

# The Discovery Core

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Helping Students Discover Their  
Path and Passion



REGIS COLLEGE  
REGIS UNIVERSITY



# Table Of Contents

**Discovery Core Vision**

**Core Progression, Model & Comparison**

**Core Requirements & Course Offerings**

- **First-Year Experience**
- **Creative Expression**
- **Frontiers of Faith and Reason**
- **Language Proficiency**
- **People and Society**
- **Quantitative Literacy**
- **Scientific Inquiry**
- **Heritage and Place**
- **Integrative Core**

**Advising FAQs**

**First-Year Experience FAQs**

**Language Proficiency FAQs**



# Discovery Core Vision

## Vision

The Discovery Core is a course of study with diverse perspectives but a common goal – offering iterative and profound encounters with complex, enduring, perennial, essential, transcendent, and urgent questions related to “How Ought We To Live?” – as individuals within communities and ecosystems. Our small world of outrageous beauty fills us with joy and wonder, even as the outrageous injustices and obstacles to flourishing break our hearts. Solutions to the challenges we face call for human beings whose imaginations reach across a wide variety of disciplines and ways of understanding the world, and who bring a breadth of skills necessary to contribute responsibly and ethically to the world’s needs

Taken as a whole, the Discovery Core is an essential component of our Jesuit, Catholic, Liberal Arts mission to prepare students, through transformative education, to cultivate meaningful lives and vocations as part of building a more just and humane world.

- By **transformative**, we mean an education that: cultivates lifelong curiosity; creativity and imagination; and a sense of purpose and mission; and equips students to respond to the complexity of the world by discerning how they and we ought to live.
- By **Jesuit/Catholic**, we mean an education rooted in faith, solidarity, justice and love that affords students opportunities to deeply wonder, be in dialogue with others, and inquire about the world and our place in it. We adopt the Jesuit preferences as our own: finding God (or wonder) in all things through Ignatian spirituality and discernment; walking with the excluded; caring for our common home; and accompanying young people in the creation of a hope-filled future.
- By **liberal arts**, we mean an education that embraces and encourages a variety of perspectives, inquiry methods, and skills, rooted in the arts, humanities, mathematics, natural sciences, and social sciences,

# Core Progression, Model & Comparison

## FIRST-YEAR EXPERIENCE

### 200 LEVEL COHORT & COMMUNITY



Students will take **FYE200: Writing & Speaking in our Common Home** to cultivate critical thinking through reading, writing, speaking, and listening as personal and social practices. Then, they will take **FYE250: Inquiry & Research in our Common Home** which builds on skills from the previous class through sustained inquiry and research for the common good. Additionally, students will take **FYE201 (fall) & FYE251 (spring): Magis Lab I & II** which focuses on advising, college skill-building, vocational discernment, and attunement to social justice from an environmental perspective.

## DISCOVERING YOUR PATH

### 200-300 LEVEL EXPLORATION



Every discipline/perspective in Regis College contributes to the Discovery Core through its unique modes of inquiry, traditions of knowledge, and skills. The Discovery Core offers broad explorations of the world, through courses focusing on **Creative Expression, Frontiers of Faith and Reason, People and Society, Quantitative Literacy, Scientific Inquiry, and Heritage and Place**, students will work in community with each other, building skills in inquiry, analysis, research, discernment, critical thinking, creativity, oral and written communication, problem-solving, and decision-making capacity.

## INTEGRATIVE THINKING

### 400 LEVEL INTERDISCIPLINARY STUDIES



Our Integrative studies courses are interdisciplinary, experiential courses that give students practice engaging with the fundamental issues of our times around the areas of **Global Environmental Justice, Diversity and Justice, and the Unity of Heart, Mind, and Hands**. In these classes, students address complex societal issues without easy answers. In this final stage of the Discovery Core, students will have multiple intentional and creative opportunities to synthesize diverse knowledge, apply it in unfamiliar contexts, and use a wide range of understandings to make decisions and solve problems. Engaging students in Integrative thinking on complex issues is the last step in Regis University's pedagogical core.

# Model

<b>14 courses 43-46 Credits + Language Proficiency</b>		
<p><b>First Year Experience: Our Common Home</b>  <b>2 courses, 6 credits: Reading, Writing, Speaking, &amp; Listening</b>  <b>FYE 200: Writing &amp; Speaking in Our Common Home:</b> Cultivates critical thinking through reading, writing, speaking, and listening as personal and social practices.  <b>FYE 250: Inquiry &amp; Research in Our Common Home:</b> Builds on college-level reading, writing, speaking, and listening as personal and social practices through sustained inquiry and research for the common good.</p> <p><b>First Year Experience: Magis Lab I &amp; II</b>  <b>2 courses, 0 credits: Advising, Skill-Building, &amp; Integral Ecology</b>  <b>FYE201: Magis Lab I (Fall) &amp; FYE 251: Magis Lab II (Spring):</b> These courses focus on advising and vocational discernment, as well as college skill-building and an attunement to social justice from an environmental perspective.</p>		
<p><b>Scientific Inquiry</b>  <b>1 Course + 1 Lab</b>  <b>4-5 Credits</b></p> <p>Astronomy, Biology, Chemistry, Environmental Science, Geology, Neuroscience, Physics</p>	<p><b>Quantitative Literacy</b>  <b>1 Course, 3-4 Credits</b></p> <p>Any Mathematics Course</p>	<p><b>Languages</b>  <b>0-2 Courses, 0-8 Credits</b>  All traditional Regis College graduates will demonstrate proficiency in a second language. Proficiency is defined by the CEFR B1 standard. Fulfilled through:</p> <ul style="list-style-type: none"> <li>• proficiency exam or</li> <li>• 1-2 courses of language</li> </ul>
<p><b>Creative Expression</b>  <b>2 Courses, 6 credits</b>  Prefixes may not be repeated</p> <p>Creativity and Production of Culture (3 SH)</p> <p>Reception and Analysis of Cultural Productions (3 SH)</p> <p>Communication, English, Fine and Performing Arts, Modern and Classical Languages</p>	<p><b>People and Society</b>  <b>2 Courses, 6 Credits</b>  Prefixes may not be repeated</p> <p>(6 SH)</p> <p>Anthropology, Criminology, Economics, Education, History, Peace and Justice, Politics, Psychology, Sociology, Women and Gender Studies</p>	<p><b>Frontiers of Faith and Reason</b>  <b>2 Course, 6 credits</b></p> <p>Philosophical Explorations (3SH)  Philosophy  AND  Theological &amp; Religious Explorations (3 SH)  Religious Studies</p>
<p><b>Heritage and Place, 1 Course, 3-4 Credits</b>  Explorations of cultural heritages and natural histories in relationship to particular places.  Departments in Creative Expression, People and Society, Scientific Inquiry; Prefixes may not be repeated.</p>		
<p><b>Integrative Core</b>  <b>3 Courses, 9 Credits, Courses to be taken at Regis</b></p> <p><b>IC 410 Global Environmental Justice:</b> Invites deeper integrative knowledge about the intersections of ecology with culture and society as we strive for a justice filled, transformed world and renewed ecosystem. Courses explore the root causes of environmental problems and their disproportionate distribution in human communities, examine our everyday complicity, and envision creative solutions.</p> <p><b>IC 420 Diversity and Justice:</b> Invites deeper integrative listening to diverse voices (across intersectionality of race, ethnicity, age, class, gender, sexuality, religion, disability, etc.) seeking justice, striving to sustain and grow a diverse, equitable, and inclusive community of care. Courses explore the root causes of oppression, division, privilege, resistance, and unity, examine everyday complicity, and envision creative solutions.</p> <p><b>IC 430 Unity of Heart, Mind, and Hands:</b> Rooted in Jesuit Catholic traditions of spirituality and interfaith encounter, this course invites students to draw from diverse humanizing practices, including intellectual, spiritual, artistic and cultural resources, in dialogue with the liberating practices of Ignatian spirituality and its openness to the sacred in all things, to live into the question of "how we ought to live."</p>		



# Core Comparison

## Transitioning to the Discovery Core Checklist for Students

Core Requirements 2024/25 Catalog Version	Discovery Core Requirements 2025/26 Catalog Version	
<b>Foundational Core</b> (2 courses, 3 Credits)	<b>First Year Experience</b> (4 courses, 6 credits)	<b>Completed</b>
RCC 200 – First Year Writing C-Course – Communication Intensive Disciplinary Course (example: PL270C)	FYE 200 – Writing & Speaking in Our Common Home FYE 250 – Inquiry & Research in Our Common Home	
	Waived for all current students opting into the Discovery Core: FYE 201 – Magis Lab I FYE 251 – Magis Lab II	
<b>Foreign Languages</b> (2 courses, 6-8 credits)	<b>Foreign Languages</b> (0-2 courses, 0-8 credits)	
2 courses in the same language	1-2 courses in the same language <b>OR</b> Demonstrated proficiency (CEFR standard of B1.1) in a second language (proficiency exam that covers reading, writing, speaking, and listening in a language)	
<b>Humanities</b> (3 courses, 9 credits)	<b>Creative Expression</b> (2 courses, 6 credits) <i>Prefixes cannot be repeated</i>	
<b>Fine Arts</b> 200-level FAC, FAA, or FAHS	<b>Course 1: Creativity &amp; Production of Culture</b> COM209, COM250/G, CW250, FAM201, FAM207, FAM208, and ALL FAA 200-level courses including but not limited to FAA215, FAA240, FAA250, FAA260, FAA270, and FAA290	
<b>Literature Matters</b> EN 250	<b>Course 2: Reception &amp; Analysis of Cultural Productions</b> COM216, COM251/G, COM252/G, EN250, EN260A-W, EN290, ALL EN 300-level courses including but not limited to EN323, EN324, EN353, and EN354, FAC201A-W, FR201, SP315, SP364	
<b>Communication</b> 200-level COM		
<b>Philosophy and Religious Studies</b> (3 courses, 9 credits)	<b>Frontiers of Faith &amp; Reason</b> (2 courses, 6 credits)	
<b>Philosophical Explorations</b> PL270	<b>Philosophical Explorations</b> PL270: Philosophical Explorations	
<b>Religion and the Human Quest</b> RT201	<b>Religious Studies</b> RT 210: Sacred Texts and Traditions in Practice RT 220: Introduction to Christian Theology RT 230: Sacred and Religious Encounters	
<b>300-level Religious Studies</b> Any 300-level RT course		
<b>Social Sciences</b> (3 courses, 9 credits)	<b>People &amp; Society</b> (2 courses, 6 credits) <i>Prefixes cannot be repeated</i>	
<b>Economics</b> EC200, EC3200, or EC3300	<b>Course #1:</b> AN204, CJ200, EC200, ED204, HS200, HS223, HS224, HS260, HS261, PJ200, POL206, POL231, POL241, POL281, PSY250/H/G, SO200, or All WGS 200-level courses including but not limited to WGS200, WGS260	

# Core Comparison

<b>History</b> Any 200-level HS Course	<b>Course #2:</b> AN204, CJ200, EC200, ED204, HS200, HS223, HS224, HS260, HS261, PJ200, POL206, POL231, POL241, POL281, PSY250/H/G, SO200, or <i>All WGS 200-level courses including but not limited to</i> WGS200, WGS260	
<b>Social Sciences</b> 1 course from AN, ED, PJ, POL, PSY, SO Prefix		
<b>Math and Natural Science + Lab</b> (2 courses + Laboratory, 7-9 credits)	<b>Quantitative Literacy and Scientific Inquiry</b> (2 courses + Laboratory, 7-9 credits)	
<b>Mathematics</b> 1 course	<b>Quantitative Literacy</b> MT225, MT250, MT260, MT270, MT272, MT320, MT360A, MT360B, or MT360C	
<b>Natural Science and Lab</b> Natural Science and Corresponding Laboratory	<b>Scientific Inquiry</b> AS250 & AS251, BL204E-W & BL205E-W, BL204T & BL205T, BL208 & BL209, BL216 & BL217, BL254 & BL255, BL258 & BL259 or BL259H, BL260 & BL261 or BL261H, CH202 & CH203, CH204 & CH205, CH206A-W & CH207A-W, CH210 & CH211, ENVS 250 & ENVS 251, GE 204E-W & GE 205E-W, GE 204E & GE 205E, GE 204F & GE 205F, GE 208 & GE 209, NS260 & 261, PH202A & PH205A, or PH304A & PH305A	
	<b>Heritage &amp; Place</b> (1 course, 3-4 credits) <i>Must be a prefix that hasn't been used for other core requirements</i>	
Could be fulfilled by other core classes that have already been taken	AS250 & AS251, BL208 & BL209, BL216 & BL217, CH202 & CH203, CH204 & CH205, COM253, COM382, EN260 E-W, EN323, EN324, EN353, EN354, ENVS250 & ENVS 251, EP210 (Fall) & EP211 (Spring), FAC201E, FAC/FAHS211, FAC/FAHS212, FR201, GE204E & GE205E, GE204F & GE205F, GE208 & GE209, HS223, HS260, HS261, POL206, POL241, POL281, SP315, or SP364	
<b>Integrative Core</b> (4 courses, 12 credits)	<b>Integrative Core</b> (3 courses, 9 credits)	
RCC 400D, Diversity & Cultural Tradition	IC 420: Diversity & Justice	
RCC 420J, Justice & the Common Good		
RCC 410E, Global Environmental Awareness	IC 410: Global Environmental Justice	
RCC 430M, The Search for Meaning	IC 430: Unity of Heart, Minds, and Hands	

# Core Requirements & Course Offerings

The following sections, contain a complete listing (as of 3/10/2025) of each core requirement, the departments that fall within each requirement, the Student Learning Outcomes (SLOs) for each requirement, and a list of courses that can fulfill the requirement.

Please note that the core was created with the intention that each core requirement overlaps with many of the GT pathway concentrations. In addition, a student may not repeat a course or prefix in the Discovery core. For example, a student who takes AS250 & AS251: Principles of Astronomy & Principles of Astronomy Lab for Scientific Inquiry cannot double count this for the Heritage and Place Core Requirement. Also, students cannot repeat prefixes for core requirements. For instance, students may not take an EN course to fulfill their Creative Expression and their Heritage and Place core requirements.





# First-Year Experience

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## Requirements:

Students must take 2 Courses at the 200 level (6 Credit Hours) - one in each of the following categories:

- FYE200: Writing and Speaking in our Common Home (3 credit hours)
- FYE250: Inquiry and Research in our Common Home (3 credit hours)

Additionally, students must take 2 Courses at the 200 level (0 Credit Hours) that offer them an introduction to the Regis University community. These classes are:

- FYE201: Magis Lab I
- FYE251: Magis Lab II

## Course Descriptions and Student Learning Outcomes:

- *FYE 200: Writing & Speaking in Our Common Home*: FYE 200 cultivates critical thinking through reading, writing, speaking, and listening as personal and social practices. This course equips students to join a community of learners in the Jesuit tradition of experience, reflection, and action.
  - This course is offered on MW and TR at 9:30-10:45 a.m.
  - This can be satisfied by transfer credit for a college-level writing class only (EN 203).
  - Students who complete this course will be able to:
    - Develop experience in writing and critical thinking.
      - Read, annotate, and analyze a variety of textual sources.
      - Practice generating ideas and generating constructive feedback on one's own writing and the writing of others.
      - Select and engage appropriate evidence that responds to a guiding question or problem.
      - Determine audience and purpose and adapt structure, paragraphing, voice, tone, mechanics, syntax, and style accordingly.
      - Articulate a unique and authorial voice by adapting their experiences, opinions, feelings, and language to various writing assignments.
      - Engage in a variety of writing styles (e.g. personal, analytical, and argumentative).
    - Develop experience in speaking and collaborating.
      - Listen to, interpret, and respond appropriately to a variety of dialogic experiences.
      - Practice generating ideas and generating constructive feedback in dialogic communication.
      - Select appropriate evidence that responds to a guiding question or problem.
      - Determine audience and purpose and adapt voice, tone, syntax, and style accordingly.
      - Articulate a unique and authorial voice by adapting their experiences, opinions, feelings, and language registries to various presentational and interpersonal communication contexts.
      - Participate in small-group and class discussions and informal presentations.

# First-Year Experience con't



## Course Descriptions and Student Learning Outcomes (con't):

- FYE 250: Inquiry & Research in Our Common Home: FYE 250 builds on college-level reading, writing, speaking, and listening as personal and social practices through sustained inquiry and research for the common good. This course equips students to participate fully in a community of learners who are engaged in building a more just and humane world.
  - Prerequisite(s): FYE 200 or equivalent.
  - Students who complete this course will be able to:
    - Deepen experience in writing and critical thinking, especially through research writing.
      - Read, annotate, and analyze a variety of textual sources around a topic of inquiry.
      - Develop strategies for revising, editing, and proofreading for extensive, in-depth writing projects.
      - Select and evaluate appropriate sources and evidence that responds to a guiding question or problem.
      - Determine audience and purpose and adapt structure, paragraphing, voice, tone, mechanics, syntax, and style accordingly.
      - Using appropriate evidence, as well as experiences, opinions and feelings, develop a unique and authorial voice in response to a guiding question or problem.
      - Complete a full-length research project (15-25 pages of writing is a good starting point).
    - Deepen experience in speaking and collaborating.
      - Deepen ability to listen to, interpret, and respond appropriately to a variety of dialogic experiences around a topic of inquiry.
      - Practice generating ideas and generating constructive feedback on their own and others' speaking around a topic of inquiry.
      - Generate and address counterarguments in response to a guiding question or problem.
      - Determine audience and purpose and adapt voice, tone, syntax, and style accordingly.
      - Deepen ability to articulate a unique and authorial voice by adapting their experiences, opinions, feelings, and language to various presentational and interpersonal communication contexts.
      - Adopt strategies for preparation and performance across several formal speaking situations (presentations, discussion participation, and/or group-work collaboration) for extensive, in-depth, and/or collaborative projects.

# First-Year Experience con't



## Course Descriptions and Student Learning Outcomes (con't):

- FYE 201: Magis Lab I: These courses focus on advising and vocational discernment for first-year students, as well as college skill-building and attunement to social justice from an environmental perspective.
  - FYE201 is only offered in the Fall.
  - FYE201 must be completed at Regis University.
  - Students who complete this course will be able to:
    - Practice discernment, self-reflection, and regard for community.
      - Connect self-awareness about their growth as learners with the question, “How ought we to live?”
      - Reflect on the significance of arguments for one’s life and with regard for the larger communities to which we belong.
- FYE 251: Magis Lab II: These courses focus on advising and vocational discernment for first-year students, as well as college skill-building and attunement to social justice from an environmental perspective.
  - FYE251 is only offered in the Spring.
  - FYE251 must be completed at Regis University.
  - Students who complete this course will be able to:
    - Locate self within an integral ecology
      - Establish relationally and interdependence in diverse fields or ways of knowing (scientific, cultural, economic, etc.).
      - Cultivate an ability to locate oneself within a network of relationships, structures, and systems and to discern the implications of this social/cultural location for one’s vocation and identity.

## Instructor Responsibilities:

- The instructor of the course students take first (FYE 200 or FYE 250) will be the assigned advisor until students declare their major. In the case of FYE 200 instructors, this will be regardless of whether the instructor also takes on the 0 SH course in the spring.
- Instructors are expected to attend and participate in all “First Friday” events, which will focus on Integral Ecology, because of the teaching credit. The FYE will provide curriculum to be facilitated by instructors on the other Fridays.
- The Common Read for AY 25-26 is *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science* by Jessica Hernandez. This book will be used in Magis Lab I & II and will be made available to instructors along with professional development activities in Spring 2025.

# Creative Expression

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## Requirements:

Students must take 2 Courses at the 200-300 level (6 Credit Hours) - one in each of the following categories:

- **Reception** and Analysis of Cultural Productions (3 credit hours)
- Creativity and Production of Culture (3 credit hours)

Students may not repeat these prefixes for the Heritage and Place core requirement or Language Proficiency.

## Departments:

Communication, English, Fine and Performing Arts, Modern and Classical Languages

## Student Learning Outcomes:

*Reception and Analysis of Cultural Productions* - Students who complete a course in this category will be able to:

- Critically analyze, interpret, and appreciate important, influential, and diverse cultural texts using aesthetic and theoretical approaches.
- Analyze the social and ethical issues in cultural texts through critical reflection and a commitment to justice and empathy.
- Evaluate the historical and social contexts in which texts are produced and how these contexts shape meaning.
- Identify the generic, disciplinary, structural, and/or aesthetic characteristics of cultural texts and show how these contribute to their meaning.
- Build a clear and coherent argument about a cultural text and support it with evidence, including research where appropriate.
- Demonstrate an understanding of art/culture/language/media's role, value, and power in society.

*Creativity and Production of Culture* - Students who complete a course in this category will be able to:

- Identify creative techniques in different mediums of cultural production.
- Create purposeful, effective, and responsible cultural texts, visual artworks, communications, and/or performances.
- Cultivate an artistic, linguistic, and/or professional practice focused on experiment, commitment, and play, utilizing techniques and skills appropriate to the discipline.
- Identify an audience and purpose for a cultural text, performance, visual artwork, or communication, and refine it through revision, rehearsal, and feedback adapting to the format, medium, and rhetorical context.
- Develop a sense of one's own artistic, communication, or performance styles through process, practice, and analysis of cultural texts.



# Creative Expression con't

## List of Regis College Courses that fulfill the Creative Expressions Core Requirement:

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### ***Reception and Analysis of Cultural Productions***

- *Communication*
  - COM 216: Introduction to Public Relations
  - COM 251: Media Literacy
  - COM 252: Communication in Relationships
- *English*
  - EN 200 level courses including but not limited to:
    - EN250: Literature Matters
    - EN260A-W: Literature Matters (themed)
    - EN290: Critical Literary Encounters
  - EN 300 level courses including but not limited to:
    - EN323: Strangers at Home
    - EN324: Alienation and Inclusion
    - EN353: Battles, Bards, and Ballads
    - EN354: Empire and Revolution
- *Fine and Performing Arts*
  - FAC 201A-W: Art & Music in Culture (themed)
- *Modern and Classical Languages*
  - FR201: Regis in Paris
  - SP315: Culture, Politics, and Gender in Spanish-language Cinema
  - SP364: Exploring Cultural and Linguistic Heritage

### ***Creativity and Production of Culture***

- *Communication*
  - COM 209: Introduction to Media Production
  - COM 250: Speaking to Make a Difference
- *English (and creative writing)*
  - CW 250: Introduction to Creative Writing
- *Fine and Performing Arts*
  - FAA 200 level courses including but not limited to:
    - FAA 215: Introduction to Digital Design
    - FAA 240: Introduction to Photography
    - FAA 250: Introduction to Painting
    - FAA 260: Introduction to Sculpture
    - FAA 270: Introduction to Drawing
    - FAA 290: Introduction to Printmaking
  - Selected 200 level FAM courses including:
    - FAM 201: Introduction to Singing
    - FAM 207: Introduction to Piano
    - FAM 208: Intro to Songwriting & Composition

# Frontiers of Faith & Reason

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## Requirements:

Students must take 2 Courses at the 200-300 level (6 Credit Hours)

- one course (3 credit hours) in Philosophy
- one course (3 credit hours) in Religious Studies

Students may not repeat these prefixes for the Heritage and Place Core Requirement.

## Departments:

Philosophy and Religious Studies

## Student Learning Outcomes:

Students who complete a course for the Frontiers of Faith & Reason Core will be able to:

- **Competency Criterion / Knowledge.** Students can read, write, converse, and think critically about religious and/or philosophical concepts, theories, ways of being in the world, and frameworks of meaning.
- **Evaluation and Responsiveness Criterion / Action.** Students can reflect on, evaluate, and respond to religious and/or philosophical concepts, theories, ways of being in the world, and frameworks of meaning, through writing, dialogue, and action.
- **Jesuit Criterion.** Students can connect religious and/or philosophical concepts, theories, ways of being in the world, and frameworks of meaning to Jesuit values and an exploration of the Jesuit question of “How ought we to live?”.
- **Discernment Criterion.** Students will practice discernment in the Ignatian paradigm of experience-reflection-action, developing the capacity to be a contemplative-in-action.

## List of Regis College Courses that fulfill the Frontiers of Faith & Reason Core Requirement:

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### *Philosophy*

- PL 270: Philosophical Explorations

### *Religious Studies*

- RT 210: Sacred Texts and Traditions in Practice
- RT 220: Introduction to Christian Theology
- RT 230: Sacred and Religious Encounters

# Language Proficiency

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## Requirements:

Students can fulfill the Foreign Language Proficiency Requirement through **placement exams, coursework, or lived experiences**. If coursework is required, students must complete one to two sequential language courses, determined by their demonstrated proficiency level.

## Department

Modern and Classical Languages Department

## Placement and Course Progression:

Students who do not meet the B1 proficiency level on the placement assessment will be placed in the appropriate level and must complete one to two courses from the following sequence:

### *Spanish*

- Beginner Level (A1 → B1):
  - Course 1: SP209A (Elementary Spanish I)
  - Course 2: SP209B (Elementary Spanish II)
- Intermediate Low Level (A2 → B1):
  - Course 1: SP309A (Intermediate Low Spanish I)
  - Course 2: SP309B (Intermediate Low Spanish II)
- Spanish for Heritage Speakers (Intermediate Mid Level - B1):
  - SP390 (Spanish for Heritage Speakers) – For students who have achieved B1 proficiency in speaking and listening but lack experience in reading and writing with academic intent or for those who have tested below the B1 mark in these areas. These students must take this course to fulfill the requirement.

### *French*

- Beginner Level (A1 → B1):
  - Course 1: FR209A (Elementary French I)
  - Course 2: FR209B (Elementary French II) - For students who have achieved B1 proficiency in speaking and listening but lack experience in reading and writing with academic intent or for those who have tested below the B1 mark in these areas. These students must take this course to fulfill the requirement.

# Language Proficiency con't



## **Student Learning Outcomes (Aligned with CEFR - B1 Level)**

Upon completing the required coursework, students will be able to:

- Comprehend face-to-face speech in French or Spanish at a natural pace, as well as main ideas in a variety of familiar topics.
- Engage in conversations, ask and answer questions, and express opinions using a wide range of verb tenses and sentence structures.
- Read authentic texts, including literary excerpts, and understand main ideas and supporting details.
- Write coherent, well-structured compositions on familiar and unfamiliar topics with grammatical accuracy.
- Demonstrate an understanding of the cultural practices, perspectives, and customs of the Spanish-speaking world or the French speaking-world and interact appropriately in real-life social situations.

## **Summary of Requirements**

Students must demonstrate B1 proficiency through testing or coursework. If coursework is needed, they must complete two sequential courses, based on their placement, to meet the proficiency requirement. French heritage Speaker students and Spanish Heritage Speaker students who have already attained B1 proficiency in speaking and listening but lack formal reading and writing experience, or those who test below B1 on those areas, must take either FR209B or SP390 to fulfill the requirement.



# People & Society

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## Requirements:

Students must take 2 Courses at the 200-300 level (6 Credit Hours). Students may not repeat prefixes for both courses in this requirement as well as the Heritage and Place Core Requirement.

## Departments:

Anthropology, Criminology, Economics, Education, History, Peace and Justice Studies, Politics, Psychology, Sociology, and Women and Gender Studies

## Student Learning Outcomes:

Students who complete a course for the People & Society Core will be able to:

- **Critically Evaluate Social Systems:** Students will analyze and evaluate social structures; political, economic, and/or educational systems; and cultural norms. They will identify how they influence human behavior, societal development, and the distribution of resources, power, and opportunities based on gender, race, class, ability, sexuality, ethnicity, and/or religion.
- **Embrace Social Justice:** Students will demonstrate an understanding of social justice principles, use them to assess historical and contemporary issues, and propose actions that address the intersectional aspects of inequality, justice, and the common good in local and global contexts.
- **Apply Reflective and Ethical Inquiry:** Students will engage in reflective inquiry that facilitates ethical decision-making, informed by social science methodologies and the Jesuit values of solidarity, discernment, and service to others.

## List of Regis College Courses that fulfill the People & Society Core Requirement:

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### *Anthropology*

- AN204: Introduction to Cultural Anthropology

### *Criminology*

- CJ200: Introduction to Criminology

### *Economics & Public Policy*

- EC200: Economics for Responsible Citizenship

### *Education*

- ED204: Foundations of Education for Diverse Learners

# People & Society con't

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## List of Regis College Courses that fulfill the People & Society Core Requirement (con't):

### *History*

- HS200: Sustainability & Collapse in World History
- HS223: History of the United States to 1865
- HS224: History of U.S. Since 1865
- HS260: Colonial Latin America
- HS261: Modern Latin America

### *Peace & Justice Studies*

- PJ200: Introduction to Peace & Justice

### *Politics*

- POL206: Introduction to United States Politics
- POL231: Introduction to International Relations
- POL241: Introduction to Comparative Politics & Government
- POL281: Introduction to Political Philosophy

### *Psychology*

- PSY250 & PSY250H: General Psychology

### *Sociology*

- SO200: Introduction to Sociology

### *Women & Gender Studies*

- All WGS 200-level courses including but not limited to:
  - WGS260 E-W: Gender and Literature

# Quantitative Literacy

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## Requirements:

Students must take 1 Course (3 - 4 Credit Hours). Students may not repeat prefixes for this requirement and the Heritage and Place Core Requirement.

## Quantitative Literacy Definition:

Quantitative literacy is a habit of mind manifested by knowledge of and confidence with numerical information. The following recurring themes may be present in a QL course: data analysis and statistical methods, the creation of sophisticated arguments supported by quantitative evidence, algebraic reasoning, and communication of quantitative methods in a variety of formats. It emphasizes the process of formulating, solving, interpreting, and applying equations of different types to solve many different real-world problems.

## Departments:

Mathematics

## Student Learning Outcomes:

Students taking a course in the Quantitative Literacy Core will be able, at a course-appropriate level, to do the following:

- **Communication.** Communicate mathematical/statistical concepts and analyses in written/oral form using various representations (e.g., equations, graphs, or tables).
- **Calculation.** Solve a variety of problem types by applying relevant mathematical/statistical concepts and methods.
- **Interpretation.** Interpret results of quantitative analyses in context of problems or applications and recognize the limitations of the analysis.

## List of Regis College Courses that fulfill the Quantitative Literacy Core Requirement:

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### *Mathematics*

- MT225: Mastery of Foundational Math
- MT250: Quantitative Skills/Reasoning
- MT260: Pre-Calculus
- MT270: Introduction to Statistics
- MT272: Statistics for Life Science
- MT320: Introduction to Discrete Math
- MT360A: Calculus I
- MT360B: Calculus II
- MT360C: Calculus III

# Scientific Inquiry

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## Requirements:

Students must take 1 Lecture and 1 Lab Course at the 200-300 level (4 - 5 Credit Hours). Students may not repeat prefixes for this requirement and the Heritage and Place Core Requirement.

## Departments:

Astronomy, Biology, Chemistry, Environmental Science, Geology, Neuroscience, Physics

## Student Learning Outcomes:

*Scientific Inquiry Lecture Course* - Students who complete a course in this category will be able to:

- Demonstrate foundational knowledge in a specific field(s) of science.
- Demonstrate an understanding of how to use scientific approaches to study natural phenomena.
- Recognize the impacts of science and technology on society.

*Scientific Inquiry Lab Course* - Students who complete a course in this category will be able to:

- Employ hands-on, modern laboratory and/or fieldwork skills.
- Test hypotheses using data collection and analysis.
- Communicate scientific results.

## List of Regis College Courses that fulfill the Scientific Inquiry Core Requirement:

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### *Astronomy*

- AS250 & AS251: Principles of Astronomy & Principles of Astronomy Lab

### *Biology*

- BL204E-W & BL205E-W: Topics in Biology & Topics in Biology Lab
- BL204T & BL205T: Introduction to Primate Behavior & Introduction to Primate Behavior Lab
- BL208 & BL209: Biological Anthropology & Biological Anthropology Lab
- BL216 & BL217: Human Biology & Human Biology Lab
- BL254 & BL255: Introduction to Medical Microbiology & Intro to Medical Microbiology Lab
- BL258 & BL 259/H: General Biology I: Organismic & Gen Bio 1: Organismic Lab
- BL260 & BL261/H: General Biology II: Molecular & Cellular & Gen Bio II: Molecular & Cellular Lab



# Scientific Inquiry con't

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## List of Regis College Courses that fulfill the People & Society Core Requirement (con't):

### *Chemistry*

- CH 202 & CH203: Intro to Environmental Chemistry & Intro to Environmental Chemistry Lab
- CH204 & CH205: Drug Use and Abuse & Drug Use and Abuse Lab
- CH206A-W & CH207A-W Chem for Health-Related Sciences & Chem for Health-Related Sciences Lab
- CH210 & CH211: General Chemistry I & General Chemistry I Lab

### *Environmental Science*

- ENVS250 & ENVS251: Introduction to Environmental Science & Intro to Environmental Science Lab

### *Geology*

- GE204E-W & GE205E-W: Topics in Geology & Topics in Geology Lab
- GE204E & GE205E: Geology of Colorado & Geology of Colorado Lab
- GE204F & GE205F: The Geology of the Front Range & Geology of the Front Range Lab
- GE208 & GE209: Introduction to Geology & Introduction to Geology Lab

### *Neuroscience*

- NS260 & NS261: Intro to Brain and Behavior & Intro to Brain and Behavior Lab

### *Physics*

- PH202A & PH205A: General Physics with Trigonometry I & General Physics Lab with Trigonometry
- PH304A & PH305A: General Physics with Calculus I & General Physics with Calculus Lab I

# Heritage & Place

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## Requirements:

Students must take 1 Course at the 200-300 level (3-4 Credit Hours). Students may not repeat prefixes for this requirement with courses from all other core requirements.

## Suggested Definitions (from Think Tank):

- **Heritage:** Heritage refers to the tangible and intangible elements inherited from the past, such as cultural practices, values, traditions, historical narratives, physical artifacts, and natural history, all of which contribute to the collective identity and continuity of a community. From an interdisciplinary perspective, heritage is analyzed through diverse lenses—such as history, anthropology, sociology, humanities, theology, arts, environmental science—that emphasize the preservation, interpretation, and study of these elements. These disciplines help us understand heritage as a dynamic force that not only reflects the past but continues to shape identities, connections, and cultural practices in the present and future.
- **Place:** Place refers to specific geographical locations that hold personal, cultural, ecological, and historical significance. Place is shaped by both human interaction and natural processes, creating spaces that evolve over time and hold meaning for individuals and communities. It is studied across disciplines such as environmental science (examining physical and ecological aspects), social sciences (analyzing dynamics of community, identity, and belonging), humanities (exploring emotional, cultural, and spiritual ties to place), and the arts (interpreting place through creative expression). Place-based education emphasizes the relationship between people and their environments, helping students reflect on how their connections to place influence their personal, collective, and societal identities.
- **Importance of Heritage and Place-Based Practices in Jesuit Liberal Arts Education:** Incorporating heritage and place-based practices into education offers a meaningful way to connect academic learning to lived experiences, ensuring education is both relevant and impactful. An interdisciplinary approach to these concepts promotes a more holistic understanding of the intersections between history, culture, environment, and society. At Regis University, this approach encourages students to engage actively with the surrounding community, local and global environments, and academic disciplines, fostering a deeper connection to heritage and place.

## Departments:

Departments in ***Creative Expression*** (Communication, English, Fine and Performing Arts, Modern and Classical Languages), ***People and Society*** (Anthropology, Criminology, Economics, Education, History, Peace and Justice Studies, Politics, Psychology, Sociology, Women and Gender Studies ), and ***Scientific Inquiry*** (Astronomy, Biology, Chemistry, Environmental Science, Geology, Neuroscience, Physics)

# Heritage & Place con't

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## **Student Learning Outcomes:**

Students who complete a course for the Heritage & Place Core will be able to:

- Participate in learning activities that explore the concepts of heritage and place within specific times, themes, places, and contexts.
- Reflect on the significance of heritage and place in the human and natural world through the lens of a specific discipline – such as history, natural science, social science, or the humanities.

## **List of Regis College Courses that fulfill the Heritage & Place Core Requirement:**

These courses should follow the SLOs presented above; however, are not limited to just this set of SLOs. Each Department and/or instructor may also want to have their SLOs.

### *Astronomy*

- AS250 & AS251: Principles of Astronomy & Principles of Astronomy Lab

### *Biology*

- BL208 & BL209: Biological Anthropology + Laboratory
- BL216 & BL217: Human Biology + Laboratory

### *Chemistry*

- CH202 & CH203: Intro to Environmental Chemistry & Intro to Environmental Chemistry Lab
- CH204 & CH205: Drug Use and Abuse & Drug Use and Abuse Lab

### *Communication*

- COM253: Professional Communication in a Global Context
- COM382: Understanding Communication

### *Engineering Physics*

- EP 210 & EP211: Introduction to Engineering (Fall) & Engineering Physics Projects (Spring)

### *English*

- EN260 E-W: Topics in Literature
- EN323: Stranger at Home
- EN324: Alienation and Inclusion
- EN353: Battles, Bards, and Ballads
- EN354: Empire and Revolution

### *Environmental Science*

- ENVS250 & ENVS251: Introduction to Environmental Science + Laboratory

### *Fine Arts*

- FAC201E: Visual Art in Culture

# Heritage & Place con't

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## List of Regis College Courses that fulfill the People & Society Core Requirement (con't):

### *Fine Arts History*

- FAHS211: Art History and Archaeology: Prehistory - 1400
- FAHS212: Global Art History: 1400-Present

### *Geology*

- GE204E & GE205E: Geology of Colorado & Geology of Colorado Lab
- GE204F & GE205F: The Geology of the Front Range & Geology of the Front Range Lab
- GE208 & GE209: Introduction to Geology & Introduction to Geology Lab

### *History*

- HS223: History of the United States
- HS260: Colonial Latin America
- HS261: Modern Latin America

### *Modern and Classical Languages*

- FR201: Regis in Paris
- SP315: Culture, Politics, and Gender in Spanish-language Cinema
- SP364: Exploring Cultural and Linguistic Heritage

### *Politics*

- POL206: Introduction to United States Politics
- POL241: Introduction to Comparative Politics & Government
- POL281: Introduction to Political Philosophy

# Integrative Core

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## Requirements:

Students must take 3 Courses at the 400 level (9 Credit Hours) - one in each of the following categories:

- IC410 Global Environmental Justice (3 credit hours)
- IC420 Diversity and Justice (3 credit hours)
- IC430 Unity of Heart, Mind, and Hands (3 credit hours)

## Course Descriptions and Student Learning Outcomes:

- *IC 410 Global Environmental Justice*: Invites deeper integrative knowledge about the intersections of ecology with culture and society as we strive for a justice-filled, transformed world and renewed ecosystem. Courses explore the root causes of environmental problems and their disproportionate distribution in human communities, examine our everyday complicity, and envision creative solutions.
  - Students who complete a course in this category will be able to:
    - **Experience.** Students use diverse interdisciplinary perspectives to identify the interdependence of humans and their environments to articulate the positive and negative consequences of these relationships.
    - **Reflection.** Students reflect on their relationship with their environment and discern ways to foster empathy, imagination, and solidarity around responses to environmental problems.
    - **Action.** Students ask interdisciplinary questions, propose creative approaches that address environmental problems in new and unfamiliar contexts with the goal of contributing to a thriving, flourishing world.
- *IC 420 Diversity and Justice*: Invites deeper integrative listening to diverse voices (across intersectionality of race, ethnicity, age, class, gender, sexuality, religion, disability, etc.) seeking justice, striving to sustain and grow a diverse, equitable, and inclusive community of care. Courses explore the root causes of oppression, division, privilege, resistance, and unity, examine everyday complicity, and envision creative solutions.
  - Students who complete a course in this category will be able to:
    - **Experience.** Students use diverse interdisciplinary perspectives to identify the interdependence of diverse human communities and cultures to articulate visions of justice and injustice.
    - **Reflection.** Students reflect on the interrelationship between their own communities of belonging and others, and discern ways to foster empathy, imagination, and solidarity around local and global responses to injustice.
    - **Action.** Students ask interdisciplinary questions, propose creative approaches that address problems of injustice and marginalization in new and unfamiliar contexts with the goal of contributing to a more just and humane world.

# Integrative Core con't

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## Course Descriptions and Student Learning Outcomes (con't):

- IC 430 Unity of Heart, Mind, and Hands: Rooted in Jesuit Catholic traditions of spirituality and interfaith encounter, this course invites students to draw from diverse humanizing practices, including intellectual, spiritual, artistic and cultural resources, in dialogue with the liberating practices of Ignatian spirituality and its openness to the sacred in all things, to live into the question of “how we ought to live.”
  - Students who complete a course in this category will be able to:
    - **Experience.** Students experience diverse practices—intellectual, religious, cultural, artistic—including practices of Ignatian spirituality, to identify and articulate how such embodied practices engage the question, “How ought we to live?”
    - **Reflection.** Students develop embodied practices of reflection and discernment, both personal and communal, which explore the integration of mind, body, and heart and seek to articulate more humanizing ways of living.
    - **Action.** Students cultivate skills of curiosity, self-examination, and creative imagination to propose a way of proceeding toward a life of meaning and human flourishing.





# Advising FAQs

## **Should I advise a student to switch from the 2024 Regis College Core to the Discovery Core?**

- There's no magic formula for when to advise a student to switch from the 2024 Regis College Core to the Discovery Core. Generally, students that have completed most of the core should stick with the old one and any student that has completed significantly less of the existing core may want to switch.
- *Use the core comparison on pages 6-7 to determine if switching is in the student's best interest. Ask: does switching to the Discovery Core reduce the number of courses a student must complete to fulfill their remaining requirements? If so, it may be best for the student to switch to the Discovery Core.*
- *Students in pre-Anderson or pre-RHCHP programs should NOT switch cores.*

## **How can a student switch from the 2024 Regis College Core to the Discovery Core?**

- Yes, students can switch to the Discovery Core at any time.
- The best way to do this is to have a student *complete a new "Change of Academic Intent/Major Declaration Form" in Fall 2025*. This delay is due to the Discovery Core not being programmed into our system until Summer 2025. Consequently, you will not be able to use Ranger Portal to track a student's progress on the Discovery Core until Fall 2025. You can use the Discovery Core Checklist instead, this was sent as a separate document with this booklet.

## **What if a student wants to stay on the 2024 Regis College Core but needs to change/add a major or a minor will they automatically be switched to the Discovery Core?**

- Technically, yes. But in this situation, still have the student complete the "Change of Academic Intent/Major Declaration" Form and *in parentheses on the signature line add that the student would like to stay on 2024-25 Academic Catalogue.*

## **If a student transitioning to the Discovery Core has already completed 2, 200 level courses for any combination of their Communication, English, and Fine & Performing Arts core requirements, will they still need to take another course to fulfill the Creativity and Production of Culture part of their Creative Expression Core Requirement?**

- No. A waiver/substitution will be generated for students that have completed this AND want to switch to the Discovery Core.



# Advising FAQs con't

**Can a student transitioning to the Discovery Core fulfill the Religious Studies part of the Frontiers of Faith and Reason Core Requirement with RT201: Religion and the Human Quest or a 300 level course?**

- Yes. A waiver/substitution will be generated for students that have completed either RT201 or a 300-level Religious Studies course to have this count for Frontier of Faith and Reason.

**Can a student transitioning to the Discovery Core from the 2024 Regis College Core use EC3200: Macroeconomics or EC3300: Microeconomics to fulfill one course for the People & Society core requirement?**

- Yes. A waiver/substitution will be generated for students that have completed either EC3200 or EC3300 to have this count for one of their People and Society Core Requirements.

**If a student transitioning to the Discovery Core has already completed a 200 level History course, can any History fulfill one of their People and Society Core Requirements or their Heritage and Place Core Requirement?**

- Yes. A waiver/substitution will be generated for students that have completed any 200-level History course to count for either one of their People and Society Core Requirements or their Heritage and Place Core Requirement.

# Integrated Core FAQs

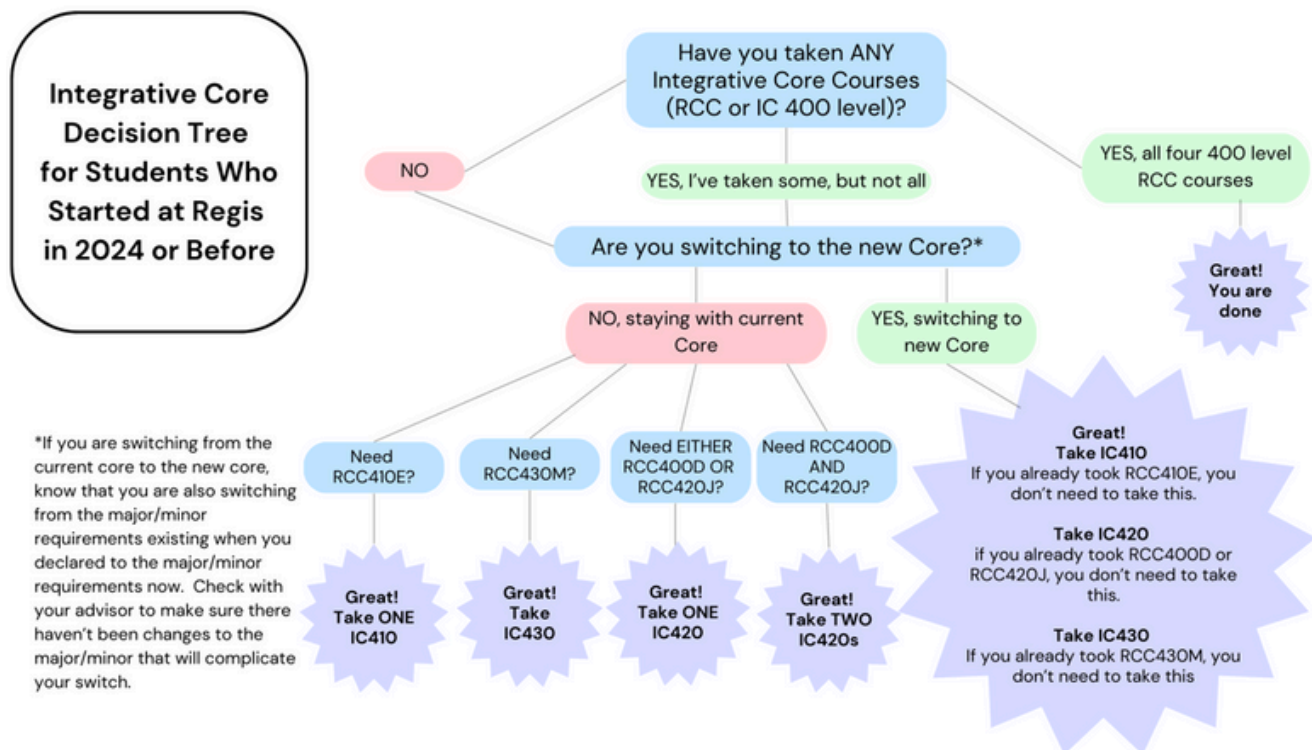
**I can't find RCC 400-level courses on Ranger Portal, how do students register for them?**

- All RCC400 courses now have an IC prefix. See the below flowchart for equivalencies.

**How should I advise students on the 2024 Regis College Core to complete their Integrative Core Requirements?**

- Students can take an IC410 course to fulfill RCC410E.
- Students can take two IC420 courses to fulfill both RCC400D & RCC420J.
- Students can take an IC430 course to fulfill RCC430M.

**How can I easily show students, under the 2024 Regis College Core or the Discovery Core, what Integrative Core courses they need to take?** (See flowchar below)





# | Integrated Core FAQs con't

**But if a student takes two IC420 won't this automatically act as a grade replacement?**

- During the transition from the 2024 Regis College Core to the Discovery Core, the Registrar's office will make it possible to take 2 IC420 courses when needed.

**My advisee is not switching to the Discovery Core, how many integrative core courses must they take?**

- Four – IC410 Global Environmental Justice (if they have not taken RCC410), IC430 Heart, Mind, Hands (if they have not taken RCC430), and one or two IC 220 Diversity and Justice (If they have not taken RCC400 D and/or RCC430).

**I have an advisee who wants to take a course at another university to fulfill Integrative Core requirements. Is that possible?**

- Generally, no. However, appeals can be made through the Dean's Office and handled on a case-by-case basis.



# First-Year Experience FAQs

## **If a student switches to the Discovery Core, will they have to still take FYE250: Inquiry & Research in our Common Home, FYE201: Magis Lab I, & FYE251: Magis Lab II?**

- No, all of these courses will be waived if a student has already completed their Foundational core - RCC200 & Communication-Intensive Course (C-Course).
- Students who have not completed RCC 200 and/or a C-Course will be managed on a case-by-case basis by the Associate Dean of Student Support and Retention.

## **If a student transfers in credit to fulfill their FYE200 course, what do we do?**

- Students that come to Regis with the transfer equivalent of FYE200 will begin their Fall semester taking FYE250: Inquiry and Research in our Common Home as well as FYE201: Magis Lab I. Then in the Spring semester, students will not have a class linked with their FYE250 course but will still have to take FYE251: Magis Lab II which will allow new students to still have a cohort experience and community.

## **Will FYE200: Writing and Speaking in our Common Home and FYE250: Inquiry and Research in our Common Home meet on Friday?**

- Technically no. But, Fall FYE200 & FYE250 instructors will still meet with their students for FYE201: Magis Lab I on Fridays from 9:30-10:45. This is a non-credit course for students but does count as 1 Teaching Credit towards faculty course loads.

## **Why are Friday sessions now a separate class?**

- By separating out the advising, vocational discernment, college-skills building, and integral ecology into a distinct course, faculty can now earn an additional teaching credit towards their course load.
- If a faculty member teaches both FYE200 and FYE250 courses in a year, the combined 2 extra teaching credits allows them to teach one less 3 credit course.



# First-Year Experience FAQs con't

## **Will there be Friday sessions during the Spring semester too?**

- Yes. There will be “First Friday” events as part of the FYE251 Magis Lab II course which will focus on Integral Ecology and count as 1 teaching credit. The FYE will provide curriculum to be facilitated by instructors on the other Fridays.

## **In the Fall semester, If I teach FYE200 or FYE250 how long am I the advisor on record?**

- The instructor of the course students take first (FYE 200 or FYE 250) will be the assigned advisor until students declare their major. In the case of FYE 200 instructors, this will be regardless of whether the instructor also takes on the 0 SH course in the spring.
- Students can declare in their first semester through the end of their second year. Pre-nursing students will learn of their acceptance spring of their second year.

## **Do FYE201 & FYE251 instructors have to attend “First Friday” events?**

- Yes. FYE201 and FYE251 instructors are expected to attend and participate in all “First Friday” events as part of the Magis Lab they are receiving one teaching credit for. These “First Fridays” will focus on Integral Ecology and the FYE will provide a curriculum to be facilitated by instructors on the other Fridays.

## **Should I incorporate the AY25-26 Common Read into my FYE200 or FYE250 Curriculum?**

- The Common Read for AY 25-26 is *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science* by Jessica Hernandez. This book will be used in FYE201: Magis Lab I and FYE251: Magis Lab II and will be made available to instructors along with professional development activities in Spring 2025.





# Language Proficiency FAQs

## **What is the foreign language requirement for the Regis College Discovery Core?**

- At Regis College, we recognize that we live in an increasingly interconnected, multicultural, and multilingual world. Studying a foreign language is not just about communication—it is a gateway to deeper cultural understanding, enhanced cognitive skills, and expanded career opportunities. Language learning equips students to navigate diverse environments with empathy and adaptability, preparing them to thrive in a global society and a competitive job market.
- To fulfill the foreign language proficiency requirement, students have two options:
  - a. Take a language proficiency exam and demonstrate a B1 level on the Common European Framework of Reference for Languages (CEFR) in all four skills: Speaking, Listening, Writing, and Reading.
    - If a student earns a B1 level in all four sections, they have fulfilled the language proficiency requirement.
    - If a student earns a B1 level in 2 or 3 sections but scores lower in the others, they just take 1 language course to complete the proficiency level required.
    - If a student earns below a B1 in more than 2 sections, they must take 2 language courses to complete the requirement.
  - b. Do not take the exam and instead take 2 language courses (or transfer the equivalent of two courses from another institution).

## **Why is Regis College using the CEFR?**

- At Regis College, we have chosen the Common European Framework of Reference for Languages (CEFR) as our standard for assessing language proficiency. The CEFR is an internationally recognized framework that provides a clear and consistent way to measure language skills across six proficiency levels, from A1 (Beginner) to C2 (Mastery). It evaluates four key skills: Speaking, Listening, Reading, and Writing.
- We believe that the CEFR is best suited for a globalized world, as it is widely used in academic institutions, businesses, and governmental organizations across Europe, Latin America, Africa, and Asia. Unlike the ACTFL (American Council on the Teaching of Foreign Languages) scale, which is primarily designed for language instruction within the U.S., the CEFR provides a universal benchmark that aligns with international language education and mobility standards.



# Language Proficiency FAQs con't

- By adopting the CEFR, Regis College ensures that our students' language proficiency is recognized beyond national borders, preparing them for opportunities in an increasingly interconnected and multilingual global society.

## **How do students take the proficiency exam?**

- Regis College will use Avant Assessment for the language proficiency exam.
- The exam process, including scheduling and proctoring, is being finalized and will be implemented by May 2025.
- We anticipate that the exam will be proctored online using state-of-the-art technology to ensure assessment integrity. Final details will be announced once the contract is confirmed.

## **Who should take the language proficiency exam?**

- Not all students need to take the exam. Consider the following:
  - If you are interested in studying a language as a major or minor, plan to pursue a career where bilingualism is valuable, or want to improve your language skills, it may be best to enroll in language courses instead of taking the exam.
  - If you believe you can achieve a B1 level in at least two sections of the exam, it may be worth taking the test to reduce or eliminate coursework requirements. The exam can also serve as a placement test, ensuring you are placed in the appropriate course in order to fulfil the language proficiency requirement.
  - If you are unsure, consult with the Modern & Classical Languages Department for guidance.

## **What is a B1 level on the CEFR?**

- On the Common European Framework of Reference for Languages (CEFR), the B1 level signifies an "intermediate" language proficiency, where a learner can understand the main points of clear, standard language on familiar topics, engage in basic conversations about everyday life, and produce simple connected texts on familiar subjects; essentially, they are considered an "independent user" of the language, able to manage most situations encountered while traveling in a country where the language is spoken.

# Language Proficiency FAQs con't

- Key points about B1 level:
  - Understanding: Can comprehend the main ideas of clear texts on familiar topics like work, school, or leisure activities.
  - Speaking: Can participate in basic conversations, express opinions, describe experiences, and give simple explanations.
  - Writing: Can write simple connected texts on familiar topics, like personal letters describing experiences.
    - Overall: Represents a level where one can generally communicate effectively in everyday situations without significant difficulty.



## Common European framework

On this level you can...

**A1**

- understand simple conversations.
- introduce yourself and others.
- ask and answer questions about personal details.
- interact in a simple way.

Breakthrough!

**A2**

- understand sentences related to areas of most immediate relevance.
- communicate in simple and routine tasks.
- describe in simple terms aspects of your background.

Waystage

**B1**

- understand the main points of regular situations.
- produce simple texts on topics which are familiar or of personal interest.
- describe experiences, events, dreams, and ambitions and briefly give explanations.

Threshold

**B2**

- understand the main ideas of complex text on both concrete and abstract topics.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue.

Vantage

**C1**

- understand a wide range of demanding, longer texts, and recognize implicit meaning.
- express yourself fluently and spontaneously.
- use language flexibly and effectively for social, academic and professional purposes.
- produce clear, well-structured, detailed text on complex subjects.

Effective operational proficiency

**C2**

- understand with ease virtually everything heard or read.
- summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- express yourself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Mastery!



# Language Proficiency FAQs con't

## **What if a student is fluent in a language that we do not test for, can the student waive the language requirement?**

- If a student is fluent in a language for which Regis does not offer classes, they may still fulfill the requirement by:
  - Taking the proficiency test (Avant Assessment) and meet the benchmark set by the Modern & Classical Languages Department.
    - Student will still need to achieve a B1 level or higher on all four sections of the CEFR scale.
    - Students will need to cover the cost of the exam themselves.
- Students interested in this option should contact:
  - Chair of the Modern & Classical Languages Department: Prof. Wladimir Marquez (wmarquez@regis.edu)
  - Associate Dean of Faculty Affairs and Curriculum: Susan Sci (ssci@regis.edu)

## **What exactly is a transfer equivalent for the language requirement?**

- A score of 4 or 5 on either AP Language and Culture or AP Literature and Culture would allow the student to take one semester of language instead of two and would place them into the "399" course for heritage speakers. To reduce the requirement further, they would need to take the Avant assessment, which they should do since it is very possible that they could demonstrate B1 level proficiency in all areas.
- Transfer credit (from other regionally accredited higher education institutions) will be evaluated according to normal processes, the Modern and Classical Language Department would need to approve the syllabus for the course and would do so if the SLOs agree. However, they would not allow an online course with no speaking component.
- Other situations are less common, and we would deal with them by asking students to take the Avant assessment.

## **What if my advisee is from a Spanish-speaking home, do they have to fulfill the Discovery Core Language Proficiency requirement?**

- Yes. If your advisee grew up in a Spanish-speaking household, they are still required to complete the language requirement by either taking the proficiency exam (pass the exam or be placed in a higher level class) or taking the Modern & Classical Language Department's Spanish classes for heritage speakers.



# Language Proficiency FAQs con't

## **Do international students have to fulfill the language requirement?**

- International students may be exempt from the foreign language requirement if they meet both of the following criteria:
  - a. They are citizens of a country where English is not the primary language.
  - b. They have lived and received formal education in that country through the equivalent of high school (secondary education) for at least 10 consecutive years before enrolling at Regis College.
- This exemption applies only to students who have attended school in their country of origin where instruction was primarily conducted in a language other than English. Students who have lived in a non-English-speaking country but received formal education in English (such as in international schools or American/British school systems) may still be required to fulfill the language proficiency requirement.
- Students who believe they qualify for this exemption should contact the Modern & Classical Languages Department to verify their eligibility.



# Contact Us

**If you have any questions or  
need clarification email us at:**



**RCDean@regis.edu or  
RCAS@regis.edu**

All of the information you have found in this guide was made possible by the work of the AY2024-2025 Core and Curriculum Committee (CCCC) and the Academic Policy and Standards Committee (APSC). This year's members of CCCC are: Stacy Chamberlain (Chair), Julia Brumbaugh, Scott Diminovitz, Allison Hall, Jeff Ogle, Eve Passerini, Sarah Puett, , Amy Scheier, Allyson Sterling, and Deb Vinnola, This year's members of APSC are: Fred Grey (Chair), John Jean, Kris Voss, Robin Koenigsberg, Colton Sawyer, Gena Nichols, and Jenna Martin.