’s ability to participate in a clinical education experience. An exception to this policy is available during semester IV. Students may participate in DPT 750--Clinical Education I while remediating a “C” or “C-” grade. Students may not participate in any subsequent clinical education rotations until remediation for a “C” or “C-” in a previous semester course is completed.

Students should be aware that completion of a remediation must occur at least nine business days prior to the start of the clinical education rotation. It should again be noted that failure to participate in a clinical education experience may limit a student’s

ability to progress through the remainder of the curriculum. Students should refer to the DPT Program Student Handbook for specific consequences for not completing a remediation successfully or on time. If the initial remediation is not successful, one more remediation is allowed as long as time still allows within the designated remediation contract date. If remediation attempts continue beyond the contract date (in cases of subsequent clinical rotations) or end of semester, this may also necessitate stopping out until the next academic year. If this remediation is not successful, the student is considered to have an unremediated "C" or "C-" and is suspended from the program.

PROBATION/SUSPENSION/DISMISSAL

See details within the RHCHP Graduate Academic Standing and Penalty section of this *Catalog* and the 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 director of graduate studies 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 3.000 and a minimum of "C+" in each course.
- 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

<i>Total Degree Requirements</i>	<i>110 SH</i>
YEAR I	47 SH
<i>Fall Semester</i>	<i>16 SH</i>
DPT 701--Human Anatomy and Histology	6 SH
DPT 703--Biomechanics/Kinesiology-Extremities	3 SH
DPT 708--Management Applications of Physiology: MAP I	3 SH
DPT 770--Professional Issues/Case Management I	1 SH
DPT 776--Introduction to Evidence Based Practice	3 SH
<i>Spring Semester</i>	<i>16 SH</i>
DPT 704--Neuroscience	4 SH
DPT 705--Biomechanics/Kinesiology-Spine	2 SH
DPT 706--Movement Science	2 SH
DPT 710A--Pharmacology	1 SH
DPT 730--Physical Therapy Examination	3 SH
DPT 732--Management Applications of Physiology: MAP II	4 SH
<i>Summer Semester</i>	<i>15 SH</i>
DPT 707--Examination of the Movement System	4 SH
DPT 714--Psychosocial Aspects of Health Care	3 SH
DPT 733--Musculoskeletal Management I	3 SH
DPT 771--Professional Issues/Case Management II	2 SH
DPT 790--Evidence Based Practice I	2 SH
DPT 719--Exercise Foundations	1 SH
YEAR II	42 SH
<i>Fall Semester</i>	<i>13 SH</i>
DPT 710B--Pharmacology	1 SH
DPT 712--Diagnostic Imaging and Procedures	2 SH
DPT 734--Musculoskeletal Management II	3 SH
DPT 736--Neurological Management I	3 SH
DPT 750--Clinical Education I	2 SH
DPT 772--Professional Issues/Case & Practice Management III	2 SH
<i>Spring Semester</i>	<i>18 SH</i>
DPT 735--Musculoskeletal Management III	3 SH
DPT 737--Neurological Management II	5 SH
DPT 738--Management Applications of Physiology: MAP III	5 SH
DPT 773--Professional Issues/Case Management IV	1 SH
DPT 791--Evidence Based Practice II	1 SH
HCE 709--Health Care Ethics for Physical Therapists	3 SH

<i>Summer Semester</i>	<i>11 SH</i>
DPT 715--Health Care Policy	2 SH
DPT 731--Differential Diagnosis	2 SH
DPT 739--Exercise Applications	2 SH
DPT 751--Clinical Education II	4 SH
DPT 774--Professional Issues/Case Management V	1 SH
YEAR III	21 SH
<i>Fall Semester</i>	<i>14 SH</i>
DPT 716--Business Management	2 SH
DPT 740--Management of the Movement System	2 SH
DPT 752--Clinical Education III	5 SH
DPT 775--Professional Issues/Case Management VI	1 SH
DPT 780/781E-W--Topics in Physical Therapy I & II	2 SH
DPT 792--Evidence Based Practice III	2 SH
DPT 799--Comprehensive Exam	0 SH
<i>Spring Semester</i>	<i>7SH</i>
DPT 753--Clinical Education IV	6 SH
DPT 796--Capstone	1 SH

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. 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 RF-PTCAS application system.

Application Process

Applicants must submit all required admission information as instructed on the RF-PTCAS (Residency and Fellowship Physical Therapy Centralized Application Service) 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
- Two essays - one from RF-PTCAS, and one specifically for the RUROPT 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 RUROPT 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, preferable high-speed (broadband) Internet access. All students enrolled 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 academic advisor to each of the residents. The advisors counsel students on meeting requirements for the program and provides 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*.

Orthopaedic Physical Therapy Residency Requirements

DPT 801--Advanced Clinical Practice I	2 SH
DPT 811--Orthopaedic Specialty Practice I	2 SH
DPT 802--Advanced Clinical Practice II	1 SH
DPT 812--Orthopaedic Specialty Practice II	3 SH
DPT 813--Orthopaedic Specialty Practice III	4 SH

FELLOWSHIP PROGRAM

DESCRIPTION

The School of Physical Therapy currently 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 (Foundation for Orthopaedic Manual Physical Therapy) 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 (Residency and Fellowship Physical Therapy Centralized Application Service) application. This, in part, includes the following:

- RF-PTCAS web-based application
- RF-PTCAS application fee
- 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.
- 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.
- 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.
- 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, preferable high-speed (broadband) Internet access. Potential students should consult with a department

administrative assistant for more specific details. All students enrolled 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*.

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.

Orthopaedic Manual Physical Therapy Fellowship Requirements

	18 SH
DPT 900--Virtual Rounds I	1 SH
DPT 901--Virtual Rounds II	1 SH
DPT 902--Virtual Rounds III	1 SH
DPT 903--Management of Lower Extremity Disorders	3 SH
DPT 904--Management of Upper Extremity Disorders	3 SH
DPT 905--Management of Lumbopelvic Disorders	3 SH
DPT 906--Management of Cervicothoracic Disorders	3 SH
DPT 910--Clinical Practicum	3 SH

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS COURSE DESCRIPTIONS

UNDERGRADUATE

HEALTH CARE ETHICS (HCE)

HCE 430. APPLIED ETHICS IN HEALTH CARE (3). Examines ethical dilemmas in health care and the decision making processes involved in clinical, professional and organizational ethics. Explores philosophical and faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Case studies and topics are analyzed to develop competence in moral reflection and ethical decision making with consideration of personal, professional and societal values.

HCE 430R. APPLIED ETHICS IN HEALTH CARE (3). HCE 430. APPLIED ETHICS IN HEALTH CARE (3). Examines ethical dilemmas in health care and the decision making processes involved in clinical, professional and organizational ethics. Explores philosophical and faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Case studies and topics are analyzed to develop competence in moral reflection and ethical decision making with consideration of personal, professional and societal values. NOTE: RN-BSN students only.

HCE 435. ETHICS IN HEALTH CARE SERVICES (3). Examines the practical application of ethical principles, theories and methods to ethical dilemmas in health care with a particular emphasis on professional and organizational ethics. Formal ethical analysis of case studies and topics is used to explore clinical, organizational and health policy issues, enhance ethical reflection and dialogue, support decision-making, and encourage moral leadership.

HCE 445. ETHICS AND HEALTH (3). Examines ethical issues in the promotion of human health. Topics include bioethical issues across the lifespan as well as contemporary challenges related to community health, health policy, health research, emerging technologies and global health.

HEALTH CARE ADMINISTRATION (HCA)

HCA 402A. THE EVOLVING HEALTH CARE SYSTEM I (3). Examines the structure and function of the US health care system, with an emphasis on the current trends, forces and innovations that shape health and health care delivery now and into the future.

HCA 402B. THE EVOLVING HEALTH CARE SYSTEM II (3). Examines the structure and function of the US health care system, with an emphasis on the current trends, forces and innovations that shape health and health care delivery now and into the future.

HCA 408. THE POLITICS OF HEALTH (3). 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. Prerequisite(s): Permission of instructor. Cross listing: HSA 608.

HCA 420. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3). Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and marketing strategy. Discusses media, public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HCA 423. FOUNDATIONS OF HEALTH LAW (3). Examines legal and ethical issues involved in the assessment, management, and delivery of health care services, with emphasis on negligence, contract, consents, confidentiality/privacy, risk management, corporate compliance, peer review, and medical/legal issues related to health records.

HCA 425. ASSESSMENT OF QUALITY CARE AND PATIENT SAFETY (3). Reviews the history and theory of quality management in health care 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). Provides an understanding of the elements necessary to apply basic microeconomic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HCA 430. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HCA 432A. LEADING EFFECTIVE ORGANIZATIONS I (3). Explores concepts and theories in leadership and 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). Explores concepts and theories in leadership and 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). 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). 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. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HCA 458. PROJECT MANAGEMENT IN THE HEALTH CARE SECTOR (3). 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. Prerequisite(s): Junior standing.

HCA 466. MANAGING HEALTH SERVICES REIMBURSEMENT (3). Examines health care reimbursement models, revenue cycle management, payor contracts, and issues related to billing compliance. Managed care an emerging payment methodologies are explored in relation to revenue cycle management.

HCA 475. COMMUNICATION IN HEALTH CARE SETTINGS (3). Enhances communication skills needed in business and professional contexts. Focuses on developing a working knowledge of theory and skills for written communication, interpersonal communication, meetings and presentations. Effective communication skills for dealing with physicians, patients, families, as well as other internal and external parties will receive special attention. Students will gain a working knowledge of critical thinking and problem resolution skills.

HCA 480. APPLIED CAPSTONE IN HEALTH CARE ADMINISTRATION (3). A comprehensive course integrating prior coursework, knowledge and skills into a live Capstone project for an organization. Career development and management are emphasized along with social justice, the patient/client experience, and interprofessional practice. Prerequisite(s): All prior Health Care Administration coursework or permission of instructor.

HCA 485. ADMINISTRATIVE INTERNSHIP (3-6). Provides the student an opportunity to observe and participate in management activities in a health care setting. Emphasizes ability to complete assigned projects, gain an overview of the facility, and participate in a wide variety of functions including budgeting, human resource management, project management and quality improvement activities. Prerequisite(s): Majors only. NOTE: Course is a minimum of 3 credit hours, but can be increase up to 6 credit hours with advisor approval.

HCA 490E-W. INDEPENDENT STUDY IN HEALTH CARE ADMINISTRATION (1-3). Offers an opportunity for a focused course of study within a specific practice area of health care administration under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): All lower level Health Care Administration courses. Majors and minors only. Approval of department chair required.

HEALTH AND EXERCISE SCIENCE (HES)

HES 210. INTRODUCTION TO HEALTH & EXERCISE SCIENCE (3). Examines models of health and explores social, economic, cultural, political, and environmental factors that impact health. Introduces principles of exercise across the lifespan from a biomechanical, motor behavior, physiological, nutritional and psychological perspective.

HES 311. RESEARCH DESIGN & STATISTICS (3). Introduces research theory, concepts, inferential and descriptive statistical analysis, and study design. Analyzes relevant literature and applies qualitative and quantitative design, methodology, and interpretation.

HES 350. NORMAL AND THERAPEUTIC NUTRITION (3). Students study the science of nutrition. The course presents the nutritional requirements of humans as the basis of planning an adequate diet with consideration given to variation in food choices due to social, economic, cultural and psychological factors. The course emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease. Cross listing(s): NR 350.

HES 374. APPLIED HUMAN ANATOMY (3). Examines the relationships of the musculoskeletal, nervous, integumentary, cardiac, pulmonary, gastrointestinal, renal and reproductive systems of the human body. Integrates cellular and structural factors with clinical application at regional and systemic levels. Co-requisites: HES 375. Prerequisite(s): BL 260 and BL 261.

HES 375. APPLIED HUMAN ANATOMY LAB (1). Demonstrates specific regional and systemic relationships of the human body systems as they relate to a clinical model. Incorporates the use of human cadaveric preparations and models. Co-requisites: HES 374.

HES. 376. APPLIED HUMAN PHYSIOLOGY (3). Examines metabolic, neuromusculoskeletal, cardiac, respiratory, renal, digestive, endocrine, and reproductive systems, including membrane function, electrical activity of cells, neurophysiology, muscle physiology, blood and immune responses, and cellular endocrinology. Includes applicable cellular chemical concepts. Co-requisites: HES 377. Prerequisite(s): BL 260 and BL 261.

HES 377 APPLIED HUMAN PHYSIOLOGY LAB (1). Integrates current physiological tests of the human body systems designed to interpret normal and abnormal physiological values in the clinical model. Co-requisites: HES 376.

HES 418. HEALTH PSYCHOLOGY (3). Examines the influence of psychological and social variables on health and activity participation. Focuses on stress management, motivation,

adherence, access, barriers, and support systems across the lifespan. Prerequisite(s): PSY 250. NOTE: Permission of instructor required for all non-majors.

HES 420. FUNCTIONAL ANATOMY (3). Examines anatomical concepts of the musculoskeletal and nervous systems that form the basis of analysis of human movement. Analyzes joint movement, complex muscular activity, and integration of the nervous system. Co-requisites: HES 421. Prerequisite(s): HES 374 and HES 375. NOTE: Permission of instructor required for all non-majors.

HES 421. FUNCTIONAL ANATOMY LAB (1). Applies functional anatomy concepts to human movement. Examines anatomical relationships through cadaver prosection, models, and other modalities. Co-requisites: HES 420. Prerequisite(s): HES 374 and HES 375. NOTE: Permission of instructor required for all non-majors.

HES 430. PHYSIOLOGY OF EXERCISE (3). Explores concepts of nutrition and energy production/expenditure during exercise. Examines adaptations of the pulmonary, cardiovascular, skeletal muscle, nervous, urinary, gastrointestinal, and endocrine systems to the stresses of exercise across the lifespan. Co-requisites: HES 431. Prerequisite(s): HES 374, HES 375, HES 376 and HES 377. NOTE: Permission of instructor required for all non-majors.

HES 431. PHYSIOLOGY OF EXERCISE LAB (1). Applies exercise physiology principles and methods to analysis of human movement. Examines theoretical concepts during performances assessment of various physiological systems. Co-requisites: HES 430. Prerequisite(s): HES 374, HES 375, HES 376 and HES 377. NOTE: Permission of instructor required for all non-majors.

HES 434. EXERCISE PRESCRIPTION (3). Explores evidence based concepts for the design of exercise programs with special consideration for the normal aging process. Places emphasis on current professional guidelines for exercise prescription. Co-requisites: HES 435. Prerequisite(s): HES 376, HES 377, HES 420, HES 421, HES 430, and HES 431. NOTE: Permission of instructor required for all non-majors.

HES 435. EXERCISE PRESCRIPTION LAB (1). Applies practical and theoretical concepts of exercise prescription across the lifespan with practice exercise prescription and progression of exercise programs for specific cases using current best evidence. Co-requisites: HES 434. Prerequisite(s): HES 376, HES 377, HES 420, HES 421, HES 430, and HES 431. NOTE: Permission of instructor required for all non-majors.

HES 438. NUTRITION ACROSS THE LIFESPAN (3). Investigates sources and functions of nutrients in all stages of the life cycle. Emphasizes topics of dietary guidelines and nutritional assessment when considering eating disorders, weight loss, sports nutrition, food safety, 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: Permission of instructor required for all non-majors.

HES 439. POPULATION-BASED EXERCISE PROGRAMS (3). Explores exercise program development and implementation to address goals of improved health, fitness and weight management in community, corporate and other fitness settings. Examines strategies for exercise promotion, education, and supervision.

Prerequisite(s): HES 434 and HES 435 NOTE: Permission of instructor required for all non-majors.

HES 440. CONCEPTS OF MOTOR BEHAVIOR (3). Examines principles of human motor control, learning, and development. Explores learner and environmental factors influencing motor performance and long-term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Co-requisites: HES 441. Prerequisite(s): PSY 250, HES 374, and HES 375. NOTE: Permission of instructor required for all non-majors.

HES 441. CONCEPTS OF MOTOR BEHAVIOR LAB (1). Introduces motor behavior experimental methods for quantitative and qualitative analysis of human movement, learning and control during static and dynamic activities. Integrates theoretical concepts with practical applications. Co-requisites: HES 440. Prerequisite(s): PSY 250, HES 374, and HES 375. NOTE: Permission of instructor required for all non-majors.

HES 450. BIOMECHANICS OF EXERCISE (3). Evaluates internal and external forces acting on the human body. Performs quantitative and qualitative evaluations with the associated kinematic and kinetic variables to describe body movements. Co-requisites: HES 451. Prerequisite(s): HES 311, HES 374, PH 202A, and PH 205A. NOTE: Permission of instructor required for all non-majors.

HES 451. BIOMECHANICS OF EXERCISE LAB (1). Applies biomechanical measurement methods using quantitative and qualitative analysis of kinematics and kinetics of human movement during static and dynamic activities. Includes the development and completion of a research project incorporating biomechanical principles. Co-requisites: HES 450. Prerequisite(s): HES 311, HES 374, PH 202A, and PH 205A. NOTE: Permission of instructor required for all non-majors.

HES 460. COMMUNITY HEALTH ASSESSMENT (3). 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.

HES 465. MANAGEMENT IN HEALTH SETTINGS (3). Applies and evaluates business management principles within a moral and ethical framework. Explores marketing, operations management, human resources, risk management and finance related to health and fitness environments. Prerequisite(s): HCE 445 NOTE: Permission of instructor required for all non-majors.

HES 470. PERSPECTIVES ON GLOBAL HEALTH (3). Explores social inequalities in health, healthcare delivery, and access to health care organizations from local, national and international perspectives. Examines the inter relationship of health and health policy. NOTE: Permission of instructor required for all non-majors.

HES 472. SOCIETY & CULTURE IN HEALTH (3). 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: Permission of instructor required for all non-majors.

HES 490E-W INDEPENDENT STUDY IN HEALTH AND EXERCISE SCIENCE (1-3). Offers an opportunity for independent advanced study in one of the specific Health and Exercise Science disciplines. NOTE: Approval of Program Director required. Majors only.

HES 498E-W, INTERNSHIP IN HEALTH AND EXERCISE SCIENCE (1-3). Involves placement in a clinical or research facility to experience the application of concepts of Health and Exercise Science. Prerequisite(s): Junior or Senior standing. Adult CPR and AED certification or BLS certification through American Heart Association or American Red Cross. Approval of HES Internship Coordinator required. NOTE: 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 AND THERAPEUTIC NUTRITION (3). Students study the science of nutrition. The course presents the nutritional requirements of humans as the basis of planning an adequate diet with consideration given to variation in food choices due to social, economic, cultural and psychological factors. The course emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease. Cross listing(s): HES 350.

NR 400. CONCEPTS FOR THE PROFESSIONAL NURSING ROLE (1). 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). 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. Prerequisite(s): Acceptance into the honors program.

NR 402. NURSING HONORS SEMINAR II (1). 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. Prerequisite(s): NR 401.

NR 403. NURSING HONORS SEMINAR III (1). 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. Prerequisite(s): NR 402. Corequisite(s): NR 455H.

NR 404. NURSING HONORS SEMINAR IV (1). 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). Prerequisite(s): NR 403. Corequisite(s): NR 472H.

NR 406A. PHARMACOLOGY I (2). 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). 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. Corequisite(s): NR 406A.

NR 412. PATHOPHYSIOLOGY (3). 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). 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).

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 FOR PROFESSIONAL NURSING PRACTICE (4). 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 sound 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/NR 420H. EVIDENCE-BASED PRACTICE IN NURSING AND HEALTH CARE INFORMATICS (3). Presents two essential elements for best practice in nursing. Evidence-based practice integrates current scientific evidence with clinical expertise and patient/family preferences for delivery of optimal health care. Develops related knowledge, skills, and attitudes by forming journal clubs to critique published nursing studies and create best-practice presentations for compelling clinical questions associated with nurse-sensitive outcomes. Health care informatics applies information and technology to communicate, manage knowledge, mitigate error, and support clinical decision making. Prerequisite(s): NR 462.

NR 421. CLINICAL REASONING AND JUDGMENT (3). 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(s): NR 463.

NR 422/NR 422H. CLINICAL LEADERSHIP IN PROFESSIONAL NURSING (3). 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. Prerequisite(s) or Co-requisite(s): NR 464.

NR 444R. PROFESSIONAL ROLE DEVELOPMENT (3). Examines contemporary professional nursing roles and issues, standards of practice, Jesuit mission, service learning, personal and professional values, and academic tools that foster success in the nursing program. Prerequisite(s): Acceptance into Nursing Program. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 448R. UPDATES IN ILLNESS AND DISEASE MANAGEMENT (3). Focuses on updates in genomics and genetics, pain management, the stress response, immune disorders, mental disorders, rehabilitative, and end-of-life care. Examines acute and chronic disease pathophysiology, evidence-based disease management, and nursing care of selected disorders. Prerequisite(s): NR 444R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 451. INTRODUCTORY NURSING PRACTICUM/ EXTERNSHIP (3). Under the preceptorship of a registered nurse, Introductory Nursing Practicum students provide direct patient care in selected specialty areas. Enhances competency and critical decision-making in the reality of the practice setting. Emphasizes skills and procedures, organization and priority setting, written and oral communication, and the nurse's role including investigation, teaching and discharge planning. Prerequisite(s): NR 412, NR 406B or NR 413, and NR 463.

NR 452R. CONTEMPORARY TOPICS IN HEALTH CARE (3). Explores professional nursing role within contemporary health care topics areas, including informatics, human diversity and cultural competence, gerontology, vulnerable populations, violence, social justice, and global health. Students engage in service learning and reflection. Prerequisite(s): NR 444R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 455/NR 455H. HEALTH PROMOTION, DISEASE PREVENTION, HEALTH POLICY, AND NURSING PRACTICE (3). 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 455R. HEALTH PROMOTION, DISEASE PREVENTION, HEALTH POLICY AND NURSING PRACTICE (3). 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. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 460R. EVIDENCE-BASED PRACTICE IN NURSING (3). Focuses on the role of nurse as informed consumer of research. Develops skills for evidence-based practice by forming journal clubs to understand aspects of nursing research, critique published nursing studies, and develop best-practice presentations. Prerequisite(s): NR 444R. NOTE: RN-BSN and RN to MS Nursing Program students only.

NR 462. INTRODUCTION TO MANAGING HEALTH CARE OF THE ADULT AND OLDER ADULT (4). This beginning theoretical, laboratory, and clinical course focuses on the art and science of nursing and the roles of the nurse as care provider/care designer/manager, and coordinator in relation to the complex health needs of residents with multiple co-morbidities in long term care. Explores components of nursing process in relation to human responses to alterations in health. Content focuses on pathophysiology/pharmacology, medical management, evidence-based practice models, and the application of nursing process in the provision of care for adult and older adult patients. Clinical experiences are designed to focus on the beginning application of nursing therapeutics, including selected technical skills, nursing process, development of organizational skills, priority setting, health care management, and clinical reasoning in the assimilation of the professional nurse role. Pre-requisite(s) or Co-requisite(s): NR 412, NR 413, and NR 414. NOTE: \$200.00 Lab fee required.

NR 463. COMPREHENSIVE HEALTH CARE MANAGEMENT OF THE ADULT AND OLDER ADULT I (5). This theoretical, laboratory, and clinical course focuses on the art and science of nursing and the roles of the nurse as care designer and manager. Explores components of nursing process and health promotion in relation to human responses to alterations in health. Content focuses on the continued assimilation of the professional nursing role in clinical practice through classroom and clinical experiences designed to develop organizational skills, priority setting, comprehensive health care management, and clinical reasoning skills. Nursing majors only. Prerequisite(s): NR 414 and NR 462. Pre-requisite(s) or Co-requisite(s): NR 412 and NR 413.

NR 464. COMPLEX HEALTH CARE MANAGEMENT OF THE ADULT AND OLDER ADULT II (5). This theoretical and clinical course integrates the role of the nurse as coordinator of care in

relation to human responses to alteration in health. Focus is on the role of the nurse as a leader and collaborator in the interprofessional implementation of care management using evidence-based practice models. Application of nursing process includes the provision of care for adult and older adult patients within the context of their families and environments. The focus of clinical practice is the continuing development of organizational skills, priority setting, clinical reasoning, complex health care management, and problem solving as the student assimilates the role of the professional baccalaureate nurse generalist. Prerequisite(s): NR 412, NR 406B or NR 413, and NR 463. NOTE: \$200.00 Lab fee required.

NR 465. CHILDBEARING FAMILIES AND REPRODUCTIVE HEALTH (5). 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. Prerequisite(s): NR 414 and NR 462. Pre-requisite(s) or Co-requisite(s): NR 412 and NR 413.

NR 466R. COMMUNITY HEALTH NURSING (3). Provides overview on population-based nursing. Explores principles relevant to community health nursing including public health, epidemiology, and environmental health. Addresses impact of health care policies on social justice and health care disparities. Prerequisite(s): NR 444R. RN-BSN and RN to MS Nursing Program students only.

NR 470. NURSING CARE OF CHILDREN AND FAMILIES (4). This theoretical and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to children and their families within a quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to the pediatric population in the provision of quality nursing care. For each developmental level, the course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting today's children and families. The relationship among theory, practice, and research provides a foundation for the course. Prerequisite(s): NR 463. Pre-requisite(s) or Co-requisite(s): NR 412 and NR 406B or NR 413.

NR 472/NR 472H. COMMUNITY AND POPULATION FOCUSED NURSING (4). This theoretical and clinical course provides an in-depth examination of population and community health concepts. Students analyze roles of nurses in community and population-based nursing focused at individual, family, community and systems levels of practice. Emphasis is on the promotion of healthy communities using the nursing process, epidemiological, ethical, environmental, and public health principles. Through clinical experiences in community-based settings, students are engaged in community assessments,

program planning/management, health teaching, and provision of evidence-based nursing practice to address the health needs of identified populations including vulnerable populations. Prerequisite(s): NR 412, NR 406B or NR 413, and NR 463. NR 455 must be completed prior to or concurrently with NR 472.

NR 473. MENTAL HEALTH NURSING (4). This theoretical and clinical course addresses the principles and techniques of therapeutic communication as it applies to working with patients who present with symptoms of mental health disorders in acute care and community settings. Contemporary issues in the field of mental health nursing are explored within a psychosocial, cultural, spiritual, economic, legal, and ethical environment. The role of the nurse is based on standards of practice and focuses on health promotion, disease prevention, and management for patients with mental health issues across the life span. Students apply theoretical concepts in clinical settings while working with individuals, families, communities, groups, and underserved populations with varying levels of complexity. The interrelationship among theory, practice, and research provides a foundation for the course. Prerequisite(s): NR 462

NR 478R. COMMUNITY HEALTH NURSING PRACTICUM (3). Fosters integration of community health theory into clinical practice while students complete 45 hours of practicum in community settings. Examines emergency preparedness, community and family assessment, health promotion, and program evaluation. Prerequisite(s): NR 444R and NR 466R (may be taken concurrently). NOTE: RN-BSN and RN to MS Nursing Program students only. Student must be compliant with RHcomply@regis.edu to register for this course. Permission of Clinical Placement Advisor required.

NR 480R. THE NURSE LEADER-MANAGER (3). Expands knowledge of leadership and management principles applied to health care, the changing health care system, health outcomes, professional issues, political action, and career development. Explores ethical, legal, and policy issues related to nursing practice. Prerequisite(s): NR 444R. NOTE: RN-BSN Program students only.

NR 483. CLINICAL CAPSTONE: PROFESSIONAL NURSING PRACTICUM (5). 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. Prerequisite(s): NR 464.

NR 485R. LEADERSHIP IN NURSING CAPSTONE (3). This leadership course is designed to provide the student an opportunity to integrate leadership and management principles into professional practice and reflect on RN-BSN completion program learning. Students engage in faculty directed assignments and projects as indirect practice activities to achieve course and

program outcomes. Prerequisite(s): NR 444R and NR 480R or NR 600.

NR 488E-W. TOPICS IN CLINICAL NURSING PRACTICE (1-8). Clinical elective courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Prerequisite(s): Nursing majors only. Permission of appropriate department director required.

NR 490E-W. INDEPENDENT STUDY IN NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Nursing majors only. Permission of appropriate department director required.

GRADUATE

HEALTH CARE ETHICS (HCE)

HCE 600. ORGANIZATIONAL ETHICS AND HEALTH CARE COMPLIANCE (3). Addresses advanced concepts in organizational ethics and health care compliance including the dynamics of personal and professional values in relation to organizational behavior, and the integration of mission, organizational ethics and corporate regulatory compliance. Explores contemporary ethical issues in organizational ethics and health care compliance through applied case presentation, theory-based ethical analysis and ethical decision making in both individual and group contexts.

HCE 604. ETHICS FOR NURSE LEADERS (3). Examines ethical and moral reasoning relevant to professional nursing practice and health care delivery in today's society. Explores philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Ethical issues are examined with emphasis on advanced practice nursing, leadership roles and models of health care delivery. Introduces skills in analyzing ethical dilemmas and evaluating ethical practice using ethical theory, moral argument, and case studies.

HCE 709. HEALTH CARE ETHICS FOR PHYSICAL THERAPISTS (3). Examines ethical and moral reasoning processes in health care. Philosophical and faith-based foundations, including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms are explored. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students will analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies.

HCE 742. ETHICS AND ADVOCACY IN PHARMACY (3). Examines ethical and moral reasoning in health care. Emphasizes pharmacy practice and leadership. Explores philosophical, faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Analyzes ethical dilemmas/practices using ethical theory, moral argument, cases studies. Note: Majors only.

HEALTH SERVICES ADMINISTRATION (HSA)

HSA 601. LEADERSHIP AND ORGANIZATION DEVELOPMENT IN HEALTH CARE SETTINGS (3). Explores individual leadership qualities and organizational dynamics with

emphasis on various elements of organization development including communication, culture, values, process redesigns, re-engineering, knowledge management and methods of assessing and diagnosing organizational effectiveness. Examines current leadership and organization theories and approaches used in dealing with organizational problem solving and assessment.

HSA 602. STRATEGIC PLANNING AND DEVELOPMENT IN HEALTH SERVICES (3). Addresses the business planning process emphasizing strategic planning, business plan development and evaluation, advanced project management, and marketing research and strategy. Focuses on financial analysis, market projection, risk assessment, and implementation planning principles as applied to new or expanded services and/or other business opportunities.

HSA 604. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Overviews macro and microeconomics in health care. Studies accounting theory in both the profit and non-profit health care organization for non-financial managers. Includes financial management and forecasting, budgeting, cost analysis/control and case management. Prerequisite(s): Graduate standing. NOTE: Requires student to have basic skills in use of electronic spreadsheets.

HSA 608. THE POLITICS OF HEALTH (3). 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. The graduate component extends foundational knowledge of quality and safety through additional readings, cases analysis and/or applied project work.

HSA 620. MARKETING AND PUBLIC RELATIONS IN HEALTH CARE SETTINGS (3). Explores the unique nature and role of marketing in the health care industry. Introduces marketing principles and techniques as applied in health care settings including environmental scanning, market research and marketing strategy. Discusses media, public relations and advertising strategies. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required.

HSA 623. FOUNDATIONS OF HEALTH LAW (3). Examines legal and ethical issues involved in the assessment, management, and delivery of health care services, with emphasis on negligence, contract, 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.

HSA 624. ASSESSMENT OF QUALITY CARE AND PATIENT SAFETY (3). Reviews the history and theory of quality management in health care 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 applied project work. Prerequisite(s): Graduate standing.

HSA 625 E-W. ADVANCED CONCEPTS IN QUALITY (3). Examines concepts related to the application of quality initiatives and strategies related to quality improvement in health care settings. Thematic topics for specific initiatives may include Lean Methodology concepts, Six Sigma, and other methods related to performance improvement in health care. Prerequisite(s): HSA 624 NOTE: Graduate standing required.

HSA 628. HEALTH CARE ECONOMICS (3). Provides an understanding of the elements necessary to apply basic microeconomic principles to the health care field. Emphasizes economic tools of particular relevance to health care, and to what degree the concepts are appropriate to deal with problems in this field. Demonstrates that economic analysis can provide pertinent and systematic insights into the workings of the health care system and the evaluation of health care policy. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HSA 630. MEDICAL PRACTICE MANAGEMENT (3). Explores issues in practice management in the ambulatory setting including settings staffed by advanced practice medical personnel. Topics include the organizational structure and management of a practice, coding, billing, and reimbursement procedures, marketing, contracting, budgeting and staffing as related to practice management. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

HSA 636. EMERGING TECHNOLOGIES FOR HEALTH (3). 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 MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides an understanding of the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, career development, job analysis and design, performance evaluation, compensation and benefits, and employment law. Addresses trends in human resource management in health care. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work. Prerequisite(s): Approval of academic advisor required.

HSA 658. PROJECT MANAGEMENT IN THE HEALTH CARE SECTOR (3). 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 project work.

HSA 660. METHODS OF INQUIRY AND RESEARCH (3). Examines qualitative and quantitative research assumptions, design, methods and ethical considerations as applied in health services research. Reviews statistical methods and tools, critique of published findings, data evaluation, analysis and presentation. Explores advanced concepts in health care outcomes and operations research applications. Prerequisite(s): Graduate standing.

HSA 663. ADVANCED CONCEPTS OF HEALTH CARE FINANCE (3). Provides application based case studies for cost utilization, financial forecasting, budgeting and analysis, cash management techniques, and planning models and applies these concepts to management practice in the health care industry. Includes financial management and forecasting, statement preparation and analysis, cost analysis and control and case management. Prerequisite(s): HSA 604 and approval of academic advisor required. NOTE: Basic skills in use of electronic spreadsheets required.

HSA 670. BIostatISTICS AND HEALTH DATA ANALYSIS (3). Examines skills and knowledge necessary to manage and analyze biomedical data. Reviews statistics used for decision-making, population health assessment, and inferential research analysis. Uses common statistical software to conduct analysis, interpret results and draw conclusions. Prerequisite(s): Permission of instructor required.

HSA 674. ISSUES AND TRENDS IN QUALITY AND PATIENT SAFETY (3). Provides an opportunity to develop and lead an initiative in patient quality, safety and/or risk in a health care setting. Emphasis is on the ability to lead a project and gain an overview of the quality improvement and patient safety activities in various health care facilities. Prerequisite(s): HSA 624 and HSA 672. NOTE: Graduate standing required.

HSA 675. COMMUNICATION IN HEALTH CARE SETTINGS (3). Enhances communication skills needed in business and professional contexts. Focuses on developing a working knowledge of theory and skill for written communication, interpersonal communication, meetings and presentations. Effective communication skills for dealing with physicians, patients, families, as well as other internal and external parties will receive special attention. Students will gain a working knowledge of critical thinking and problem resolution skills. Prerequisite(s): Graduate standing required.

HSA 680. CONTEMPORARY ISSUES IN HEALTH SERVICES DELIVERY SYSTEMS (3). A Capstone seminar examining contemporary issues in health services delivery systems. Topics include integration of delivery settings, managed care trends, stakeholder relations, health policy, regulatory initiatives, health care workforce, health promotion, and complementary medicine. Includes presentation of the master's project. NOTE: Graduate standing required.

HSA 681E-W. SPECIAL TOPICS IN HEALTH SERVICES ADMINISTRATION (3). Advanced study within a focused topic or area of practice related to health services administration under the direction of an assigned instructor. The student may select a new/established module or modify an established module through development of an individualized learning contract. Prerequisite(s): Graduate standing required.

HSA 682. INTERPROFESSIONAL FOUNDATIONS OF GLOBAL HEALTH (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Cross listing: NR 681, PHRM 781, DPT 780M, and DPT 781M. NOTE: Majors only.

HSA 690E-W. INDEPENDENT STUDY IN HEALTH SERVICES ADMINISTRATION (1-4). Topics by arrangement with individual

faculty. Prerequisite(s): Majors only and approval of academic advisor required.

HSA 696. MASTER'S PROJECT IN HEALTH SERVICES ADMINISTRATION (3). Examines a current health care organization/system issue or problem. Students may work in conjunction with or at a particular agency to investigate and collect data on the problem. The final project, both in written and oral form, exhibits appropriate communication skills, evidence of critical thinking and problem solving skills, and a dedicated understanding/ cohesive description of the issue. Prerequisite(s): HSA 680 and Graduate standing required.

INTERPROFESSIONAL EDUCATION (IPE)

IPE 601. INTERPROFESSIONAL APPROACHES TO INTEGRATIVE HEALTH AND NUTRITION (3). Designed for healthcare professionals who wish to deliver a holistic model of health care with an interest in becoming interprofessional leaders in multidisciplinary clinical practice. Topics in this course include disease prevention, chronic disease, mental health, pain management, movement/mobility, nonpharmacological interventions, meditation/breathwork, food as medicine, herbal benefits and more. The intent is to engage healthcare professionals across disciplines, learn scope of practice, develop a clear and concise way of developing treatment plans/documentation patient care, and use scientific evidence to evaluate different modalities of care. Finally, the course will integrate a universal code of health care ethics and Jesuit principles to inform sound practice.

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). Explores the fundamentals of counseling and the role of helping professionals in society. Surveys roles, attitudes, and behaviors of effective helping relationships. Recommended for students who intend to pursue graduate study in Professional Counseling leading to a LPC. Prerequisite(s): Permission of MAC instructor. NOTE: Course grading is Pass/No-Pass only.

MCPY 601. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH (1). Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture and foreign aid will be addressed.

MCPY 602. SPIRITUALITY AND COUNSELING (3). Explores how spirituality, religion and a search for meaning are central to the counseling experience. Focuses upon understanding how spirituality and the religious imagination influence and enhance the practice and effectiveness of the therapeutic encounter. NOTE: Counseling and Marriage and Family Therapy degree and certificate seeking students only.

MCPY 605. HUMAN GROWTH AND DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory

and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MCPY 610. THEORIES OF COUNSELING (3). Introduces the major historical and contemporary theories of counseling. Examines techniques and styles of counselors using distinct approaches to counseling along with their application to case studies.

MCPY 615. CULTURAL ISSUES AND SOCIAL JUSTICE (3). Examines the multicultural and socioeconomic influences of psychology, personality development and perceptions of abnormal behavior and counselor attitudes. Presents theories of multicultural counseling and competencies. Discrimination and oppression are considered from a social justice perspective along with related strategies including advocacy.

MCPY 620. ABNORMAL PSYCHOLOGY (3). Provides an in-depth examination of abnormal psychological development and multicultural variations. Studies the theoretical approaches and treatments that flow out of various psychological paradigms

MCPY 622. DIAGNOSIS AND TREATMENT PLANNING IN CLINICAL MENTAL HEALTH COUNSELING (3). 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 AND ETHICAL ISSUES (3). Examines ethical codes, standards, state statutes, practice guidelines, professional organizations and history. Focuses on ethical decision-making skills and contemporary ethical issues in the counseling field.

MCPY 630. GROUPS: PROCESS AND COUNSELING (3). Studies theories of group counseling including group dynamics and leadership. Includes different types of groups and group composition. Experiential learning methods are employed. Prerequisite(s): MCPY 635. May take concurrently with MCPY 636. Pass/No Pass grading only.

MCPY 635. COUNSELING TECHNIQUES I (3). Introduces the psychotherapeutic process and dynamics of the helping relationship. Focuses on developing basic counseling skills such as clinical interviewing, clinical record keeping and report writing, DSM-IV-TR diagnosis, assessment of various clinical issues, and treatment planning. Assists students in preparing a professional resume, practicing interviews for a practicum position, and identifying sites for their practicum/internship experience. Prerequisite(s): MCPY 605, MCPY 615, MCPY 620 and either MCPY 610 or MFT 610. Pass/No Pass grading only.

MCPY 636. COUNSELING TECHNIQUES II (3). Reviews current therapies used in community counseling settings, particularly depth psychotherapy, humanistic psychotherapy, and community cultural therapies. Includes skill development through role plays and videotaping. Prerequisite(s): MCPY 635. May take concurrently with MCPY 630. Pass/No Pass Grading Only.

MCPY 640. RESEARCH METHODS AND PROGRAM EVALUATION (3). Provides an understanding of types of research methods including quantitative and qualitative designs, basic statistics, and ethical and legal considerations in research.

Principles, practices and applications of needs assessment and program evaluation are reviewed.

MCPY 645. CLINICAL ASSESSMENT (3). Focuses on the application of basic concepts and statistics in the interpretation of tests and inventories utilized by counselors. Explores testing methodologies, interpretive criteria, and ethical and multicultural implications from the psychological perspective.

MCPY 650. CAREER COUNSELING AND DEVELOPMENT (3). Develops a comprehensive understanding of theories of career development and their application to diverse populations. Explores methods of effective career counseling, test administration, and interpretation of assessment tools.

MCPY 651. MILITARY: FAMILY ORIGINS AND LIFE CYCLES (3). An in-depth study of military family life cycle including adult development, nontraditional 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 AND TREATMENT (3). Examines the psychological and behavioral effects of substance use and other addictions in military individuals and families; reviews assessment techniques and approaches to treatment in this population.

MCPY 653. COUNSELING MILITARY COUPLES (3). 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. Student will have the opportunity to demonstrate their competencies in working with these couple issues in a military counseling setting.

MCPY 654. COUNSELING MILITARY FAMILIES (3). Provides the student with the knowledge and understanding of the impact of military culture on the family, cycle of deployment, post-deployment, re-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, the course then 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 post-traumatic stress disorder (PTSD), secondary trauma, grief, loss, substance abuse, domestic violence, attachment, intimacy, and change issues.

MCPY 655. MILITARY: CRISIS, TRAUMA, AND LOSS (3). Examines the impact of trauma and loss on military personnel and their families, survivors of natural disasters, violence and terrorism. Emphasis is on counselors' 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). 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 biofeedback, and mindfulness approaches to treatment.

MCPY 660. SUBSTANCE ABUSE TREATMENT (3). Examines the psychological and behavioral effects of substance abuse in individuals and families; reviews assessment techniques and approaches to treatment of this population.

MCPY 668. PLAY IN FAMILY THERAPY (3). Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Cross listing MFT 668. Prerequisite(s): MCPY 635.

MCPY 670. ADVANCED PLAY THERAPY: GRIEF, ABUSE, AND TRAUMA (3). Explores interdisciplinary theories of creativity and expressive arts as well as their therapeutic practices in the use of imagery, storytelling, dance, music, psychodrama, poetry, writing, movement, dream work and visual arts. Prerequisite(s): MCPY 635.

MCPY 672. CRISIS, TRAUMA, AND LOSS (3). Examines the impact of trauma and loss on military personnel and families, survivors of natural disasters, violence, and terrorism. Emphasis on counselors immediate response, assessment and treatment protocols for recovery, trauma and addition, post-traumatic stress, suicide prevention and assessment.

MCPY 674. GRIEF THERAPY AND LIFE TRANSITIONS (3). Explores life transitions and grief therapy as a necessary psychological experience for personal and communal transformation. Examines various clinical approaches and techniques through primary texts, demonstrations, case study and role play.

MCPY 676. ECOPSYCHOLOGY: A TRANSFORMATIVE PERSPECTIVE (3). Explores and imagines the transformative possibilities of the earth-human relationship and the psychological and spiritual well-being of individuals, families, communities, and the world. Applies transformative, clinical and eco-psychological perspectives.

MCPY 677. COUNSELING PRE-ADOLESCENTS AND ADOLESCENTS (3). Examines theories and techniques specific to developmental needs of pre-adolescents and adolescents (ages 11-18). Emphasizes individual and systemic approaches to prevention, assessment, counseling techniques, and consultation skills that pertain to pre-adolescents and adolescents. Prerequisite(s): MCPY 635.

MCPY 678. INTRODUCTION TO PLAY THERAPY (3). Includes a historical and theoretical basis of play therapy. Emphasizes various theoretical approaches and philosophical foundations regarding the process of play therapy. Experiential methods, role-plays, and supervision of non-clinical play therapy cases are incorporated. Prerequisite(s): MCPY 635.

MCPY 679. SANDTRAY IN PLAY THERAPY (3). Introduces the use of Sandtray techniques for use with individuals and families. Exploration of theory, applications, stages, and ethical issues. Emphasizes depth, Humanistic and Relational/Cultural approaches. Didactic and experiential methods used. Prerequisite(s): MCPY 635.

MCPY 680. CURRENT TRENDS IN PLAY THERAPY (3). 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). Examines how the personal life story gives symbolic form to a person's core values and meaning. Emphasizes the relationship between personal stories, myths and therapeutic, transformative processes.

MCPY 683. APPROACHES TO DREAM WORK (3). Explores the value that dream images, symbols, and motifs have for clinical practice for personal, cultural, and ecological transformation. Examines Jungian, Freudian, and Archetypal theories and applications of dream work.

MCPY 684. PLAY THERAPY AND COUNSELING INTERNATIONALLY (3). Provides students with introductory and advanced instruction in play therapy and an understanding of the role culture plays in counseling, with a focus on international counseling. Prerequisite(s): MCPY 635.

MCPY 685. QUALITATIVE RESEARCH METHODS (3). Examines phenomenological approaches to research from the humanistic and "Human Science" tradition. Focuses upon a descriptive analysis of the meaning and value of everyday experience as 'lived' phenomena.

MCPY 686. PSYCHOTHERAPEUTIC RELATIONSHIP: A DEPTH PERSPECTIVE (3). 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.

MCPY 687. CULTURAL NARRATIVES: LITERATURE, MYTHS, AND FAIRY TALES (3). Explores the role of imagination in fashioning the narrative and transformative patterns of our daily lives. Identifies traditional and universal themes which appear in cultural, political, ecological and personal texts.

MCPY 690E-W. INDEPENDENT STUDY: COUNSELING (1-3). Provides an opportunity for faculty-directed independent research in an approved topic in counseling not covered in scheduled course offerings. Prerequisite(s): Permission of degree chair required.

MCPY 692. PRACTICUM: CLINICAL SUPERVISION (3). Provides student in Practicum with individual and group supervision by program faculty. Co-requisite: MCPY 693. Prerequisite(s): MCPY 635. Permission of instructor and clinical coordinator required. Pass/No Pass grading only. NOTE: Fee required.

MCPY 693. COUNSELING PRACTICUM (3). Offers initial exposure to community counseling field placement. Emphasizes counseling role, agency function, and basic skills. Prerequisite(s): MCPY 630, MCPY 635 and MCPY 636. Pass/No Pass grading only.

MCPY 695E-W. SEMINAR IN COUNSELING PSYCHOLOGY (3). Addresses current topics relevant to professional counselors in a variety of settings. Content varies by term according to the

changing concerns of practicing psychotherapists as well as current issues in individual, family, and group counseling.

MCPY 696. SUPERVISION IN CLINICAL COUNSELING (3). Intended for post-master's marriage and family therapy practitioners who are preparing to become AAMFT clinical supervisors. Covers conceptual/theoretical approaches to supervision, and supervised practice in couples and family therapy.

MCPY 697. SUPERVISION IN MARRIAGE AND FAMILY THERAPY (3). Intended for post-master's clinical counseling practitioners who are preparing to become clinical supervisors. Covers conceptual approaches to supervision, methods, ethical and legal issues, and evaluation of supervisees in mental health settings.

MCPY 698A. SUPERVISED COUNSELING INTERNSHIP A (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 630, MCPY 636, MCPY 693. Permission of instructor and Clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 350 hours of supervised clinical experience at an approved training site.

MCPY 698B. SUPERVISED COUNSELING INTERNSHIP B (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 630, MCPY 636 and MCPY 698A. Permission of instructor and Clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 300 hours of supervised clinical experience at an approved training site.

MCPY 698C. SUPERVISED COUNSELING INTERNSHIP C (3). Expands and enhances the training begun during Practicum. Provides more in-depth clinical experience and helps to develop clinical skills. Prerequisite(s): MCPY 698B. Permission of instructor and clinical coordinator required. Pass/No Pass grading only. NOTE: Includes 350 hours of supervised clinical experience at an approved training site.

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY (MFT)

NOTE: ONLY STUDENTS IN THE DIVISION OF COUNSELING AND FAMILY THERAPY CAN TAKE MCPY AND MFT COURSES.

MFT 601. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH (1). Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture and foreign aid will be addressed.

MFT 605. HUMAN AND RELATIONAL DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span, emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MFT 610. THEORIES OF FAMILY THERAPY (3). Explores the historical development of theories of family therapy which have grown out of the paradigmatic shift from focusing on the

individual to focusing on the influences of the family system and larger social contexts.

MFT 615. CULTURAL ISSUES AND SOCIAL JUSTICE (3). Explores cultural contexts of relationships, social justice issues and current research and therapeutic strategies related to socioeconomic status, religious and cultural values, ethnic background, gender, sexual orientation and mental and physical abilities.

MFT 616. SYSTEMIC POWER AND OPPRESSION (6). 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: Limited to students completing the Marriage and Family Therapy degree or counseling students.

MFT 620. ASSESSMENT, DIAGNOSIS, AND TREATMENT PLANNING (3). Exploration and practice of assessment and diagnosis skills, attending to clients' cultural context, and using DSM-5 diagnostic criteria and a structured clinical interview format. Includes practice of biopsychosocial diagnostic assessment and treatment planning.

MFT 621. INTEGRATED HEALTHCARE (3). Explores the connection between emotional, psychological, and physical health. Content includes information on health behavior change, psychopharmacology, ways that stress manifests in the body, and therapist interventions for impacting health changes.

MFT 625. LEGAL AND ETHICAL ISSUES IN FAMILY THERAPY (3). Explores AAMFT Code of Ethics, Colorado legal statutes and ethical decision making models. Professional identity and public responsibility of marriage and family therapists will be explored.

MFT 626. SPECIAL TOPICS IN CFT (3). 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). 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. Pass/No Pass grading only.

MFT 638. COMMON FACTOR SKILLS IN FAMILY THERAPY (3). 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.

MFT 640. RESEARCH METHODS AND PROGRAM EVALUATION (3). Provides an understanding of types of research methods including quantitative and qualitative designs, basic statistics, and ethical and legal considerations in research. Principles, practices and applications of needs assessment and program evaluation are reviewed.

MFT 650. MULTI-CONTEXTUAL FAMILY LIFE CYCLE (3). An in-depth study of family life cycle including adult development. The

impact of transitions such as career, marriage, divorce, and death at different stages of the family life cycle as guides to therapeutic understanding.

MFT 651. MILITARY: FAMILY ORIGINS AND THE LIFE CYCLE (3). An in-depth study of military family life cycle including adult development, nontraditional 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 AND TREATMENT (3). Examines the psychological and behavioral effects of substance use and other addictions in military individuals and families; reviews assessment techniques and approaches to treatment in this population.

MFT 653. COUNSELING MILITARY COUPLES (3). 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. Student will have the opportunity to demonstrate their competencies in working with these couple issues in a military counseling setting.

MFT 654. COUNSELING MILITARY FAMILIES (3). Provides the student with the knowledge and understanding of the impact of military culture on the family, cycle of deployment, post-deployment, re-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, the course then 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 post-traumatic stress disorder (PTSD), secondary trauma, grief, loss, substance abuse, domestic violence, attachment, intimacy, and change issues.

MFT 655. MILITARY: CRISIS, TRAUMA, AND LOSS (3). Examines the impact of trauma and loss on military personnel and their families, survivors of natural disasters, violence and terrorism. Emphasis is on counselors' 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). 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 biofeedback, and mindfulness approaches to treatment.

MFT 660. ADDICTION ASSESSMENT AND TREATMENT (3). 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: Graduate counseling students only.

MFT 662. COUNSELING MILITARY COUPLES (3). Explores couple relationship dynamics within the military culture focusing on enhanced cognitive behavioral couple therapy, solution-focused therapy, EFCT, and Gottman method couple therapy. Addresses issues of TBI, PTSD, IPV, and infidelity.

MFT 665. GENDER AND SEXUALITY (3). Explores the physical, psychological, social, cultural, and ethical aspects of human sexuality and gender development. Male and female gender roles, sexual expression, sexual misconceptions, variations in gendered or sexual behavior, and common sexual and relationship concerns. Prerequisite(s): MFT 635.

MFT 667. COUPLE THERAPY (3). Provides an overview of theories of couples therapy, relational dynamics, cycles of partnering, negotiating, therapist alliance and bias. Emphasizes skills for working with couples conflict, violence, infidelity, commitment and divorce. Prerequisite(s): MCPY/MFT 635.

MFT 668. PLAY IN FAMILY THERAPY (3). Examines theoretical foundations and the utilization of play in family therapy. Explores filial therapy techniques as well as other models of parent-child relational therapy with families from diverse populations and various presenting issues. Prerequisite(s): MCPY/MFT 635. Cross-listing: MCPY 668.

MFT 669. ADVANCED COUPLE THERAPY (3). Students pursue advanced understanding and application of theory and techniques in couple therapy. Students apply assessment skills to inform treatment planning, interventions, and evaluation of couple progress. Teaching strategies include discussions, demonstrations, and role plays. Prerequisite(s): MCPY/MFT 635 and MFT 667.

MFT 690. PRACTICUM: THE PRACTICE OF FAMILY THERAPY (3). Focuses upon the practice and techniques of various systemic approaches used to treat clients in therapy. Students will employ Multi-Generational, Experiential (Satir), Structural, Strategic, or Solution-focused therapies in videotaped therapeutic work with clients. Prerequisite(s): MFT 638. Co-Requisite: MFT 692.

MFT 692. PRACTICUM: CLINICAL SUPERVISION (3). Provides students in practicum with individual and group supervision by program faculty who are AAMFT approved supervisors (or candidates). Prerequisite(s): MFT 638. Co-Requisite: MFT 690. NOTE: Fee required.

MFT 699A. SUPERVISED MFT INTERNSHIP A (3). Clinical supervision of individual, couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy. Prerequisite(s): MFT 690. Pass/No Pass grading only.

MFT 699B. SUPERVISED MFT INTERNSHIP B (3). Clinical supervision of individual, couple and family therapy which focuses on the principles and practice of Marriage and Family Therapy. Prerequisite(s): MFT 699A. Pass/No Pass grading only.

MFT 699C. SUPERVISED MFT INTERNSHIP C (3). 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 (3). 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/NR 600A. THEORETICAL FRAMEWORKS FOR LEADERSHIP AND ADVANCED NURSING PRACTICE (3). Examines the historical and philosophical context of knowledge development in nursing in order to provide a sense of professional heritage and identity for emerging nurse leaders. Theories from nursing, related sciences, and leadership are critiqued and evaluated for their usefulness and applicability to nursing roles in practice, research, education, and management. Students examine their own leadership competency in relation to contemporary health care issues and the health care environment. Service learning and its relationship to the Regis mission of Ignatian philosophy, social justice, and leadership in service to others is integrated to promote delivery of advanced nursing care to diverse populations. Prerequisite(s): Admission to the MS Nursing, or permission of Program Director.

NR 602/NR 602A. ADVANCED APPLICATION OF RESEARCH FOR EVIDENCE-BASED PRACTICE (3). Designed to enable the student to translate research in building an evidence-based nursing practice for improving health outcomes for populations. Various quantitative and qualitative research designs, methods, and analytical procedures such as clinical practice guidelines, systematic reviews, meta-analysis reports and others are presented, compared, and critiqued. Methodologies used in nursing to generate evidence and the approaches to implementation of evidence-based practice models in education, administration, and practice settings are examined. Ethical and cultural dimensions associated with the research process are appraised to insure protection of human subjects. Prerequisite(s): NR 600/NR 600A and verification of undergraduate statistics course.

NR 603. INFORMATICS (3). Provides knowledge and skills for nurse leaders to analyze, evaluate, and utilize health care information systems for the delivery of patient care. Students examine clinical, administrative, patient education, and evidence-based practice informatics applications, ethical and legal issues, and the design and implementation of information systems in health care systems. Prerequisite(s): NR 600 Cross listing: NR 703.

NR 605. ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY ACROSS THE LIFESPAN (3). Building on basic anatomy, physiology and pathophysiology, this graduate level science-based course utilizes a comprehensive approach to address the underlying principles of disease processes across the life span. Etiology, epidemiology, and theories related to pathogenesis are examined. The focus is on the differentiation of physiological and pathophysiological findings and identification of treatment modalities for a variety of frequently presenting problems of clients in primary care across the lifespan. Prerequisite(s): Admission to the MS Nursing Program.

NR 605N. ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY ACROSS THE LIFESPAN (3). 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 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 addressing pathophysiology across the lifespan. Prerequisite(s): Prerequisite(s): Admission to the MS Nursing Program. Designed for students in NNP program.

NR 606. ADVANCED HEALTH ASSESSMENT, PATHOPHYSIOLOGY, AND PHARMACOLOGY ACROSS THE LIFESPAN (6). 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.

NR 607. ADVANCED PHARMACOLOGY FOR ADVANCED PRACTICE (3). Prepares advanced practice registered nursing (APRN) and MS in Nursing Leadership in Health Care Systems students for drug therapy management across the life span in a variety of primary care settings. Studies the mechanisms of action, indications for use, efficacy, adverse effects, monitoring parameters, dosing principles and drug interactions for common drug classes used in primary care. Identification and selection of appropriate drug management regimens for selected disease states will be addressed. Develops safe prescribing techniques using evidence-based pharmacotherapeutics and standards of practice. Prerequisite(s): Admission to the MS Nursing Program.

NR 607N. ADVANCED PHARMACOLOGY FOR ADVANCED PRACTICE. 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. Prerequisite(s): Admission to the MS Nursing Program. Designed for students in the NNP program.

NR 608. HEALTH CARE POLICY AND ISSUES IN PRACTICE (3). Focuses on health policy formation and evaluation. Learning activities will facilitate students' opportunities to learn about change in the context of public policy and politics. Public health care policy will be examined with emphasis on its relationship and application to advanced practice nursing, leadership roles in management and education, and models of health care delivery. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery, and evaluation of health care services to individuals and populations; and accessibility, quality and outcome issues. Advocacy as part of service learning will be explored. Prerequisite(s): NR 600.

NR 609. POPULATION HEALTH AND INTERPROFESSIONAL COLLABORATION PRACTICUM (3). Focuses on the application of advanced nursing concepts related to the provision of culturally relevant health promotion and clinical prevention interventions in the student's area of clinical specialization. Using epidemiologic data, the student will employ collaborative strategies in the design, coordination, and evaluation of population-based, patient-centered care. Student will build upon previous course work in advocacy-focused service learning. Clinical hours (105) are required. Prerequisite(s): NR 600. NOTE: Student must be compliant with RHcomply@regis.edu to register for this course. Permission of Clinical Placement Advisor required.

NR 614. FOUNDATIONS OF FINANCIAL MANAGEMENT FOR NURSING LEADERS (3). Prepares students to apply essentials of financial management to nursing leadership roles in health care systems. An overview of health care economics, financial concepts, and budgeting in health care organizations is presented. The use of financial information and economic principles including cost/benefit analysis for strategic planning, decision-making, and the development of a business plan are addressed. Prerequisite(s): NR 600.

NR 620/NR 620A. HEALTH CARE ORGANIZATIONS AND SYSTEMS LEADERSHIP (3). Enables the student to assume a leadership role in evaluating models of health care delivery and organizational systems. Health care organizations will be evaluated based upon organizational theory and research. Quality improvement principles with a focus on patient safety and regulatory requirements are explored in a variety of health care settings. The interpretation and analysis of health care performance data as it relates to improving organizational performance are examined. Principles of informatics and health care technologies are introduced as frameworks for the improvement of outcomes of care. Prerequisite(s): NR 600/NR 600A.

NR 623 LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM (3). 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): All MS in Leadership in Health Care Systems core and focus area courses. NOTE: Student must be compliant with RHcomply@regis.edu to register for course.

NR 623E. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM: MANAGEMENT FOCUS (3). Capstone course. Focuses on the integration and application of major concepts covered throughout the graduate nursing program in preparing students for leadership roles in nursing management environments. Students are guided in preparing for the end of program comprehensive evaluation which is based on Regis University and LHSON program outcomes, AONE nursing executive certification guidelines, and ANCC advanced nurse executive certification guidelines. Using a combination of seminar and precepted clinical experiences, students synthesize and apply previously learned leadership and management principles to a specific health care setting and discuss theory practice disjunctions. One hundred and five (105) precepted clinical/field hours are required. Prerequisite(s): All MS in Leadership in Health Care Systems core and focus area courses. NOTE: Student must be compliant with RHcomply@regis.edu to register for course.

NR 626. ADVANCED CARE IN ACUTE-CARE I FOR ADULTS ACROSS THE LIFESPAN (5). 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. ADVANCED PRACTICE IN ACUTE-CARE II FOR ADULTS ACROSS THE LIFESPAN (5). 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). 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. CLINICAL TOPICS AND PROFESSIONAL ISSUES FOR ADULT-GERONTOLOGY ACUTE-CARE NURSE PRACTITIONER (5). 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. ADVANCED HEALTH ASSESSMENT OF THE PATIENT AND FAMILY (3). Provides a framework for systematic data collection, organization, precise recording, accurate physical and psychosocial assessment, and communication of data reflecting the health status of the patient and family. A holistic perspective facilitates an analysis of cultural, occupational, and environmental factors integral to an understanding of both the patient and family's physical and psychosocial wellbeing. The course provides the student an opportunity to develop advanced skills necessary to evaluate deviation from the normal assessment. The student will also practice advanced physical assessment skills in simulated

clinical settings. Prerequisite(s): Admission to the graduate program in nursing.

NR 630F ADVANCED HEALTH ASSESSMENT OF THE PATIENT AND FAMILY (FNP TRACK) (4). Provides a framework for systematic data collection, organization, precise recording, accurate physical and psychosocial assessment, and communication of data reflecting the health status of the patient and family. A holistic perspective facilitates an analysis of cultural, occupational, and environmental factors integral to an understanding of both the patient and family's physical and psychosocial wellbeing. The course provides the student an opportunity to develop advanced skills necessary to evaluate deviation from the normal assessment. The student will also practice advanced physical assessment skills in simulated clinical settings. Prerequisite(s): Admission to the graduate program in nursing. NOTE: Lab fee required.

NR 637. WOMEN'S HEALTH AND CHILDBEARING FOR THE FAMILY NURSE PRACTITIONER (3). 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). Provides 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). 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. TEACHING AND LEARNING STRATEGIES IN HEALTH CARE (3). Integrates teaching and learning theories for educating individuals and populations in clinical and academic settings. Teaching strategies are grounded in educational theory, assessment of learner needs, and evidence-based teaching practices. This theoretical approach guides the selection and implementation of instructional methods and learning strategies. Students explore innovative practices in health care and nursing educational environments. Prerequisite(s): Admission to the MS Nursing or Graduate Certificate Program.

NR 647. CURRICULUM DEVELOPMENT (3). Designed to promote the formulation of program outcomes and curriculum

development in various contemporary academic and practice settings. The course focuses on elements of curriculum development and educational activities in healthcare education including: evidence-based assessment, program content analysis, curriculum design and implementation, continuing professional education, and evaluation strategies. Guiding conceptual frameworks and underlying philosophical, socioeconomic, political, and contemporary health care trends that impact curriculum development and changes are analyzed. Prerequisite(s): Admission to the Graduate program or Post-Graduate Health Education Certificate.

NR 648. EVALUATION METHODS IN HEALTH CARE EDUCATION (3). Addresses formulating program outcomes and evaluating curricula that reflect contemporary trends in the healthcare environment. Students will use a variety of strategies to assess and evaluate all domains of learning and outcomes in classroom, laboratory, and clinical settings. The process of program evaluation includes the assessment of educational outcomes for individuals and populations. Students will analyze and apply frameworks and models to assess and evaluate outcomes for continuous quality improvement.

NR 651. PROFESSIONAL INTEGRATION (3). Integrates core concepts in nursing for the nurse practitioner. Builds on the skill set essential for independent practice. Prerequisite(s): NR 600, NR 602, NR 608, and 75% of program requirements completed.

NR 652. ADVANCED HEALTH ASSESSMENT FOR THE NEONATAL NURSE PRACTITIONER (4). Presents a framework for systematic collection of a comprehensive database that includes pertinent history and physical assessments of the pregnant woman, neonate, and healthy child through age two. NOTE: Includes 105 clinical hours of precepted clinical practice. Lab fee required.

NR 653. GENETICS AND EMBRYOLOGY FOR THE NEONATAL NURSE PRACTITIONER (3). Provides a scientific foundation in embryology and genetics for practice. Analyzes the principles of human genetics, genetic testing and screening, genetic abnormalities and gene therapy for implications for the neonatal nurse practitioner.

NR 654. ADVANCED PRACTICE PROCEDURES FOR THE HIGH RISK INFANT (2). A theory, application, and skills course addressing the assessment and management of neonatal procedures commonly encountered in neonatal intensive care facilities. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. NOTE: Laboratory practicum includes procedural techniques. Fee required.

NR 655. CARE OF THE CHILD TO AGE TWO (3). 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). Application of theory to practice in the development of a plan of

care based on research evidence, pathophysiology, nursing and pharmacology principles, and protocols for the neonate. Prerequisite(s): NRP (Neonatal Resuscitation) Certification, NR 605, NR 607, NR 652 or permission of instructor. NOTE: Includes 105 hours of precepted clinical practice.

NR 657. CLINICAL INTEGRATION FOR THE NEONATAL NURSE PRACTITIONER (5). Focuses on the integration of advanced perinatal and neonatal theory, skill competency, critical thinking and clinical management of the low and high risk neonate and family. Prerequisite(s): NRP (Neonatal Resuscitation) certification, NR 605, NR 607, NR 652, NR 653, NR 654, NR 656, or permission of instructor. NOTE: Includes 415 hours of precepted clinical practice.

NR 658. HEALTH CARE EDUCATION PRACTICUM (3). Designed for students to synthesize and analyze knowledge of educational principles and theories learned through prior coursework and their practicum experience. 105 precepted practicum hours required. Prerequisite(s): NR 646, NR 647, and NR 648. NOTE: Enrollment in or completion of all health care education certificate courses.

NR 659. PRIMARY HEALTH CARE OF CHILDREN AND THEIR FAMILIES (3). 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 HEALTH CARE ACROSS THE LIFESPAN I (5). 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. NOTE: 210 Clinical hours of precepted experience are required. Prerequisite(s): NR 637, NR 659, or permission of Program Director.

NR 661. PRIMARY HEALTH CARE ACROSS THE LIFESPAN II (6). 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 radiological assessment and interpretation are included. NOTE: 210 Clinical hours of precepted experience are required. Prerequisite(s): NR 637, NR 659, NR 660 or permission of Program Director.

NR 662. PRIMARY HEALTH CARE ACROSS THE LIFESPAN III (5). 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. NOTE: 210 Clinical hours of precepted experience are required. Prerequisite(s): NR 637, NR 659, NR 660, NR 661 or permission of Program Director.

NR 667. PRIMARY CARE PROCEDURES A (1). 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: Pass/No Pass grading only.

NR 670. ADVANCED PSYCHOPHARMACOLOGY (3). 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 AND PSYCHOPATHOLOGY (4). 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). 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. Prerequisite(s): NR 670 and NR 671. Clinical hours = 105.

NR 673. PSYCHIATRIC ADVANCED PRACTICE II (5). 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 treatment 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). 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. Prerequisite(s): NR 670, NR 671, NR 672, and NR 673. Clinical hours = 315.

NR 681. INTERPROFESSIONAL FOUNDATIONS OF GLOBAL HEALTH (1). Examines the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Cross listing(s): HSA 682, PHRM 781, DPT 780M, and DPT 781M. NOTE: Majors only.

NR 683. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Provides a basic spiritual care foundation for providers. Using Ignatian pedagogy, an interprofessional approach incorporates theory, observation and reflection. Clarifies roles of the spiritual care team.

NR 684. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE II (2). Provides advanced spiritual care knowledge and application to clients. Based on Ignatian pedagogy, includes an interprofessional approach with didactic and field components emphasizing spiritual care delivery. Field experiences include mentoring in various work-place settings. Prerequisite(s): NR 683.

NR 690E-W. INDEPENDENT STUDY IN GRADUATE NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and permission of the appropriate department director required.

NR 695. CULTURAL DIVERSITY IN HEALTH CARE (3). Explores the components of cultural competence in health care. Issues related to cultural diversity in health and illness are discussed and analyzed. The graduate component extends foundational knowledge through additional readings, case analysis and/or applied project work.

NR 699. COMPREHENSIVE EVALUATION, MASTER OF SCIENCE (0). This course is a comprehensive evaluation of the student's achievement of Regis University and LHSON MS Program Outcomes. Students provide a presentation reflecting on the Regis University and LHSON MS Program Outcomes with provisions of evidence of this achievement. NOTE: Completion of all MS in Nursing program courses or permission of Program Director. Pass/No Pass grading only.

DOCTOR OF NURSING PRACTICE (DNP)

NR 701. THEORETICAL APPLICATION FOR DOCTORAL NURSING PRACTICE (3). Facilitates development and evaluation of new practice and delivery approaches based on theories from various disciplines of study. Students examine, critique, and develop theoretical frameworks that direct health care delivery to improve the health of individuals, aggregates, and communities. Reflecting on the complexity of health care, students develop ethical and evidence-based approaches for the application of natural and social sciences to communities of interest. The course also integrates the concepts of population health and equity of care delivery for vulnerable, underserved, and diverse populations. NOTE: DNP students only.

NR 702. APPLIED STATISTICS (3). Develops skills and knowledge to manage and analyze biomedical data. Statistics used for decision-making, population health assessment, and inferential research analysis are applied to describe the health of populations, quality assurance initiatives, appraisals of effectiveness of interventions, and predicting risk in urban or rural, geographic or

population-based, vulnerable or underserved populations. NOTE: DNP students only.

NR 703. INFORMATICS (3). Provides knowledge and skills for nurse leaders to analyze, evaluate, and utilize health care information systems for the delivery of patient care. Students examine clinical, administrative, patient education, and evidence-based practice informatics applications, ethical and legal issues, and the design and implementation of information systems in health care systems. Prerequisite(s): NR 600 or NR 622. NOTE: DNP students only. Cross listing: NR 603.

NR 704. EPIDEMIOLOGY AND HEALTH PROMOTION FOR POPULATIONS (3). Provides the epidemiological foundations for assessing and planning population health promotion and disease prevention. Emphasizes core concepts of epidemiology including epidemiology models, determinants of health and illness, epidemiological methods and data measurements and examining the epidemiology of populations across the lifespan. Students examine the role of the DNP in collaborating with community partners in using epidemiology study results for addressing gaps in care for vulnerable and underserved populations at local, state, national, and global levels. NOTE: DNP students only.

NR 706A-C. DNP PROJECT (1). The Capstone project will provide a demonstration of evidence based application of course and clinical experiences to meet University, School, and Program outcomes. The Capstone project will include a DNP practice change initiative. Students take Capstone Project A seminar early in the program to explore a variety of DNP roles and their DNP role in their practice setting. Students identify the vulnerable, underserved, or diverse populations with whom they are working, establish a practice problem and review the relevant literature in preparation for establishing their practice change initiative. The Capstone committees are established to guide the students in the practice projects. Pre- or co-requisite: Appropriate NR 715 or NR 725 courses. NOTE: DNP students only.

NR 707. CLINICAL RESEARCH FOR THE DOCTOR OF NURSING PRACTICE (3). As the costs of health care continue to rise, and society's ability to meet these costs declines, there is increasing interest in the efficacy, economic evaluation, and overall patient satisfaction with health care interventions across populations. This course provides background information on the theoretical foundations, implementation, and evaluation of outcomes research in evidence-based practice, and emphasizes the ongoing use of data to improve the processes, systems, and delivery of care to vulnerable, underserved, and diverse populations. Examines concepts related to utilization of outcome data in clinical decision-making at the programmatic and organizational level and develop an outcomes research project proposal. NOTE: DNP students only.

NR 708. HEALTH POLICY ANALYSIS AND DEVELOPMENT (3). Students critically analyze public policy and the implications of policy to consumers, professionals and policy makers. Financial and legal influences are discussed as students evaluate policy decisions and strategize ways to drive policy supportive of health care, health care delivery, health care education and the practice of nursing. Shows evidence of leadership in the development and implementation of health care policy within institutions and the public arena at all levels from local to international. NOTE: DNP students only.

NR 709. HEALTH SYSTEM DECISION MAKING (3). 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. Students will examine and develop marketing and sales strategies that impact health care delivery and education. A comprehensive business plan will be developed that incorporates cost-effective financial planning and project funding. Principles of business, finance, economics, and health policy will be used to develop effective plans that improve 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. **NOTE:** DNP students only.

NR 711. ADVANCED LEADERSHIP FOR COLLABORATIVE MODELS OF CARE (3). Addresses advanced practice models for nurse practitioners, including scope of practice, standards of care, practice guidelines and credentialing. Collaborative models of health care and collaborative practice are presented and address issues related to access to care. Principles of leadership and management are presented and include advanced communication skills, ethical decision-making, office management, and insurance and billing. The role of the nurse practitioner as a member of health care delivery teams is presented with a focus on coalition building, human relations development, and workforce planning. Leadership skills emphasize creating change and negotiating conflict to provide health care to selected populations within collaborative care models. Evaluation strategies and outcomes served as a basis for determining quality of care. **NOTE:** DNP students only.

NR 712. DYNAMICS OF ORGANIZATIONS, SYSTEMS DESIGN, AND EVALUATION (3). Analyzes the theoretical basis for organizations and the role and structure of organizations across the health care continuum both globally and within multiple contexts. Students examine quality and safety initiatives, relationships of structure, finance, function, design, and risk management from a systems model perspective. Further, students use ethical leadership concepts to analyze complex situations and environment to operationalize best practice standards in service to vulnerable, underserved, diverse populations. **NOTE:** DNP students only

NR 715A-C. APPLICATION TO PRACTICE CLINICAL HOURS (1-7). Students register for a variable number of credit hours based on faculty review of transcripts and degree plan requirements. These precepted experiences are designed to assist students apply theory to practice, identify theory to practice disjunctions, and complete a DNP Capstone Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses. **NOTE:** DNP students only

NR 721. STRATEGIC PLANNING IN AN EVOLVING HEALTH CARE ENVIRONMENT (3). Students apply foundational and nursing administration knowledge, skills, and attitudes to their advanced practice role. Students develop and articulate their vision and mission for a nursing practice enterprise as a foundation for a strategic plan to improve health outcomes with diverse, vulnerable, and/or underserved populations. In collaboration with interprofessional and community partners, students apply network and systems thinking and strategic planning principles to authentic issues within the context of a global and evolving health care environment. Case study analysis and organizational and leadership theory are used to develop a nursing practice enterprise to improve the nation's health. **NOTE:** DNP students only.

NR 722. HEALTH CARE SYSTEMS FINANCE AND MARKETING (3). Students will analyze diverse health care systems in relation to local, state, national, and global health care markets and population needs. Students will examine and develop marketing and sales strategies that impact health care delivery and education. A comprehensive business plan will be developed that incorporates cost effective financial planning and project funding. Principles of business, finance, economics, and health policy will be used to develop effective plans that improve quality of care, especially for vulnerable, underserved, or diverse populations. **NOTE:** Students must have matriculated into the DNP to be eligible to take this course.

NR 725A-D. APPLICATION TO PRACTICE CLINICAL HOURS (1-7). Students register for a variable number of credit hours based on faculty review of transcripts and degree plan requirements. These precepted experiences are designed to assist students apply theory to practice, identify theory to practice disjunctions, and complete a DNP Capstone Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses. **NOTE:** DNP students only.

NR 799. PROJECT DEFENSE (0). Required of all DNP students. Consists of an oral comprehensive presentation on core and specialty course content and evidence of achievement or program and university outcomes. Prerequisite(s): all DNP theory and capstone project courses in the emphasis, greater than 80% of all application to practice clinical hours, and approval of the appropriate director/coordinator. **Note:** DNP students only.

DOCTOR OF PHARMACY (PHRM)

PHRM 601. PHARMACEUTICAL INDUSTRY: FROM BENCH TO BEDSIDE (3). An overview of the pharmaceutical industry (RxI) in the context of the drug development process. Students will learn the role that pharmacy-trained individuals can have within the RxI and its associated support services industries. Prerequisite(s): PHRM 728, or permission of instructor.

PHRM 602. MEDICAL EVIDENCE EVALUATION AND COMMUNICATIONS (3). 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 AND REGULATORY ENVIRONMENT FOR THE PHARMACEUTICAL INDUSTRY (3). 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 IN THE PHARMACEUTICAL INDUSTRY (3). 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 I (4). Introduction to basic biochemical, pharmacologic, pharmacokinetic, pharmaceutical, and medicinal chemistry principles essential to understanding the scientific basis of drug therapy.

PHRM 702. INTEGRATED PHARMACOTHERAPY 2 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of gastrointestinal, endocrine, cardiovascular, renal and nutrition disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 701.

PHRM 703. INTEGRATED PHARMACOTHERAPY 3 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, immunology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of cardiovascular, endocrine, psychiatric, and respiratory disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 702.

PHRM 704. INTEGRATED PHARMACOTHERAPY 4 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, immunology, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of infectious disease, neurologic, psychiatric, and respiratory disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 703.

PHRM 721. INTEGRATED PHARMACY LABORATORY I (1). Introduces basic pharmaceutical measurements, prescription interpretation and dispensing, emphasizing preparation of sterile

products. Physical assessment, documentation, and clinical chemistry skills are covered that extend student understanding of disease states covered in the IP sequence.

PHRM 722. INTEGRATED PHARMACY LABORATORY 2 (1). Introduces compounding of tablet, topical, and oral suspensions and solutions. Examines about devices for home diabetes monitoring. The second half of the semester focuses on pulmonary assessment, inhaler counseling, and smoking cessation counseling.

PHRM 730. PHARMACY AND THE UNITED STATES HEALTH CARE SYSTEM (3). Examines ways health care is accessed and used in the United States. Compares other systems around the world. Discusses roles of regulatory agencies, advocacy organizations, and the pharmaceutical industry. Covers issues of public health policy, economic behavior, outcomes.

PHRM 740. PHARMACY LAW AND POLICY (3). Examines the history of pharmacy laws and how the laws structured current practice guidelines and impact the distribution/dispensing of drugs. Explores state and local statutes concerning business and pharmacy practice. Civil liability and professional ethics are discussed.

PHRM 741. THERAPEUTIC PRINCIPLES OF SELF-CARE (3). Provides principles of self-care, product selection and rational use of nonprescription medications. Emphasizes appliances, durable medical goods, and OTC testing devices. Practices interviewing, decision-making for patient triage, and consultation skills. Service learning allows students to consider issues of self-care in socio-economically challenged populations.

PHRM 750. INTRODUCTION TO PHARMACY PRACTICE (2). Focuses on preparing students for the introductory pharmacy practice experiences. Students spend the semester obtaining necessary training for experiential education, learning elements of professionalism, specifically, communications, interactions, and behaviors. Introduction is also made to health care documentation and drug information.

PHRM 751. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I (2). The first of five introductory experiential courses. Students spend six hours weekly at a community or institutional site learning about the pharmacy practice setting and completing assignments related to concepts in their concurrent coursework. Prerequisite(s): PHRM 750.

PHRM 705. INTEGRATED PHARMACOTHERAPY 5 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected renal, hepatic, hematological, infectious disease, and cardiovascular disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 704.

PHRM 706. INTEGRATED PHARMACOTHERAPY 6 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected cardiac, vascular, and renal disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 705.

PHRM 707. INTEGRATED PHARMACOTHERAPY 7 (4).

Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, dosage form and drug delivery strategies, and pharmacotherapy of selected neurologic, psychiatric, bone and joint, and immunologic disorders. Prerequisite(s): PHRM 706.

PHRM 708. INTEGRATED PHARMACOTHERAPY 8 (4).

Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, 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).

Integrated approach to understanding the pharmacotherapy of selected disease states including oncologic and hematologic disorders, viral and fungal infections and transplant. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite (s): PHRM 708.

PHRM 710. INTEGRATED PHARMACOTHERAPY 10 (4).

Integrated approach to understanding the pharmacotherapy of selected disease states including psychological and neurological disorders, and bacterial infections. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 709.

PHRM 711. INTEGRATED PHARMACOTHERAPY 11 (4).

Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 710.

PHRM 712. INTEGRATED PHARMACOTHERAPY 12 (4).

Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 711.

PHRM 723. INTEGRATED PHARMACY LABORATORY 3 (1).

The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence.

PHRM 724. INTEGRATED PHARMACY LABORATORY 4 (1).

Builds on skills introduced in IL 1-3 and acquire new patient assessment, communication, pharmaceutical calculations, prescription preparation and dispensing, and extemporaneous compounding skills. Topics are designed to complement the integrated pharmacotherapy course. Prerequisite(s): PHRM 723.

PHRM 725. PROFESSIONAL DEVELOPMENT I (1). 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). 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 I & 2. Prerequisite(s): PHRM 725.

PHRM 727. INTEGRATED LITERATURE EVALUATION I (3).

Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Systematically approach drug information requests and to efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

PHRM 728. INTEGRATED LITERATURE EVALUATION 2 (3).

Study of literature evaluation including critical assessment of research design and statistical method. Systematic evaluation of primary literature. Students learn to respond systematically to drug information requests and to efficiently find and evaluate biomedical literature and apply it to patient care. Prerequisite(s): PHRM 727.

PHRM 731. LITERATURE AN PHARMACOECONOMIC

ANALYSES (3). 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). Introduces topics such as key business relationships, planning, market analysis, ownership, service offerings, competitive strategies, and operations. Covers fundamental principles of leadership, including attributes of effective leaders, and cultivation of personal leadership qualities.

PHRM 743. FAITH, SPIRITUALITY AND CULTURE IN HEALTH CARE (3). Survey of different religious beliefs and how people in various faith traditions access and use health care resources; emphasis on understanding and communicating with patients who present with less commonly encountered beliefs.

PHRM 752. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 2 (2). The second of five experiential courses.

Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 451.

PHRM 753. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 3 (2). The third of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 752.

PHRM 754. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 4 (2). Introductory Pharmacy Practice Experience 4 is the fourth of five experiential courses. Students spend six hours weekly at an institutional site learning about the institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 753.

PHRM 755. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 5 (2). Inter-professional simulations designed to combine pharmacy knowledge with practice in professionalism. Prerequisite(s): PHRM 754.

PHRM 760. ADVANCED PHARMACY PRACTICE EXPERIENCE I (6). This is the first of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 761. ADVANCED PHARMACY PRACTICE EXPERIENCE II (6). This is the second of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 762. ADVANCED PHARMACY PRACTICE EXPERIENCE III (6). This is the third of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 763. ADVANCED PHARMACY PRACTICE EXPERIENCE IV (6). This is the fourth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 764. ADVANCED PHARMACY PRACTICE EXPERIENCE V (6). This is the fifth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 765. ADVANCED PHARMACY PRACTICE EXPERIENCE VI (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 764. NOTE: Majors Only.

PHRM 766. ADVANCED PHARMACY PRACTICE EXPERIENCE VII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly

encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 765. NOTE: Majors Only.

PHRM 767. ADVANCED PHARMACY PRACTICE EXPERIENCE VIII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 766. NOTE: Majors Only.

PHRM 771. IMMUNOLOGY OF CURRENT AND EMERGING INFECTIOUS DISEASES (3). 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: Second and third-year pharmacy students only.

PHRM 772. DRUGS OF ABUSE (3). Covers the pharmacological, clinical, and societal aspects of psychoactive/psychotropic drugs of abuse. Special emphasis is placed on observable signs and symptoms, screening, and therapeutic management of commonly abused drugs. NOTE: Students must have a P-2 standing.

PHRM 774. ADVANCED TOPICS IN COMPOUNDING AND DRUG DELIVERY (3). Students will apply biopharmaceutical principles to the design and preparation of compounded dosage forms. The class will consist of theoretical discussions, pharmaceutical compounding, and product analysis.

PHRM 775. PHARMACOGENOMICS (3). 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.

PHRM 776. ADVANCED TOPICS IN DRUG INFORMATION-ONLINE (2). 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: P3 standing required.

PHRM 777. PALLIATIVE CARE (3). This course is designed to develop skills in the interdisciplinary team approach and principles of palliative care, including symptom assessment and management, ethical issues, and advance care planning. Emphasis is placed on the role of the pharmacist in the palliative care and hospice settings.

PHRM 778. SPANISH FOR PHARMACY PRACTICE I (3). Introduces elemental and basic conversational Spanish. Basic words and phrases, and health-related words will be covered so that students can communicate with Spanish-speaking patients and clients. NOTE: Students must have a P-2 standing.

PHRM 779. APPLIED LEADERSHIP IN PHARMACY PRACTICE (3). Discover, reflect on, and enhance leadership skills by

emphasizing the development of a personal mission statement, timeless leadership and influence principles, conflict management, positive reinforcement strategies, effective interpersonal communication, embracement of adversity, and emotional intelligence. Prerequisite(s): PHRM 45I and PHRM 752.

PHRM 780. SPANISH FOR PHARMACY PRACTICE II (3). This Intermediate Medical Spanish course, tailored for pharmacy students, helps students move from a beginning knowledge of general and medical Spanish to an intermediate level of Medical Spanish. It is perfect for the student with 3+ years of High School Spanish or 2+ years of college Spanish in the past, who wants to review what they already know and gain more knowledge of medical terminology in the pharmacy context.

PHRM 781. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH I (1). Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture and foreign aid will be addressed. Co-requisite: NR 681, HSA 682, DPT 780M, and DPT 781M.

PHRM 783. ADVANCED TOPICS IN DRUG INFORMATION (3). Expands on the students' understanding of drug information. Topics will 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. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Blended foundational inter-professional course assessing spiritual care needs of clients to maximize quality of care outcomes. Activities include personal reflection, interventions, and identification of roles of spiritual care team through participation in community observation.

PHRM 785. INTERPROFESSIONAL SPIRITUAL CARE (2). Blended inter-professional course advancing knowledge in application of spiritual assessment and support of whole patient needs. Includes a community field experience working with spiritual provider mentors in various settings- examples: hospital and hospice. Prerequisite(s): PHRM 784.

PHRM 786. ADVANCED SELF CARE (3). Incorporation of multiple disease-states in the self-care arena to evaluate and determine appropriate self-care product selection and non-pharmacologic recommendation for numerous patient populations. Further emphasis on interviewing, decision-making for patient triage, and consultation skills will be incorporated. NOTE: Majors Only.

PHRM 788. CRITICAL REVIEW IN ONCOLOGY RESEARCH (3). Provides critical review of preclinical and clinical oncology pharmacy research. Emphasis of study is placed on ground-breaking discoveries in oncology pharmacotherapy. Reviews and discusses essential articles from primary literature sources in order to develop an original research proposal in the field of oncology pharmacy. NOTE: Students must be in professional year 3 of the pharmacy program. Prerequisite(s): PHRM 728.

PHRM 789. PRINCIPLES OF MEDICINAL CHEMISTRY AND DRUG DESIGN (3). Introduction to the fundamentals of medicinal chemistry, including the mechanistic organic chemistry of enzyme function and drug metabolism, receptor binding theory,

and drug design and discovery. Primary literature will be referenced in order to develop a thorough understanding of basic principles and to explore select case studies. Students will be expected to apply learned principles in the computer aided rational design of their own novel drug molecule. NOTE: Second-year pharmacy (P2) standing or above required.

PHRM 790E-W. DIRECTED STUDY SERIES (3). Individually supervised independent study related to current topics in pharmaceutical sciences. A contract between the student and supervising faculty, detailing learning objectives, activities used to attain the objectives, and the basis for evaluation must be developed and approved in advance.

PHRM 791. ACUTE CARE (2). Provides a more comprehensive evaluation of conditions commonly encountered in hospitalized patients. Students will begin their acute care APPE rotations more prepared to evaluate complex patient situations. Prerequisite(s): PHRM 710. NOTE: Second-year pharmacy (P2) standing or above required.

PHRM 792. ADVANCED NEUROLOGY (3). Focuses on neurological disorders that may have new 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: Second-year pharmacy (P2) standing or above required.

PHRM 793. PHARMACY ENTREPRENEURSHIP (3). Focuses on 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 (1). Provides students the opportunity to explore what a pharmacy residency is, learn skill that will help them be a competitive applicant and learn what it means to be a pharmacy leader. NOTE: Third-year pharmacy (P3) standing required.

PHRM 795. IMMUNOLOGY AND VACCINES (3). 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 guideline for vaccine development, approval, reporting of adverse effects and the current vaccine schedules.

PHRM 796. CRITICAL EVALUATION OF ALTERNATIVE MEDICINE (3). 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. Prerequisite(s): PHRM 728.

PHRM 797. INTRODUCTION TO PHARMACEUTICAL INDUSTRY: BENCH TO BEDSIDE (1). An overview of the pharmaceutical industry (RXL) in the context of the drug development process. Student will learn the role that pharmacy-trained individuals can have within the RXL and its associated support services industries. NOTE: P2 standing required.

PHRM 798. POINT-OF-CARE TESTING CERTIFICATE (1).

Students will earn a point-of-care certificate through a program offered by NACDS. The format includes pre-reading, a two day program, and a skills assessment. Program fee is \$100.00
Prerequisite(s): PHRM 705.

PHRM 799. A REFLECTIVE LOOK AT HOLISTIC MEDICINE (3).

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: P2 or P3 standing required.

DOCTOR OF PHYSICAL THERAPY (DPT)

DPT 701. HUMAN ANATOMY AND HISTOLOGY (6). Examines normal gross anatomy and histology across the lifespan. Explores relationships of the musculoskeletal, nervous, integumentary, and cardiopulmonary systems at the cellular, tissue, organ, and system level. Neuromusculoskeletal embryology is included. Co-requisite: DPT 770. NOTE: Laboratory includes cadaver dissection.

DPT 703. BIOMECHANICS AND KINESIOLOGY-EXTREMITIES (3). Investigates the structure and function of tissues during movement. Explores kinematic, kinetic and muscle function relationships of extremity single and multi-axis joints. Laboratory includes principles and methods of evaluation for muscle and joint function for extremities.

DPT 704. NEUROSCIENCE (4). Studies the structure/function of the nervous system across the lifespan. Includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control as well as introduces pathology and basic examinations of these systems. Prerequisite(s): DPT 701. NOTE: Laboratory included.

DPT 705. BIOMECHANICS AND KINESIOLOGY - SPINE (2). Investigates structure and function of tissues during movement. Explores kinematic, kinetic and muscle function relationships of axial single and multi-axis joints. Laboratory includes principles and methods of evaluation for TMJ /Spine muscle and joint function. Prerequisite(s): DPT 701 and DPT 703. NOTE: Laboratory included.

DPT 706. MOVEMENT SCIENCE (2). Investigates the theoretical principles of motor learning and motor control. Analysis of the motor behavior approach to movement science and clinical intervention is discussed. Co-requisite: DPT 704. NOTE: Laboratory included.

DPT 707. EXAMINATION OF THE MOVEMENT SYSTEM (4). Analyzes neural recruitment of muscle, kinematic and kinetic characteristics of multi-joint movement patterns in the extremities across the lifespan. Balance, upper extremity function, transitional movement, and gait are addressed. Prerequisite(s): DPT 705. NOTE: Laboratory included.

DPT 708. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP I (3). Studies physiologic principles necessary for physical activity, physiologic changes and adaptations that occur with exercise and the associated effects of physical activity on health and wellness across the lifespan. Addresses measurement of fitness and development of training programs to improve physical fitness. NOTE: Laboratory included.

DPT 710A. PHARMACOLOGY (1). Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions. Emphasizes knowledge of the relationship between medications and physical therapy interventions to improve patient/client outcomes. Co-requisite: DPT 732.

DPT 710B. PHARMACOLOGY (1). Continuation of 710A. Investigates pharmacokinetic and pharmacotherapeutic principles in light of clinical application, therapeutic and adverse effects, and drug interactions. Emphasizes knowledge of the relationship between medications and physical therapy interventions to improve patient/client outcomes. Prerequisite(s): DPT 710A.

DPT 712. DIAGNOSTIC IMAGING AND PROCEDURES (2). Introduces the foundations and principles of diagnostic imaging and procedures used in clinical management to include radiographic imaging, MRI and electrophysiologic studies. Rationales and guidelines for examination selection are discussed. Performs nerve conduction and needle EMG studies. Examines basic interpretation of diagnostic imaging as well as interpretation of EMG and nerve conduction studies. Prerequisite(s): DPT 704. NOTE: Laboratory included.

DPT 714. PSYCHOSOCIAL ASPECTS OF HEALTH CARE (3). 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). 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). 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). 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: Laboratory included.

DPT 730. PHYSICAL THERAPY EXAMINATION (3). Introduces physical therapy examination, evaluation, and diagnosis within a clinical decision making framework referencing the *Guide to Physical Therapist Practice*. Prerequisite(s): DPT 701, DPT 703, and DPT 708. NOTE: Laboratory included.

DPT 731. DIFFERENTIAL DIAGNOSIS (2). 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: Laboratory included.

DPT 732. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP II (4). Studies physiology and pathophysiology of the cardiovascular and pulmonary systems across the lifespan. Incorporates physiologic principles in the physical therapy management of patients with cardiovascular and pulmonary conditions. Co-requisite: DPT 710A. Prerequisite(s): DPT 701 and DPT 708. NOTE: Laboratory included.

DPT 733. MUSCULOSKELETAL MANAGEMENT I (3). 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: DPT 730. NOTE: Laboratory included.

DPT 734. MUSCULOSKELETAL MANAGEMENT II (3). 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: Laboratory included.

DPT 735. MUSCULOSKELETAL MANAGEMENT III (3). 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: Laboratory included.

DPT 736. NEUROLOGICAL MANAGEMENT I (3). Studies the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes application and integration of theoretical constructs, evidence-based practice, examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Prerequisite(s): DPT 704, DPT 706, DPT 707, DPT 710, DPT 730 and DPT 732. NOTE: Laboratory included.

DPT 737. NEUROLOGICAL MANAGEMENT II (5). Continues the study of interventions for individuals across a lifespan with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasizes evidence-based clinical decision making for examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes. Prerequisite(s): DPT 736. NOTE: Laboratory included.

DPT 738. MANAGEMENT APPLICATIONS OF PHYSIOLOGY: MAP III (5). Studies physiology and pathophysiology of the gastrointestinal, renal, endocrine, immune and integumentary systems across the lifespan. Incorporates identification of signs and symptoms associated with disease. Discusses management of patients with conditions, affecting these systems or a combination of systems. Prerequisite(s): DPT 732. NOTE: Laboratory included.

DPT 739. EXERCISE APPLICATIONS (2). Integrates individual exercise interventions for optimal health across the lifespan. Focuses on the identification, intervention, and progression of therapeutic exercises for patients in various phases of rehabilitation. Laboratory included. Prerequisite(s): DPT 735, DPT 737, and DPT 738. NOTE: Laboratory included.

DPT 740. MANAGEMENT OF THE MOVEMENT SYSTEM (2). 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 750. CLINICAL EDUCATION I (2). Focuses on examination, evaluation, and intervention techniques in a clinical setting. Utilizes written and oral interpersonal communication skills with patients/clients, family, and other staff. Emphasizes professional socialization, self-assessment, and critical thinking. NOTE: Pass/No Pass grading only.

DPT 751. CLINICAL EDUCATION II (4). Emphasizes application of comprehensive prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcome strategies for clients with cardiopulmonary, musculoskeletal, and/or neuromuscular problems in a clinical setting. Requires refinement of interpersonal communication skills, role delineation, and professional behaviors. Prerequisite(s): DPT 750. NOTE: Pass/No Pass grading only.

DPT 752. CLINICAL EDUCATION III (5). Focuses on the integration and application of all previous course and clinical work in relationship to the development, enhancement, and restoration of movement function, the prevention of movement dysfunction, and non-patient care opportunities. Prerequisite(s): DPT 751. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Length and timing of clinical placements at any one facility may vary.

DPT 753. CLINICAL EDUCATION IV (6). Continues the focus of DPT 752. In addition to the refinement of critical thinking and clinical decision making, emphasizes the autonomous practice and professional socialization in the clinical setting. Non-patient care opportunities will also be included. Prerequisite(s): DPT 752. NOTE: DPT 752 and DPT 753 are a 24-week combined clinical experience. Time may be divided into a number of clinical placements of varied lengths and practice settings.

DPT 760E-W. INDEPENDENT STUDY IN PHYSICAL THERAPY (1-6). Advanced study in specific topic of interest in the areas of practice, research, or education developed by contract and conducted under the supervision of a faculty member. This is an optional course that is offered with the permission of the faculty. Prerequisite(s): Graduate standing and permission of instructor required.

DPT 770. PROFESSIONAL ISSUES/CASE MANAGEMENT I (1). Begins a six course sequence. Introduces mission and philosophy, curriculum model, and service learning. Explores student values, principles of teaching, learning and aspects of professionalism. NOTE: Laboratory and service learning included.

DPT 771. PROFESSIONAL ISSUES/CASE MANAGEMENT II (2). Introduces health care delivery systems, regulation of and legal requirements for clinical practice and documentation and the role of the physical therapist and physical therapist assistant. Uses evidences from the literature and other available sources to discuss clinical situations in small group tutorials with faculty facilitation. These tutorials use problem-based learning concepts. Expands application of communication and teaching/learning theory. Prerequisite(s): DPT 770. NOTE: Laboratory and service learning included.

DPT 772. PROFESSIONAL ISSUES/CASE AND PRACTICE MANAGEMENT III (1). Expands concepts of problem-based learning using patient scenarios. Discusses diversity, scope of practice, and professionalism in clinical settings, as well as difference in management and leadership roles, payment processes and financial implications for providing services. Prerequisite(s): DPT 771. NOTE: Laboratory and service learning included.

DPT 773. PROFESSIONAL ISSUES/CASE MANAGEMENT IV (1). Continues problem-based learning using patient scenarios to expand the application of communication and teaching/learning theory and the role of a doctoring profession. Jesuit mission, evaluating strategies for competency-based education, conflict resolution and clinical negotiation skills are integrated into the tutorials. Prerequisite(s): DPT 772. NOTE: Laboratory and service learning included.

DPT 774. PROFESSIONAL ISSUES/CASE MANAGEMENT V (1). 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. NOTE: Laboratory and services learning included. Co-requisite(s): DPT 751. Prerequisite(s): DPT 773.

DPT 775. PROFESSIONAL ISSUES/CASE MANAGEMENT VI (1). Reflects on professional roles with focus on leadership practices, professional mission statement, and service-learning engagement. Enhances mentorship and teaching skills in collaboration with first-year DPT students and faculty. Explores refinement of professional communication skills. Prerequisite: DPT 774. NOTE: Laboratory and service learning included.

DPT 776. INTRODUCTION TO EVIDENCE BASED PRACTICE (3). Explores research methodologies used in health care research. Examines descriptive and inferential statistics, and evidence-based practice principles. Addresses literature searches and evidence-based analysis of research reports with a focus on treatment effectiveness studies.

DPT 780E-W. TOPICS IN PHYSICAL THERAPY I (1). Advances study in topics of interest related to physical therapy practice.

DPT 781E-W. TOPICS IN PHYSICAL THERAPY II (1). Advances study in topics of interest related to physical therapy practice.

DPT 790. EVIDENCE BASED PRACTICE I (2). 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). Examines data and performs statistical analysis. Narrative 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). 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). Focuses on the culmination of the student's clinical and professional development based on the portfolio presentation. Clinical education reflections and curricular review are also included in the capstone.

DPT 799. COMPREHENSIVE EXAM (0). Administered following the completion of all academic requirements of the curriculum with the exception of completing clinical case reports, other clinical education requirements and capstone course. Serves as the component of the capstone experience that measures success of curricular outcomes and prepares the student for the licensure examination. NOTE: Pass/No Pass grading only.

HCE 709. HEALTH CARE ETHICS FOR PHYSICAL THERAPISTS (3). Examines ethical issues and moral reasoning processes in health care. Philosophical and faith-based foundations including Catholic moral tradition, sociocultural influences, professional codes, and organizational and personal ethical norms are explored. Ethical issues are examined with emphasis on leadership and the practice of physical therapy. Students will analyze ethical dilemmas and evaluate ethical practice using ethical theory, moral argument, and case studies. NOTE: A required course in the Doctor of Physical Therapy program. Offered on campus.

RESIDENCY IN ORTHOPAEDIC PHYSICAL THERAPY (ROPT)

DPT 801. ADVANCED CLINICAL PRACTICE I (3). Residents will 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. NOTE: Course fee required.

DPT 802. ADVANCED CLINICAL PRACTICE II (1). Developing 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). Management of individuals with impairments related to cervical and thoracic regions, cranio-facial region and concussion. 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). Management of individuals with impairments related to the upper extremity. 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). Management of individuals with impairments in the lumbar spine, pelvis and lower extremity. Functional anatomy, biomechanics, pathophysiology, medical management, and movement systems study in these regions will include evidence based practice and capstone development.

FELLOWSHIP IN ORTHOPAEDIC MANUAL PHYSICAL THERAPY (FMOPT)

DPT 900. VIRTUAL ROUNDS I (1). 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). 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). 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). Integrates manual therapy and exercise intervention techniques in the management of individuals with lower extremity disorders. NOTE: Intensive laboratory included.

DPT 904. MANAGEMENT OF UPPER EXTREMITY DISORDERS (3). 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). 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). 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). 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. NOTE: Fellowship in Orthopaedic Manual Therapy students only. Fee required. Pass/No Pass grading only.

DPT 911. FOMPT FULFILLMENT (0). 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 FMOPT program.

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