# University Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
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<tr>
<td>Graduate Admissions</td>
<td>203/365-7619</td>
</tr>
<tr>
<td>Academic Affairs and Provost</td>
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<tr>
<td>Alumni Relations</td>
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<td>Bookstore</td>
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<td>Campus Ministry</td>
<td>203/371-7840</td>
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<td>Career Development</td>
<td>203/371-7975</td>
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<tr>
<td>Cashier's Office</td>
<td>203/371-7923</td>
</tr>
<tr>
<td>Counseling Center</td>
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<td>Credit and Collection</td>
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<tr>
<td>Development</td>
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<td>Graduate Education (M.A.T., certificates)</td>
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<td>Health Services</td>
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<tr>
<td>Human Resources</td>
<td>203/365-7633</td>
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<tr>
<td>Institutional Advancement</td>
<td>203/371-7860</td>
</tr>
<tr>
<td>Jandrevits Learning Center</td>
<td>203/371-7820</td>
</tr>
<tr>
<td>Library</td>
<td>203/371-7700</td>
</tr>
<tr>
<td>Lisbon (Connecticut) Campus</td>
<td>860/376-8408</td>
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<tr>
<td>Master of Arts in Religious Studies</td>
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<tr>
<td>Master of Business Administration</td>
<td>203/371-7850</td>
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<tr>
<td>Master of Science in Chemistry</td>
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<tr>
<td>Master of Science in Computer Science</td>
<td>203/371-7799</td>
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<tr>
<td>Master of Science in Nursing</td>
<td>203/371-7715</td>
</tr>
<tr>
<td>Master of Science in Occupational Therapy</td>
<td>203/365-4771</td>
</tr>
<tr>
<td>Master of Science in Physical Therapy</td>
<td>203/365-7656</td>
</tr>
<tr>
<td>M.B.A./Healthcare</td>
<td>203/371-7850</td>
</tr>
<tr>
<td>President</td>
<td>203/371-7900</td>
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<tr>
<td>Public Relations</td>
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<td>Registrar</td>
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<td>Residential Life and Housing Services</td>
<td>203/416-3417</td>
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<td>Stamford/Danbury Campuses</td>
<td>203/323-4959</td>
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<td>Student Accounts</td>
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<td>Student Activities and Student Life</td>
<td>203/365-7675</td>
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<td>Student Financial Assistance</td>
<td>203/371-7980</td>
</tr>
<tr>
<td>Switchboard</td>
<td>203/371-7999</td>
</tr>
<tr>
<td>University College</td>
<td>203/371-7830 or 7832</td>
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</table>
Welcome from the President

Dear Graduate Student:

Welcome to Sacred Heart University, the third largest Catholic university in New England. The programs available to our graduate students have been designed to make it possible for you to meet your educational goals as well as your personal obligations and your professional needs. As you review this catalog, please note that our programs are available to you during the day, in the evenings, and on weekends, in a variety of locations, and some are now provided on an accelerated basis.

The University's standards for academic excellence will be consistently evident as you pursue your graduate studies here at Sacred Heart University. You will be intellectually challenged by a distinguished faculty who excel in their respective fields of study and are committed to helping in every possible way.

Again, I welcome you to the Sacred Heart University community. We are proud that you have chosen us. I encourage you to take advantage of the many professional, cultural, social and educational events that this University offers. Please also remember that an accomplished faculty, skilled and dedicated administrators and staff are available to support you throughout your experience and to answer any of your concerns or questions.

With every best wish, I am

Sincerely,

Anthony J. Cernera, Ph.D.
# GRADUATE ACADEMIC CALENDAR 2000–2003

## FALL SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day - No Classes</td>
<td>Mon., Sept. 4</td>
<td>Mon., Sept. 3</td>
<td>Mon., Sept. 2</td>
</tr>
<tr>
<td>RS, CH, NU, OT, PT &amp; CS (semester level) Classes Begin</td>
<td>Tues., Sept. 5</td>
<td>Tues., Sept. 4</td>
<td>Tues., Sept. 3</td>
</tr>
<tr>
<td>HSM, MBA, ED, CS (trimester level) Classes Begin</td>
<td>Mon., Sept. 11</td>
<td>Mon., Sept. 10</td>
<td>Mon., Sept 9</td>
</tr>
<tr>
<td>Columbus Weekend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH, RS, OT, PT, NU, &amp; CS (semester level)</td>
<td>Sun.-Tues., Oct. 8-10</td>
<td>Sun.-Tues., Oct. 7-9</td>
<td>Sun.-Tues., Oct. 13-15</td>
</tr>
<tr>
<td>Columbus Weekend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSM, MBA, CS (trimester)</td>
<td>Classes Held</td>
<td>Classes Held</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Thurs.-Sat., Nov. 23-25</td>
<td>Thurs.-Sat., Nov. 22-24</td>
<td>Thurs.-Sat., Nov. 28-30</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Sat., Dec. 9</td>
<td>Sat., Dec. 8</td>
<td>Sat., Dec. 7</td>
</tr>
<tr>
<td>Columbus Weekend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Year's Holiday (No Classes)</td>
<td>Sun-Mon., Dec. 31-Jan. 1</td>
<td>Mon-Tues., Dec. 31-Jan. 1</td>
<td>Tues.-Wed., Dec. 31-Jan. 1</td>
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## SPRING SEMESTER

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>OT Classes Begin</td>
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</tr>
<tr>
<td>ED Classes Begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easter Holiday (CH, RS, PT, NU, CS (semester level))</td>
<td>Wed.-Tues., April 11-17</td>
<td>Wed.-Tues., March 27-April 2</td>
<td>Wed.-Tues., April 16-22</td>
</tr>
<tr>
<td>Easter Holiday (HSM, MBA, CS, (trimester))</td>
<td>Thurs.-Sun., April 12-15</td>
<td>Thurs.-Sun., March 28-March 31</td>
<td>Thurs.-Sun., April 17-20</td>
</tr>
<tr>
<td>Easter Holiday (OT)</td>
<td>Wed.-Mon., April 11-16</td>
<td>Wed.-Mon., March 27-April 1</td>
<td>Wed.-Mon., April 16-21</td>
</tr>
<tr>
<td>HSM, MBA, CS (trimester level) Classes End</td>
<td>Mon. April 9</td>
<td>Sat., April 13</td>
<td>Mon. April 7</td>
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<tr>
<td>ED Classes End</td>
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<tr>
<td>OT Classes End (including Final Exams)</td>
<td>Mon. April 23</td>
<td>Mon. April 22</td>
<td>Mon. April 14</td>
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<tr>
<td>Classes End (including Final Exams)</td>
<td>Thurs. April 27</td>
<td>Thurs. May 2</td>
<td></td>
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<tr>
<td>Commencement Weekend</td>
<td>Tues. May 15</td>
<td>Tues. May 14</td>
<td>Tues. May 13</td>
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## LATE SPRING SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>Mon. April 16</th>
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<th>Mon. April 14</th>
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</thead>
<tbody>
<tr>
<td>OT Classes Begin</td>
<td></td>
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<tr>
<td>Easter Holiday</td>
<td>Wed.-Tues., April 11-17</td>
<td>Wed.-Tues., March 27-April 2</td>
<td>Wed.-Tues., April 16-22</td>
</tr>
<tr>
<td>Easter Holiday (HSM, MBA, CS, (trimester))</td>
<td>Thurs.-Sun., April 12-15</td>
<td>Thurs.-Sun., March 28-March 31</td>
<td>Thurs.-Sun., April 17-20</td>
</tr>
<tr>
<td>Easter Holiday (OT)</td>
<td>Wed.-Mon., April 11-16</td>
<td>Wed.-Mon., March 27-April 1</td>
<td>Wed.-Mon., April 16-21</td>
</tr>
<tr>
<td>HSM, MBA, CS (trimester level) Classes Begin</td>
<td>Mon. May 7</td>
<td>Mon. May 13</td>
<td>Mon., June 2</td>
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<tr>
<td>ED Classes Begin</td>
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<tr>
<td>RS, CH, NU, PT, CS (semester level) Classes Begin</td>
<td>Wed., May 30</td>
<td>Thurs., May 30</td>
<td>Mon., June 2</td>
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<tr>
<td>Memorial Day - No Classes</td>
<td>Mon., June 4</td>
<td>Mon., June 3</td>
<td>Mon., June 2</td>
</tr>
<tr>
<td>Independence Day - No Classes</td>
<td>Mon., May 28</td>
<td>Mon., May 27</td>
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<td>HSM, MBA, CS (trimester level) Classes End</td>
<td>Wed., July 4</td>
<td>Thurs., July 4</td>
<td>Fri., July 4</td>
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<td>ED Classes End</td>
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<td></td>
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<tr>
<td>RS, CH, NU, PT, CS (semester level) Classes End</td>
<td>Sat., July 14</td>
<td>Sat., July 15</td>
<td>Sat., July 12</td>
</tr>
<tr>
<td>Classes End</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat.-Sun., May 19-20</td>
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## SUMMER SEMESTER

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>OT Classes End</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HSM, MBA, ED, CS (trimester level) Classes End</td>
<td>Thurs., Aug. 10</td>
<td>Thurs., Aug. 15</td>
<td>Sat., Aug. 23</td>
</tr>
<tr>
<td>RS, CH, NU, CS (semester level) Classes End</td>
<td>Sat., Aug. 25</td>
<td>Sat., Aug. 24</td>
<td>Sat., Aug. 23</td>
</tr>
<tr>
<td>Classes Begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs., Aug. 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues., Aug. 21</td>
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Statement of University Policies

While every effort is made to ensure the accuracy of information provided in this catalog, Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides the information in this catalog solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

The University is committed to the concept of equal educational opportunities for all. Individuals are considered for admission to student status, and all services, facilities, programs and activities are administered in a nondiscriminatory manner without regard to race, religion, color, sex, national or ethnic origin, age or handicap.

The institution complies with the Family Rights and Privacy Act of 1974, which defines the rights and protects the privacy of students with regard to their educational records.

The University is an Equal Opportunity Employer and conforms to the regulations and policies of Affirmative Action and Title IX. It does not discriminate in its employment practices on the basis of race, color, national or ethnic origin, religion, age, sex or handicap.

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The University does not condone racism, sexism, intolerance or any other acts of discrimination.

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Michael Bisceglie
Donna Callaghan
Kindra Clineff
Vin Greco
Misencik Photography
Len Rubenstein
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Sacred Heart University is an Equal Opportunity Employer and conforms to the regulations and polices of Affirmative Action and Title IX. The University does not discriminate in its employment or admissions practices on the basis of race, color, national or ethnic origin, religion, age, sex or handicap. The University is authorized under federal law to enroll nonimmigrant alien students.

The provisions of this catalog do not constitute a contract. The catalog provides information, regulations, and activities at Sacred Heart University. In many cases more detailed information is available. The statements and information contained herein are subject to change at the discretion of Sacred Heart University at any time.
The University
THE UNIVERSITY
Accreditation and Memberships

Accreditation
Sacred Heart University has been granted institutional accreditation by the New England Association of Schools and Colleges, one of six regional associations in the United States that accredit schools and colleges. Institutional accreditation is the means used by regional accrediting commissions to assure the educational community, the general public and other agencies and organizations that an institution has clearly defined and appropriate educational objectives and that it has established conditions under which its achievements can be met. Accreditation also provides that an institution is so organized, staffed and supported that it can continue to meet its objectives in the future.

In addition, several University programs have received either specialized accreditation or approval by the state of Connecticut or have been granted specialized accreditation by national professional organizations. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education; the Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the National League for Nursing; the Master of Science in Physical Therapy is accredited by the American Physical Therapy Association; the Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education; and the Legal Assistant program is approved by the American Bar Association.

The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

Memberships
The University is a member of these national and regional associations:

- AACSB, the International Association for Management Education
- Accreditation Council for Occupational Therapy Education (ACOTE)
- American Accounting Association
- American Alliance of Health, Physical Education and Recreation
- American Association for Higher Education (AAHE)
- American Association for Paralegal Education
- American Association of Adult Continuing Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Collegiate Schools and Programs
- American Association of University Professors
- American College Personnel Association
- American College of Sports Medicine
- American Council on Education (ACE)
- American Educational Research Association
- American Library Association
- American Marketing Association (AMA)
- American Mathematical Society
- American Occupational Therapy Association (AOTA)
- American Physical Therapy Association (APTA)
- American Psychological Association
- American Society of Composers, Authors and Publishers (ASCAP)
- Association for Computing Machinery
- Association for Continuing Higher Education
- Association of Baccalaureate Social Work Program Directors
- Association of Catholic Colleges and Universities
- Association of College and Research Libraries
- Association of College and University Housing Officers International
- Association of College Honor Societies
- Association of College Unions International
Association of Departments of English
Association of Governing Boards
Association of Graduate Programs in Ministry
Association of Graduate Schools
Association of International Educators
Association of Institutional Research
Association of Professors/Researchers in Religious Education
Association of Schools of Allied Health Professionals
Association of University Programs in Health Administration
Bridgeport Regional Business Council
Catholic Campus Ministry Association
Chief Administrators of Catholic Education
College and University Personnel Association
College Art Association
College Board (The)
College Consortium for International Studies
College Entrance Examination Board and Scholarship Service
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Business and Industry Association
Connecticut Compact
Connecticut Conference of Independent Colleges
Connecticut Council on Higher Education
Connecticut Distance Learning Consortium
Connecticut League for Nursing
Connecticut Technology Council
Connecticut World Trade Association
Council for Advancement and Support of Education (CASE)
Council of Graduate Schools
Council of Independent Colleges
Council on Social Work Education
Council on Undergraduate Research
Eastern College Athletic Conference
Entrepreneurial Women's Network
European American Chamber of Commerce in the United States
Forum for World Affairs
Greenwich Chamber of Commerce
Institute for European Studies/Institute for Asian Studies
Institute for International Education
Institute of Management Consultants
International Consortium of the National Council of Teachers of English
International Federation of Catholic Universities
Library Administration and Management Association
Library Information Technology Association
Luxembourg American Chamber of Commerce
 Mathematical Association of America
Modern Languages Association
National Association of Campus Activities
National Association of College Admissions Counselors
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of College Athletic Directors
National Association of College Auxiliary Services
National Association for Developmental Education
National Association of Foreign Student Advisors
National Association of Graduate Admissions Professionals
National Association of Independent Colleges and Universities
National Association of International Educators
National Association for Lay Ministry
National Association for Pastoral Musicians
National Association of Schools of Art and Design
National Association of Social Workers
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Catholic Educational Association
National Catholic Student Coalition
National College of Sports Medicine
National Collegiate Athletic Association (NCAA)
National Collegiate Honors Council
National Conference of Catechetical Leadership
National Continuing Education Association
National Council for Teachers of English
National Council for Teachers of Math
National League for Nursing
New England Association of Schools and Colleges (NEASC)
New England Transfer Association
Northeast Association of Student Employment Administrators
Phi Delta Kappa, International
Recording for the Blind
Religious Education Association
Society for College and University Planning
Society for Industrial and Applied Mathematics
Society for the Scientific Study of Religion
Society of University Plans
Southwestern Connecticut Library Council
Teachers of English to Speakers of Other Languages

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The University does not condone racism, sexism, intolerance or any other acts of discrimination.

Mission and History
Mission Statement
The University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition. Its primary objective is to prepare men and women to live in and make their contributions to the human community.

The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence.

As a Catholic university, the institution seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the God-given freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, the University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom and the betterment of human society. It values religious diversity as enhancing the community and
creating opportunities for dialogue in the common search for truth.

The University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion and convey conclusions in an intelligible and articulate fashion. It provides the environment in which students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family.

As a community of teachers and scholars, the University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged to participate in the wider community through service to others, especially the poor.

From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person shares in common goals and a common commitment to truth, justice and concern for others.

History

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a local Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, independent and locally oriented, serving the needs of the diocese and of southwestern Connecticut.

Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 5,600 full- and part-time undergraduate and graduate students in Fall 1999. Correspondingly, the faculty has increased from 9 to 144 full-time professors and more than 300 affiliate instructors.

The University has grown and enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the "residential" experience. It now has seven residence halls, and 70% of the full-time undergraduate students live in University housing.

New degree programs and majors in relevant disciplines are consistently added to our curriculum. The University offers Division I athletics with 33 varsity teams. The newly completed $17.5 million William H. Pitt Health and Recreation Center is available to all students and the community at large. Recognizing the importance of technology, Sacred Heart University was the first IBM ThinkPad™ university in Connecticut, and all undergraduate students are required to have a laptop computer.

The University consists of four colleges: College of Arts and Sciences, College of Business, College of Education and Health Professions, and University College. The latter is committed to the adult learner and provides continuing education programs. Its evening, weekend and accelerated courses earn praise for their diversity and relevance to changing lifestyles.

An ever-widening outreach to the community balances the University's commitment to academic excellence. The Institute for Religious Education
and Pastoral Studies (REAPS) has helped educate more than 16,000 men and women for catechetical work and other Church ministries. And the Center for Christian-Jewish Understanding, which has earned the personal endorsement of Pope John Paul II, has become a global leader in fostering interreligious dialogue. Closer to home, more than 1,200 students, faculty and staff volunteer over 30,000 hours of service in the community each year.

The administration, faculty and staff, and students are proud to carry the Founder's vision and the University's mission into the third millennium.

Locations
Located on 56 suburban acres in Fairfield, Connecticut, the main campus is just minutes from Exit 47 off the Merritt Parkway (Route 15), about one hour north of New York and two hours south of Boston.

Major extension sites of the University are located in Stamford, Derby, Shelton, Danbury and Lisbon, Connecticut. The University also offers the only academically accredited Master of Business Administration program offered in the Grand Duchy of Luxembourg. The Grand Duchy of Luxembourg is also the site of the University-sponsored undergraduate study-abroad program.

Main Campus, Fairfield
Full-Time Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
203-371-7880
FAX: 203-365-4732
E-mail: gradstudies@sacredheart.edu

Part-Time Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
203-371-7880
FAX: 203-365-4732
E-mail: gradstudies@sacredheart.edu

Danbury
Sacred Heart University at Danbury
Immaculate High School
73 Southern Boulevard
Danbury, CT 06810
203-371-7830
FAX: 203-365-7500
E-mail: univcollege@sacredheart.edu

Lisbon
Sacred Heart University at Lisbon
Lisbon Central School
15 Newent Road
Lisbon, CT 06351
860-376-8408
FAX: 860-376-1798
E-mail: shu-lisbon@99main.com

Luxembourg
Sacred Heart University at Luxembourg
25 B, Boulevard Royal
L-2449 Luxembourg
352-22-76-13
FAX: 352-22-76-23
E-mail: shuladmn@pt.lu

Shelton
Sacred Heart University at Shelton
Enterprise Corporate Towers
One Corporate Drive
Shelton, CT 06484
203-371-7830
FAX: 203-365-7500
E-mail: univcollege@sacredheart.edu

Stamford
Sacred Heart University at Stamford
12 Omega Drive
Stamford, CT 06907
203-323-4959
FAX: 203-323-4974
E-mail: stamford@sacredheart.edu
Curriculum

The University seeks to respond to community needs with courses that offer up-to-date specialized information and skills. At the same time, it maintains a commitment to the intellectual development of its students within a well-defined liberal arts program—the humanities, the physical sciences and the social sciences.

The University offers baccalaureate candidates a choice of 27 majors in the areas of liberal arts, business and professional studies. Candidates seeking an associate degree can choose from among four degree programs. Within the Associate of Arts/General Studies degree there are 20 emphases.

Master's degree programs are offered in the fields of:

- Business Administration (M.B.A.),
- Chemistry (M.S.),
- Computer Science and Information Technology (M.S.),
- Family/Nurse Practitioner (M.S.N.),
- Occupational Therapy (M.S.),*
- Patient Care Services Administration (M.S.N.),
- Physical Therapy (M.S.P.T.),
- Religious Studies (M.A.), and
- Teaching (M.A.T.).

* For information about Occupational Therapy and accreditation of educational programs, contact: American Occupational Therapy Association, P.O. Box 31220, 4720 Montgomery Lane, Bethesda, MD 20824; phone: 1-800-652-AOTA; web site: www.aota.org.

Professional certificates (Sixth Year) in administration and advanced teaching are also offered. A post-master's professional certificate is also available in Family/Nurse Practitioner.

Graduate study at Sacred Heart University attracts a growing number of area men and women as well as a full-time population from around the nation and the world who seek learning experiences in addition to the degree-granting programs, courses that provide cultural enrichment, intellectual growth and career development.

A broad spectrum of short-term, noncredit courses, workshops and seminars is also offered by the University College each semester to meet the challenges of a dynamic and changing society.
Graduate Admission
GRADUATE ADMISSION

Graduate Admission

Students are admitted into graduate study at Sacred Heart University using a portfolio approach. This allows the University to review an application using a variety of factors such as prior work experience and other nonacademic activities that may be relevant to the student's planned area of study.

In addition to the admission requirements specified by each graduate program, all applicants must have a bachelor's degree or equivalent from a regionally accredited college or university. Applicants are expected to have a cumulative undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) or higher. However, applicants with an undergraduate cumulative GPA below 3.0 may be provisionally accepted if they demonstrate those qualities needed to succeed in the University's graduate programs.

Application Process

Applications and all supporting materials (test scores, letters of recommendation, writing samples, transcripts, etc.) should be sent directly to the Office of Graduate Admissions. Students are responsible for the submission of all application materials. Once an application is received, the Office of Graduate Admissions will generate a file for the candidate. When a file is complete, it will be delivered to the program office for consideration. Candidates will be notified as soon as possible concerning any decision regarding their application. Submission of some materials, such as transcripts and test scores, may take several weeks to arrive. Early submission of these materials is advisable.

Application Deadlines

There is no formal University-wide deadline for applications for graduate study. However, several departments or programs have established their own deadlines. For all other programs, it is recommended that all application materials be submitted at least two months before the first day of class. International applicants should submit their materials four months before the first day of class. Applicants who are interested in obtaining an assistantship or financial assistance should submit applications as soon as possible to allow additional time for processing.

Completion of the Application File

In order to complete an application for graduate study, the following materials must be sent to the Office of Graduate Admissions.

Application

A completed application and any supplemental forms must be submitted to the Office of Graduate Admissions. Incomplete or unsigned applications will be returned.

Fee

A nonrefundable fee must accompany the application. Checks should be made payable to Sacred Heart University. Applications without the fee or proof of payment will be returned.

Transcripts

Official transcripts from all prior colleges and universities attended must be submitted directly to the Office of Graduate Admissions. Official transcripts are those sent by the registrar of a college directly to the Office of Graduate Admissions. Hand-carried transcripts will not be accepted. All transcripts from foreign institutions must be accompanied by an evaluation completed by a translation service. The Office of Graduate Admissions has several recommended agencies for prospective students to contact.

Test Scores

Any test scores required for admission must be forwarded by the testing service to Sacred Heart
Letters of Recommendation
Two letters of recommendation on behalf of the applicant must be submitted directly to the Office of Graduate Admissions.

Resume
A resume highlighting career and academic accomplishments should be sent to the Office of Graduate Admissions.

Initial Teaching Certification
Applicants
Candidates applying for their initial teaching certificate must complete an essay stating their reason(s) for wanting to be a teacher and describing any experiences that may have influenced that decision. Applicants must also submit a passing score on the Reading, Writing and Mathematics sections of the Praxis I examination or obtain a Praxis waiver from Educational Testing Service. Applicants who have an undergraduate cumulative GPA under 2.75 (on a 4.0 scale) must request a waiver of this requirement from the Graduate Education program in order to be accepted.

Certified Teachers
Certified teachers who are applying for the Master of Arts in Teaching (MAT), the Intermediate Administrator Certification or the Certificate of Advanced Studies program must submit a copy of their certification.

International Applications
International graduate students must possess the equivalent of a four-year bachelor's degree from a U.S.-accredited college or university. In addition, international applicants should have achieved an excellent academic record that includes at least 16 years of primary, secondary and college-level education. Applicants for the graduate Nursing program must have a bachelor's degree from a National League of Nursing (NLN)-accredited institution.

In addition to the application for graduate study, international applicants must complete an application supplement for international graduate students, which can be obtained from the Office of Graduate Admissions.

International applicants must have a TOEFL score of 550 or higher to be admitted. Test scores must be forwarded from Educational Testing Service to Sacred Heart University. Exemption from TOEFL requirement may be possible if the applicant's native language is English or the applicant has studied at a four-year college or university in the United States. All admitted international graduate students must take a placement test that includes an essay.

International graduate students must demonstrate that sufficient financial support is available to study at Sacred Heart University for one year, as well as a reasonable expectation of continued support. A bank statement must be made available to the University verifying that such an amount is available. Once verification is received, the University International Center will issue the student an I-20 for the purpose of obtaining an F-1 Visa. For more information on international admissions, contact the Office of Graduate Admissions.

Incomplete Applications
The Office of Graduate Admissions will keep incomplete applications on file for one year. If an application has not been completed after one year, it will be considered withdrawn. Incomplete applications are destroyed after two years.

Interviews and Advisement Sessions
The University encourages prospective graduate students to meet with a representative from the Office of Graduate Admissions regarding their opportunities for graduate study. The University also suggests that prospective students meet with faculty advisors or program directors for academic advising.
Acceptance
Graduate students may be accepted under four categories: Fully Matriculated, Provisionally Accepted, Special Student and Auditor. The application process must be completed in order to be considered a Fully Matriculated or Provisionally Accepted student. Special students may register through the Office of Graduate Admissions and the Office of the Registrar. Auditors may register for courses through the Office of the Registrar.

Fully Matriculated Students
Those who have met all of the prerequisite requirements for admission and have been accepted by the graduate program are considered Fully Matriculated students.

Provisionally Accepted Students
Applicants whose undergraduate cumulative GPA falls below the minimum standard for admission, those who require additional prerequisite course work or who may benefit from close academic supervision may be admitted as Provisionally Accepted Students. Provisionally Accepted students must complete any requirements outlined in the letter of provisional acceptance sent by the Office of Graduate Admissions. Upon completion of the requirements, the application file will be reviewed for consideration as a Fully Matriculated student.

Special Students
Special Students are those who are taking courses and have not decided to matriculate into a graduate program. Special Students are considered non-matriculated students and may only complete nine credit hours at the University. Students who want to take courses beyond nine credits must be admitted into a graduate program.

Auditors
Students who want to take a course and not receive a grade or credit may register as an Auditor. A notation of audit is placed on a student's transcript. Students who want to audit a course must register for each course separately. Auditors are expected to participate in the learning process.

Readmission
Graduate students who fail to maintain continuous enrollment in their graduate program must complete an Application for Readmission. Continuous enrollment is defined as attendance for one of any three terms (for the purposes of this policy Late Spring and Summer count as one term) per academic year. The Application for Readmission must be submitted to the Office of Graduate Admissions. Students are who readmitted must adhere to the guidelines set forth in the current catalog.

Graduate students who fail to register for more than six consecutive terms will be considered withdrawn from the University and must reapply under the current admission standards stipulated by the graduate program.

Transfer Credits and Residency Requirements
The minimum number of credit hours which must be completed in residence at Sacred Heart University to earn a Sacred Heart University graduate degree is 60 percent of the total credits.

Graduate credits may be transferred to the University provided that these credits were taken within the past six years at the graduate level from a regionally accredited college or university. Only those courses with a grade of B or better are eligible to be transferred to the University. A maximum of 40 percent of the required degree credits may be transferred to the University, at the discretion of the program director.
Academic Standards, Policies and Procedures
Academic Standards

Academic Honesty and Ethics
As an institution of higher learning, Sacred Heart University places special emphasis on academic honesty and ethical conduct. As members of the academic community, students are expected to adhere to both an ethical code of conduct, grounded in mutual respect and tolerance, and to follow the academic honesty standards of integrity in terms of the preparation and presentation of course work and course requirements.

Since honesty is required of all members of the academic community, plagiarism and the participation in any activity that is deemed dishonest is not acceptable behavior at the University. Appropriate measures, including the assigning of a failing grade to a course and/or dismissal from the institution will be taken in clear cases of academic dishonesty.

Grading System
The academic standing of a graduate student is determined on the basis of the grade point average (GPA) earned each term. Each letter grade has an assigned value as indicated below.

The GPA is obtained by multiplying the value of each grade received by the number of credit hours assigned to each course, then dividing the total earned by the total credit hours attempted.

A cumulative GPA is obtained by calculating the GPA for all courses taken at the University and that are part of the degree program.

A minimum cumulative 3.0 GPA is required for graduation.

Graduate Studies uses this grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less than Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for Graduate Work</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially — No Prejudice</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawn while Failing or Unofficial Withdrawal</td>
</tr>
</tbody>
</table>

I — The I grade is issued to students who demonstrate a clear intention of completing the course. The GPA of the student will not be affected. If within six weeks of the start of the new semester following the issuance of an I the I grade has not been changed, the grade will automatically be changed to an F. No change of an I grade will be processed after the six-week period unless an extension has been granted. This extension has a one-year time limit beginning at the close of the semester in which the I grade is assigned. Failure to complete the work by the end of this period will result in the automatic conversion of the I to an F.

W — Students are permitted to withdraw from a course within the first five weeks of the semester without academic penalty. After this point, the assignment of a W is an option reserved for an instructor’s use when it is determined that a student has a legitimate reason for not completing the course. The W will not affect the student’s GPA.

F — An F grade is issued when a student has completed a substantial portion of the course and has clearly failed.
WF — A WF grade is reserved for students who simply have stopped attending classes. A student who disappears without making an effort to explain such an absence is held responsible for his or her actions and must accept the penalty that a WF grade imposes.

When a grade below C is given in a required course, that course must be repeated. For a grade below C in an elective course, the student will be advised by the program director to repeat the course or take another elective in its place.

A student’s dissatisfaction with a course grade is, in general, not sufficient grounds for pursuing a grade grievance. For extraordinary cases, a procedure for grade grievance is established and must be followed by a student wishing to pursue a grade grievance. This procedure is available in the Office of Vice President for Academic Affairs.

**Academic Probation**

Any student whose GPA is below 3.0 will be considered to be on academic probation and may be required to obtain written permission from the program director before registering for additional course work.

**Program Dismissal**

A student whose cumulative GPA is below 2.7 after completion of 18 credit hours will be dismissed from Graduate Studies.

Any student placed on academic probation or dismissed can submit a request for change of status. For more information, contact the dean of the appropriate college.

**Academic Policies**

**Full-Time Student Registration Status**

To be considered a full-time student at the University, candidates must maintain registered status for nine credit hours per term, or a total of 19 credit hours per academic year, with a minimum of nine credit hours each semester.

Trimester schedule programs (Fall/Spring/Late Spring) require full-time students to maintain registration for 9 credit hours per term, or a minimum of 24 credit hours per academic year.

Full-time student status is not calculated for Summer sessions.

International students (on an F-1 visa) must enroll for nine credit hours each term, Summer sessions excluded.

**Time Limit for Degree Completion**

A student must complete all the requirements for the degree within six years of the date of completion of the first course in the program. An extension of the time limit for completion of the degree can be granted only by the dean of the college after consultation with the appropriate program director.

**Research Projects and Independent Study**

Many programs allow or require students to participate in research projects and/or courses of independent study. In both instances, these require prior approval by the academic program director and dean of the college, and close supervision by a faculty member. Students should consult with the academic program director about their interest in a research project or independent study, and must obtain the necessary approval before registering for a research project or independent study course.

In research designs proposing to use human subjects, students are required to seek approval from the University’s Human Subject Review Committee before engaging in their research project. For further information, contact the dean of the appropriate college.

**Thesis**

A thesis may be required, encouraged or be an option of a student’s graduate program. Since a thesis is a special form of original research, it requires
careful supervision by either an individual faculty member or a program thesis committee. Students considering a thesis should discuss their interest with the appropriate program director and should be familiar with and follow the procedures outlined in the Thesis Manual, which is available through the office of the dean of the appropriate college. For specific thesis requirements, see the Academic Programs section and accompanying Course Descriptions sections in this catalog.

**Academic Procedures**

**Registration**

Students should consult with their advisor or the department office on their course of study and verify that all course prerequisites have been met according to the Graduate School catalog.

Students should consult the specific Course Descriptions in this catalog or the Graduate Schedule of Classes prior to registration to be certain all prerequisites are met.

Registration forms are located in the schedule and on the web. Students may submit their registration by mail, fax or in person to the Registrar's Office. All students will be admitted into courses in the order in which registrations are received.

**Mail**

Office of the Registrar  
Sacred Heart University  
5151 Park Avenue  
Fairfield, CT 06432-1000

**Fax**

(only with credit card payment)  
203-365-7509

**In Person**

(Registrar's Office hours)  
Monday–Thursday: 8:30 AM–8 PM  
Friday: 8:30 AM–4 PM

Any outstanding balances must be paid before course registration. No student will be permitted to attend class unless officially registered.

Upon completion of the registration process, verification with room assignment(s) will be given or sent to students. Room schedules with any late changes or TBA designations are posted on the bulletin boards near the Registrar's Office in the Academic Center on the Fairfield Campus, and on the Registrar's web site: www.sacredheart.edu/registrar.

**Registration Conditions**

The University reserves the right to change class schedules or instructors at any time. In the event a course is cancelled, full refund of tuition and fees for the course will be provided to all registered students.

Registration deadlines are listed in the Graduate Schedule of Classes, published prior to the beginning of each term in paper booklet form and on the Registrar's web site. Students who register after the registration deadline will be charged an additional fee.

**Measles and Rubella Immunization**

Connecticut law requires students born after December 31, 1956, to provide proof of two doses of measles vaccine administered at least one month apart. The first dose of vaccine must have been given after the student's first birthday and after January 1, 1969; the second dose must have been given after January 1, 1980. The student is also required to provide proof of one dose of rubella vaccine administered after the student's first birthday. Laboratory evidence (blood tests) of immunity is acceptable in lieu of administration of vaccine.

All students must be in compliance with this state law before registering.

For further information regarding immunization requirements, contact the University’s Health Services Office at 203-371-7838.
In-Process Student Registration
Qualified students who have not yet completed the application process, or who have not received an admissions decision on their application, may register as an in-process student. Students may complete a maximum of nine credit hours under this designation, and six credits for teacher certification students (except for MBA students, see below).

Students are required to complete the admissions process before their next registration. In-process Education students who are seeking their initial teacher certification must meet with and have their transcripts reviewed by a faculty advisor from the Education Department prior to registration. A completed in-process form, approved by the program director, must be submitted at the time of registration.

In-process MBA students must have their transcripts reviewed by and obtain written authorization from the MBA program director prior to registration. Students in this category are allowed to register for one term only under this designation.

In-process registration does not guarantee admission into a graduate program.

Course Prerequisites
Students are expected to be familiar with course prerequisites and to meet those requirements before a course is taken. Information regarding course prerequisites can be found in this catalog and/or supplied by the appropriate academic program director. Exceptions to a prerequisite must be approved in advance by the academic program director. Credit may be denied to a student who takes a course without the proper prerequisites.

Course Changes—Add/Drop
Students are permitted to change their course selection only within the first week of the semester or trimester. A nominal charge for changes is assessed. The procedure for program changes is available at the time of registration from the Office of the Registrar. The procedure must be followed to ensure course registration and the proper issuance of a refund as listed in the Costs and Financial Assistance chapter in this catalog. Students may not add a course after the first meeting of the class without written permission of the course instructor.

Course Withdrawal
If withdrawal from a class or the University becomes necessary, students should obtain an official withdrawal form from the program director and return the completed form to the Registrar. Official withdrawal is necessary to assure proper entry on the transcript and to issue any refund(s). Course withdrawals are permitted within the first five weeks of a semester or trimester without penalty (grade of W ['Withdrawal'] is issued). After the end of the fifth week of the semester or trimester, the withdrawing student could receive a grade of WF ('Withdrawal Failure'), which carries a penalty. The student may withdraw without penalty (grade of W or 'Withdrawal') only with the approval from the instructor, program director and Registrar. A student's failure to properly withdraw will result in the issuance of a WF ('Withdrawal Failure') grade. Phone/fax withdrawals are not accepted. Students who withdraw unofficially are still responsible for all tuition and fees.

Substitutions and Waivers
In order to maintain academic quality and integrity, no student will be granted a substitution for a course or credits, unless it is in accordance with the University's policy. A substitution may be granted at the discretion of the department chair/program director for any course in the respective discipline.

Based on the appropriate documentation, a student is granted permission to fulfill a specific
Course requirement with a course having many of the components as the original.

Requests for a substitution not stemming from a disability may be forwarded directly to the appropriate department chair/program director. Only upon approval from the department chair/program director may the request be forwarded to the Registrar's Office.

If the basis for the requested substitution is a learning or physical disability, the student must submit verification of the disability to the Director of Special Services prior to the request for the substitution. If the Director of Special Services concludes that the documentation is deficient or inconclusive, the director may require further documentation to establish the disability. The cost of the documentation shall be borne by the student. Once the student's documentation has been accepted by the director of Special Services, the student may forward his or her request to the appropriate department chair/program director for determination of the substitution, if appropriate.

All waivers and substitutions must meet the requirements of any academic program accredited and/or licensed by an outside accrediting body or governmental agency.

Transcripts
The transcript is the student's official academic record. Official transcripts are sent to other universities, graduate schools or prospective employers at the request of the student through a Transcript Request Form (available in the Office of the Registrar) or a written request. A fee is charged for each transcript requested. Transcripts will be withheld if the student has a financial obligation to the University. Two weeks should be allowed for the processing of a transcript.

Application for Graduation
To receive a degree, a student must complete all requirements for that degree as listed in the catalog in effect at the time of admission into the program. All students eligible for a degree must apply for graduation candidacy with the Registrar at least one semester before completing the degree. Failure to comply may result in a delay of receiving the degree by a semester. The Commencement Convocation is held once a year, in May. All graduates of the August and December degree completion date are invited to the Commencement Convocation the following May.

Students will be billed a graduation fee upon submitting the application for graduation. The graduation application fee is not refundable. In the event the student does not complete the requirements for the degree within one year of the originally indicated date, a new application including a new application fee will be required.

Students completing a credit certificate must submit an application for the certificate at least one semester in advance of completing the requirements. Failure to comply may result in a delay of receiving the certificate by a semester. There is no fee for the credit certificate at this time.
Academic and Community Resources and Student Services
ACADEMIC AND COMMUNITY RESOURCES AND STUDENT SERVICES

Academic Resources
Sacred Heart University currently has 13 buildings on its 56-acre campus in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health & Recreation Center opened September 1997, as did significant upgrades to the main academic facilities. Plans also call for expansion of the library and other improvements.

Academic Center
The Academic Center contains most classrooms and faculty, administrative and academic departmental offices. This includes the Academic Affairs and Provost offices, Campus Ministry, Public Safety, Registrar, Student Affairs and Student Government offices. It houses the faculty offices of Art, Biology, Chemistry, Communication Studies, Computer Science, Criminal Justice, Education, Modern Foreign Language, Music, Nursing, Physical Therapy, Political Science and Psychology. It is also a multipurpose activity center, housing the art studios, bookstore, chapel, computer center, dining hall, faculty lounge, Gallery of Contemporary Art, auxiliary gymnasium, mailroom/print shop, science and language laboratories, snack bar and the Center for the Performing Arts Theatre. Hawley Lounge serves as a student lounge and recreational activity center.

Bookstore
The bookstore is located on the first floor of the Academic Center, in the south wing. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University’s name and logo and related items.

Instructional Technology and Student Mobile Computing Program
Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to and has made a significant investment in computers, networking and other related technology. The University's network infrastructure provides support to 10 campus facilities comprised of a state-of-the-art fiber-optic Asynchronous Transfer Mode (ATM) backbone network. The network computing architecture supports over 5,000 simultaneous users at any given time.

Network services provided to the student community consist of 10- and 100-megabit data jacks for access to the University library, Internet and student e-mail 24 hours a day, 7 days a week. Direct dial-in phone lines accommodate commuter students for equivalent access to the University-networking infrastructure at up to 56 kilobits per second. Virtual private networking has recently been added to provide an alternative method of accessing Sacred Heart’s network from areas external to the physical campus.

The students’ computing laboratories are currently comprised of Pentium-class personal computers. Four laboratories are utilized for computer-related instruction, and the fifth lab, containing 20 personal computers, is accessible to any student, faculty or staff member for e-mail, library access, web browsing and class assignments. The current network-computing infrastructure has also been carefully designed to be Internet-2 compliant and ready. Most recently completed are 10 “smart” classrooms with fixed furniture for laptop use that can accommodate up to 40 students per room. The desks have data ports and electrical outlets for student use. In addition, there is a data/CATV connection at the front of the rooms for use by the instructor. There is also wiring for ceiling-mounted projection devices.

Recognizing the need to change its “social infrastructure” to promote greater use of technology by the faculty, the University opened the Office of Academic Computing and Instructional Technology in 1996. The goals of this office, which
is staffed by a full-time director and two graduate assistants, are to expose the faculty to technologies that are currently available and their application to curriculum, to train them in the operation of the technology and to ensure that the required infrastructure and equipment needed for implementation are in place.

In 1995, Sacred Heart University became the first university in Connecticut and the fourth in New England to require incoming freshmen to own a notebook computer that meets a specified standard (network connectivity to access the Internet, e-mail, University library and other libraries across the country and other networked resources). By Fall 1998, all of the University's full-time undergraduate students had notebook computers. The Sacred Heart University Student Mobile Computing program takes a proactive approach toward integrating technology across the curriculum. Faculty members are able to incorporate more on-line information into the curriculum and to use computers as a key component of classroom instruction; faculty and students are able to communicate using e-mail for homework assignments, questions and classroom discussion groups; and students are able to access the Internet for research projects. With the installation of the UMI Proquest system in the University library in 1995, students and faculty have been able to access more than 600 CD-ROM titles from any network port on campus. In 2000, the Ryan-Matura Library added Bibliomation to its long list of services.

Computer Facilities
Sacred Heart University offers a state-of-the-art campus network. The library, classrooms, residence facilities, health and recreation center and faculty and administrative offices are all networked. With its fiber-optic infrastructure, the University is positioned to support emerging technologies.

The University has established itself as a pioneer in the implementation of technology across the curriculum. In 1996, the Student Mobile Computing program was begun. A UMI Proquest system was installed in the Ryan-Matura Library. This enables users from any network connection on campus to access over 600 on-line CD-ROMs. All computers have Pentium-based processors. The University also supports a complete multimedia classroom. More than seven dual-processor campus servers support the labs and educational programs. The University has a Fractional T3 Internet connection and an ATM OC-12 backbone that provides support for a combination of OC-3 155Mbps ATM and Fast Ethernet 100Mbps segments. The ATM network also supports video, voice and data across the campus. The routers provide high-speed connectivity to Wide Area Network segments.

The network components are configured to operate in virtual LANs (VLANs). Each VLAN configuration is based on logical groupings (i.e., faculty, administrators group, a student group and a resource group). The network is planned to accept Gigabit Ethernet.

Administration Building
The Administration Building houses the President's office, University College and College of Business faculty and staff offices, and some faculty offices for the College of Arts and Sciences. Media Studies is also housed in the building.

Curtis Hall
Curtis Hall, named after the University founder, the Most Reverend Walter W. Curtis, D.D., Bishop of the Diocese of Bridgeport, houses the offices of Undergraduate and Graduate Admissions, Student Financial Assistance and Career Development. The Community Room also is located in the center.

Ryan-Matura Library
The Ryan-Matura Library is the place to go for information, whether it is the answer to a factual question or extended research for a term paper.
Librarians are available at all times at the reference desk to answer questions and assist students in doing research. Instruction sessions are also conducted for class groups to make them familiar with the library and the research process. If the library does not own a desired resource, librarians help students find it in other libraries, in commercial databases or on the Internet.

Most areas of the library are automated and require no special expertise to use these resources. All the workstations have user-friendly software that both speeds up and simplifies the research process.

The CARL on-line public catalog provides access to books in this library and to books in all other CARL libraries around the country, including Hawaii. The catalog can be accessed from outside the library via the Internet. There are separate on-line search services to libraries throughout the world and to commercial databases.

Periodicals and periodical indexes including newspapers are found in paper, film and electronic format. Any book or periodical not found in the Ryan-Matura Library can be obtained from another library or a commercial service. Quick service for periodical articles is provided via fax for a fee.

At present the Ryan-Matura Library holds 180,000 print volumes and 83,000 nonprint items including audiovisual (AV) and 2,150 periodical subscriptions, which include a significant number of full-text electronic journals available via more than 25 electronic index and abstracting databases or reference databases, reachable from links on the library home page to the Sacred Heart community.

The library also houses the Jandrisevits Learning Center, offices for the Institute for Religious Education and Pastoral Studies and the Schine Auditorium.

Jandrisevits Learning Center
The Jandrisevits Learning Center (JLC) is located in the lower level of the Ryan-Matura Library. Staffed by highly experienced faculty tutors and well-trained peer tutors, the JLC provides a warm, friendly learning environment where the needs of individual students are the primary concern. The JLC also provides specialized tutoring for students with learning disabilities (LDs) as well as for students who are linguistically diverse (EFL). An Adaptive Technology Laboratory is available for students with visual, auditory, physical or learning disabilities.

Federally Mandated Services Disclosure Letters. At the written request of students, the Director of Special Services writes letters to some or all of the students' professors which clearly states the nature of the disability and the appropriate classroom accommodations.

Extended-Time and Separate Environment Testing. Extended-time testing (usually time and a half or double time) takes place either in classrooms designated by professors or in a separate, secluded environment within the JLC.

In-Class Notetaker. In-class notetakers are fellow students who are also taking the class. By agreement, these students make carbon copies of their notes or allow students in need to duplicate notes on a copy machine paid for by the JLC Disabilities Office.

Interpreting and/or Technical Services. Deaf or hard of hearing students can request either an oral interpreter or an American Sign Language interpreter. If they do not use interpreters, but have a significant hearing loss, technology can be requested to assist in understanding classroom lectures and obtaining notes.

Alternative Forms of Testing. Depending on the students' documentation and disabilities, the Special Services Office negotiates appropriate alternative testing methods on a case-by-case basis.
Course Substitutions when Appropriate. A course substitution policy enables physically and learning challenged students on a case-by-case basis to request previously approved alternatives in place of specific required courses, but only when it is clear that the required courses would severely disadvantage students’ ability to successfully compete in those courses.

Classroom Learning Assistants Program. Tutoring in disciplines-across-the-curriculum is provided for all Sacred Heart students free of charge by graduates and undergraduates in the Classroom Learning Assistants Program (CLA). The CLAs are responsible for providing students with a full set of notes for the class, assisting them with tests, study or paper preparations.

Books on Tape. Students can be provided with recorded books either through Sacred Heart’s institutional membership with Reading for the Blind and Dyslexic (RFB&D), or by creating books on tape within the University’s Adaptive Technology Lab.

Additional Billable Services

I.D. Trained Specialists. The Director of Special Services, along with LD specialists, collectively provide services day and evening for a total of 35 hours a week, assisting students with special needs on a one-to-one basis. These tutors have expertise in specialized pedagogy for the learning disabled and, thus, provide services over and beyond those offered by the University’s regular tutorial program.

Transcription of Taped Notes. Professional transcribers collect students’ tapes on a regular basis and provide them with a complete set of typed notes.

Technical Services. A closed-caption note-taking system provides notes for students who choose to avail themselves of an additional academic accommodation beyond those required by law.

Content Tutors. Tutoring in disciplines-across-the curriculum is provided for all Sacred Heart students free of charge by graduates and undergraduates in the Classroom Learning Program. While students with disabilities do attend group CLA tutoring sessions, some also need the special expertise of faculty tutors—over and beyond what is provided by tutors in the Classroom Learning Program—to provide them with individual assistance on a regular basis.

Hired Scribes. An upperclass student not registered for the class who attends the class for the sole purpose of taking notes for the student requesting the service is available. Scribes are paid not only for taking class notes but also for assisting with homework assignments.

Academic Coaching. A personal service is available that assists learning and physically challenged students to develop organizational life-skills that will foster independence and increase their opportunities for academic success.

Appointments: Call 203-371-7820, or come to the JLC, located in the lower level of the Ryan-Matura Library.

Residence Halls

The University currently houses students in six different areas: South Hall, West Hall, East Hall, Jefferson Hill, Park Ridge Apartments and Avalon Gates. These offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments, including the Avalon Gates townhouses.

The William H. Pitt Health and Recreation Center

The William H. Pitt Health and Recreation Center is home to the Pioneer men’s and women’s basketball and volleyball programs. The three-level, 141,000 square foot complex features four multi-purpose basketball courts, which can be easily
converted for indoor tennis or convention use, and seats 2,100 for basketball.

The main level of the Pitt Center also houses the Sacred Heart University Sports Medicine and Rehabilitation Center, a joint private practice/University venture offering many specialized clinical rehabilitation and wellness services in conjunction with academic-based faculty therapists, in a facility that features state-of-the-art physical therapy equipment.

The Health and Fitness Center is located on the lower level of the Pitt Center. Offering a wide range of fitness equipment and classes, the 5,000 square foot facility features an enclosed aerobics studio and main fitness area, where the latest generation of cardiovascular exercise machines and free weight equipment can be used. Locker rooms for both the Pioneer athletic teams and Health and Fitness Center members are adjacent to the fitness area and are equipped with saunas, whirlpools and steam rooms. The upper level of the Pitt Center houses the Department of Athletics suite of offices and the Board Room, which serves as a meeting/reception room for the Board of Trustees and other on-campus organizations.

**Campus Field**

Campus Field is the home of the Pioneer football, men’s and women’s soccer, field hockey, men’s and women’s lacrosse, and men’s and women’s outdoor track and field teams. Built in 1993, Campus Field features a synthetic-surface, multi-purpose field with inlaid lines for the sports listed above. The field is surrounded by an eight-lane synthetic-surface running track available for competition and recreational use. With a seating capacity of 3,500, Campus Field is an ideal location for large-scale events and has been host to athletic tournaments, graduations and outdoor fairs. Adjacent to Campus Field are six state-of-the-art tennis courts constructed in 1995. Rounding out the outdoor athletic facilities, and adjacent to the Sacred Heart tennis courts, is the Pioneer softball field, which also had a new field installed in 1995.

**Park Avenue House**

The offices of the Center for Mission Education and Reflection, Institutional Research, Personal Counseling Services and Health Services are located in the Park Avenue House at the southeast corner of the campus.

**Schine Auditorium**

The Schine Auditorium, located in the lower level of the Ryan-Matura Library, provides an appropriate setting for lectures, workshops, academic convocations and other special programs. To reserve the 220-seat auditorium, call 203-371-7846 between 8:30 AM and noon, Monday through Friday.

**Community Resources**

**Center for Christian-Jewish Understanding**

The Center for Christian-Jewish Understanding (CCJU) is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians and educators in various modes of interaction to focus on current religious thinking within Christianity and Judaism.

As each tradition reevaluates attitudes toward the other, the center fosters the exploration of the major philosophical and theological issues on the frontier of the Christian-Jewish dialogue as these are formulated by scholars at the international and national levels.

The center’s mission is to develop programs and publications to overcome deep-seated antagonisms, based on centuries of hostility and mutual estrangement, that recent progress has not yet healed. It hopes to foster greater knowledge and understanding of the religious traditions of Christianity and Judaism and the history of their relationship, and to provide a forum for dialogue. It promotes independent research and serves as a
vehicle for processing and circulating its findings to appropriate institutions around the world.

For further information about the CCJU, call 203-365-7592 or visit its website at www.ccju.org.

**Center for Mission Education and Reflection**
The Center for Mission Education and Reflection was established in 1998 to further advance a mission-focused ethos throughout the University by providing varied opportunities for reflection and conversation on the University's mission and Catholic identity. Serving faculty, administrators, staff and students, the Center provides orientation programs, resource materials and opportunities for professional development. The office and resource library of the Center are located on the first floor of the Park Avenue House.

**Center for Professional Development at University College**
The Center for Professional Development also provides customized on-site training for employers that is affordable, tailored to meet specific needs and conducted at the employer's convenience.

Course offerings are diversified and include topics in personal growth and enrichment, exploration of new interests, investigation of new careers, development of business networks, enhancement of job skills or development of new skills to enter a new field. New Professional Development classes, institutes, workshops and seminars are being developed constantly. Specific scheduling and information is available through University College at 203-371-7830 or toll-free in Connecticut at 1-888-SHU-EDU-1.

**Center for the Performing Arts**
The Center for the Performing Arts enjoys a well-deserved reputation as a valuable resource for southwestern Connecticut's cultural life. It attracts thousands of guests annually to its program of performances and public forums.

The Center's resident professional theater company, complemented by talented students from the University, produces several musicals each year. Its 800-seat auditorium hosts theatrical programs staged by the University's students, and community organizations regularly hold public events there.

The Center for the Performing Arts has hosted such luminaries as Alicia de Larrocha, Julie Harris, James Earl Jones and James Naughton. In addition, thousands of school children are entertained and educated at special events, and hundreds more participate each year in the Summer Cabaret workshops. For further information, call the Center's box office at 203-374-2777.

**Gallery of Contemporary Art**
The Gallery of Contemporary Art presents exhibits of contemporary works of art in a wide variety of approaches and media. The gallery offers six exhibits annually, which include a Student Exhibit, an exhibit of the Art faculty's work and four exhibits by professional artists. Most exhibits have associated lectures. Gallery hours are Sunday 12 to 4 PM and Monday through Thursday 12 to 7 PM.

The gallery also administers the University's Collection, the Sculpture on the Grounds program and the Voluntary Percent for Art program. For further information, call the gallery at 203-365-7650.

**Hersher Institute for Applied Ethics**
Established in 1993, the Hersher Institute for Applied Ethics serves both the University community and the wider Fairfield County community by addressing issues of major ethical concern. The institute assists Sacred Heart University faculty from all disciplines to raise and examine broad ethical concerns and issues specific to their respective disciplines.
The Hersher Institute brings speakers to campus to address the faculty and provides training for integrating ethical viewpoints into the University curriculum. The institute supports the University's wider mission by co-sponsoring, with other departments and institutes, colloquia and conferences that raise important ethical questions for the University scholarly community and the general public. For further information, call 203-365-7657.

Institute for Religious Education and Pastoral Studies (REAPS)
The Institute for Religious Education and Pastoral Studies (REAPS) provides laity, clergy and religious students with opportunities for professional training and personal growth related to Catholic education, pastoral and ethical studies, religious education, sacred art, spirituality and other chosen fields of Church ministry. A primary focus of the institute is the formation of Catholic schoolteachers and those in pastoral and catechetical ministry. It also provides specialized formation for those in pastoral care and the healing professions, spiritual direction and workplace ethics. The institute helps qualify individuals through graduate-level, group and directed individual learning for Church-related positions.

REAPS sponsors over 35 distinct programs at multiple sites throughout the state of Connecticut, as well as annual programs in Florida and in Europe. The REAPS offices are located on the upper level of the Ryan-Matura Library and may be reached by phone at 203-371-7867, by fax at 203-365-4798 or by e-mail at reaps@sacredheart.edu.

Radio Stations
The professionally operated WSHU-FM, located in Jefferson House, is a 20,000-watt station at 91.1 (FM). The station is qualified by the Corporation for Public Broadcasting and is a full member of National Public Radio, one of only two such stations in Connecticut and 312 nationwide. WSHU-FM offers classical music, news and public affairs to listeners in Fairfield County, Connecticut, and parts of Long Island, New York. WSHU operates five translators: 90.1 FM serving Stamford, Connecticut; 93.3 FM in Northford, Connecticut; 105.7 FM serving central Suffolk County, Long Island, New York; 91.3 FM in Huntington Station, New York; and 103.3 FM in Noyack, New York. The University also operates two news/talk stations: WSUF at 89.9 FM, a 12,000-watt station with transmitting facilities in Greenport, New York; and WSHU-AM at 1260 AM, a 1,000-watt standard broadcast station in Westport, Connecticut.

Student-run WWPT, a 390-watt station at 90.3 FM, offers rock music, news and public affairs programs. WHRT is the student, on-campus-only radio station, programmed by and for students.

The production and on-air studios, record library and newsrooms of the radio stations serve as learning laboratories for Media Studies and other disciplines.

SHU-String Community Music Center
The SHU-String Community Music Center provides noncredit music instruction for students of all ages, grade school through adults. Private lessons in violin, viola, cello, double bass, classical and popular guitar, recorder, voice and piano are offered, as well as classes for preschoolers and computer-assisted music. The faculty, some of whom are also University music faculty, are all outstanding artist-teachers. The center provides an opportunity to enrich the quality of life through the study and performance of music. The SHU-String Faculty Ensemble is the University's resident ensemble.

SHU-Community Chamber Orchestra
The SHU-Community Chamber Orchestra provides opportunity for community and student musicians to play alongside each other and to perform a wide variety of music for small orchestra. Monday evening rehearsals culminate in concerts at the University each semester and additional performances in the community.
**University Chorus**
The University Chorus is a contemporary music group for all who enjoy singing. Vocal skills and musicianship are developed through weekly rehearsal and public performance of modern arrangements that feature the best of America's entertainment music.

**Student Services**
Sacred Heart University offers graduate students a wide array of services at minimal or no cost. Students are encouraged to use these resources, many of which maintain evening hours, for the betterment of their academic and professional development experience at the University.

**Campus Ministry**
The office of Campus Ministry provides opportunities for persons of all faiths and religious traditions to share in the life of the faith-filled University community. Campus Ministry serves students, faculty, staff and the local community through daily liturgies, pastoral counseling, special projects, special events and programs.

Campus Ministry responds to student needs for worship; integration; reflection time; social interaction; meaningful discussion of life issues; responsible social action for justice; and exploration of moral, religious and relational issues.

The Eucharist is celebrated on Sundays and weekdays during the academic year. In addition, the University-wide liturgical celebrations mark special days and seasons. Other interfaith worship and prayer opportunities are provided regularly.

**Career Development**
The Career Development Office offers a variety of services to enhance the graduate student's professional development. Students have the opportunity to meet with staff members as well as attend workshop sessions.

The University hosts several job fairs annually. Recruiting visits from corporations have included GE Capital, John Hancock, Pitney Bowes, Xerox and Peat Marwick. The Career Development Office annually posts thousands of full- and part-time positions for undergraduate and graduate students. In addition, the office lists job openings and internship opportunities and maintains a career library with information on various occupations, employers and companies.

**Council of Graduate Students**
The Council of Graduate Students serves as a voice to the University administration on behalf of the graduate student community. Its membership includes representatives from each graduate area of study and meets regularly with members of the faculty and administration. The council sponsors programs to improve the quality of the graduate student experience.

**Counseling Center**
The Counseling Center provides support services for all students. Professional counselors are available for individual and/or personal counseling sessions. Personal development workshops are offered by the center as well as group and topical counseling sessions.

**Dining Services**
The University has a contract with FLIK, a professional food service corporation, to provide meals to students. The University Dining Hall and the Marketplace offer dining service à la carte throughout the day and evening.

**Health and Recreation Center**
The William H. Pitt Health and Recreation Center complex includes an aerobics room, weight and exercise equipment rooms, indoor track, volleyball and basketball courts. The complex also houses a professional physical therapy clinic (which is open to the public) in conjunction with the graduate Physical Therapy program. Students may use the facility during scheduled hours. Fees may apply. Contact Gary Reho, Pitt Center director, at 203-365-7533.
Graduate students are encouraged to participate in the University's intramural athletic program. The University sponsors competition in sports such as flag football, basketball and softball.

**Health Insurance**

All full-time graduate students must show proof of health insurance coverage. Graduate students who attend at least half-time (6 credits per term) are eligible to enroll in the University's student health insurance program. All international graduate students are required to participate in the insurance program. Information regarding specific coverage under student health insurance should be directed to the Health Services Office, 203-371-7838.

**Health Services**

Health Services offers daily first-response treatment for minor health-related issues. The office is staffed by registered nurses, and a physician is available for appointments twice a week at a direct cost to the student or his or her insurance carrier. Health Services can also make referrals to local health care facilities and has a discount arrangement with a local pharmacy that will deliver to campus. Graduate students may fulfill their immunization requirements through Health Services. Contact Sheila Wheeler, R.N., director, at 203-371-7838.

**International Multicultural Center**

The University provides academic and social support to its growing number of international students. The Office of International and Multicultural Affairs is a part of the University's Student Life Department and can be reached at 203-365-7614.

All international students are encouraged to use the University services to seek assistance for their concerns and to become involved in campus activities. University services include the English as a Second Language (ESL) Program, the International Club and an International student advisor.

**International Student Visa Certification**

An international student requesting an application for a student visa (F-1) must be accepted to the University in a full-time program of study. Since federal and/or state financial assistance is not available to international students, the student is also required to present certified evidence of sufficient funding to cover education and living expenses.

If, after attending the University, the student decides not to return, notification must be made in writing to the Office of International and Multicultural Affairs. If a student wishes to travel during the authorized time of study at the University, he or she must present a current I-20 form to the Office of International and Multicultural Affairs for certification prior to departure.

A student not following the regulations of the U.S. Department of Justice Immigration and Naturalization Service is considered out of status and may be subject to deportation from the United States.

**Public Safety and Parking**

The Department of Public Safety, located in the Academic Center, provides 24-hour security patrols on the Fairfield campus. The department also provides a personal escort service after dusk, motor vehicle assistance (unlocking a door, providing battery jump starts), immediate emergency response and the investigation and documentation of incidents on campus.

Department of Public Safety Telephone Numbers

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<tr>
<th>Routine Business</th>
<th>203-371-7995</th>
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<tr>
<td>EMERGENCIES ONLY</td>
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<td>Fax</td>
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<td>Locksmith</td>
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<tr>
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Parking decals are required for students who take courses at the Fairfield campus. Permits must be...
obtained at the beginning of the academic year, or first term in which a student is enrolled.

**Sports Medicine and Rehabilitation Clinic**

The University operates two physical therapy and hand therapy clinic facilities, one on campus affiliated with the academic program in Physical Therapy, and one in Shelton, Connecticut. The on-campus clinic is located in the William H. Pitt Health and Recreation Center. The clinics provide physical therapy and hand therapy services to students, employees and the public. Clinic staff includes members of the Physical Therapy program faculty as well as several staff members who are advanced clinicians in orthopedic, sports physical therapy and hand therapy. All are licensed physical therapists. The clinics operate 5 days a week, 12 hours a day. Clinic service is also closely affiliated with the University's Athletic Training program to serve the rehabilitation needs of our student-athletes.

The clinical facility features the latest technological equipment in isokinetic testing with a new Biodex II system, a full range of orthopedic and sports physical therapy evaluation resources, a therapeutic pool and a full hand rehabilitation center. Patients may take advantage of the comprehensive fitness facilities of the William H. Pitt Health and Recreation Center under the supervision of a physical therapy staff member. The clinics are authorized providers for most major medical insurance carriers. For further information, call 203-396-8181.

**Student Activities**

The Office of Student Activities sponsors concerts, lectures and other activities for the University community. Graduate students are welcome to participate in these and other campus activities, such as band, chorus and co-curricular interest groups. Fees or admission charges may apply.

**University Housing**

The Residential Life staff works with undergraduate and graduate students who choose to live on campus to create an active residential community. University housing is available to single graduate students who attend the Fairfield campus. Housing accommodations range from rooms in residence halls to apartment-style living. Contact the Office of Residential Life for further information on campus housing at 203-416-3417.
Expenses and Student Financial Assistance
EXPENSES AND STUDENT FINANCIAL ASSISTANCE

Tuition and Fees
(Academic Year 2000-01)

General Information
Tuition at Sacred Heart University is based on credit hours. The charge per credit hour varies for each graduate program.

All tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made.

A degree will not be conferred and a transcript will not be issued until all financial obligations to the University have been met.

Tuition
MBA Program $425/credit
Chemistry 395/credit
Computer and Information Science 395/credit
Education 365/credit
Health Systems Management 425/credit
Nursing* 395/credit
Occupational Therapy* 17,505/year
Physical Therapy 7,754/semester
Religious Studies 370/credit
Audit Tuition 425/course

Mandatory Fees
Registration Fee $60/term
Library Fee 15/term
Student Council Fee 15/term
Full-time Graduate College Fee 175/term

Other Fees
Change of Program Fee $5/change
Deferred Payment Fee 45
Graduation Fee 95
Late Registration Fee (applied the first day of the term) 60
Readmission Fee (not enrolled between 3-6 terms) 15
Student Teaching Fee 120

Tuition Discount
Diocesan Discount
MAT students employed as teachers by the dioceses of Bridgeport, Hartford or Norwich are eligible for 33 percent tuition discount. Contact Student Accounts at 203-371-7925.

Payment Options
All payment programs are administered by Student Accounts. The University accepts payment in full by cash, check, credit card (VISA, MasterCard, American Express or College Card) or money order. Checks are to be made payable to Sacred Heart University. Credit card payments cannot be accepted over the phone; they must be authorized in writing with each payment due. Payment in full is due at time of registration. The University offers a deferred payment plan as well as employer reimbursement plans. For further information regarding payment options, contact Student Accounts at 203-371-7925.

Deferred Payment Plan
A deferred payment is available during regular terms and the Summer term. A signed promissory note must be submitted at time of registration as well as payment of a nominal deferred payment fee. Deferred payment deadlines are posted in the course schedule.

Employer Reimbursement
This program enables graduate students to register for a term without tuition payment at the time of registration. Further information regarding the Employer Reimbursement program can be obtained from the course schedule or from Student Accounts at 203-371-7925.
Direct Billing to Employers
The University has established direct billing procedures with several area employers. Students who work for these companies may register and the University will send a tuition bill to the employer. Interested companies and students should contact Student Accounts at 203-371-7925.

Withdrawal/Refunds
Withdrawals from courses must be made in person through the Office of the Registrar. Official withdrawal is necessary to assure the proper entry of grades on the transcript and the determination of any refund, if applicable. Refunds, which are issued by Student Accounts, are based on the full tuition charges. Failure to withdraw properly will result in the issuance of a withdrawal/failure (WF) grade. Those who improperly withdraw will be charged full tuition.

Registration and lab fees are nonrefundable unless the course is canceled. Federal regulations require that veterans follow the University's withdrawal procedure or be liable for repayment of any benefits received. All refunds will be based on the refund schedule and determined by the date of notification to the Registrar's Office, not the date of the last class attended.

Students must contact Student Accounts to receive a refund. Refunds take four to six weeks to process. Refunds are only given to students who have no outstanding balances.

Tuition refunds are based on the full tuition charge:
- 100% Before the first class
- 80% Before the second class
- 60% Before the third class
- 40% Before the fourth class
- 20% Before the fifth class
- 0% After the fifth class

Refund Allocation Policy for Federal Financial Aid Funds
A statutory pro rata refund applies to any student who is a recipient of federal financial aid funding (Title IV), and who is attending school for the first time and leaves the school on or before the 60 percent point in the enrollment period for which he or she has been charged.

If the statutory pro rata does apply, the University will compare its institutional refund policy to the refund policy described in the Federal Student Financial Assistance General Provisions and make the larger refund of the two.

Refunds to Federal Title IV Programs are made in this order:
1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV aid programs
8. Other federal sources of aid
9. Other state, private or institutional aid
10. The student

Refund examples are available in the Student Financial Assistance Office. (After July 1, 2000, please check with the office for the refund policy in place for federal financial aid recipients.) It is important to discuss withdrawal and refund as they pertain to the individual student, and their implications for federal student loan repayment and future eligibility for financial assistance.

Financial Assistance
Qualified graduate students may be able to obtain financial assistance through a variety of programs. For further information on any of the programs listed below, contact the Office of Student Financial Assistance at 203-371-7980, or the sponsoring department.

Federal Stafford Loans
Graduate students who have been fully matriculat-
ed into the University may be eligible to receive a federal Stafford Loan. This program is administered by the Office of Student Financial Assistance and each loan applicant is required to file a Free Application for Federal Student Aid (FAFSA) form with the Department of Education. Once a FAFSA form is processed and the information has been received by the University, the Office of Student Financial Assistance will assist the student in completing a loan application. Full-time students may borrow a maximum of $18,500 per year from the Stafford program, both subsidized and unsubsidized. Payment begins six months after graduation and the student has 10 years to repay the loan.

**GRADEXCEL Loans**

GRADEXCEL Loans are based on a student's future potential earnings rather than current income and credit worthiness. Students may borrow up to $7,500 per year. Payment begins six months after graduation and students have 4 to 20 years to repay the loan. This program is offered by Nellie Mae and the Educational Resources Institute. Information may be obtained from the Office of Student Financial Assistance or Nellie Mae at 800-634-9308.

**Graduate Research Assistantships**

A limited number of graduate research assistantships are available. Assistantships usually carry some tuition remission as they assist faculty with research projects. Students should contact the department directly concerning availability and eligibility requirements.

**Graduate Staff Assistantships**

A limited number of graduate staff assistantships are made available to graduate students who are fully matriculated and attend school on a full-time basis. Staff assistantships are chosen by the sponsoring administrative department and often pay a stipend as well as some tuition remission. More information may be obtained from the Office of Graduate Admissions at 203-365-7619.

**Residence Hall Directors**

Several residence hall director positions are available through the Office of Residence Life and Housing Services. These are live-in positions and are usually filled by those who are interested in pursuing a career in student services. Residence hall directors are fully matriculated students who attend school on a full-time basis. Criteria are very selective and hiring decisions are made in the spring for the subsequent Fall term. For further information on this program, contact the Office of Residential Life and Housing Services at 203-416-3417.

**VA Eligibility Programs**

Veterans and possibly their dependents are eligible for educational benefits in accordance with Title 38, Chapters 30–35 of the United States and Title 10 USC Chapter 106. Interested veterans should contact the Registrar's Office, Monday through Thursday, 8:30 am to 4 pm and Friday from 8:30 am to 1 pm. For additional information regarding eligibility, call the Veterans Administration at 1-800-827-1000.
The College of Arts and Sciences is the largest, and the most diverse, of the four colleges at Sacred Heart University. The college offers Bachelor of Arts and Science degrees; Associate in Arts and Science degrees; Master's degrees in Chemistry, Computer Science and Religious Studies; and a variety of minors.

The degrees are offered through 11 academic departments: Art; Biology; Chemistry; Computer Science; History and Political Science; Languages, Literature and Media Studies; Mathematics; Philosophy and Religious Studies; Psychology; Sociology, Social Work and Criminal Justice; and Special Programs.

Chemistry

Dbia A. Habboush, Ph.D., Director
Phone: 203-371-7933
E-mail: habboushd@sacredheart.edu

Chemistry Laboratories

The University has seven chemistry laboratories serving the needs of inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, biochemistry, environmental chemistry and computational chemistry. These laboratories contain the following: major spectroscopy, chromatography, electrochemistry and GC-MS equipment.

Spectroscopy

The following spectroscopy equipment is in use at the University: Bomem MB-100 and Perkin Elmer Spectrum One FT-IR spectrometers; Perkin Elmer 559 and Perkin Elmer Lambda 3B and Lambda 20 ultraviolet/visible spectrophotometers; Perkin Elmer LC 55 ultraviolet/visible/near infrared recording spectrophotometers; Perkin Elmer LS 5 luminescence spectrometer; Perkin Elmer 1420 ratio recording infrared spectrophotometer; Perkin Elmer 1310 recording infrared spectrophotometer; and a Perkin Elmer 373 atomic absorption spectrometer.

Chromatography

The University's chromatography equipment includes: Gow Mac 550P; two Gow Mac 400 series gas chromatographs; and a Rainin Rabbit-HP HPLC system.

Electrochemistry

Electrochemistry equipment includes: EG&G Parc 384 polarographic analyzer; EG&G Parc 254A polarographic analyzer/stripping voltammeter; EG&G Parc 303A SMDE electrode; EG&G Parc 616 RDE electrode; Linseis LY1900PL X-Y-T recorder; and an Eberbach electrogravimetric analyzer.

GC-MS

The University's Performance Plus Hewlett-Packard 6890 GC-MS system includes: 6890 series GC, MSD, MS software, flame ionization detector with EPC, purge-and-trap liquid sample concentrator, Wiley Library of 138,000 MS spectra and NIST library chemical structure database.

Additional Equipment

Rudolph Autopol IV Automatic polarimeter; four Perkin-Elmer MBA-2000 Fiber Optics UV/VIS spectrophotometers, a Sybron/Barnstead photochem organic carbon analyzer, Johnson Matthey magnetic susceptibility balance, Jenway PFP7 flame photometer and Plas Lab acrylic glass dry box are also available at the University's chemical laboratories.

Master of Science in Chemistry

Sacred Heart University's Graduate Chemistry program includes a number of graduates with a Bachelor of Science degree in Chemistry who are working in the region and aspire to an advanced degree in Chemistry. The program is also composed of science graduates with a B.S. degree in other fields of science who are shifting career interests and want to obtain a degree in Chemistry. Enrollment in this program allows these students to use their science background to obtain an
advanced degree in Chemistry without first obtaining a B.S. in Chemistry. This approach allows students to obtain a higher degree in the same time frame that it would have taken them to obtain just a B.S. in Chemistry.

Local chemical industry scientists participate in the teaching of graduate courses. Students who opt to do research are allowed, if and when possible, to pursue their projects at their place of employment with joint supervision of their employer and University faculty. This allows students to work on relevant projects that interest them, while at the same time increasing collaboration between the University and local industries.

**Goals and Objectives**
The Master of Science in Chemistry program builds on the strength of the University's undergraduate Chemistry program. The program meets the needs of students and the chemical industry by offering a unique opportunity for career and personal advancement to employees of the local chemical industry, while serving the industry to employ and recruit better qualified chemists.

In order to serve part-time as well as full-time students, graduate courses are offered in the evenings and on Saturdays. This, together with the University's ideal location, allows chemical industry employees to continue their study on a part-time basis while working full-time and thus take advantage of tuition reimbursement programs offered by their employers.

**Course Loads**
Both full-time and part-time graduate students are enrolled in the program. Full-time students must enroll in at least nine credit hours per semester. This allows them to normally finish the degree requirements in two years. Part-time students are expected to enroll in three to six credit hours per semester. This allows them to finish the degree requirements in three years or less.

**Student Transfer Credit Policy**
Transfer credits are granted for appropriate graduate-level courses with a grade of B or better, taken at other regionally accredited institutions. Students, however, must complete at least 60 percent of the required credits including the thesis (when applicable) at Sacred Heart University and pass the comprehensive exam, in order to obtain an M.S. degree in Chemistry.

**Admission Requirements**
Admission to the program is in January and September of each year. Full-time students are expected to finish the degree requirements in four semesters. Part-time students may require at least three years. The University's graduate admission policy is observed when admitting students to the program. Applicants with a B.S. degree in Chemistry or Chemical Engineering are accepted based on their undergraduate performance in Chemistry and other supporting subjects. Applicants with a B.S. degree in other areas of science and mathematics are admitted after completing the appropriate courses in Chemistry in order to meet individual graduate course prerequisites.

**Degree Requirements**
These tracks of study leading to an M.S. degree in Chemistry are available:

- M.S. in Chemistry, Thesis Option
- M.S. in Chemistry, Non-Thesis Option

**M.S. in Chemistry, Thesis Option**
Thirty (30) semester hours of approved graduate credits must be completed for the degree with a minimum grade point average (GPA) of 3.0. Students must complete a 12-credit core plus a thesis.

**Required Courses**

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 521</td>
<td>Advanced Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CH 531</td>
<td>Advanced Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CH 551</td>
<td>Advanced Analytical Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>CH 553</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CH 599</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**M.S. in Chemistry, Non-Thesis Option**
Thirty-three (33) semester hours of approved grad-
Required Courses
CH 521 Advanced Organic Chemistry 3 credits
CH 531 Advanced Physical Chemistry 3 credits
CH 551 Advanced Analytical Instrumentation 3 credits
CH 553 Advanced Inorganic Chemistry 3 credits
CH 595 Advanced Integrated Laboratory 3 credits

Students electing the non-thesis option are required to pass a comprehensive exam.

Students are required to take electives from graduate-level courses in Chemistry and no more than nine credits of other approved courses in other related areas of science, mathematics, physics, biology and computer science.

Elective Courses (for both options)
CH 522 Organic Synthesis 3 credits
CH 523 Organic Structure Determination 3 credits
CH 524 Special Topics in Organic Chemistry 2–3 credits
CH 525 Advanced Biochemistry 3 credits
CH 526 Carbohydrate Chemistry 3 credits
CH 527 Enzyme Kinetics 3 credits
CH 528 Endocrinology 3 credits
CH 529 Special Topics in Biochemistry 2–3 credits
CH 534 Special Topics in Physical Chemistry 2–3 credits
CH 554 Special Topics in Analytical Chemistry 2–3 credits
CH 555 Theoretical Inorganic Chemistry 3 credits
CH 556 Chemical Applications of Group Theory 3 credits
CH 559 Special Topics in Inorganic Chemistry 2–3 credits
CH 561 Environmental Chemistry 3 credits
CH 562 Water and Wastewater Treatment Systems 3 credits
CH 563 Hazardous Waste Management 3 credits
CH 564 Environmental Regulations 3 credits
CH 565 Environmental Sampling and Analysis 3 credits
CH 566 Environmental Hydrology and Water Resource Management 3 credits
CH 569 Special Topics in Environmental Chemistry 3 credits
CH 571 Polymer Chemistry 3 credits
CH 595 Advanced Integrated Laboratory 3 credits

B.S./M.S. Combined Degree in Chemistry
This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both B.S. and M.S. degrees. Students must elect this track in their Freshman, Sophomore or Junior year. Traditional, Biochemistry and Environmental Chemistry concentrations are available at the undergraduate level. Students are required to complete 145 credits of undergraduate- and graduate-level courses and a thesis. The thesis involves 6 credits of original research.

Course Descriptions
CH 521 Advanced Organic Chemistry 3 CH
Prerequisite: CH 222 Organic Chemistry II or equivalent. Explores the effects of structure and environment on reaction rates and equilibria and the use of statistical and quantum mechanics in organic chemical reactions. Topics include: organic reaction mechanism, Huckel theory, orbital symmetry, photochemistry and standard concepts of physical organic chemistry.

CH 522 Organic Synthesis 3 CH
Prerequisite: CH 222 Organic Chemistry II or equivalent. Surveys three general classes of reactions: reduction, oxidation and the formation of carbon-carbon bonds. Each reaction is used as a tool in chemical synthesis.

CH 523 Organic Structure Determination 3 CH
Prerequisites: CH 222 Organic Chemistry II or
equivalent and CH 351 Instrumental Analysis or equivalent. Identification and structure determination of organic molecules by modern spectroscopic techniques. Emphasis is on IR, NMR, CMR and mass spectrometry. Hands-on work in NMR and FT-IR.

CH 524 Special Topics in Organic Chemistry 2–3 CH
Topics include: heterocyclic chemistry, medicinal chemistry, polymer chemistry, supramolecular chemistry, organometallic chemistry, radical and photochemistry and combinatorial chemistry.

CH 525 Advanced Biochemistry 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Explores the integration of the basic chemistry of biomolecules into living systems. Topics include: bioenergetics and metabolic pathways; biosynthesis and biodegradation of amino acids, proteins, nucleotides and DNA; chemical communication; hormones; and the cell cycle.

CH 526 Carbohydrate Chemistry 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Discusses the cell surface glycoconjugate and the role they play in cell processes such as metabolism, signal amplification and receptor-ligand interaction.

CH 527 Enzyme Kinetics 3 CH
Prerequisite: CH 525. Explores the basic mechanism of protein chemistry and enzyme action. Topics include: protein and enzyme isolation and purification, kinetic characterization of enzymes and enzyme mechanisms.

CH 528 Endocrinology 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Deals with hormones and hormone regulation and the role they play in the maintenance of bodily functions.

CH 529 Special Topics in Biochemistry 2–3 CH
Topics include: electrically excitable cells, computer-aided access to proteins and databases, cell motility and chemical concepts in genetic engineering.

CH 531 Advanced Physical Chemistry 3 CH
Prerequisite: CH 332 Physical Chemistry II or equivalent. Topics include: quantum chemistry; molecular structure; group theory; and applications of these topics to spectroscopy, statistical thermodynamics, kinetics and mechanisms.

CH 534 Special Topics in Physical Chemistry 2–3 CH
Topics include: magnetic resonance spectroscopy, statistical mechanics and mathematical and computer concepts in chemistry.

CH 551 Advanced Analytical Instrumentation 3 CH
Prerequisite: CH 351 Instrumental Analysis or equivalent. Fundamentals and practical aspects of analytical spectroscopy, analytical separation and chromatography and electroanalytical chemistry. Special emphasis is given to theory and instrumentation; methods and applications are covered.

CH 553 Advanced Inorganic Chemistry 3 CH
Prerequisite: CH 331 Physical Chemistry I or equivalent. The physical and chemical properties of the elements and their compounds are correlated with their positions in the periodic table. Bonding theory and coordination chemistry are emphasized. (This undergraduate/graduate level course also has an undergraduate course number of CH 355, Advanced Inorganic Chemistry, or equivalent.) Three credits will be given for the completion of this course with a grade of B or better.

CH 554 Special Topics in Analytical Chemistry 2–3 CH
Topics include: data acquisition and LIMS; aqua-
ic chemistry; GC-MS: theory, instrumentation and method; thermal analysis; and applications of supercritical fluids.

**CH 555 Theoretical Inorganic Chemistry**  
3 CH  
*Prerequisite:* CH 355 Advanced Inorganic Chemistry, CH 553 or equivalent. An advanced theoretical study of bonding and spectroscopy of inorganic compounds. Topics include: crystal field, ligand field and molecular orbital theories of inorganic complexes; magnetic susceptibility; and electronic, infrared and Raman spectroscopy.

**CH 556 Chemical Applications of Group Theory**  
3 CH  
*Prerequisite:* CH 331 Physical Chemistry I or equivalent. Presents basic principles of group theoretical methods. Topics include: molecular symmetry, normal coordinate analysis, molecular bonding and energy levels and theoretical basis for selection rules.

**CH 559 Special Topics in Inorganic Chemistry**  
2–3 CH  
Topics include: electronic spectra of transition metal complexes, reactions of transition metal complexes, ionic liquids and bioinorganic chemistry.

**CH 561 Environmental Chemistry**  
3 CH  
*Prerequisites:* CH 221 Organic Chemistry I or equivalent and MA 151 Introductory Calculus or equivalent. Focuses on the chemical aspects of the human environment. Examines the sources, reactions, transport, effects and fates of chemical species in water, soil, air and living environments and the effects of technology thereon.

**CH 562 Water and Wastewater Treatment Systems**  
3 CH  
*Prerequisite:* CH 561. Explores the development of water quality standards. Discusses the concepts and design of physical, chemical and biological treatment processes and their application to water and wastewater purification systems.

**CH 563 Hazardous Waste Management**  
3 CH  
*Prerequisite:* CH 221 Organic Chemistry I or equivalent. Explores the types, sources, treatment and disposal of hazardous wastes and solid wastes. The conservation and reuse of materials as well as the economics of waste treatment, disposal and reuse are examined.

**CH 564 Environmental Regulations**  
3 CH  
*Prerequisite:* CH 561. Focuses on the administration agencies that promote environmental health and safety goals at all levels of government. The constitutional position of these agencies is considered. Various current environmental regulations dealing with air, water and soil pollution are examined. Rule making and adjudication are discussed.

**CH 565 Environmental Sampling and Analysis**  
3 CH  
*Prerequisite:* CH 561. Discusses methods and protocols of environmental sampling and analysis in water, air and biological matrices. Addresses EPA quality assurance and quality control plans. Laboratory and field work include: sampling of surface and groundwater, performing chemical and biological analyses of water, monitoring treated effluent quality control and detecting hazardous contaminants.

**CH 566 Environmental Hydrology and Water Resource Management**  
3 CH  
*Prerequisite:* CH 561 or permission of program director. Evaluates water as a resource and its relationship to the environment. The topics of hydrologic cycle, water budget, hydrologic measurements and monitoring, surface water hydrology, groundwater hydrology and hydrologic monitoring are addressed in the context of water pollution.
CH 569 Special Topics in Environmental Chemistry 2–3 CH
Topics include: environmental organic chemistry, atmospheric chemistry and air pollution, chemical toxicology.

CH 571 Polymer Chemistry 3 CH
Prerequisites: CH 222 Organic Chemistry II or equivalent and CH 331 Physical Chemistry I or equivalent or permission of program director.
An introduction to polymer chemistry through a study of step and chain polymerization and copolymerization as well as block and graft copolymers. Polymerization techniques in solution, emulsion and microemulsion are discussed as well as polymer structure and characterization with an overview of the properties of commercial polymers.

CH 595 Advanced Integrated Laboratory 3 CH
The central theme for this laboratory is inorganic coordination chemistry. Students are required to work on unified projects rather than a series of unrelated experiments. Projects involve synthesis and analysis of a complex or a pair of isomers. Emphasis is on analytical and instrumental methods that are fundamental for the characterization of inorganic compounds. Six hours of laboratory work per week.

CH 599 Thesis 3 + 3 CH
Original research under the supervision of faculty member(s) leading to a written thesis.

Computer Science and Information Technology
Domenich J. Pinto, M.S., Director
Phone: 203-371-7799
E-mail: pintod@sacredheart.edu

The University confers Master’s of Science degrees in Computer Information Science (MS), with concentrations in Information Technology (IT) as well as the traditional Computer Science (CS) discipline. It also offers recognized graduate certificates in Computer Science, Information Technology and Multimedia, some of the most lucrative and dynamic fields in the contemporary marketplace. Students choose their curriculum track based on their educational and career interests. Course content includes timely subjects such as Visual Basic, Java, C++, interactive multimedia, data communications, Windows NT, Oracle, Artificial Intelligence (AI) and software engineering.

All classes are held in the evening in Fairfield, CT, with some IT courses offered in Stamford, CT. This structure accommodates working, full-time students as well as those who may wish to participate in internships during the day.

Admission Requirements
Applications are processed on a rolling basis. Applicants should have a cumulative undergraduate GPA of 3.0 (on a 4.0 scale) or better. However, students may be admitted provisionally if their cumulative GPA is better than 2.5. Such students are allowed to take up to 12 credit hours and must maintain a 3.0 GPA in those courses. Provisional students who have completed 12 credit hours will then be considered for full matriculation. Except under unusual circumstances, applicants with a cumulative GPA of less than 2.5 are not admitted.

All prospective students must complete an application for admission, submit official transcripts from each college or university attended (including Sacred Heart University) and forward two letters of recommendation and a resume. Course waivers (to a maximum of nine credits) are granted on the basis of a student’s academic record.

Program Prerequisites
Students who do not have a bachelor’s degree in Computer Science or in a related field may be required to complete prerequisite course work before full admission is granted. The number of courses is determined by which track a student chooses to pursue.
Scientific Track Prerequisite Requirements

The following prerequisite courses may be required for those who wish to pursue the scientific track. All courses are to be completed with a grade of B or better. Additional prerequisites may be recommended by the program director. Prerequisite 500-level courses cannot be taken concurrently.

<table>
<thead>
<tr>
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<td>3</td>
</tr>
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<td>CS 501</td>
<td>Introduction to Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 502</td>
<td>C: Advanced Programming</td>
<td>3</td>
</tr>
<tr>
<td>MA 151</td>
<td>Introductory Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites total 13 credits

Information Technology Track Prerequisite Requirements

The following prerequisite courses may be required for those who wish to enter the Information Technology track. All courses are to be completed with a grade of B or better. Additional prerequisites may be recommended by the program director. Prerequisite courses cannot be taken concurrently.

<table>
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<tr>
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<td>Introduction to Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites total 6 credits

Computer Science Track

Computer Science Master's Degree Track Program

Sacred Heart University offers both a graduate certificate and a Master of Science degree in this traditional track. This concentration is ideal for those who wish to pursue advanced study in areas of programming, data structures and fundamental computer language design.

Master's Degree Track Requirements

This track requires a minimum of 36 credit hours of graduate-level course work to complete. Students may be required to complete an additional 13 credit hours of prerequisite course work. Students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Course waivers are not granted for work experience.

A thesis is not required, however, for those students in the scientific track who elect to complete a thesis, they must enroll in CS 690 Thesis I and CS 691 Thesis II. Those who do not elect to complete a thesis must complete at least three credits of CS 670 Research Project Seminar. A degree will be granted upon satisfactory completion of all course work and a favorable recommendation of the faculty responsible for CS 670 or 690/691.

Required Courses

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<tr>
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<tbody>
<tr>
<td>CS 601</td>
<td>Assembly Language Programming and Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 602</td>
<td>Advanced Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CS 603</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 604</td>
<td>Advanced Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS 605</td>
<td>Discrete Structures and Logic</td>
<td>3</td>
</tr>
<tr>
<td>CS 611</td>
<td>Operating/Multiprogramming Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 612</td>
<td>Digital Design and Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CS 613</td>
<td>Structure of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CS 614</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CS 670</td>
<td>Research Project Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

or

CS 690/91 Thesis I and/or II 3–6 credits

Required courses total 30–33 credits

Elective courses totaling 3–6 credits may be chosen from any of the IT course offerings. It is also at the discretion of the academic program director to approve any other CS or MBA course offering as an appropriate elective.

Degree total 36–39 credits
Computer Science Certificate Track Program
The University also offers a graduate certificate in Computer Science. This program is ideal for those who wish to pursue advanced study in Computer Science without committing to a full master's program. Like the master's track itself, additional prerequisite course work is required for those who may not have the appropriate academic background to continue at the graduate level of study.

Certificate Track Requirements
The program requires the student to complete a minimum of 12 semester credit hours of course work, with a minimum cumulative GPA of 3.0. Students matriculated in the master's program are not eligible for a graduate certificate. However, students who have successfully completed a graduate certificate may apply to the master's program and may be able to use those credits earned in the certificate program toward the master's degree. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Required Courses
CS 611 Operating/Multiprogramming Systems 3 credits
CS 613 Structure of Programming Languages 3 credits
CS 614 Theory of Computation 3 credits

Elective Courses (choose one)
CS 612 Digital Design and Computer Organization 3 credits
CS 622 Information Retrieval 3 credits
CS 642 Artificial Intelligence 3 credits
CS 644 Compiler Design 3 credits
CS 648 Distributed Database Systems 3 credits
CS 650 Principles of Natural Language Processing 3 credits
CS 651 Principles of Knowledge-Based/Expert Systems 3 credits
CS 654 Object-Oriented Programming Using C++ 3 credits

Certificate total 12 credits

Information Technology Track

Information Technology Master's Degree Track Program
The Information Technology (IT) track is a new, innovative program designed specifically to accommodate the dynamic demands of the contemporary marketplace. With the exponential growth of the Internet and the wide-ranging ramifications of the accompanying technologies, the IT track will prepare individuals for careers that utilize, or are affected by, the latest technological advances and methods of modern business and industry.

Master's Degree Track Requirements
This track requires a minimum of 36 credit hours of graduate-level course work to complete. Students may be required to complete an additional 6 credit hours of prerequisite course work. However, students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Course waivers are not granted for work experience.

Required Courses
CS 551 Introduction to Object-Oriented Programming with Java 3 credits
CS 552 Windows Interface Design (Visual Basic, Visual C++) 3 credits
CS 553 Java Scripting for Web Design 3 credits
CS 554 Fundamentals of Interactive Multimedia 3 credits
CS 601 Assembly Language Programming and Computer Systems 3 credits
CS 603 Advanced Database Systems 3 credits
CS 620 Information Analysis and Systems Design 3 credits
CS 621 Principles of Data Communication 3 credits
Required courses total 27 credits

Elective Courses
(Eight credits are required). A maximum of six credits can be an MBA (BU) offering. It is also at the discretion of the academic program director to approve any other CS or MBA course offering as an appropriate elective.

BU 651 Management of Global Telecommunications 3 credits
BU 652 Project/Program Management 3 credits
BU 653 International Electronic Commerce and the Internet 3 credits
CS 550 Dynamic Web Page Development 3 credits
CS 555 Advanced Scripting with Interactive Media 3 credits
CS 560 Networking Applications (e.g., Microsoft Windows NT) 3 credits
CS 561 Multimedia Authoring (Authorware)* 3 credits
CS 604 Advanced Software Engineering 3 credits
CS 611 Operating/Multiprogramming Systems** 3 credits
CS 620 Information Retrieval 3 credits
*Prerequisite: CS 554 Fundamentals of Interactive Multimedia
**Prerequisite: Knowledge of C

Elective courses total 9 credits
Degree total 36 credits

Information Technology Certificate Track Program
A student may choose to enroll in the Information Technology Graduate Certificate program to learn specific skills in the area of Information Technology. The certificate program is ideal for those who are undecided about committing to a full master's degree program, but wish to pursue advanced study in this field.

Certificate Track Requirements
The program requires the student to complete a minimum of 12 semester credit hours of course work, with a minimum cumulative GPA of 3.0. Students matriculated in the master's program are not eligible for a graduate certificate. However, students who have successfully completed a graduate certificate may apply to the master's program and may be able to use those credits earned in the certificate program toward the master's degree. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Required Courses
CS 551 Introduction to Object-Oriented Programming with Java 3 credits
CS 603 Advanced Database Systems 3 credits

Elective Courses (choose two; other electives are also available)
CS 552 Windows Interface Design (Visual Basic, Visual C++) 3 credits
CS 553 Java Scripting for Web Design*** 3 credits
CS 554 Fundamentals of Interactive Multimedia 3 credits
CS 620 Information Analysis and Systems Design 3 credits
***Prerequisite: CS 500 Introduction to Structured Programming
Certificate total 12 credits

Interactive Multimedia Certificate Track Program
In response to the recent growth and use of multimedia applications in the modern business environment, this certificate has been explicitly designed for students who want to focus exclusively on the popular discipline of multimedia.

Certificate Track Requirements
The program requires the student to complete a minimum of 12 semester credit hours of coursework, with a minimum cumulative GPA of 3.0. Regular program prerequisites still apply (CS 500...
Introduction to Structured Programming and CS 501 Introduction to Data Structures). Students matriculated in the master's program are not eligible for a graduate certificate. However, students who have successfully completed a graduate certificate may apply to the master's program and may be able to use those credits earned in the certificate program toward the master's degree. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

**Prerequisite Courses (if required)**

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<td>Java Scripting for Web Design</td>
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<tr>
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<td>Fundamentals of Interactive Multimedia</td>
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</tbody>
</table>

**Elective Courses (choose two; other electives may also be available after consultation with the program director)**

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<td>Dynamic Web Page Development</td>
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</tr>
<tr>
<td>CS 555</td>
<td>Advanced Scripting with Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>CS 561</td>
<td>Multimedia Authoring (Authorware)</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate total: 12–18 credits

**Course Descriptions**

**CS 500 Introduction to Structured Programming** 3 CH

This is an introductory course in computer programming using a structured programming language. Representative topics include: iteration, selection, procedures, functions, arrays and packages.

**CS 501 Introduction to Data Structures** 3 CH

**Prerequisite: CS 111 or CS 500 Introduction to Structured Programming or equivalent.** A continuation of CS 500 utilizing a structured programming language to further implement multidimensional arrays and other data structures including: linked lists, stacks, queues, trees, etc. Also provides introduction to recursion and data abstraction.

**CS 502 C: Advanced Programming** 3 CH

**Prerequisite: CS 112 Data Structures or equivalent, or CS 501 Introduction to Data Structures.** Discusses advanced programming techniques with an emphasis on mathematical and scientific programming applications. Topics include: recursion, pointers and some advanced data structures. C language is introduced in this course.

**CS 550 Dynamic Web Page Development** 3 CH

**Prerequisite: CS 500 Introduction to Structured Programming.** This course enables students to develop low-bandwidth visual effects for web pages. A variety of software is employed to develop web sites and media for the web. Topics include: web animation and interactivity using Macromedia Flash®, a vector-based animation tool; vector-based graphic construction and digital compression using Macromedia Fireworks®, a graphic optimizing tool; and dynamic web page construction using Macromedia Dreamweaver®, a visual HTML editor.

**CS 551 Introduction to Object-Oriented Programming with Java** 3 CH

**Prerequisite: CS 501 Introduction to Data Structures.** Provides an introduction to the fundamental concepts of object-oriented analysis (OOA), design (OOD) and programming (OOP), and how object-oriented languages differ from procedural languages. Notation is used to teach the concepts of abstraction, encapsulation, modularity, hierarchy and polymorphism. This course is designed for both programmers and analysts.
Both C++ and Java are used to implement these object-oriented concepts.

CS 552 Windows Interface Design (Visual Basic, Visual C++) 3 CH
Prerequisite: CS 501 Introduction to Data Structures. This course introduces the fundamentals of writing Windows applications, event-driven programming and the GUI. Topics include: dialogues, menus, controls, data types, scope and life of variables, objects and instances, fonts and graphics, simple file I/O and other DLL procedures. Visual Basic or Visual C++ are used in implementing various Windows applications.

CS 553 Java Scripting for Web Design 3 CH
Prerequisite: CS 500 Introduction to Structured Programming. This course shows how to embed Java “applets” into HTML pages, as well as create applets. The course covers the Java applet paradigm and the standard Java-class libraries. Students write Java applets, stand-alone applications, Native Libraries and content/protocol handlers for extending web browsers.

CS 554 Fundamentals of Interactive Multimedia 3 CH
Prerequisite: CS 500 Introduction to Structured Programming. Students develop multimedia applications of their own design using Macromedia Director. This course explores principles for effective interactive multimedia design from concept definition, storyboarding, multimedia development and authoring to testing and revision. It covers techniques to include sound, graphics, photographs, animation, video and text into multimedia presentations. Macromedia Director movies are developed for use in authoring applications such as business presentations, interactive kiosks, CD-ROMs and Shockwave movies for the web.

CS 555 Advanced Scripting with Interactive Multimedia 3 CH
Prerequisites: CS 501 Introduction to Data Structures and CS 554 Fundamentals of Interactive Multimedia. This advanced multimedia development course explores program control for effective design and delivery of interactive multimedia applications. Students learn how to use the director's full-feature scripting language Lingo to develop the interactivity and program control of multimedia projects. Xobjects, special code segments that control external devices, are also covered.

CS 560 Networking Applications (e.g., MS Windows NT) 3 CH
This hands-on course provides an in-depth study of data communications and local area network (LAN) systems using Microsoft Windows NT. Topics include: fundamental concepts of data communication; communication standards including codes, protocols and network architecture; bridges, routers and gateways; and networked computer environments.

CS 561 Multimedia Authoring (Authorware) 3 CH
Prerequisite: CS 500 Introduction to Structured Programming. This authoring course covers design and delivery of interactive multimedia using an icon-based product. Students use the authoring tool Authorware to develop a variety of projects: CBT, interactive kiosks, performance-support applications, interactive magazines and catalogs, educational games and interactive education and information that can be delivered over intranets.

CS 601 Assembly Language Programming and Computer Systems 3 CH
Prerequisites: CS 241 Advanced Programming concepts Using “C” and CS 501 Introduction to Data Structures. Explores programming concepts at the interface of hardware and software: addressing, instructions, symbol tables, linkage,
registers, ALU and CPU, anatomy of an assembler, relocatable code, macros, interrupts and debuggers.

**CS 602 Advanced Data Structures and Algorithms**  
3 CH  
**Prerequisites:** MA 151 Introductory Calculus, CS 502 C: Advanced Programming and CS 241 Advanced Programming Concepts Using "C."  
Explores the relationship between data structures and algorithms with a focus on space and time efficiency: review of recursion, data abstraction and complexity analysis, multilists, trees (including balanced binary trees, n-ary trees and B-trees), hash tables, external sorting, graphs and algorithm design techniques.

**CS 603 Advanced Database Systems**  
3 CH  
**Prerequisite:** CS 501 Introduction to Data Structures. Discusses goals and techniques in the design, implementation and maintenance of large database management systems: physical and logical organization; file structures; indexing; entity relationship models; hierarchical, network and relational models; normalization; query languages; and database logic.

**CS 604 Advanced Software Engineering**  
3 CH  
**Prerequisite:** CS 502 C: Advanced Programming.  
Reviews models and metrics for software engineering in the large: software life-cycle models, software modeling tools, design and analysis of software subsystems, management of software projects, test plans, configuration control, reliability and metrics.

**CS 605 Discrete Structures and Logic**  
3 CH  
**Prerequisites:** CS 501 Introduction to Structured Programming and MA 151 Introductory Calculus.  
Reviews the mathematical concepts and foundations of logic for computer science: sets, relations and functions; Boolean algebras; graphs; propositional and predicate logic; notions of logical consequence and provability; soundness and completeness of inference methods; resolution; unification; and introduction to theorem proving.

**CS 611 Operating/Multiprogramming Systems**  
3 CH  
**Prerequisite:** CS 502 C: Advanced Programming.  
Explores the management of resources in a multiuser system: memory allocation and management, process scheduling, protection, concepts of concurrent processes, study of different operating systems and multiprocessing.

**CS 612 Digital Design and Computer Organization**  
3 CH  
**Prerequisites:** CS 501 Introduction to Data Structures and CS 601 Assembly Language Programming and Computer Systems.  
Explores the design of digital systems: switching algebra and Boolean minimization, combination and sequential logic, flip-flops, timers, registers, digital arithmetic, memory devices and controller and processor design. Also covered are concepts of functional organization and the operation and study of sequential versus parallel architectures: machine organization, I/O and related concepts, peripheral hardware, memory organization and management, RISC, pipeline processing, array processors and multiprocessing.

**CS 613 Structure of Programming Languages**  
3 CH  
**Prerequisite:** CS 602 Advanced Data Structures and Algorithms. Discusses the syntax and semantics of programming languages including: an introduction to theory of languages and grammars; concepts of design and implementation of programming languages; and the comparison of different language paradigms such as imperative, functional, logic and object oriented.
CS 614 Theory of Computation  3 CH  
Prerequisite: CS 605 Discrete Structures and Logic. Reviews the theory of the power and limitations of computation and computers: Turing machines, recursive and recursively enumerable functions, equivalence of computing paradigms (Church-Turing thesis), undecidability, intractability and introduction to NP-completeness.

CS 620 Information Analysis and System Design  3 CH  
Prerequisite: CS 501 Introduction to Data Structures. Discusses the design, analysis and management of information systems: system life-cycle management, hardware and software selection and evaluation, the role of information systems in decision support and other functional areas of business, project management, systems development and analysis, module design and techniques to reduce system complexity.

CS 621 Principles of Data Communication  3 CH  
Prerequisite: CS 601 Assembly Language Programming and Computer Systems. Surveys modern data communication techniques: data communication and local networking; hardware such as terminals, modems and multiplexors; nodal and host processor architecture; packet switching; network control; protocols; software; and management and security.

CS 622 Information Retrieval  3 CH  
Prerequisite: CS 602 Advanced Data Structures and Algorithms or CS 603 Advanced Database Systems. Discusses techniques for information storage and retrieval: database concepts, organization of file structures, inverted indexes, transition from databases through knowledge bases to text bases, text-retrieval concepts, controlled vocabularies, text-based retrieval techniques (the Bayesian method), vector space and network models, metrics (precision, recall, etc.) and trends in information retrieval.

CS 623 Operations Research  3 CH  
Prerequisite: MA 151 Introductory Calculus. Explores the methodology of operations research and related mathematical techniques: probability theory overview, linear programming, integer programming, dynamic programming, assignment problems, duality theorems, network theory and scheduling.

CS 640 Special Topics in Computer Science  3 CH  
Prerequisites: determined at the time of course offering. Presents one-time and first-time offerings of courses on current topics.

CS 641 Parallel Systems  3 CH  
Prerequisites: CS 611 Operating/Multiprogramming Systems and CS 612 Digital Design and Computer Organization. Discusses hardware and/or software topics in parallel systems: parallel-processing concepts, parallel computers, classical problems of synchronization and concurrency and their solutions, interprocess communication, distributed computing and parallel-processing languages.

CS 642 Artificial Intelligence  3 CH  
Prerequisite: CS 602 Advanced Data Structures and Algorithms. Examines the essentials of artificial intelligence (AI): definition of AI; heuristic, adversarial and other search methods for problem solving and games; principles of knowledge representation; AI languages; and survey of applications.

CS 644 Compiler Design  3 CH  
Prerequisite: CS 613 Structure of Programming Languages. Studies the techniques and tools for program translation: scanning/lexical analysis, symbol tables, parsing, code generation for computer-oriented languages, table-driven compilation, lexical and parsing tools, code optimization and portable compiler development.
CS 645 Simulation 3 CH
Prerequisite: MA 151 Introductory Calculus. Studies the basic principles of simulation and simulation languages: probability theory overview, mathematical modeling, random-number generation, discrete simulation models, queuing theory and stochastic processes, applications and comparison of simulation languages.

CS 646 Computer Graphics 3 CH
Prerequisite: CS 602 Advanced Data Structures and Algorithms. Reviews the principles of design and use of computer graphics: matrix algebra overview, basic drawing techniques, line and polygon clipping, linear transformations, projections, graphics standards and hardware, raster scan, refresh, storage, hidden line and surface elimination and shading.

CS 647 Microprocessors 3 CH
Prerequisites: CS 601 Assembly Language Programming and Computer Systems and CS 612 Digital Design and Computer Organization. Discusses the study and use of microprocessors in digital systems: microprocessor software, interrupts, priority and relevant assembly programming, memory and interface considerations, timing, applications, microprocessor systems, etc.

CS 648 Distributed Database Systems 3 CH
Prerequisites: CS 603 Advanced Database Systems and CS 611 Operating/Multiprogramming Systems. Explores the problems and opportunities inherent to distributed databases: file allocation, deadlock detection and prevention, synchronization, update consistency, query optimization, fault tolerance, etc.

CS 649 Formal Languages and Automata 3 CH
Prerequisite: CS 605 Discrete Structures and Logic. Reviews the mathematical properties of formal languages and machine models to process them: classes of languages commonly encountered by computer scientists such as regular and context-free languages, finite-state and pushdown automata, Turing machines, pumping lemmas, etc.

CS 650 Principles of Natural Language Processing 3 CH
Prerequisite: CS 613 Structure of Programming Languages or CS 642 Artificial Intelligence. Studies the issues arising in computer processing of languages like English and solution techniques: AI principles overview, significance of language structure in extracting meaning, ambiguities, parsing techniques, semantic issues, semantic models, pragmatics, text-based systems and case studies.

CS 651 Principles of Knowledge-Based/Expert Systems 3 CH
Prerequisite: CS 602 Advanced Data Structures and Algorithms or CS 642 Artificial Intelligence. Provides a survey of the principles and practice of knowledge-based and expert systems: AI search overview, rule-based systems, non-rule-based systems, uncertainty and handling of judgmental knowledge, issues of knowledge representation and knowledge representation languages, survey of classic expert systems and expert system shells.

CS 652 Neural Networks 3 CH
Prerequisites: MA 151 Introductory Calculus and CS 642 Artificial Intelligence. Discusses neural networks as a computation model complementary to symbolic AI: basic principles, history of neurocomputing, various models and their common ideas, applications in machine learning and pattern recognition and hybrid systems.

CS 653 Computer Networking 3 CH
Prerequisites: CS 611 Operating/Multiprogramming Systems and CS 612 Digital Design and Computer Organization, or CS 621 Principles of Data Communication. Reviews the principles of computer network design: classic models, hardware and software, network operating systems, protocols, OSI models and standards, local and wide-area networking and performance.
CS 654 Object-Oriented Programming Using C++ 3 CH
Prerequisite: CS 502 C: Advanced Programming or equivalent. Reviews the principles of OOP: encapsulation, polymorphism and inheritance. C++ is used as the main vehicle for getting the ideas across. Issues of multiple inheritance, persistence, etc. are covered, and comparison with other OOP languages are made, as time permits.

CS 670 Research Project Seminar 3 CH
Prerequisites: determined by the faculty advisor. Required for the non-thesis option, the student works with a faculty advisor in defining a short research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art and possibly synthesizes improvements. For an implementation project, the student implements and tests a solution to the chosen problem; the project could involve a combination of research and implementation. At the end of the project, the student writes a report approved by the faculty member and makes a public presentation of the work.

CS 690 Thesis I 3 CH
Prerequisites: determined by the faculty advisor. Required for the thesis option, the student works with a faculty advisor in defining a substantial research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art and synthesizes improvements. For an implementation project, the student implements and tests a solution to the chosen problem, comparing it with other work, if any; the project could involve a combination of research and implementation. At the end of this course, the student should have a well-defined problem, have surveyed relevant literature and have made partial progress toward the completion of the work. The student should be ready to make a brief presentation of the work in progress, as required by the advisor. Also, by the end of this course, a proposal describing the work should be written and approved by a thesis committee chosen by the student and the advisor, according to University policy.

CS 691 Thesis II 3 CH
Prerequisite: CS 690 Thesis I. A continuation of CS 690, this course is required for the thesis option. By the end of this course, the student completes the work remaining in the project started in CS 690, as defined by the written proposal. A thesis must be written and defended in front of the thesis committee. The presentation portion of the thesis defense is open to the public.

Religious Studies
Richard M. Grigg, Ph.D., Director
Phone: 203-371-7839
E-mail: grigg@sacredheart.edu

Throughout the history of culture, religion has played an enormous role in shaping and determining human actions, perceptions and institutions. Consequently, the failure to explore the religious dimension of human experience renders that experience largely incomprehensible. None of the disciplines traditionally classified under the rubric of the "humanities" can afford to ignore the basic religious questions, and religious studies itself occupies a central position among these disciplines.

Humanistic in its orientation, the study of religion relies partially on the social sciences for its methodological apparatus. The student of religion must learn concepts from anthropology, sociology and psychology, as well as philosophy, history and literary criticism. Specific courses in the University's Master of Arts in Religious Studies (MA) program examine the various symbols and myths, rituals and creeds, events and institutions that illuminate the religious imagination and understanding. In addition, the student is encouraged to investigate the cultural interaction between
religion and both the natural sciences and the arts. Methodologically and topically diverse, this program is unified by its commitment to the task of exploring the basic religious beliefs and insights that render human life and experience meaningful.

Goals and Objectives
The Graduate Program in Religious Studies is designed to suit the needs and interests of a wide variety of students. Whether one wishes to prepare for doctoral work in religion, to pursue a career in religious education or to learn more about the world's religious traditions in order to enrich one's personal and/or professional life and activities, the program supplies a broad range of valuable resources. Each graduate student, in consultation with a faculty advisor, is encouraged to select a field of concentration and to plan an appropriate course of study.

In addition to the goals of personal enrichment, this program has proven particularly beneficial in the professional advancement of educators, writers, spiritual directors and directors of religious education. It also offers a strong foundation for students contemplating further study toward a doctoral degree or the ministry.

Students accepted into the program work within four study areas: biblical studies, modern religious thought, religion and society and the history of religions.

Biblical Studies
The Biblical Studies area examines the origin and development of the Hebrew and Christian Scriptures, the theology of the writers of the various books and the historical circumstances from which these books emerged in becoming the normative documents for Judaism and Christianity. This area familiarizes students with the tools of biblical criticism and introduces hermeneutical issues.

Modern Religious Thought
The modern period in the West has confronted Western religious thinkers with a wide range of challenges and opportunities. Natural science and the technology to which it gives birth are modern phenomena. Modern philosophy has produced thinkers such as Kant, Hegel and Heidegger, and it has launched movements such as existentialism, phenomenology and linguistic analysis. Modernity has witnessed an unprecedented debate about what constitutes social and political justice. And it is in the modern period that our society has become secularized. The area of Modern Religious Thought examines how religious thinkers have articulated their beliefs within this modern context.

Religion and Society
This concentration explores the relationship between religion and ethics. It covers topics such as the history of Christian ethics, religious attitudes toward war and peace, health care ethics and religion and economics.

History of Religions
Students investigate the various world religions as well as other smaller traditions. Attention is given to their historical development, texts, symbols and rituals and social roles.

Admission Requirements
Applicants must have a strong undergraduate record from an accredited college or university. Official transcripts from all undergraduate and graduate institutions attended must be sent by those institutions to the Office of Graduate Admissions. Two letters of recommendation must accompany the application. A personal interview is required as part of the admission process.

The Graduate Record Examination (GRE) is recommended for all applicants, and in some circumstances it may be required.

MA Thesis/Comprehensive Examination
Upon completing course work, each MA student must pass a comprehensive examination unless
the faculty approves a student's request to write a master's thesis instead of taking the examination. This examination provides the opportunity for the student to demonstrate a broad understanding of the subject matter delineated by their choice of plans. The examination is administered twice a year in May and December. Contact the director of the MA program for details.

MA Teaching Curriculum
For students interested in pursuing a career in teaching Religious Studies, six graduate credits may be earned in the University's Master of Arts in Teaching program and transferred to the MARS degree.

Special Studies in Catholic Practical Theology
Students who choose this option pick 4 of their 11 courses from a special list of courses offered through the Institute for Religious Education and Pastoral Studies (REAPS).

Degree Requirements
All MA candidates must complete a total of 33 credit hours of graduate course work, with a minimum GPA of 3.0. Student performance is reviewed by the graduate faculty at the end of each semester. If a student completes all course work for the degree with a GPA below 3.0, then the student will be allowed to take a maximum of 6 additional credit hours of study to raise the average to 3.0. If this 3.0 average is not achieved, the student will not be allowed to take the comprehensive examination and no degree will be awarded. If a grade below C is earned in a required course, that course must be repeated. If a grade below C is earned in an elective course, the student must repeat that course or take another elective. In any case, the original grade is calculated into the GPA.

Students have the option of choosing between two tracks of study: general and concentration.

Required Courses
RS 501 Phénomènie of Religion 3 credits
RS 510 Introduction to the Gospels 3 credits
Students will also be responsible for a required reading list.

General Track
A general study of the four areas defined above. Requirements include a distribution of credits as approved by the Religious Studies faculty.

Concentration Track
A student concentrates in one of the four study areas while still having representation from at least two of the other areas. The student is required to take 15 credits from the area of concentration.

Course Descriptions
RS 501 Phenomenology of Religion 3 CH
Focuses on contemporary methods for the investigation of religion and prepares the student for graduate-level work.

RS 510 Introduction to the Gospels 3 CH
Provides a brief history of biblical criticism leading up to an in-depth analysis of the achievements of recent biblical research in the area of New Testament studies.

RS 511 Introduction to the Hebrew Bible 3 CH
Examines the development of Hebrew Bible traditions, as well as the historical rise of the people of Israel; the distinctive religious awareness that accompanied it; and Israel's understanding of God, humanity and history.

RS 513 Comparative Religion 3 CH
A comparative study of the central themes in the major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam.

RS 514 Introduction to Eastern Religions 3 CH
Explores the religious traditions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and
Shinto. Students are introduced to the beliefs and practices of these traditions in their historical context and to manifestations of Eastern religions in the contemporary United States.

**RS 515 Biography in World Religions 3 CH**
Discuss biographical readings taken from the religious traditions of Christianity, Islam, Hinduism and Buddhism in order to explore the concept of the sacred life and the definition of the holy person.

**RS 516 Religion and Politics 3 CH**
Examines the relationship between religion and politics, with a particular focus on the contemporary United States. Various theories of how and why religion influences politics are discussed, and two religious movements—the Christian Right and the Nation of Islam—that have been active in contemporary American politics are examined in detail.

**RS 517 Introduction to Western Religions 3 CH**
Explores the religious traditions of the West including Judaism, Christianity and Islam. Students are introduced to the beliefs and practices of these traditions in their historical context and to the emergence of fundamentalism as a response to the challenges these traditions face in the modern world.

**RS 524 The Gospel of John 3 CH**
Provides a critical interpretation of the Gospel of John.

**RS 529 Jesus 3 CH**
Attempts to recover the words and actions of the historical Jesus through a proper methodological examination of the sources. Special emphasis is given to the parables of Jesus.

**RS 530 The Death of Jesus 3 CH**
Focuses on the development of the traditions of the death of Jesus that now stand in the gospels of Matthew, Mark, Luke and John. Focus is on isolating those factors that influenced development as well as historical matters.

**RS 531 Resurrection Traditions 3 CH**
Examines the development of the Gospel traditions of the resurrection of Jesus.

**RS 532 Contemporary Religious Thinkers 3 CH**
Examines the selected, representative writings of specific religious thinkers. In any given semester, the course focuses on the work of either an important theologian or a contemporary scholar of religion. (Students should consult the instructor to obtain information concerning the topic for that semester.)

**RS 540 Understanding Theology 3 CH**
Provides an introduction to the nature and role of theology. This course investigates both academic or “public” theology and confessional or Church-centered theology.

**RS 541 History of Christian Ethics 3 CH**
A survey of the most important thinkers and documents in the history of Christian ethical reflection.

**RS 543 The Development of Christian Thought 3 CH**
Traces the course of the Church’s historical and dogmatic traditions from the New Testament period through contemporary developments in light of the original Christian dynamic.

**RS 545 Contemporary Roman Catholic Thought 3 CH**
A survey of the various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including Karl Rahner, the Second Vatican Council and liberation theology.
RS 546 Constructing the Concept of God 3 CH
Explores the development of a concept of God appropriate for modern life. Readings reflect various approaches to the God question, and students are asked to critically dialogue with both the lectures and the readings.

RS 548 Contemporary Protestant Thought 3 CH
A survey of some of the most important Protestant theologians of the 19th and 20th centuries, including Kierkegaard, Schleiermacher, Barth and Tillich.

RS 549 Contemporary Jewish Thought 3 CH
Discusses formative thinkers such as Rosenzweig, Buber and Soloveitchik, and significant theological issues such as the significance of the Holocaust in Jewish thought.

RS 550 Introduction to Judaism 3 CH
This introduction to the Jewish tradition examines the religion's history, world view and practice.

RS 557 Contemporary Moral Problems 3 CH
Examines selected moral problems that involve a significant conflict of values in our contemporary pluralistic society: sexual ethics, biomedical ethics (abortion, genetic engineering, behavior modification and euthanasia), revolution and violence, environmental quality and population policy.

RS 558 Issues in Religious Ethics 3 CH
Provides a study of some of the more important issues confronting the contemporary attempt to construct a philosophical and theologically adequate ethical methodology.

RS 561 Symbol, Myth and Ritual 3 CH
Defines the basic categories of symbol, myth and ritual and explores their religious significance.

Theoretical analyses of the symbolic imagination are also examined.

RS 563 Summer Institute I 3 CH
Consult the Religious Studies Department for course topics.

RS 563 Summer Institute II 3 CH
Consult the Religious Studies Department for course topics.

RS 563 Religion in Film 3 CH
An intensive exploration of films that touch on the "religious dimension" of human experience. A number of different notions of religion, as well as various artistic and critical perspectives, are employed in attempting to understand the religious implications of each film.

RS 563 Women in Religion 3 CH
Explores the role and experience of women in various world religions. Sacred texts, rituals, artistic expressions and other dimensions of religion are examined in order to illuminate what religion has meant to women from diverse times and places.

RS 563 Spiritual Exercises, East and West 3 CH
Explores a variety of spiritual practices developed in both Eastern and Western religious traditions, ranging from the practice of yoga and the martial arts to the "Spiritual Exercises" of St. Ignatius of Loyola. The goal of the seminar is threefold: first, to supply a historical and cultural perspective on these practices; second, to present a fresh philosophical account of the nature and meaning of spiritual discipline; and third, to assess the contemporary significance of such exercises. What happens when modern Western practitioners disengage these disciplines from their original philosophical/religious contexts and pursue them for purposes of health or recreation?

RS 565 Problems in the Philosophy of Religion 3 CH
Examines some of the principal problems concerning the nature and justification of religious
belief and experience from the viewpoints of philosophical analysis and religious existentialism.

**RS 568 Classics of Western Spirituality** 3 CH
Provides a close examination of the writings of one or more of the great spiritual masters of the Western religious traditions (e.g., John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, Martin Buber and Thomas Merton).

**RS 570 Religion, Business and Society** 3 CH
Addresses the specific challenges arising from modern corporate business technology as viewed within the context of a theology of work and social responsibility.

**RS 571 Introduction to Catholic Moral Theology** 3 CH
Examines the principles of Catholic moral thought as well as particular thinkers of historical and contemporary significance.

**RS 573 Women Writers and the Religious Quest** 3 CH
Provides an encounter with the experience and stories of Atwood, Lessing, Rich, Chopin and other women writers who provide a new orientation to the sacred.

**RS 575 Mystery of Death** 3 CH
Death endures as the one certain and inevitable fact of life. It stands as the reality that cannot be ignored when the question of the meaning of human existence is raised. This course explores the revelatory dimensions of death. Course is taken with the permission of the instructor.

**RS 589 Religion, War and Peace** 3 CH
Examines various religious perspectives on violence, war and the quest for peace.

**RS 590 Elementary Hebrew** 3 CH

**RS 591 Religious Themes in Contemporary Fiction** 3 CH
Explores the religious dimensions in the fiction of writers such as Cynthia Ozick, John Cheever, Toni Morrison and Italo Calvino.

**RS 592 Film Seminar: Religion in Film** 3 CH
Examines the religious dimensions of a wide range of films. The course considers both subject matter and style/technique.

**RS 594 Elementary New Testament Greek** 3 CH
An introduction to the nominal and verbal systems of Hellenistic Greek, this course provides a basis for reading the Greek New Testament.

**RS 595 Intermediate New Testament Greek** 3 CH
A study of the syntax of Hellenistic Greek in union with selected readings from the Greek New Testament. The aim of the course is to achieve a moderate reading proficiency.

**RS 601 Roman Catholic Views of the Church** 3 CH
Investigates Catholic thinking and teaching about the nature of the Church.

**RS 602 The Roman Catholic Sacraments** 3 CH
Explores the history of the sacraments, the theology behind them and their role in contemporary Catholic piety.

**RS 612 New Testament Christologies** 3 CH
Traces the development of Christological reflection through the New Testament period and the relationship of this reflection to the historical Jesus.
RS 613 The Redaction of the Synoptic Gospels 3 CH

Each of the synoptic Gospels is a work of considered literary composition and theological conception. This course studies the individual contributions of Matthew, Mark and Luke to the New Testament tradition.

RS 669 Religion: Its Social Dimension 3 CH

Applies the insights of sociology to the study of religion. Students are introduced to basic sociological theories and concepts in order to analyze contemporary religious issues such as the debate over women's roles in the Catholic Church, the emergence of new religious groups, and the impact of fundamentalism on American politics. Attention is given to the role religion plays in maintaining or challenging the existing social structure, religion's ability to meet individual needs and the ongoing debate over secularization.
College of Business
The objective of the College of Business is to spread and develop knowledge in the field of business administration in order to train executives capable of managing firms and institutions. The emphasis of its programs is on the ethical component of doing business and on the use of information technology to improve operational efficiency in a global economy.

In an ever-changing and growing environment, the college seeks to provide a business core curriculum that responds directly to the requirements of business professionals in Connecticut and the greater New York metropolitan area.

Master of Business Administration
Theresa I. Madonna, Sc.D., J.D.
Academic Director of Graduate Programs
Phone: 203-371-7850
E-mail: madonnat@sacredheart.edu

The University's Master of Business Administration (MBA) program provides an opportunity for individuals to prepare for managerial positions in today's complex and dynamic environment. The program places strong emphasis on the application of business theory to the realities of the business world. It also recognizes the demands of an increasingly competitive, multicultural, global economy characterized by rapid technological innovation and superior product and service quality demands.

The MBA degree program consists of a prescribed pattern of graduate courses. The entire program is based on a common core of courses that examines the functions of the executive and the environment of the administrator. Beyond this core, the student may choose to study in depth any of a number of particular fields in Business Administration.

The majority of classes are conducted in the evening and on some Saturdays. Special weekend accelerated classes are held for students wishing to complete their degree in one year. This program flexibility enables professionally employed students to earn an advanced degree under the direction of faculty members who possess excellent academic credentials and pragmatic business expertise.

Goals and Objectives
The MBA program's objectives are to develop:

- Management skills for business, government, health care and nonprofit organizations;
- Ethical standards to provide a framework for responsible decision making;
- Problem-solving and critical-thinking skills;
- Computer skills to utilize technology in making organizations more efficient and competitive; and
- Global awareness as more businesses compete in a world marketplace.

To help students achieve these objectives, the University relies on faculty members who are dedicated to teaching. The faculty combines broad business experience and academic training that help to make the learning experience at Sacred Heart University unique.

Admission Requirements
Individuals who hold a bachelor's degree in any academic discipline from a regionally accredited college or university will be considered for admission to the MBA program. The applicant's undergraduate grade point average (GPA), GMAT score, writing sample and work experience will be considered in the admission process. Applicants must be able to demonstrate computer literacy. A personal interview is encouraged and may be required.
Upon acceptance, students will receive a copy of their planned academic program and an MBA student handbook. Students are encouraged to meet periodically with the academic director of Graduate Programs to discuss academic progress, career placement and special needs.

**MBA Continuous Enrollment Policy**

Graduate students in the MBA program must maintain continuous enrollment in the program. Students who fail to enroll for two consecutive terms (exclusive of Summer terms) must reapply for admission. Applications for readmission must be submitted to the Office of Graduate Admissions and will be reviewed by the academic director of Graduate Programs. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

**Degree Requirements**

A total of 48 credit hours of graduate course work, with a minimum GPA of 3.0, and fulfillment of the substantial writing requirement are necessary for completion of the MBA. The MBA curriculum, for students with a Business undergraduate degree, will generally consist of 48 credit hours or less of 600-level courses. Depending on undergraduate preparation, students can reduce credit hours by as many as 15 credits. Despite the number of transfer credits and waivers for which a student may be eligible, a minimum of 33 credit hours must be taken at Sacred Heart University. Students who have weak undergraduate grades or have not taken undergraduate business courses in accounting, statistics, calculus and economics will be required to take the equivalent. International students may be required to take one or more English courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC 610</td>
<td>Accounting for Decision Making and Control</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 601</td>
<td>Organizational Management and Business Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 631</td>
<td>Organizational Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 633</td>
<td>Legal Environment of Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 641</td>
<td>Dynamics of Information Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 670</td>
<td>Operations Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 681</td>
<td>Leadership and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 690</td>
<td>Global Management Integration</td>
<td>3 credits</td>
</tr>
<tr>
<td>EC 621</td>
<td>Managerial Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>FN 660</td>
<td>Financial Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>MK 661</td>
<td>Marketing Management</td>
<td>3 credits</td>
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</tbody>
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**Elective Courses** (choose five 600-level courses)

**Substantial Writing requirement**

Students are required to complete a substantial research paper in their area of concentration. Students electing a General Management concentration must satisfy this requirement by writing in the area of Strategic Management. This requirement must be satisfied prior to the student petitioning for graduation. Students must satisfy this requirement within an elective course.

**MBA Waiver Policy**

**Prerequisite Course Equivalents**

To apply for prerequisite undergraduate credit equivalents, a student must have had an average grade of C or better and courses must have been taken within the past seven years unless the student has been employed in the capacity where course-specific information is required, or successfully completed the competency test where available.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 511</td>
<td>Corporate Financial Accounting and Reporting</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 543</td>
<td>Statistics for Decision Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>EC 511</td>
<td>Economics Principles</td>
<td>3 credits</td>
</tr>
<tr>
<td>MA 510</td>
<td>Calculus for Decision Making</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

AC 511 Six credit hours in accounting—the equivalent of Principles of Accounting I and Principles of Accounting II at Sacred Heart University; or successfully complete the competency exam devel-
operated by the Sacred Heart University Accounting Department.

BU 543 Three credits in statistics and three credits in college math—the equivalent of Business Statistics and college math at Sacred Heart University; or successfully completed the competency exam developed by the Sacred Heart University Management Department.

EC 511 Six credits in macro- and microeconomics—the equivalent of Principles of Economics I and Principles of Economics II at Sacred Heart University; or successfully completed the competency exam developed by the Sacred Heart University Economics Department.

MA 510 Three credits in calculus or precalculus and three credits in college math—the equivalent of Calculus for Decision Making and college math at Sacred Heart University; or successfully pass a CLEP examination.

**Required Course Waivers**

To apply for waivers for core courses, a student must have had grades of B or better in previous course work, and courses must have been taken within the past seven years:

AC 610 Six additional credit hours in accounting beyond the prerequisite requirements—the equivalent of Cost Accounting and Managerial Accounting at Sacred Heart University.

BU 601 No waiver given for this course.

BU 631 Three credit hours in organizational behavior plus three credit hours in psychology—the equivalent of Organizational Behavior and General Psychology-Scientific Aspects at Sacred Heart University.

BU 633 Six credit hours in business law—the equivalent of Business Law I/II at Sacred Heart University.

BU 641 Six additional credit hours in management of information technology beyond the prerequisite requirement.

BU 670 Six credit hours in operations management.

BU 681 No waiver given for this course.

BU 690 No waiver given for this course.

EC 621 No waiver given for this course.

FN 660 Six credit hours in finance with at least three credits in corporate finance—the equivalent of FN 215 Financial Management and FN 251 Corporate Finance at Sacred Heart University.

MK 661 Six credit hours in marketing—the equivalent of MK 261 Principles of Marketing and MK 361 Marketing Management at Sacred Heart University.

**MBA Concentrations**

Students may specify four out of their five electives in a business discipline from among the following categories. Students who do not specify a particular area of concentration, but rather take a variety of electives, will receive a concentration in Strategic Management.

- Accounting
- Economics
- Financial Management
- Health Care Administration
- Human Resource Management
- Information Technology Management
- International Business*
- Marketing
- Strategic Management

*Students wishing to concentrate in International Business are required to travel abroad to take a course in an international business-related area. This course may be taken at Sacred Heart University in Luxembourg, or a different university and the course approved by the academic director of Graduate Programs.
Course Loads
Six credit hours per semester are considered the maximum workload for part-time students, and nine credit hours per semester the minimum for full-time students. However, part-time MBA students who want to take more than six credit hours per semester, and full-time students who want to take more than nine credit hours per semester, may do so if permission is granted by the academic director of Graduate Programs.

MBA Thesis
With the approval of an advisor and the program director, a thesis may be done in lieu of six elective credit hours toward the MBA degree. Generally, registering for a thesis will be the same as registering for two three-credit-hour MBA courses.

MBA Student Services

Student Council
The MBA Student Council is composed of MBA students who plan and organize extracurricular activities for students in the program. These activities include career counseling seminars, Internet training sessions, technology and presentation training sessions and symposiums.

Career Development
The Career Development office offers MBA students guidance on how to conduct a successful job search. They also arrange for interviews with companies visiting the campus to recruit students. Employment opportunities and internships are publicized through the Career Development office.

Graduate Professional Certificates
Students who would like to specialize in one of the areas below without pursuing a full graduate degree or those who already have a master’s degree and would like to upgrade their skills may want to consider a four-course graduate professional certificate.

Students matriculated in the master’s program are not eligible for a graduate certificate. However, students who have successfully completed a graduate certificate may apply to the master’s program and may be able to use those credits earned in the certificate program toward the master’s degree. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Accounting (12 credits)
AC 610* Accounting for Decision Making and Control 3 credits
AC 614 Tax Planning 3 credits
AC 615 Controllership and Budgeting 3 credits
AC 616 Accounting for Nonprofit Organizations 3 credits
AC 617 Financial Statement Analysis 3 credits
AC 620 Federal Tax Research 3 credits
AC 621 Corporate Taxation 3 credits
AC 622 Federal Income Taxation 3 credits
AC 624 Estate, Gift and Fiduciary Taxation 3 credits
AC 625 International Accounting 3 credits
AC 626 Seminar in Accounting Theory 3 credits
AC 627 Contemporary Issues in Financial Accounting 3 credits
AC 628 Contemporary issues in Managerial Accounting 3 credits
*Required course

Economics (12 credits)
EC 620 Global Macroeconomics 3 credits
EC 621* Managerial Economics 3 credits
EC 625 Economics of Multinational Corporations 3 credits
EC 628 Economics in Transition 3 credits
EC 661 Money and Financial Institutions 3 credits
EC 665 International Financial Management 3 credits
EC 669 Contemporary Issues in Economics 3 credits
*Required course
## Financial Management (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC 617</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FN 660*</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 661</td>
<td>Money and Financial Institutions</td>
<td>3</td>
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<tr>
<td>FN 662</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FN 663</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 664</td>
<td>Financial Markets</td>
<td>3</td>
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<tr>
<td>FN 665</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 666</td>
<td>Mergers, Acquisitions and Joint Ventures</td>
<td>3</td>
</tr>
<tr>
<td>FN 667</td>
<td>International Financial Markets</td>
<td>3</td>
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<tr>
<td>FN 668</td>
<td>Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 669</td>
<td>Contemporary Issues in Finance</td>
<td>3</td>
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*Required course

## Human Resource Management (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BU 621</td>
<td>Comparative Management and Intercultural Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 631*</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 632</td>
<td>Managing Change</td>
<td>3</td>
</tr>
<tr>
<td>BU 635*</td>
<td>Human Resource and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>BU 636</td>
<td>Legal Issues in Human Resource Management</td>
<td>3</td>
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<tr>
<td>BU 673</td>
<td>Total Quality Management</td>
<td>3</td>
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* Required course

## Information Technology Management (12 credits)

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BU 641*</td>
<td>Dynamics of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>BU 646</td>
<td>Management of Computer Resources and Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>BU 647</td>
<td>Systems Analysis, Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>BU 650</td>
<td>Database, Warehouse and Mining Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BU 651</td>
<td>Management of Global Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>BU 652</td>
<td>Project/Program Management</td>
<td>3</td>
</tr>
<tr>
<td>BU 653</td>
<td>International Electronic Commerce and the Internet</td>
<td>3</td>
</tr>
<tr>
<td>BU 659</td>
<td>Contemporary Issues in Global Information Technology</td>
<td>3</td>
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*Required course

## Health Care Administration (12 credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HA 601*</td>
<td>Management of Health Care Organizations</td>
<td>3</td>
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<tr>
<td>HA 617</td>
<td>Health Care Budgeting</td>
<td>3</td>
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<tr>
<td>HA 620</td>
<td>Health Care Economics</td>
<td>3</td>
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<tr>
<td>HA 640</td>
<td>Health Services and the Law</td>
<td>3</td>
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<tr>
<td>HA 650</td>
<td>Research Methods in the Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HA 660</td>
<td>Management Information Systems in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HA 672</td>
<td>Administration of Community Health Service Agencies</td>
<td>3</td>
</tr>
<tr>
<td>HA 673</td>
<td>Administration in Long-Term Care Facilities</td>
<td>3</td>
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<tr>
<td>HA 674</td>
<td>Cultural Diversity in the Management of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>HA 675</td>
<td>Hospital Administration</td>
<td>3</td>
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<tr>
<td>HA 676</td>
<td>Total Quality Management/Continuous Quality Improvement in Health Care</td>
<td>3</td>
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<tr>
<td>HA 678</td>
<td>Comparative International Health Systems</td>
<td>3</td>
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<tr>
<td>HA 685</td>
<td>Seminar on Managed Care</td>
<td>3</td>
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*Required course

## International Business (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC 625</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU 621</td>
<td>Comparative Management and Intercultural Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 634</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>BU 651</td>
<td>Management of Global Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>BU 653</td>
<td>International Electronic Commerce and the Internet</td>
<td>3</td>
</tr>
<tr>
<td>BU 666</td>
<td>The European Union</td>
<td>3</td>
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<tr>
<td>EC 620</td>
<td>Global Macroeconomics</td>
<td>3</td>
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<tr>
<td>EC 625</td>
<td>Economics of Multinational Corporations</td>
<td>3</td>
</tr>
</tbody>
</table>
Marketing (12 credits)

- **FN 665** International Financial Management 3 credits
- **FN 667** International Finance Markets 3 credits

**Marketing** (12 credits)

- **MK 650** Product Development and Management 3 credits
- **MK 651** Marketing Research 3 credits
- **MK 656** Advertising Management 3 credits
- **MK 657** Industrial and Service Sector Marketing 3 credits
- **MK 658** Consumer Marketing and Behavior 3 credits
- **MK 661** Marketing Management 3 credits
- **MK 663** Sales Management and Negotiations 3 credits
- **MK 665** Contemporary Marketing Problems and Strategies 3 credits
- **MK 668** International Marketing 3 credits
- **MK 669** Contemporary Issues in Marketing 3 credits

* Required Course

**Course Descriptions**

**Prerequisite Courses**

**AC 511 Corporate Financial Accounting and Reporting** 3 CH

Introduces the student to accounting concepts necessary for the preparation and interpretation of financial statements. While the emphasis is on conceptual aspects of accounting fundamentals, sufficient methodology is included to demonstrate the basic operation of an accounting system that enables the student to analyze fairly complex financial statements.

**BU 543 Statistics for Decision Making** 3 CH

This problem-oriented course in business statistics discusses probability theory, frequency distribution, sampling, inference theory, hypothesis testing, index numbers, time-series analysis, linear regression and correlation. Computer-based statistical models are used to develop skills in interpretation of the usefulness of statistics to business decision making.

**EC 511 Economics Principles** 3 CH

Covers both macroeconomics and microeconomics principles. Topics in macroeconomics include income and employment, money and banking, fiscal and monetary policy and economic fluctuations. Topics in microeconomics include supply and demand, price determination, costs, profit, imperfect markets and income distribution.

**MA 510 Calculus for Decision Making** 3 CH

Designed specifically for business students, this course includes the study of limits; differentiation of algebraic, exponential and logarithmic functions; integration; and applications of calculus.

**Required Courses**

**AC 610 Accounting for Decision Making and Control.** 3 CH

*Prerequisite: AC 511 Corporate Financial Accounting and Reporting.* Covers the role of managerial accounting in corporate management. Emphasis is on financial planning and analysis, product and service costing, profit planning and the capital allocation process. Current financial and accounting matters are reviewed and evaluated.

**BU 601 Organizational Management and Business Communication** 3 CH

This course must be taken as the student's first core course requirement. Examines and analyzes the principles of planning, organizing, leading and controlling the activities of business, government and other organizations in a globally competitive environment. Focus will be on developing students' knowledge of these areas, but also developing their business communication skills, especially in the areas of written analytical skills and oral communication skills.
BU 631 Organizational Behavior 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Provides students with the analytical tools to understand the behavioral aspects of an organization relevant to managerial decision making. Emphasis is on micro-organizational relationships examined through selective research findings, cases and group experiences. Topics include: group dynamics, interpersonal communication, leadership, motivation, group decision making and organizational change.

BU 633 Legal Environment of Business 3 CH
Studies the legal environment in which business organizations function, the nature of law and the factors that shape it. Recent trends of public control in areas such as regulation of commerce, competition, freedom of contract and the management of intellectual capital are emphasized. This course also explores the legal aspects of the development and operation of companies engaged in global business.

BU 641 Dynamics of Information Technology 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Provides topical coverage of contemporary information technology (IT) and telecommunications with a focus on planning, organizing, justifying, controlling, implementing and integrating IT within business more effectively, and real-world experiences. Topics include: competitive advantage and IT, information and network architecture, software, hardware and network fundamentals, systems development, life-cycle standards, outsourcing, disaster recovery/contingency planning and global applications.

BU 670 Operations Management 3 CH
Prerequisites: BU 543 Statistics Principles and

BU 601 Organizational Management and Business Communication for Decision Making. Describes the managerial concepts and quantitative tools and techniques required in the design, operation and control of operation systems in the production of goods and/or provision of services. Emphasis is on the use of quantitative and qualitative methods of analysis and continuous improvement processes.

BU 681 Leadership and Ethics 3 CH
Prerequisites: BU 601 Organizational Management and Business Communication and BU 631 Organizational Behavior. Leadership and ethics deal with a rapidly changing work environment, a more flexible and diverse workforce, a more technologically sophisticated employee and globalization. This course helps students understand leadership styles and attributes, and how to apply them. Ethics deals with social responsibility, as well as the origin and evolution of ethics, values and moral standards adopted by society.

EC 621 Managerial Economics 3 CH
Prerequisites: EC 511 Economic Principles and MA 510 Calculus for Decision Making. Studies the integration of the managerial decision-making process and the main elements of short- and long-range planning with applicable economic theory. Topics include risk analysis and planning for profit, with appropriate emphasis on concepts and tools of analysis. Students learn the body of useful managerial economic concepts being applied by informed management today.

FN 660 Financial Management
Prerequisites: AC 511 Corporate Financial Accounting and Reporting, BU 601 Organizational Management and Business Communication and MA 510 Calculus for Decision Making. An introduction to the field of finance. Core concepts include: risk and return trade-off, time value of money, bond and
stock valuation, financial statement and ratio analysis, capital budgeting and capital structure.

MK 661 Marketing Management 3 CH
Explores how firms analyze market opportunities; select target markets; develop the marketing mix (product, price, place and promotion); plan, manage and organize and control the marketing resources throughout an enterprise; deal with competition; and extend marketing to the global marketplace.

BU 690 Global Management Integration 3 CH
This is the capstone course and must be taken as one of the last two courses in the program. It covers elements of all the required courses and illustrates how all facets of a business are globally integrated, with a focus on growth and sustainability.

Elective Courses

Accounting

AC 614 Tax Planning 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Introduces federal taxation and its impact on business decision making. Provides an overview of the basics of federal taxation, its traps and tax planning opportunities, as well as an understanding of tax planning for personal and business situations and the interrelationship of tax planning decisions. Topics include: individual income taxes; corporations; partnerships; income taxation of estates; trusts and estates; and gift taxes.

AC 615 Controllership and Budgeting 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* The basic considerations of controllership and budgeting are set forth and analyzed, and the importance of business planning and control is emphasized from a management perspective. Emphasis is on budgeting practices and theory as a tool for profit and control.

AC 616 Accounting for Nonprofit Organizations 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Studies the specialized area of fund accounting, emphasizing the various management controls used in nonprofit organizations. Included are overviews of reporting systems, account classifications, information reporting, budget preparation, internal auditing and cost measurement. Areas of concentration include: government and other nonprofit organizations such as universities and health organizations.

AC 617 Financial Statement Analysis 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Examines current financial reporting and disclosure practices. Emphasis is on development of the ability to analyze financial statements in order to evaluate the current financial condition of a firm and assess its future trends. Topics include: the use of various ratios to analyze income statements, balance sheets and funds flow.

AC 620 Federal Tax Research 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Studies the techniques and tools of tax research. Reference sources include tax loose-leaf services, IRS cumulative bulletins, court cases, congressional committee reports, textbooks and published articles. Mini research projects are assigned for written submission.

AC 621 Corporate Taxation 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Analyzes the basic federal income tax provisions affecting corporations and shareholders. Topics include: organization of the corporation, corporate capital structure, corporate distributions, stock redemptions, bailout techniques and liquidations.

AC 622 Federal Income Taxation 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Studies tax policy and the
basic principles of federal income tax law. Taught at an advanced level of inquiry, topics include: the key concepts of gross income, adjusted gross income, deductions, exemptions, credit and special tax computations. Special attention is given to the provisions of the IRS code affecting individual taxpayers.

**AC 624 Estate, Gift and Fiduciary Taxation** 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Provides a comprehensive introduction to, and analysis of, the federal estate and gift tax laws including basic principles of estate planning. Procedures for preparation of estate and gift tax returns are outlined. Coverage is given to state death and inheritance taxes.

**AC 625 International Accounting** 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Examines the diverse accounting systems employed by different countries and the relationship of those systems to environmental factors (cultural, economic, political, legal and religious). Principal topics include: performance evaluation in multinational enterprises, social responsibility, harmonization of accounting practices and transfer pricing within an international framework. The course addresses these topics in part through an applied approach in the discussion and analysis of cases.

**AC 626 Seminar in Accounting Theory** 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Involves the student in extensive reading of accounting literature in order to gain a thorough understanding of generally accepted accounting principles and the underlying theories on which they are based. Emphasis is on current developments in accounting theory.

**AC 627 Contemporary Issues in Financial Accounting** 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Emphasis is on the usefulness of accounting information in financial markets through the study of the accounting conceptual framework. Analyses include the standard-setting process, asset valuation and income determination. Examines accounting policies, ethical issues, FASB financial accounting rules and the impact of international accounting policies, all with a focus on application to current issues.

**AC 628 Contemporary Issues in Managerial Accounting** 3 CH
*Prerequisite: AC 610 Accounting for Decision Making and Control.* Explores critical issues facing accounting and financial managers in the current business environment. Topics include: state-of-the-art managerial accounting practices, performance evaluation and managerial compensation systems, agency theory and modern managerial control systems.

**Economics**

**EC 620 Global Macroeconomics** 3 CH
*Prerequisite: EC 621 Managerial Economics.* Provides a survey of advanced models of macroeconomics stabilization. A special emphasis is placed on the methods of fiscal discipline and on modern approaches to monetary policy. Elaborates current problems of instability of world financial markets both in highly developed and in emerging market economies. Examines the impact of the global macroeconomic environment on U.S. businesses, their strategic policies and current operations.

**EC 625 Economics of Multinational Corporations** 3 CH
*Prerequisite: EC 621 Managerial Economics.* Covers the determinants of foreign direct investment, the economic questions concerning the operations of multinational enterprises and the impact of multinational firms on national economies and
international economic relations. Emphasis is on the general economic analysis of these issues. Relevant empirical evidence and examples are provided throughout the course.

EC 628 Economies in Transition 3 CH
Prerequisite: EC 621 Managerial Economics. Provides an overview of the new market economies emerging from the dissolution of the former communist bloc. Examines the current problems with respect to macroeconomic stability, capacity building and institutional development of competitive business organizations and financial markets. Elaborates preparations of selected central European economies for accession to the European Union.

EC/FN 661 Money and Financial Institutions 3 CH
Prerequisite: FN 660 Financial Management. Analyzes the operations of commercial banks and other financial institutions. Examines money, credit and interest rates, as well as contemporary monetary theories. Surveys recent developments and their implications to financial institutions.

EC/FN 665 International Financial Management 3 CH
Prerequisites: EC 511 Economics Principles and FN 660 Financial Management. A study of financial management concepts and techniques, applied to companies with international operations. Topics include: foreign currency spot and forward contract pricing; impacts of foreign inflation, exchange and country risk on investment decision making; taxation and regulatory issues of non-U.S. markets; and sources and uses of funds for multinational corporations.

EC 669 Contemporary Issues in Economics 3 CH
Prerequisite: EC 621 Managerial Economics. Provides an intensive study of current problems in economics. Provides students with an opportunity to study a topic of current interest and importance.

Financial Management
FN/EC 661 Money and Financial Institutions 3 CH
Prerequisite: FN 660 Financial Management. Analyzes the operations of commercial banks and other financial institutions. Examines money, credit and interest rates, as well as contemporary monetary theories. Surveys recent developments and their implications to financial institutions.

FN 662 Corporate Finance 3 CH
Prerequisite: FN 660 Financial Management. Studies corporate investments and capital structure. Topics include: risk and leverage with respect to capital budgeting and capital structure, working capital management, dividend theory and policy.

FN 663 Investment Management 3 CH
Prerequisite: FN 660 Financial Management. Examines the risk and return characteristics of the available wide variety of domestic and international equity and debt investment products. Topics include: investors' constraints and objective setting, fundamental and technical analysis, efficient market theory and investment research procedures.

FN 664 Financial Markets 3 CH
Prerequisites: EC 511 Economics Principles and FN 660 Financial Management. Examines the whole spectrum of money and capital markets and the sectors that participate in them. Explores the determination of the level and structure of interest rates, the role of the Federal Reserve in financial markets and government policies to stabilize and regulate the financial market system.

FN/EC 665 International Financial Management 3 CH
Prerequisites: EC 511 Economic Principles and FN 660 Financial Management. A study of financial management concepts and techniques, applied to
companies with international operations. Topics include: foreign currency spot and forward contract pricing; impacts of foreign inflation, exchange and country risk on investment decision making; taxation and regulatory issues of non-U.S. markets; and sources and uses of funds for multinational corporations.

**FN 666 Mergers, Acquisitions and Joint Ventures** 3 CH

*Prerequisites:* AC 610 Accounting for Decision Making and Control and FN 660 Financial Management. Examines the role of each of these strategies as part of the whole restructuring process faced by corporations in their attempt to compete and grow in the United States and abroad. Emphasis is on each method's strategic and financial advantages. Group analysis of cases and computer applications are utilized.

**FN 667 International Financial Markets** 3 CH

*Prerequisite:* FN 660 Financial Management. Provides a working knowledge of contemporary international financial markets with a special emphasis on Eurodollars, Eurocredit and swaps. The course focuses primarily on rules and policies of foreign exchange markets and international credit markets.

**FN 668 Portfolio Management** 3 CH

*Prerequisites:* FN 660 Financial Management and FN 663 Investment Management. Develops the student's ability to evaluate securities in the context of a portfolio. Topics include: portfolio construction rules based on risk and return goals, valuation measures and risk reduction techniques using derivative products.

**FN 669 Contemporary Issues in Finance** 3 CH

*Prerequisites:* FN 660 Financial Management and FN 663 Investment Management. Examines financial concepts, applied to current issues in finance such as risk management products and techniques.

**Health Care Administration**

**HA 617 Health Care Budgeting** 3 CH

*Prerequisite:* BU/HAA 601 Organizational Management and Business Communication. Focuses on understanding the financial environment of health systems. Specific financial tools are examined along with their utilization and application to health care systems. Various private and governmental payment systems are examined in relation to budgeting and cost controls, with the goal of improving health care operations.

**HA 620 Health Care Economics** 3 CH

*Prerequisites:* EC 511 Economics Principles and BU/HAA 601 Organizational Management and Business Communication. Explores the determinants of demand for health services, including health insurance; supply functions of facilities and humanpower; price determination and utilization; public intervention through financing, regulation, licensure and planning; and cost-benefit analysis in health care.

**HA 630 Management and Planning of Health Care** 3 CH

*Prerequisite:* BU/HAA 601 Organizational Management and Business Communication. The first part of this course discusses administrative and organizational arrangements for health care. Topics include: historical view of health planning legislation, manpower needs and resources, professionalism, community action, collective bargaining and new and allied health professions. The second part of this course deals specifically with the theory and practice of health care planning. Alternative responses to physical, fiscal and conceptual restraints are discussed.

**HA 640 Health Services and the Law** 3 CH

*Prerequisite:* BU/HAA 601 Organizational Management and Business Communication. Examines major issues in law of direct importance
to professional practice in health services administration. The legal frameworks of health organizations and medical practice, contracts, affiliations and mergers, consent, patients’ rights, clinical and social research, mental health laws, health care liability, property and legal death are also discussed.

**HA 650 Research Methods in the Health Services**  
*3 CH*  
**Prerequisites:** BU 543 Statistics for Decision Making and BU/HA 601 Organizational Management and Business Communication. Applies scientific methodology to problems in the social sciences, specifically related to management of health care and discipline-specific issues. Quantitative, qualitative and evaluative methods are discussed. Students critically review the literature related to health care management with an understanding of the nature of the integrative literature review and its usefulness in developing a research proposal. Statistical methods and concepts are reviewed and expanded to promote an understanding within the context of a proposal. For students choosing a thesis option, the proposal will be further developed as their thesis.

**HA 660 Management Information Systems in Health Care**  
*3 CH*  
**Prerequisite:** BU/HA 601 Organizational Management and Business Communication. Provides an introduction to the use of computers and management information systems as tools for decision making, control functions and communication capabilities. It also includes the study of organizational theory and systems theory as they apply to identifying sources and flow of information through organizations and through health care; structuring of systems; workforce management issues; management control functions; economic evaluation and managerial decision making with respect to the acquisition and use of computers; and information systems in health care systems.

**HA 672 Administration of Community Health Service Agencies**  
*3 CH*  
**Prerequisite:** BU/HA 601 Organizational Management and Business Communication. Administrative problems of community health service agencies (ambulatory care, solo practitioners, outpatient departments, managed care organizations and group practices, community mental health) are studied. Managerial, political and ethical aspects of administration of health service to communities are the key aspects of this course.

**HA 673 Administration in Long-Term Care Facilities**  
*3 CH*  
**Prerequisite:** BU/HA 601 Organizational Management and Business Communication. Focuses on institutional care for the elderly and chronically ill in the context of the economic and social problems in our society in general, and aging in particular. Analyzes administrative problems, issues and solutions, as well as the development of a systems approach to long-term care.

**HA 674 Cultural Diversity in the Management of Health Systems**  
*3 CH*  
**Prerequisite:** BU/HA 601 Organizational Management and Business Communication. Focuses on the personnel functions in health care organizations. Analyzes policies related to employees in light of cultural diversity. Special emphasis is placed on the study of diversity in general and the implications of a diverse workforce in health care. Management implications are stressed in how best to manage a diverse workforce.

**HA 675 Hospital Administration**  
*3 CH*  
**Prerequisite:** BU/HA 601 Organizational Management and Business Communication. This course is designed to increase students’ understanding of the role of hospitals in the total health care system. Attention is given to examining the role of governing boards, physician involvement, regulatory bodies and cost containment.
HA 676 Total Quality Management/Continuous Quality Improvement in Health Care 3 CH
Prerequisite: BU/HA 601 Organizational Management and Business Communication. Designed for business professionals interested in understanding TQM/CQI in relation to health care industries, this course focuses on the basic theories of TQM/CQI and the development and implementation of quality systems in health care settings. Federal, state and regional accreditation standards in relation to quality are included.

HA 678 Comparative International Health Systems 3 CH
Prerequisite: BU/HA 601 Organizational Management and Business Communication. Health care delivery systems of other countries are studied. Emphasis is placed on understanding various delivery systems within the context of a country's culture and history. Comparisons are made, leading to development of ideal, workable, integrated health care delivery systems.

HA 685 Seminar on Managed Care 3 CH
Prerequisite: BU/HA 601 Organizational Management and Business Communication. Designed to increase students' knowledge of the basic theory and philosophy of managed care delivery systems, including current concepts and issues. Special attention is given to the application of managed care theory in today's health care environment.

Marketing

MK 650 Product Development and Management 3 CH
Prerequisite: MK 661 Marketing Management. Examines the product development and innovation process and cycle, its tools and techniques. The role of marketing, engineering, accounting and other functions is closely assessed. The use of techniques to enhance creativity, market research, psychographics and coprographics to assist with product development is the foundation of this course, with emphasis in the following areas: product planning, competitive positioning, channels of distribution, pricing and promotion.

MK 651 Marketing Research 3 CH
Prerequisite: MK 661 Marketing Management. Gives a managerial approach to market research activities. Primary emphasis is on applying qualitative and quantitative research information toward marketing decisions. The research process is discussed, then qualitative and quantitative methodological alternatives are systematically reviewed. Careful attention is paid to how to analyze and present research findings.

MK 656 Advertising Management 3 CH
Prerequisite: MK 661 Marketing Management. Provides an analysis of the advertising function from a management viewpoint. Emphasizes the mechanics and techniques of advertising as part of an overall marketing strategy. Topics include: the role of the corporate advertising director, the role of the advertising agency and the role of the media. Special emphasis is on understanding and participating in the creative process, essential for effective advertising.

MK 657 Industrial and Service Sector Marketing 3 CH
Prerequisite: MK 661 Marketing Management. Gives a survey of the techniques and methodologies of industrial and service marketing, stressing the differences between these sectors and the consumer market. Topics include: marketing department organizations; channels of distribution; pricing strategies; sources of industrial and service market data; similarities and differences between industrial, consumer and service sectors; and advertising, promotion and marketing strategies. Emphasis is on the case method.
MK 658 Consumer Marketing and Behavior 3 CH
Prerequisite: MK 661 Marketing Management. Focuses on the consumer, and in particular what makes consumers behave the way they do in specific purchase situations. Emphasis is placed on behavioral, psychological and motivational theories as well as risk perception. Various consumer buying models are analyzed. The case method is heavily used.

MK 663 Sales Management and Negotiations 3 CH
Prerequisite: MK 661 Marketing Management. Focuses on studying the sales management function as it interacts with and relates to the rest of the organization. Planning, organizing, directing, compensating and monitoring the sales function are examined. In addition, negotiation and deal-making skills are developed in an intercultural setting. The case method is utilized.

MK 665 Contemporary Marketing Problems and Strategies 3 CH
Prerequisite: MK 661 Marketing Management. Surveys current problems and issues in marketing from the perspective of the firm. Using problem-solving techniques, students develop marketing strategies in a dynamic environment. This course is designed to hone market-planning, issues-resolution, decision-making and communication skills.

MK 668 International Marketing 3 CH
Prerequisite: MK 661 Marketing Management. Provides an analysis of marketing concepts and applications in a global environment, focusing on market management and cultural and institutional differences.

MK 669 Contemporary Issues in Marketing 3 CH
Prerequisite: MK 661 Marketing Management. Current marketing issues are examined in light of the competitive global environment of today.

Strategic Management

BU 610 Entrepreneurship 3 CH
Prerequisites: AC 610 Accounting for Decision Making and Control, BU 601 Organizational Management and Business Communication, FN 660 Financial Management and MK 661 Marketing Management. Designed to help students in the various aspects of starting or buying a small business. Student teams are required to develop a complete business plan. Case studies are used to help students understand the principles used to create a plan that can be financed and implemented.

BU 621 Comparative Management and Intercultural Behavior 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Develops a student's awareness and sensitivity to cross-cultural management. Models of understanding other cultures and management styles are discussed. Topics include: cultural sensitivity, awareness of different value systems and the importance of understanding traditions.

BU 632 Managing Change 3 CH
Prerequisite: BU 631 Organizational Behavior. Examines the strategy and techniques for successfully introducing and managing change in organizations. Emphasis is on the role of power, influence in communication and the change process, confrontation, effective intervention in power equalization, concepts and techniques of organizational development, change management and acceptance of innovation. Development of a framework for recognizing factors that influence change and development of an infrastructure to manage change effectively are the goals of this course.

BU 634 International Law 3 CH
Prerequisite: BU 633 Legal Environment of Business. Explores cultural, political, economic and legal aspects of the development and operation of companies engaged in global business. Topics
include: restraints of trade, deceptive acts, consumerism, formation of joint ventures and strategic alliances.

**BU 635 Human Resources and Career Development** 3 CH

*Prerequisite:* BU 601 Organizational Management and Business Communication. Focuses on the role of the contemporary human resources function in organizations. Emphasis is on analysis of policies related to the organizational life cycle from hiring through termination, workforce and succession planning, compensation and benefits, career development, labor relations and employee training. These concepts are discussed in light of working with and managing a multicultural workforce.

**BU 636 Legal Issues in Human Resource Management** 3 CH

*Prerequisite:* BU 633 Legal Environment of Business. Examines the legal relationship between an employer and an employee in the business environment. Special attention is given to how these issues are dealt with as companies expand globally.

**BU 646 Management of Computer Resources and Computer Networks** 3 CH

*Prerequisite:* BU 641 Dynamics of Information Technology. Describes the skills a manager needs to address the diverse problems of meeting a corporation’s information and network infrastructure needs on a timely and efficient basis. Topics include: organization and staffing, capacity planning, system and network performance monitoring, systems, computer and network administration and backup, training programs, security, network architectures, distributed processing and communication management.

**BU 647 Systems Analysis, Design and Development** 3 CH

*Prerequisite:* BU 641 Dynamics of Information Technology. Reviews systems analysis and design through the systems development life-cycle methodology, starting with the concept/feasibility phase and ending with the implementation and follow-up phases. Emphasis is placed on systems analysis and design tools, vendor selection, rapid prototyping, user commitment, make versus buy decisions, testing, training and cutover.

**BU 650 Database, Warehouse and Mining Design and Analysis** 3 CH

*Prerequisite:* BU 641 Dynamics of Information Technology. Focuses on the theoretical and practical aspects of data files, databases and warehouse systems and software. Topics include: data models, data structures, storage structures and devices, data mining, importance of data as an organizational resource and the security and integrity of databases.

**BU 651 Management of Global Telecommunications** 3 CH

*Prerequisite:* BU 641 Dynamics of Information Technology. Provides an overview of global telecommunications and how this phenomenon is integrating and impacting industries, companies, organizations, suppliers and buyers, systems and people across the globe. Current management techniques, industry and technical issues, practices and cases are explored, with emphasis on strategy, technology and implementation including lessons learned, critical success factors and pragmatic solutions.

**BU 652 Project/Program Management** 3 CH

*Prerequisite:* BU 641 Dynamics of Information Technology. Evaluates the issues, concepts and tools for successfully managing various programs and projects ranging from strategic enterprise-wide initiatives to limited-scope projects. Topics include: planning (WBS, PMP and PMO), organization and staffing, project management, scheduling, budgeting/funding, estimating and controlling, starting with project inception and feasibility through ultimate project completion and termination. Managing expectations, teams, risk and change management are also explored.
BU 653 International Electronic Commerce and the Internet 3 CH
Prerequisite: BU 641 Dynamics of Information Technology. Introduces students to concepts, issues, applications and technologies essential to transacting business within the rapidly developing global Internet and web (information and networking infrastructure). Students gain an understanding of electronic business-to-business and business-to-consumer marketing, sales, purchasing, distribution and trading; technical, regulatory and ethical aspects of online business processes; security, payment and settlement systems; the Internet, intranets and extranets; and interoperability standards. Focuses on three themes: infrastructure and technology of electronic commerce; select industry transformation and applications of electronic commerce; and planning, organizing, directing and controlling electronic commerce.

BU 659 Contemporary Issues in Global Information Technology 3 CH
Prerequisite: BU 641 Dynamics of Information Technology. Focuses on current topics in global information and telecommunications management. Emphasis is placed on technology as a critical asset and as a competitive differentiator.

BU 666 The European Union 3 CH
Prerequisite: AC 610 Accounting for Decision Making and Control. Develops a working understanding of the European Union (EU) and its worldwide impact. Topics include: the history of EU integration; the requirements for membership; the monetary, fiscal and legal institutions developed to integrate the social and economic policies of the member countries; and comparison of international trade between the major trade blocs.

BU 673 Total Quality Management 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Describes the relationship and use of accounting, management principles and statistics to produce high-quality products and services in today's competitive and dynamic business environment. Emphasis is on the criteria used to establish global quality standards, and the use of continuous process improvement metrics as a basis of comparison to improve quality.

BU 675 International Technology Management 3 CH
Prerequisites: BU 601 Organizational Management and Business Communication and BU 641 Dynamics of Information Technology. Helps students to better prepare and understand how to effectively manage technical professionals in a variety of different technological functions (e.g., engineering, research and development, information and telecommunications, software development and others). This course focuses on setting goals and evaluating performance for individuals and project teams. Emphasis is placed on the needs of the technical professional in terms of leadership, planning, communications, motivation, team-building, project management and conflict-resolution skills. In-class team exercises and case studies are extensively used.

BU 689 Contemporary Issues in Global Management 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. This course is designed to give students an opportunity to examine current events and issues as they relate to global management and international business.

BU 699 Thesis 6 CH
Open only to students who have completed all of the required course work in the program. Students work with a full-time member of the faculty who has expertise in the student's area of interest. An oral presentation of the thesis to the thesis committee
and the College of Business faculty is required prior to final acceptance of the thesis by the faculty advisor. The thesis committee is comprised of the full-time faculty member working with the student, an additional faculty member chosen by the student and the academic director of Graduate Programs. The thesis procedure of the College of Business must be adhered to; a copy of the thesis manual of the College of Business may be obtained from the academic director of Graduate Programs.

**Master of Arts in Health Systems Management**

The University’s Master of Arts in Health Systems Management (MAHSM) program addresses the growing complexities of health care in the 21st century, as well as the need for staff expertise in managing such systems. Advancement in health care systems today requires a clear understanding of global developments in health care as well as solid management skills. Sacred Heart University has drawn from the expertise of its regionally recognized Management and Health Sciences faculty to offer a Master of Arts Degree in Health Systems Management.

Students may study on a full- or part-time basis. The majority of classes are conducted in the evening and some Saturday sessions to accommodate working professionals. Graduates of the program will qualify for administrative positions in various health care areas: long-term care, managed care, hospital care, community health care and group medical practice.

**Goals and Objectives**

The MAHSM program’s objectives are to develop:

- management skills for health care and nonprofit organizations;
- ethical standards and philosophies to assist with responsible decision making;
- a comprehensive understanding of the systemic nature of the health care environment as an integrated delivery system; and
- technical skills and problem-solving skills in facing the social, economic and political environment of health care delivery.

To help students achieve these objectives, the University relies on faculty members who are dedicated to teaching. The faculty combines broad business experience and academic training that help to make the learning experience at Sacred Heart University unique.

**Admission Requirements**

Individuals who hold a bachelor's degree in any academic discipline from a regionally accredited college or university will be considered for admission to the MAHSM program. The applicant’s undergraduate GPA, GMAT score, writing sample and work experience will be considered in the admission process. Applicants must be able to demonstrate computer literacy. A personal interview is encouraged and may be required.

Upon acceptance, students will receive a copy of their planned academic program and an MAHSM student handbook. Students are encouraged to meet periodically with the academic director of Graduate Programs to discuss academic progress, career placement and special needs.

**MAHSM Continuous Enrollment Policy**

Graduate students in the MAHSM program must maintain continuous enrollment in the program. Students who fail to enroll for two consecutive terms (exclusive of Summer terms) must reapply for admission. Applications for readmission must be submitted to the Office of Graduate Admissions and will be reviewed by the Academic Director of Graduate Programs. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date or readmission.

**Degree Requirements**

Students in the MAHSM program will be required to complete 39 credit hours of graduate-level
course work. Some prerequisite courses in statistics and economics may also be required. Depending on undergraduate preparation, students can reduce credit hours by as many as 12 credits. Despite the number of transfer credits and waivers for which a student may be eligible, a minimum of 27 credit hours must be taken at Sacred Heart University. Students who have weak undergraduate grades or have not taken undergraduate courses in statistics and economics will be required to take the equivalent. International students may be required to take one or more English courses.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 543</td>
<td>Statistics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BC 511</td>
<td>Economics Principles</td>
<td>3</td>
</tr>
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<td>BU 631</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BU 681</td>
<td>Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HA 601</td>
<td>Management of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HA 617</td>
<td>Health Care Budgeting</td>
<td>3</td>
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<tr>
<td>HA 620</td>
<td>Health Care Economics</td>
<td>3</td>
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<tr>
<td>HA 640</td>
<td>Health Services and the Law</td>
<td>3</td>
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<tr>
<td>HA 650</td>
<td>Research Methods in the Health</td>
<td>3</td>
</tr>
<tr>
<td>HA 660</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HA 661</td>
<td>Health Care Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HA 680</td>
<td>Health Systems Policy</td>
<td>3</td>
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</tbody>
</table>

**Elective Courses** (choose three 600-level courses)

**MAHSM Waiver Policy**

**Prerequisite Course Equivalents**

To apply for prerequisite undergraduate credit equivalents, a student must have had an average grade of C or better and courses must have been taken within the past seven years unless the student has been employed in the capacity where course-specific information is required, or successfully completed the competency test where available:

<table>
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<tr>
<td>BU 543</td>
<td>Three credits in statistics and three credits in college math—the equivalent of Business Statistics and college math at Sacred Heart University; or successfully completed the competency exam developed by the Sacred Heart University Management Department.</td>
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</tr>
<tr>
<td>EC 511</td>
<td>Six credits in macro- and microeconomics—the equivalent of Principles of Economics I and Principles of Economics II at Sacred Heart University; or successfully completed the competency exam developed by the Sacred Heart University Economics Department.</td>
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</tbody>
</table>

**Required Course Waivers**

To apply for waivers for core courses, a student must have had grades of B or better in previous course work, and courses must have been taken within the past seven years:

<table>
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<tr>
<td>BU 631</td>
<td>Three credit hours in organizational behavior plus three credit hours in psychology—the equivalent of Organizational Behavior and General Psychology-Scientific Aspects at Sacred Heart University.</td>
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<tr>
<td>HA 601</td>
<td>No waiver given for this course.</td>
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<tr>
<td>HA 617</td>
<td>Six credit hours in health care</td>
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<tr>
<td>HA 620</td>
<td>No waiver given for this course.</td>
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<tr>
<td>HA 640</td>
<td>Six credit hours in health law.</td>
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<tr>
<td>HA 650</td>
<td>Six credit hours in the area of research and research design.</td>
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<tr>
<td>HA 660</td>
<td>Six additional credit hours in management of information technology.</td>
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<tr>
<td>HA 661</td>
<td>Six credits in marketing; three in the area of health or non profit marketing.</td>
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<tr>
<td>HA 680</td>
<td>No waiver given for this course.</td>
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</table>

**Course Loads**

Six credit hours per semester are considered the maximum workload for part-time students, and nine credit hours per semester the minimum for full-time students. However, part-time MAHSM stu-
students who want to take more than six credit hours per semester, and full-time students who want to take more than nine credit hours per semester, may do so if permission is granted by the academic director of Graduate Programs.

MAHSM Thesis
With the approval of an advisor and the program director, a thesis may be done in lieu of six elective credit hours toward the MAHSM degree. Generally, registering for a thesis will be the same as registering for two three-credit-hour MAHSM courses.

MAHSM Student Services

Student Council
The MAHSM Student Council is composed of MAHSM students who plan and organize extracurricular activities for students in the program. These activities include career counseling seminars, Internet training sessions, technology and presentation training sessions and symposiums.

Career Services
The Career Development office offers MAHSM students guidance on how to conduct a successful job search. They also arrange for interviews with companies visiting the campus to recruit students. Employment opportunities and internships are publicized through the Career Development office.

Course Descriptions

Prerequisite Courses

BU 543 Statistics for Decision Making 3 CH
This problem-oriented course in business statistics discusses probability theory, frequency distribution, sampling, inference theory, hypothesis testing, index numbers, time-series analysis, linear regression and correlation. Computer-based statistical models are used to develop skills in interpretation of the usefulness of statistics to business decision making.

EC 511 Economics Principles 3 CH
Covers both macroeconomics and microeconomics principles. Topics in macroeconomics include income and employment, money and banking, fiscal and monetary policy and economic fluctuations. Topics in microeconomics include supply and demand, price determination, costs, profit, imperfect markets and income distribution.

Required Courses

HA 601 Management of Health Care Organizations 3 CH
Analyzes the principles involved in planning, organizing, directing and controlling the activities of health care businesses. Examines historical bases of management and recent developments in management theory and practice. Topics include: motivation, leadership, decision making, conflict and stress management, utilizing both theory and situational analysis. Special emphasis is given to health care firms in the implementation of general organizational and management theory.

BU 631 Organizational Behavior 3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Provides students with the analytical tools to understand the behavioral aspects of an organization relevant to managerial decision making. Emphasis is on micro-organizational relationships examined through selective research findings, cases and group experiences. Topics include: group dynamics, interpersonal communication, leadership, motivation, group decision making and organizational change.

BU 681 Leadership and Ethics 3 CH
Prerequisites: BU 631 Organizational Behavior and HA 601 Management of Health Care Organizations. Helps students understand the origin and evolution
of our ethics and values as well as the moral standards that have been adopted by society. Emphasis is on management decision making including situations where these decisions are complicated by issues of fairness, right and wrong, integrity, social responsibility and personal conscience.

**HA 617 Health Care Budgeting**  
3 CH  
Focuses on understanding the financial environment of health systems. Specific financial tools are examined along with their utilization and applications to health care systems. Various private and governmental payment systems are examined in relation to budgeting and cost controls, with the goal of improving health care operations.

**HA 620 Health Care Economics**  
3 CH  
Prerequisite: EC 511 Economics Principles. Explores the determinants of demand for health services, including health insurance; supply functions of facilities and humanpower; price determination and utilization; public intervention through financing, regulation, licensure and planning; and cost-benefit analysis in health care.

**HA 640 Health Services and the Law**  
3 CH  
Examines major issues in law of direct importance to professional practice in health services administration. The legal frameworks of health organizations and medical practice, contracts, affiliations and mergers, consent, patients’ rights, clinical and social research, mental health laws, health care liability, property and legal death are also discussed.

**HA 650 Research Methods in the Health Services**  
3 CH  
Prerequisite: BU 543 Statistics for Decision Making. This course applies scientific methodology to problems in the social sciences, specifically related to management of health care and discipline-specific issues. Quantitative, qualitative and evaluative methods are discussed. Students critically review the literature related to health care management with an understanding of the nature of the integrative literature review and its usefulness in developing a research proposal. Statistical methods and concepts are reviewed and expanded to promote an understanding within the context of a proposal. For students choosing a thesis option, the proposal will be further developed as their thesis.

**HA 660 Management Information Systems in Health Care**  
3 CH  
This course provides an introduction to the use of computers and management information systems as tools for decision making, control functions and communication capabilities. It also includes the study of organizational theory and systems theory as they apply to identifying sources and flow of information through organizations and through health care; structuring of systems; workforce management issues; management control functions; economic evaluation and managerial decision making with respect to the acquisition and use of computers; and information systems in health care systems.

**HA 661 Health Care Marketing**  
3 CH  
Examines principles of marketing applied to health care delivery and related organizations. Special attention is given to sources of funds, organizations for structured financial management systems and allocation considerations. Explores the organization and practice of medical care and its effect on the American consumer. Reviews health care delivery systems, health care products, medical economics, health insurance and the behavior of consumers of medical care. Discusses popular consumer health practices.

**HA 680 Health Systems Policy**  
3 CH  
This capstone course must be taken as one of the last two courses in the program. Includes elements from previous required courses and focuses on
how health policy is developed in the public sector and the impact of current health policy and regulation. Systems are the overarching issue in this course and the policies that drive the health care system, and subsequent required systematic change.

Elective Courses

AC 616 Accounting for Nonprofit Organizations  3 CH
Prerequisite: AC 610 Accounting for Decision Making and Control. Studies the specialized area of fund accounting, emphasizing the various management controls used in nonprofit organizations. Included are overviews of reporting systems, account classifications, information reporting, budget preparation, internal auditing and cost measurement. Areas of concentration include: government and other nonprofit organizations such as universities and health care organizations.

HA 630 Management and Planning of Health Care  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. The first part of the course discusses organizational and policy issues in health care. An understanding of the existing U.S. health care system is developed including organizational structures, financing, patient relations and managed care. The second part of the course deals specifically with the theory and practice of health care planning. Alternative responses to physical, fiscal and conceptual restraints are discussed.

HA 671 Preparation for LTC Licensing  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. This course is designed to meet the state criteria for licensure of individuals as Nursing Home Administrators. Focus is on preparation of Certificates of Need, and state regulatory issues related to long-term health care.

HA 672 Administration of Community Health Service Agencies  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Administrative problems of community health service agencies (ambulatory care, solo physicians, neighborhood health centers, community mental health) are studied. Managerial, political and ethical aspects of administration of health service to communities are the key aspects of this course. Case studies, current problems and practical problems encountered are included for study.

HA 673 Administration of Long-Term-Care Facilities  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Focuses on institutional care for the elderly and chronically ill in the context of the economic and social problems in our society in general, and aging in particular. Analyzes administrative problems, issues and solutions, as well as the development of a systems approach to long-term care, with a focus on gerontology and understanding the aging process.

HA 675 Hospital Administration  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. This course is designed to increase students' understanding of the role of hospitals in the total health care system. Attention is given to examining the role of governing boards, physician involvement, regulatory bodies and cost containment.

HA 676 Total Quality Management/Continuous Quality Improvement in Health Care  3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Designed for business professionals interested in understanding TQM/CQI in relation to health care industries, this course focuses on the basic theories of TQM/CQI and the development and implementation of quality systems in health care settings. Federal, state and regional accreditation standards in relation to quality are included.
HA 678 Comparative International Health Systems 3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Health care delivery systems of other countries are studied. Emphasis is placed on understanding various delivery systems within the context of a country’s culture and history. Comparisons are made, leading to development of ideal, workable, integrated health care delivery systems.

HA 684 Special Topics in Health Care 3 CH
Prerequisite: HA 601 Management of Health Care Organizations. Addresses current health care dilemmas and issues. Topics may include: managed care networks, restructuring health care systems, health care reform, increased health system collaboration, diversity and human resource management issues and rationing of health care. Current legislative trends and issues are examined, as well as current health care literature.

HA 685 Seminar on Managed Care 3 CH
Prerequisite: HA 601 Management of Health Care Organizations. The basic history and philosophy of managed care delivery systems as well as current concepts and issues are examined. Special attention is given to the application of managed care theory in today’s health care environment.

HA 689 Internship (Administrator in Training) 3 CH
Prerequisites: 75 percent of course work must be completed; HA 601 Management of Health Care Organizations, HA 671 Preparation for LTC Licensing and HA 673 Administration of Long-Term Care Facilities. Connecticut state regulations require that students study long-term health care in an internship capacity working under the direct supervision of a licensed administrator and an academic institution. This position, Administrator in Training, engages students in actual implementation of theories, policies and procedures previously studied.

HA 690 Thesis 6 CH
Only open to students who have completed all of the required course work in the program. Students work with a full-time member of the faculty who has expertise in the student’s area of interest. An oral presentation of the thesis to the thesis committee and the College of Business faculty is required prior to final acceptance of the thesis by the faculty advisor. The thesis committee is comprised of the full-time faculty member working with the student, an additional faculty member chosen by the student and the academic director of Graduate Programs. The thesis procedure of the College of Business must be adhered to; a copy of the thesis manual of the College of Business may be obtained from the academic director of Graduate Programs.
College of Education and Health Professions
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

Patricia Wade Walker, Ph.D., Dean
Phone: 203-396-8024
Fax: 203-396-8075
E-mail: walkerp@sacredheart.edu

The College of Education and Health Professions offers high-quality graduate and undergraduate programs that provide an opportunity for students to gain experience, skills and values required to enter their first careers; to advance in existing careers; and/or make career changes. In cooperation with partners in the community, the college combines academic, internship and clinical experiences, which serve to foster a sense of service in students while enriching the educational and health care endeavors of the community.

All professional programs within the college are accredited or pursuing the necessary steps for obtaining accreditation. The programs’ commitment to excellence can be measured by the quality of the faculty, students, resources and outcomes.

Education
Peter P. Gioiella, Ph.D., Chair
Phone: 203-365-7514
Fax: 203-365-7513
E-mail: gioiellap@sacredheart.edu

The Education programs for teachers and administrators carry out the mission of the University “to prepare men and women to live in and make their contributions to the human community.” From the two values of personal dignity and community service, two principles form the basis of the Education programs:

1. Effective teaching and administration are not the result of what one does, but of who one is. There is a direct correlation between the level of professional effectiveness and the level of personal intellectual, emotional, social and moral maturity, attained through scholarship, reflection and interaction with communities of learners.

2. Teaching and administration are a calling centered on service to the community, especially to children and youth. Becoming a teacher or administrator requires a commitment to the pursuit of a path of change and growth that reflects an ever-changing society. These two principles are not separate but operate in synergy. Professional excellence requires a broad base of knowledge, skill, a personal vision and caring. This results in a personal commitment to excellence at a professional level that ultimately improves society.

The University offers the following graduate Education programs:
- Graduate Teacher Certification: Elementary and Secondary
- Fifth-Year Internship Program
- Master of Arts in Teaching (M.A.T.)
- Intermediate Administrator Certification
- Certificate of Advanced Studies (C.A.S.): Administration
- Certificate of Advanced Studies (C.A.S.): Teaching
- MAT concentration in Pastoral and Catholic School Administration
- Graduate Certificate in Pastoral and Catholic School Administration

Goals and Objectives
The program’s objectives follow logically from the University’s mission and Education Department’s philosophy:

- To promote personal excellence through a solid academic background in the liberal arts.
- To promote personal excellence through a study of self, with the aim of helping the student to reach an appropriate level of intellectual, emotional, social and moral maturity.
To center the teacher's and administrator's education on an understanding of and interest in students and their social, psychological and cognitive growth.

- To help teachers and administrators investigate, critically analyze and, with personal commitment, effect change in anything that is unjust or inadequate regarding schools.

- To provide a field-based approach to the education of teachers and administrators in order to integrate theory and practice, while developing skills in solving complex problems in an ever-changing society.

- To prepare students at the baccalaureate or post-baccalaureate levels to be personally and professionally effective as beginning teachers.

- To provide an education for teachers at the master's level that builds on the accomplishments of the baccalaureate level, and an education at the Certificate of Advanced Studies level that builds on the accomplishments of the master's level.

- To promote an understanding of the complexities of the familial and social contexts and their impact on children and on the role of educator.

- To prepare administrators at the master's and Certificate of Advanced Studies levels for leadership roles in the school community.

- To provide continuing education for teachers and administrators on current issues in education.

- To continue the University's commitment to provide the school community with exemplary school personnel and to be a center for the improvement of education.

Degree Requirements
A full-time graduate student (not working full-time) may take up to four three-credit graduate courses in each 12-week semester. A person who works full-time may take one or two three-credit graduate courses each semester. Permission to take more than six credits per semester must be given by the chair of the Education Department or the program director.

Admission Requirements
Students applying for initial certification programs must hold at least a bachelor's degree from an accredited institution. Students who do not have an undergraduate 2.75 cumulative GPA may be admitted under specific circumstances.

Graduate students who apply for entrance into a certification program and who do not qualify for admission because their undergraduate cumulative average falls below 2.75 may ask for consideration under the Education Department's GPA Waiver Policy. To qualify for consideration for a waiver, candidates must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances and other relevant information) to the GPA Waiver Committee. The GPA Waiver Committee must recommend in writing that the candidate be considered. The committee may suggest to the chair:

- waiving the 2.75 GPA requirement;
- rejecting the request; or
- inviting the candidate to take a specified number of courses.

Candidates who choose to take additional course work must demonstrate a specified level of achievement in the courses, and upon completion of those courses, reapply for a waiver. The waiver policy describing additional course work is:

- All courses required for achieving an acceptable standing for a GPA waiver must be in cognate areas that include only the following: English, history, mathematics, psychology, the hard sciences (biology, chemistry, physics and earth sciences), linguistics, upper-level foreign language and philosophy. Professional education courses may not be used for fulfillment of this requirement.

- Courses selected for fulfilling the cognate area requirement must be approved by the chair before the courses are taken. The approval
must be in writing; copies should be given to the student and placed in the file. (Decisions may be appealed through the chair of the Education Department.)

- All courses required for achieving acceptable standing for GPA waiver must be taken at approved and accredited colleges and universities, and must be at the Junior level or above.
- To achieve acceptable standing for the waiver, the candidate must earn a 3.0 GPA average, and no grade less than a B.
- Depending on the undergraduate GPA, the schedule for the number of cognate areas recommended by the department chair is based on the candidate’s transcript. The future career goal of the candidate is considered by the department chair, with an aim toward enhancing that goal, by recommending appropriate and intellectually demanding academic courses.

Note: Those candidates in the process of completing the admission procedure may, upon approval of the department chair, enroll in up to three courses.

**Admission Procedures to Certification Programs**

Application materials must include:

- **Application:** Submit the application for Graduate Education programs to the Office of Graduate Admissions.
- **Fee:** Submit the application fee to the Office of Graduate Admissions.
- **Recommendation letters:** Submit two letters of recommendation, from individuals who can attest to the candidate’s academic capability and potential as a future teacher, to the Office of Graduate Admissions.
- **Official transcripts:** Submit official transcripts to the Office of Graduate Admissions.
- **Essay:** Submit an essay to the Education Department stating reasons for wanting to become a teacher and describing any experiences that may have influenced the candidate’s decision.

The candidate must successfully meet the Praxis I exam requirement either with passing exam scores or by having achieved over 1,000 on the SATs, if taken prior to March 31, 1995, and 1,100 if taken after April 1, 1995.

Prior to the admission review, the candidate should meet with an advisor to develop a plan of study.

Once all the above requirements are met, the candidate should request an appointment for admission review, which, upon successful completion, enables the candidate to be fully matriculated.

Requirements may vary each year based on changes in Connecticut State Department of Education regulations and University policies.

**Transfer Guidelines**

A student may request transfer of up to six graduate credits for work done at another accredited university. Only graduate-level courses in that the student has received a grade of B or better, and that are not part of an earned degree and which were earned less than seven years ago, will be considered. Requests for transfer of credit should be made to the chair of the Education Department in writing, and an official transcript of the courses completed should be sent to the chair from the issuing institution. If approved, the transferred courses and credits will be recorded in the student’s permanent record. The student will be informed by the program director of the action taken. Once the student is matriculated in the graduate program, no additional transfer of credit will be allowed.

**Graduate Teacher Certification Program**

The Graduate Teacher Certification programs allow students to meet requirements to become certified as public school teachers while applying earned credits toward an advanced degree. Students who
have completed a bachelor's degree in a field other than teacher education may enter the graduate program to obtain teaching certification.

The graduate Education program offers approved programs for the preparation of teachers—in elementary grades 1–6 and secondary grades 7–12—in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish. These grade-level designations may change as a function of Connecticut State Department of Education regulations.

The program also provides certified teachers with the opportunity to obtain additional teaching endorsements (e.g., middle school, elementary).

**Required Courses**

The graduate program for Elementary Teacher Certification requires the completion of a minimum of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of the professional studies are applied toward fulfillment of the master's degree requirements.

**Elementary Certification Program with Master's Degree Application (1–6)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 413</td>
<td>Elementary School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum and Methods:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading, Writing and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED 430</td>
<td>Elementary Curriculum and Methods: Social</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Studies and Health</td>
<td></td>
</tr>
<tr>
<td>ED 459</td>
<td>Elementary Curriculum and Methods:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics and Science</td>
<td>3</td>
</tr>
<tr>
<td>ED 491</td>
<td>Elementary Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>ED 515</td>
<td>Children's Literature*</td>
<td>3</td>
</tr>
<tr>
<td>ED 552</td>
<td>Education in the United States*</td>
<td>3</td>
</tr>
<tr>
<td>ED 553</td>
<td>Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>ED 566</td>
<td>Classroom Management*</td>
<td>3</td>
</tr>
<tr>
<td>ED 569</td>
<td>Education of Special-Needs Students*</td>
<td>3</td>
</tr>
<tr>
<td>ED 578</td>
<td>Introduction to Computers in Education*</td>
<td>3</td>
</tr>
<tr>
<td>ED 580</td>
<td>Observation and Case Studies of Learners*</td>
<td>3</td>
</tr>
<tr>
<td>ED 591</td>
<td>Advanced PC Applications in Education: Elementary**</td>
<td>3</td>
</tr>
</tbody>
</table>

*= Applies to master's program requirements as well as Graduate Teacher Certification requirements.

**Secondary Certification Program with Master's Degree Application (7–12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 428</td>
<td>Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 429</td>
<td>Secondary Methods in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 495</td>
<td>Secondary Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>ED 510</td>
<td>Teaching Reading and Writing in the Content</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Areas</td>
<td></td>
</tr>
<tr>
<td>ED 552</td>
<td>Education in the United States*</td>
<td>3</td>
</tr>
<tr>
<td>ED 553</td>
<td>Educational Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>ED 555</td>
<td>Advanced PC Applications in Education:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary**</td>
<td></td>
</tr>
<tr>
<td>ED 566</td>
<td>Classroom Management*</td>
<td>3</td>
</tr>
<tr>
<td>ED 569</td>
<td>Education of Special-Needs Students*</td>
<td>3</td>
</tr>
<tr>
<td>ED 578</td>
<td>Introduction to Computers in Education*</td>
<td>3</td>
</tr>
<tr>
<td>ED 627</td>
<td>Societal Issues in Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

*= Applies to master's program requirements as well as Graduate Teacher Certification requirements.

**May be substituted for ED 578 requirement. Minimum total 36 credits**

Depending on courses completed at the baccalaureate level, the student may need to fulfill additional required courses at the graduate or undergraduate level to meet mandated certification requirements.

In addition to professional studies, students must meet course work requirements in general studies and an academic major either through credits...
previously earned in the bachelor’s degree or through supplemental course work at the under-
graduate or graduate level.

In the Elementary and Secondary Teacher Certification programs, completion of the full
master’s degree is not required for teacher certification. Students who have completed equivalent
course work meeting certification requirements through previous studies need not repeat the
course work at the graduate level. The student’s program is completed with course selections with
an advisor’s approval. All candidates for teacher certification must earn a minimum of 12 credits
from Sacred Heart University to be eligible for certification recommendation.

Fifth-Year Internship Program
The Fifth-Year Teacher Internship affords students the opportunity to complete teacher certification
and master’s degree program requirements in a supervised internship setting in a public school.
Tuition costs for this program are supported by the public school system under a contract
arrangement with the University and the intern. This program is run only at the University’s
Fairfield campus and Lisbon extension.

Potential interns who desire certification in the program typically complete course work in the
semester/summer prior to placement. At least 12 credits are required if the first semester of the
placement is to include student teaching. Candidates need to meet with an advisor to develop
their plans of study, which vary slightly from the MAT without the internship.

Master of Arts in Teaching (MAT)
The MAT program has the following four components that are designed to build on the applicant’s
prior academic and school experience. The MAT program is intended for educators who are
already certified. Options exist, however, to combine initial certification or additional endorsement
with MAT studies.

Core Requirements 12 credits
The core requirements of the MAT degree focus on the broad foundation of knowledge and skills
required of all effective educators. The three areas of study in the core are:

1. Foundations: A course in history or philosophy of education, or social foundations of education 3 credits

2. Expressive/Receptive Communication: An advanced reading methods course or a course in professional readings; and a methods, content or professional development course in writing or personal or professional effectiveness 3 credits

3. Seminar: Students may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Students select from several course options designed to assist them in analyzing and integrating their knowledge of teaching 3 credits

Concentration 12 credits
Students select courses for focused study in their area of interest.

Electives 6 credits
Subject to faculty advisor’s approval.

Final requirement 3–6 credits
Students may select one of the following:

- Comprehensive exam after the completion of 30 credits 3 credits
- Master’s thesis or project 3 credits
- Publication option, and Characteristics of Effective Schools 6 credits

Intermediate Administrator Certification

Admission Requirements
To be eligible for admission, the candidate must meet these requirements:
1. Hold or be eligible for a Connecticut teaching certificate.

2. Hold a master's degree from an approved institution.

3. Have completed five years of teaching experience (if the applicant lacks this prerequisite, a student may partially fulfill this requirement through a practicum included in the planned program of preparation).

4. Have completed a course in special education (at least 36 hours).

Required Curriculum—state of Connecticut

1. Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen credit hours must be taken at the institution providing the recommendation for certification.

2. State of Connecticut regulations mandate that the categories of study for the Intermediate Administrator's Certificate listed below be completed anytime in the post-baccalaureate program [Sec. 10-145d-242 (g)]. In planning the program for certification, the student is advised that 18 credits are needed beyond the master's degree. Specific requirements for this certificate may have been met on the master's level. Consequently, in meeting the 18-credit requirement, the student will be directed to take enrichment studies specific to his or her career objective.

3. Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).

4. To obtain the Professional Educator Certificate, the student must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.

Required Courses (18 credits)

**Psychological Foundations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 526</td>
<td>Tests and Measurements: Quantitative and Qualitative Analysis</td>
<td>3 credits</td>
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<td>(or another appropriate course approved by the advisor)</td>
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**Contemporary Educational Problems (Choose one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 612</td>
<td>Leadership and Administrative Policy: Contemporary Educational Problems</td>
<td>3 credits</td>
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</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 655</td>
<td>Distinguished Lectures in Education</td>
<td>3 credits</td>
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<td>(or another appropriate course approved by the advisor)</td>
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**Curriculum Development and Program Monitoring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 605</td>
<td>Advanced Elementary Curriculum Development and Program Monitoring</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 607</td>
<td>Advanced Secondary Curriculum Development and Program Monitoring</td>
<td>3 credits</td>
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</tbody>
</table>

**School Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 650</td>
<td>The Law in Education</td>
<td>3 credits</td>
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<td>(or another appropriate course approved by the advisor)</td>
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</table>

**Supervision and Evaluation**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 635</td>
<td>Teacher Supervision, Evaluation and Staff Development</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>(or another appropriate course approved by the advisor)</td>
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<tr>
<td>ED 698</td>
<td>Administrative Practicum</td>
<td>3 credits</td>
</tr>
<tr>
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<td>(or another appropriate course approved by the advisor)</td>
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</tbody>
</table>

**Certificate of Advanced Studies (C.A.S.): Administration**

**Electives (Choose three, approved by the advisor)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 555</td>
<td>Advanced PC Applications in Education: Secondary</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
ED 591 Advanced PC Applications in Education: Elementary 3 credits
ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 credits
ED 607 Advanced Secondary Curriculum Development and Program Monitoring 3 credits
ED 628 Grant Writing 3 credits
ED 630 Public School Finance 3 credits
ED 634 Public School Relations 3 credits
ED 640 Management of School Facilities 3 credits
ED 655 Distinguished Lectures in Education 3 credits

The Principalship: Leadership and Management
ED 645 The Elementary Principalship: Leadership and Management 3 credits
ED 646 The Middle School Principalship: Leadership and Management 3 credits
ED 647 The Secondary Principalship: Leadership and Management 3 credits

Terminal Requirement*
ED 625 Thesis Seminar 3 credits
ED 691 Education Research 3 credits
*Note: Students completing the Sixth-Year program in Administration (Certificate of Advanced Study) must complete a “terminal requirement” as part of their program.

Certificate of Advanced Studies (C.A.S.): Teaching

Area I—Foundations (9 credits)
Contemporary Educational Problems
ED 655 Distinguished Lectures in Education 3 credits

Psychological Foundations (Choose one)
ED 526 Tests and Measurements: Quantitative and Qualitative Analysis 3 credits
ED 609 Multiple Intelligences: Classroom Application of Current Research 3 credits

Curriculum (Choose one)
ED 540 Early Childhood Curriculum and Classroom Design 3 credits
ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 credits
ED 607 Advanced Secondary Curriculum Development and Program Monitoring 3 credits

Area II—Professional Development (18 credits)
ED 592 Advanced PC Applications in Education: K-12 and five additional courses (15 credits) approved by the student’s advisor

Area III—Terminal Requirement (6 credits)
Students are required to take a research course in preparation for the terminal research project.
ED 625 Thesis Seminar 3 credits
ED 691 Education Research 3 credits

Course Descriptions
Note: Only those courses numbered 500 and higher apply to the MAT degree.

ED 413 Elementary School Curriculum and Methods: Reading, Writing and Language Arts 3 CH
A study of methodology in the areas of reading instruction and language arts for elementary education students. Field experience is an integral part of the course.

ED 428 Secondary Curriculum 3 CH
Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Students develop subject-specific curriculums appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas 3 CH
Examines various methods of instruction applica-
ble to all academic areas. Students plan and teach microlessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

ED 430 Elementary Curriculum and Methods: Social Studies and Health 3 CH
Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas.

ED 459 Elementary Curriculum and Methods: Mathematics and Science 3 CH
Students learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of math and science investigation.

ED 491 Elementary Student Teaching 6 CH

ED 495 Secondary Student Teaching 6 CH
Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching no later than midsemester (October 30 or March 30) in the semester before beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course.

ED 501 Role of the Teacher 3 CH
An educational foundations course leading to a Master of Arts in Teaching, this course is designed to address the needs, problems and tasks that confront teachers. Participants become able to understand their unique and changing roles as teachers and as human beings.

ED 503 Self-Assessment and Growth 3 CH
An experiential workshop in self-awareness, this course focuses on tools for changing dissonant patterns in the teacher’s own personal behavior. Participants are assisted in coping with or changing areas in their personal and interpersonal behavior that influence their teaching performance.

ED 505 Adolescent Literature 3 CH
Young adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature are presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored.

ED 506 Family/Child/Teacher Interaction I 3 CH
Addresses issues relating to the interactions between families, children and teachers within the early childhood setting. Students’ histories as they relate to teaching are examined, and adult development is studied within the context of understanding family structure and its relationship to teaching and parenting.

ED 509 Methods of Teaching English as a Second Language 3 CH
Focuses on developing techniques to teach English communication skills to speakers of other languages. Language learning theories, major trends
and curriculum development are examined in relation to the needs of second-language students for skill development in listening, speaking, reading and writing.

**ED 510 Teaching Reading and Writing in the Content Areas** 3 CH
Explores the fundamental principles of teaching reading and writing in the middle and secondary school. Students learn to effectively integrate reading and writing skills in subject-specific content areas. Students create classroom writing workshops and thematic units and utilize subject-specific trade books. In addition, students learn strategies for developing positive attitudes toward reading and writing as lifetime skills.

**ED 512 Cooperative Group Learning** 3 CH
Helps teachers master the skills of planning, managing and evaluating cooperative group learning activities. Classroom groupings aimed at promoting active thinking and problem-solving strategies are demonstrated.

**ED 513 Elementary Developmental Reading** 3 CH
Focuses on the study of the process of teaching remedial reading in grades K–3, including language development, improving student comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**ED 514 Developmental Reading in Secondary Grades** 3 CH
Focuses on the study of the process of teaching remedial reading in secondary grades, including assessing language development, improving student comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**ED 515 Children’s Literature 3 CH**
Examines a variety of genres of children’s literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children’s books are included.

**ED 516 Seminar in Teaching for Fifth-Year Interns** 3 CH
This course is a required component of the Fifth-Year Internship program of study. Weekly sessions are designed to address pertinent issues related to the teaching/learning process, and provide professional support. Students discuss the Connecticut Competency Instrument and assess their performance in the classroom. They select an area of in-depth study and conduct a review of the literature related to the topic.

**ED 517 Learning Stations in the Elementary Classroom** 3 CH
Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

**ED 518 Reading and Language Arts: Balanced Literacy** 3 CH
Engages students in the interactive study of balanced literacy methods and materials for use in the elementary classroom. Students develop techniques that foster the growth of receptive and expressive communication skills: reading, writing, speaking and listening.

**ED 522 Integration of the Arts in the Classroom** 3 CH
The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This course balances the study of leading theories of arts education with experiential learning. Students actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.
ED 523 Multicultural Education 3 CH
This course is designed to foster understanding of ethnicities through literature and storytelling. Students attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement. Students visit a Masjid, a Buddhist temple and the American Indian Archeological Institute.

ED 526 Tests and Measurements: Quantitative and Qualitative Analysis 3 CH
Focuses on teacher interpretation of psycho-educational assessment data, and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed.

ED 538 Process Writing: Elementary Grades 3 CH
Students study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

ED 539 Process Writing: Secondary Grades 3 CH
Assists teachers in learning strategies facilitating students' writing skills development in any subject area. Emphasis is on strategies for teaching writing across the curriculum. Teachers reflect on their own writing process.

ED 543 Teaching Foreign Languages in Elementary Grades 3 CH
An in-depth study of current methodologies for teaching foreign languages to elementary-age students.

ED 545 Principles and Practices in Bilingual Education 3 CH
This course meets requirements for bilingual certification.

ED 549 Talents Unlimited 3 CH
Designed to help teachers recognize and nurture multiple talents in students of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making and planning, as well as in the academic areas. Students recognize and nurture the multiple intelligences suggested by the cognitive psychologist Howard Gardner.

ED 550 Developmental Psychology for Teachers: The Pre-Adolescent Years 3 CH
Examines human development in adolescence to adulthood, and its implications for the teaching and learning process.

ED 551 Developmental Psychology for Teachers: The Early Childhood and Elementary Years 3 CH
Explores human development in the life span through pre-adolescence and its application to the teaching and learning process.

ED 552 Education in the United States 3 CH
Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

ED 553 Educational Psychology 3 CH
This introductory course considers the application of psychological principles to educational theory and practice. Students explore the many ways of thinking about knowledge, teaching and learning.
Major theories of learning and development are introduced, and consistent themes and concepts are identified.

**ED 562 Methods and Materials for the Learning-Disabled Student** 3 CH

Focuses on procedures, practices and materials for mainstreamed and inclusive classrooms. Strategies to be adapted by classroom teachers to individualize curriculums and satisfy the unique needs of the mainstreamed student are included.

**ED 566 Classroom Management** 3 CH

Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

**ED 568 Education of the Gifted** 3 CH

Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Students explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

**ED 569 Education of Special-Needs Students** 3 CH

Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476.

**ED 578 Introduction to Computers in Education** 3 CH

Investigates the use of computers in the classroom and what teachers must know to operate an instruction microcomputer. Focus is on a hands-on approach to using an educational microcomputer and does not include programming. Commercial software is demonstrated and criteria for the evaluation of educational software are discussed. Students use microcomputers to generate classroom materials.

**ED 580 Observation and Case Studies of Learners** 3 CH

Considers the purposes and procedures for ethnographic study of children, classrooms and schools. Students are required to carry out guided field work in urban, suburban and rural settings. This includes: gaining entry into the field; establishing rapport; observing and, later, interviewing people in educational settings; developing logs; analyzing data; sharing findings; and studying one's self. Gaining an understanding of qualitative methods leads to the development of action research and reflective practice.

**ED 588 Curriculum for the Talented and Gifted** 3 CH

Comprehensive curriculum for gifted learners includes planning, adaptation, process and integration. The facilitation of creative behavior is explored both experientially and theoretically.

**ED 590 Master's Project/Thesis Seminar** 3 CH

Designed for students who need to complete the culminating requirement for the Master of Arts in Teaching. Students conduct research on a specialized topic and design a project based on this research.
ED 592 Advanced PC Applications in Education: K–12 3 CH
Designed for the intermediate to advanced computer user. Focus is on the use of PC technology in developing curriculums via the Internet, and includes computer applications for the teacher or administrator.

ED 595 Teaching Creative and Critical-Thinking Skills 3 CH
Examines questioning techniques in terms of Bloom’s Taxonomy, critical-thinking skills and problem-solving approaches. This course is an investigation in process thinking, and students apply processes after they have been studied.

ED 596 Publishing in Professional Journals 3 CH
Designed for students who desire to have their material published. Emphasis is directed toward selecting a topic for possible publication, identifying sources for publication and critiquing published articles. Classes meet for four sessions and additional sessions are scheduled on an individual basis.

ED 597 Comprehensive Exam 3 CH
In weekly seminar discussions, students critique selected books, journal articles and research in preparation for taking the comprehensive examination for the MAT terminal requirement. Emphasis is on theories, current practices and issues that are, or have been, influential in American education to the end of designing the ideal school.

ED 598 Thesis Preparation 3 CH
A seminar format is utilized to offer direction and advice to students preparing to submit a thesis for the culmination of the master’s degree or Certificate of Advanced Studies programs. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.

ED 599 Independent Study 3 CH
Prerequisite: Matriculated standing. The student chooses a subject of investigation, works individually under the guidance of the appropriate instructor and writes an extensive paper. Consultation, planning and approval for this paper should be completed before registration.

ED 600 Characteristics of Effective Schools 3 CH
Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

ED 603 Seminar in Education 3 CH
This seminar includes a discussion of the writing of eminent scholars in the field of education. Students analyze their thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 CH

ED 607 Advanced Secondary Curriculum Development and Program Monitoring 3 CH
Examines research on advanced curriculum development as it relates to alternative ways of developing pedagogy responsive to the wide range of individual differences found among students. Also examines the methodology of program evaluation and its application in the program development, implementation and evaluation cycle.

ED 608 Urban Topics in Education 3 CH
Focuses on appropriate school environments for children in urban settings. Special emphasis is on national school reform projects that most adequately address the needs of children in urban districts.
ED 609 Multiple Intelligences: Classroom Application of Current Research  
3 CH
Assists K–12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

ED 610 Teaching English Grammar  
3 CH
Provides an intensive review of traditional American grammar, with emphasis on development of learning packets for individualized instruction in grammar at the secondary school level. Certain short pieces of writing are required.

ED 612 Leadership and Administrative Policy: Contemporary Educational Problems  
3 CH
Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative theory is analyzed in relation to current research on organizational behavior. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models to the solution of authentic educational problems.

ED 620 Seminar: Women in Educational Leadership  
3 CH
Analyzes critical issues concerning women and their role in school leadership. Issues discussed include: the history of women in management positions, leadership style, motivation, decision making, communication, politics, life cycles and career planning.

ED 623 Environmental Science for Elementary Teachers  
3 CH
Designed for elementary school teachers, this course introduces the basic scientific principles underlying today's environmental issues. Air, water and land pollution are discussed.

ED 625 Thesis Seminar  
3 CH
A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Certificate of Advanced Studies program. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.

ED 627 Societal Issues in Adolescence  
3 CH
Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, students gain practical insight and understanding of contemporary issues in adolescent life.

ED 628 Grant Writing  
3 CH
Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. The culminating product is a grant application prepared for submission.

ED 630 Public School Finance  
3 CH
School finance includes the study of various sources of revenue: local taxes; state and federal competitive and entitlement grants; and budgeting methods, including MBO, PPBS, program and school site budgeting. Students learn how to complete financial application forms and design budgets based on specific assumptions.

ED 631 Diagnosis and Remediation of Reading Difficulties  
3 CH
Examines techniques of remediating the individual or managing the remedial classroom. Diagnosis through criterion-referenced and norm-referenced testing, including the Connecticut Mastery Tests, miscue analysis, independent reading inventories and running records.

ED 633 The Adult Learner  
3 CH
Explores some of the learning needs, interests and styles of adults returning to school.
ED 634 Public School Relations 3 CH
Explores ways that schools and school systems can build effective partnerships with parents and the community. Techniques for designing and implementing a positive public relations program are examined and discussed.

ED 635 Teacher Supervision, Evaluation and Staff Development 3 CH
Provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The evaluation process provides feedback to teachers regarding the achievement of valued outcomes. The process also provides data about teachers' professional growth needs. The connection between the supervision, evaluation and staff development is made explicit. The Connecticut law on teacher evaluation is studied, and instruments such as the Connecticut Competency Instrument and the BEST portfolios are critically analyzed and discussed.

ED 636 Management of Human Resources 3 CH
The roles of the contemporary personnel function in public school organization in relation to recruitment, selection, induction and evaluation of staff, labor relations and collective bargaining are examined.

ED 638 Organizational Behavior: The Dynamics of Change 3 CH
Focuses on research in management science and how organizations can be transformed into far more effective, efficient and individually satisfying systems. Research and discussion focus on: order, change, autonomy, power, control, structure, cultural norms, feedback systems and integrated planning.

ED 639 Statistical Methods and Systems for Total Quality Educational Reform 3 CH
Explores statistical tools, management techniques and methods such as control charts, statistical process control, benchmarking and understanding variations in data. This course also considers ways of organizing and developing quality systems for education that are driven by the data collected from student learning outcomes.

ED 640 Management of School Facilities 3 CH
School facilities, both building and grounds, are examined from various perspectives including design, function, maintenance, staffing and budget.

ED 645 The Elementary Principalship: Leadership and Management 3 CH

ED 646 The Middle School Principalship: Leadership and Management 3 CH

ED 647 The Secondary Principalship: Leadership and Management 3 CH
Provides a comprehensive review of the role of the principal as a change agent and instructional leader. Explores the major duties and responsibilities of the school principal, including instruction, management and budget, supervision, evaluation and staff development, public relations and politics, multicultural and diversity issues, school improvement programs, special and bilingual education, school climate and discipline. Students preparing for the principalship at different levels (elementary, middle school and secondary) are accommodated through differentiated projects and assignments.

ED 650 The Law in Education 3 CH
Provides an overview of the origin and legal status of public and private schools and legal rights and responsibilities of administrators, parents, stu-
dents, school board members and teachers. Attention is given, through the case study approach, to those contemporary legal issues that concern the operations and management of schools.

**ED 651 Practicum: Elementary**  
3 CH

**ED 653 Practicum: Secondary**  
3 CH

**ED 654 Practicum II: Elementary**  
3 CH

**ED 657 Practicum II: Secondary**  
3 CH

Open to students in the internship program. Field experience complements student teaching. Under the supervision of the mentor teacher and the University supervisor, students refine their teaching skills at the internship school by developing a proposal for specialized study.

**ED 655 Distinguished Lectures in Education**  
3 CH

Brings together outstanding educators in the metropolitan area with administrative aspirants. The 12 sessions frame some of the major issues facing today's educational leaders, and present the perspectives necessary to understand issues and problems. Other staff and community members may participate in these sessions. Students analyze and critically review selected cases and presentations.

**ED 659 Professional Seminar**  
3 CH

Open to students in the Fifth-Year Internship program, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given in mastering the state's initial educator requirements. A portfolio is required as the culminating master's project.

**ED 660 World Wide Web: Curriculum and Instruction 3 CH**

A series of exercises in the use of the World Wide Web and computer technology in classroom applications. The Internet is used to develop thematic units appropriate to the intended grade level of the teaching assignment. Students become familiar with the structure and design of web sites and use them to prepare curriculums in a variety of disciplines.

**ED 661 Instructional Software and Instruments in Education**  
3 CH

Designed to introduce students to commercially available software packages and instructional tools. Students receive hands-on experience with software and develop the skills necessary to integrate the software and technology in the classroom.

**ED 663 Multimedia Design and Programming for Educators**  
3 CH

The culminating experience in the education technology concentration, this course trains students to design custom software packages using multimedia authoring software. Student projects are suitable for classroom, school and district adaptation.

**ED 669–686 Special Topics in Content Areas**  
3 CH

Content-specific courses are regularly offered in academic subject areas. Specific, topic-appropriate course subtitles are provided on the student's transcript. Courses are available in the following subjects:

**ED 669 Special Topics in Science**  
3 CH

**ED 670 Special Topics in Business Education**  
3 CH

**ED 671 Special Topics in Physics**  
3 CH

**ED 672 Special Topics in Chemistry**  
3 CH
ED 673 Special Topics in Biology 3 CH
ED 674 Special Topics in Drama 3 CH
ED 676 Special Topics in History 3 CH
ED 678 Special Topics in Mathematics 3 CH
ED 680 Special Topics in Media 3 CH
ED 682 Special Topics in Political Science 3 CH
ED 684 Special Topics in Spanish 3 CH
ED 686 Special Topics in Computer Education 3 CH
ED 690 Graduate Education Institutes or Workshops 1–6 CH

Exposure to outstanding educators, unique curriculums and exciting symposia is often available through special institutes and workshops. Through the guidance of University faculty and with some additional work, students can earn graduate credit for such experiences. Consult the graduate schedule for current availability of special institutes or workshops. Specific course subtitles are provided on the student’s transcript.

Note: Students may take a maximum of six credits of 690-numbered courses for fulfillment of MAT or Certificate of Advanced Studies program requirements. Courses numbered 690 apply only to the elective credit area of either program.

ED 691 Education Research 3 CH

This course is designed to increase student awareness of educational research techniques, specifically to enhance their classroom effectiveness by making them better consumers of educational literature. Students read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs are examined and statistical techniques are discussed. Students prepare half of their research proposal (through the methodological design).

ED 698 Administrative Practicum 3 CH

Students in the Certificate of Advanced Studies program may undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a school-based project that addresses an identified need. Complete information may be obtained from the student’s advisor.

ED 699 Administrative Practicum 6 CH

Students complete a 100-hour, University-supervised field experience. The practicum enables the student to implement and apply theory to their program of study.

MAT Concentration in Pastoral and Catholic School Administration

Degree Requirements
To earn the MAT degree with a concentration in Pastoral and Catholic School Administration, students complete the MAT requirements. The concentration in Pastoral and Catholic School Administration offers 12 credit hours out of the 33 required for a master’s degree focusing on the theory and practice of administration in a pastoral or Catholic school context. Specifically, this concentration focuses on the competencies of educational, spiritual and managerial leadership. This program is intended for Catholic school administrators and teachers, religious educators and those involved in various forms of Church ministry.

Required courses (12 credits)
IC 517H Educational Leadership in Catholic Schools 3 credits
IC 520  Adults in the Pastoral Process  3 credits
IC 528H Management II: Personnel Supervision and Evaluation  3 credits
IC 537H A History of Catholic Education  3 credits
IC 545  Canon Law  3 credits
IC 547H Curriculum and Instruction  3 credits
IC 550 Religious Education and Culture  3 credits
IC 560 Spiritual Dimensions of Pastoral Education  3 credits
IC 595 Foundations of Catholic Doctrine  3 credits

Course Descriptions

IC 510 Theory and Practice of Catechesis  3 CH
A survey of theories of catechesis from its earliest origins to modern applications. The course considers in-depth the history of catechetical methodology and program implementation. Students are required to develop methods for implementation.

IC 515 Introduction to Catholic Practical Theology  3 CH
An in-depth study of current understandings of theology as applied to Catholic life and as applicable to ministry.

IC 517H Educational Leadership in Catholic Schools  3CH
This course develops the skills required to inspire spiritual leadership in a pastoral or Catholic school setting, specifically in the following areas: preserving and enhancing Catholic identity, writing and implementing a mission statement, imparting Gospel values and Christian ethics and building a faith community within the parish setting.

IC 520 Adults in the Pastoral Process  3CH
Focusing on the adult, this course endeavors to reveal the implications of adult-centered learning and adult needs. In addition, it is the goal of this course to situate the adult within a context of empowerment, e.g., adult as learner, teacher and leader.

IC 525 Catholic Theology of Grace  3 CH
Examines what it means to share in the divine life with special application to divine will, freedom and salvation through Christ.

IC 527H Management I: Finances in Catholic Schools  3CH
Encompasses the following areas of finance: budgeting, fund-raising, educational economics, financial planning, tuition collections and strategic
planning. Students prepare a school budget and develop a five-year strategic plan.

**IC 528H Management II: Personnel Supervision and Evaluation** 3CH
Provides an overview of managing all aspects of personnel with emphasis on responsibility and delegation, student discipline, civil criteria on reporting and freedom of information. Participants prepare and present a performance evaluation, they also develop a five-year personnel and program plan with goals, objectives, benchmarks and outcomes.

**IC 530 Catechetical Administration** 3 CH
Examines the principles of leadership, management, strategic planning and human resources as they impact on Church-centered catechetical activities. Students are asked to demonstrate acuity for administrative capability.

**IC 535 Catholic Sacraments** 3 CH
Explores the role of sacraments in the life of the Church by understanding the use of ritual and symbolism as expressions of the community's faith life.

**IC 537H A History of Catholic Education** 3 CH
Explores Catholic educational foundations through a study of Church history, with emphasis on Catholic education in the United States, the philosophy of Catholic education, scriptural sources and contemporary ethical and moral issues.

**IC 540 Communications: Theory and Implementation for the Ministry of Catechesis** 3 CH
Relates how the practice of effective communications impacts sound catechetics through a study of the history and elements of communication as both human and technological phenomena. Focus is on how encoded and decoded models impact on human communications.

**IC 545 Canon Law** 3CH
Presents an overview of the scope of canon law. It provides a research guide on finding, utilizing and administering the letter and spirit of the data of the canons, with emphasis on those sections directly applicable to parish life. Participants develop plans of action based on case studies.

**IC 547H Curriculum and Instruction** 3CH
Presents current methods and criteria for creating and integrating Catholic religious truths and values into an entire curriculum using an interdisciplinary approach. Participants are expected to design and develop a curriculum.

**IC 550 Religious Education and Culture** 3 CH
Delves into the sociological implications of culture and religious education. Utilizing research and case studies in disciplines such as history and political science, as appropriate, participants research the impact of human events on the development of philosophical and religious movements.

**IC 555 Sociology of the Catholic People** 3 CH
Surveys the mores and underpinnings of religious groups with particular emphasis on what makes Catholics catholic.

**IC 560 Spiritual Dimensions of Pastoral Education** 3 CH
Researches how the spirituality of the culture of any group, professional or social, impacts pastoral education. The focus is on major spiritual movements and the outcomes that these groups have had on personal and organizational development.

**IC 565 Fundamentals of Sacred Liturgy** 3 CH
Addresses the rise of Catholic religious practices and how they evolved into today's liturgical rites.

**IC 570 Leadership in Catechetics** 3 CH
Explores the development of leadership abilities
and appropriate criteria in the field of catechetics. Draws inferences from cultural institutional models on how these models function in post-modern catechetical settings.

**IC 575 Catholic Mariology 3 CH**
Examines Catholic Marian theology, spirituality and devotions and how these practices describe catholic life.

**IC 580 Organizational Practice in Catechetics 3 CH**
Investigates the methods and techniques that make sound catechetics work. Emphasis is on developing organizational structure and program design as it relates to catechetics.

**IC 585 Theology of Pastoral Care 3 CH**
Explores the concept of pastoral ministry and the theology that underscores it, along with applied methodologies.

**IC 595 Foundations of Catholic Doctrine 3 CH**
Explores the fundamental principles behind key Catholic doctrines, and their basis in Catholic scripture and tradition. The goal is to better understand the interrelationship of these principles with parish life. Participants prepare a strategic communication plan for parish or institutional delivery.

**Nursing**

_Dori Taylor Sullivan, Ph.D., RNC, Chair_
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_Fax: 203-365-7662_
_E-mail: sullivand@sacredheart.edu_

**Master of Science in Nursing (MSN) with Concentrations in Patient Care Services Administration and Family Nurse Practitioner**
The University offers a Master of Science in Nursing (MSN) in Patient Care Services Administration and in Primary Care, Family Nurse Practitioner. Students may choose to study on a full- or part-time basis. However, it is expected that students enroll for at least six credits per semester and complete their plan of study within six years. The MSN program is accredited by the National League for Nursing (NLN). For information, contact the following: NLNAC, 61 Broadway, 33rd floor, New York, NY 10006; phone: 1-800-669-1656, ext. 153; fax: 212-812-0390; web site: www.accrediting-comm-nlnac.org.

The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for administrative positions within acute, community or long-term health care facilities. The Nursing Department offers an accelerated RN to MSN program for registered nurses who want to pursue an MSN in Administration. A dual MSN/M.B.A. degree is offered in conjunction with the M.B.A. program.

The Patient Care Services Family Nurse Practitioner program is designed to prepare students to successfully pass the American Nurses Association Certification Examination as a Family Nurse Practitioner. Certification, along with a 30-hour pharmacology course, allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care. A Post-Masters Certificate in the Family Nurse Practitioner program is also available for applicants holding a graduate degree in nursing.

**Goals and Objectives**
- Integrate relevant knowledge from nursing theory, liberal arts, science and humanities to advanced roles in nursing.
- Use the reflective process of critical thinking to analyze, make inferences, synthesize and evaluate nursing and health care practices.
• Demonstrate the competencies of the health care provider, consultant/collaborator, educa-tor, administrator, counselor/advocate and researcher in a variety of settings.
• Utilize new knowledge and participate in research studies to provide high-quality health care, initiate change and improve nursing practice.
• Develop an understanding of the wide diversity of cultural influences on human behavior.
• Formulate strategies that support people, families and communities to identify, promote and restore health.
• Assume accountability to patients, self and the nursing profession for ethical practice.
• Provide leadership in the health care delivery system.
• Participate in policy-making activities that influence health services and practices.
• Synthesize the principles from moral philosophy and ethical standards with self-reflection to promote ethical practices in nursing and health care.
• Communicate effectively both verbally and in writing to improve health care delivery and outcomes of patient care.
• Demonstrate a commitment to lifelong learning and continued professional growth.

Admission Requirements
Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below. Application materials must include:
• an application for graduate study;
• two letters of professional recommendation;
• a resume; and
• a statement of long-term goals.

Admission criteria include:
• a baccalaureate degree with a major in nursing from an NLN-accredited program (students without a BSN should contact the program director), with an undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) in the last 60 credit hours of undergraduate work; and
• a score of 47 or above on the Miller Analogy Test (MAT).

An interview with the Nursing Department program director is also required. Applicants must be licensed registered nurses in the state of Connecticut and possess professional liability insurance coverage.

Degree Requirements
MSN students are required to complete an approved plan of study that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 40 credits. The Family Nurse Practitioner track requires 46 credits. A capstone project, administrative project or thesis is required of all students.

Prerequisite Courses
MSN applicants must have successfully completed a basic statistics course and a nursing research course. Applicants for the Family Nurse Practitioner program must also have successfully completed a basic health assessment course.

Required Courses
All Nursing graduate students are required to take the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>NU 501</td>
<td>Impact of History and Policy on Nursing and Health Care</td>
<td>3 credits</td>
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<tr>
<td>NU 530</td>
<td>Theory and Ethics as a Grounding for Nursing Practice</td>
<td>3 credits</td>
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<tr>
<td>NU 601</td>
<td>Research Seminar I</td>
<td>3 credits</td>
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<tr>
<td>NU 602</td>
<td>Research Seminar II</td>
<td>3 credits</td>
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<tr>
<td>NU 650</td>
<td>Thesis/Capstone Project</td>
<td>1 credit</td>
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<td>Total</td>
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<td>13 credits</td>
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Patient Care Services Administration Track
In addition to the core requirements, students in the MSN program in Patient Care Services Administration are required to complete the following plan of study:

**Required Courses**
- HA 601 Management of Health Care Organizations 3 credits
- HA 617 Health Care Budgeting 3 credits
- HA 661 Health Care Marketing 3 credits
- NU 510 Administration of Patient Care Services I 3 credits
- NU 520 Administration of Patient Care Services II 3 credits
- NU 610 Role Practicum 6 credits
- Elective 6 credits
- Total 27 credits

Family Nurse Practitioner Track
In addition to the core requirements, students in the Family Nurse Practitioner program are required to complete the following plan of study:

**Required Courses**
- NU 550 Concepts in Primary Care, Family and Community for Advanced Practice Nurses 3 credits
- NU 551 Pharmacology for Advanced Practice Nurses 3 credits
- NU 552a A Pathophysiological Approach to Concepts of Health Assessment 3 credits
- NU 552b A Pathophysiological Approach to Concepts of Health Assessment 3 credits
- NU 560 Theory and Practice in Family and Primary Care I: The Emerging Family 6 credits
- NU 620 Theory and Practice in Family and Primary Care II: The Family with Adult Members 6 credits
- NU 630 Theory and Practice in Family and Primary Care III: The Contracting Family 9 credits
- Total 33 credits

**Dual-Degree Program:**
**MSN/M.B.A.**
In conjunction with the M.B.A. program, the Nursing Department offers a dual-degree program. Students in this program must adhere to University guidelines set forth in both the MSN and M.B.A. programs.

**Admission Requirements**
The applicant must meet the admission requirements and prerequisite course work of both the MSN and M.B.A. programs. Prerequisite course work includes: statistics, economics, nursing research and accounting. Students must apply to, and be accepted by, each program independently although the same application is used. In addition, applicants must also complete the prerequisites for both the M.B.A. and MSN programs. Requirements vary for each student depending on past academic course work. If a student does not have these prerequisites, appropriate course work will be planned by the MSN program director.

**Degree Requirements**

**Prerequisites**

- Accounting 3 credits
- Economics 3 credits
- Nursing Research 3 credits
- Statistics 3 credits

The student must meet with the program director to determine a plan of study for the dual degree.

**Required Courses**

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AC 610</td>
<td>Accounting for Decision Making and Control</td>
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<tr>
<td>BU 601</td>
<td>Organizational Management and Business Communications</td>
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<td>BU 631</td>
<td>Organizational Behavior</td>
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<td>BU 633</td>
<td>Legal Environment of Business</td>
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<td>BU 641</td>
<td>Dynamics of Information Technology</td>
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<td>BU 670</td>
<td>Operations Management</td>
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<td>BU 690</td>
<td>Administrative Policy</td>
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<tr>
<td>EC 621</td>
<td>Managerial Economics</td>
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<td>FN 660</td>
<td>Financial Management</td>
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<tr>
<td>MK 661</td>
<td>Marketing Management</td>
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Total 33 credits
NU 501 Impact of History and Policy on Nursing and Health Care 3 credits
NU 510 Administration of Patient Care Services I 3 credits
NU 520 Administration of Patient Care Services II 3 credits
NU 530 Theory and Ethics as a Grounding for Nursing Practice 3 credits
NU 601 Research Seminar I 3 credits
NU 602 Research Seminar II 3 credits
NU 610 Role Practicum 6 credits
NU 650 Thesis/Capstone Project 1 credit
Electives (Business only) 6 credits
Total 61 credits

Accelerated RN to MSN Program
This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the Master’s in Nursing program. It is available only for the MSN in the Administration track. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirement for the baccalaureate degree. The basis of the acceleration is the substitution of 15 graduate credits for credits toward the BSN.

Admission Requirements
The program is limited to academically strong students who have experience in nursing and demonstrate a commitment to nursing management. Students apply directly for the RN to MSN program. Students are granted provisional admission to the graduate program pending completion of their BSN. Application materials must include:
- an application;
- two letters of recommendation;
- official transcripts; and
- a statement of long-term goals.

Admission criteria include:
- an undergraduate GPA of 3.2 or above; and
- a Miller Analogy Test (MAT) score of 47 or above.

An interview with the Nursing faculty is also required. Applicants must possess a Connecticut RN license and liability insurance. Two years of nursing experience is preferred.

Degree Requirements
Students will be advised by a graduate advisor. Students are required to maintain a GPA of 3.2 while they complete the plan of study listed below. Upon completion of the BSN requirements, students will be admitted as graduate students.

Students are required to complete the courses listed below. However, many requirements may be completed through a validation or prior learning or through the Connecticut Articulation Agreement.

Prerequisite Courses
BI 131 Human Anatomy and Physiology I 4 credits
BI 132 Human Anatomy and Physiology II 4 credits
BI 161 Introduction to Microbiology 4 credits
CH 090 Principles of Chemistry 4 credits
EN 011 Introduction to Rhetoric 3 credits
PS 101 General Psychology-Scientific Aspects 3 credits
PS 252 Child Development Psychology 3 credits
SO 101 Sociology: An Introduction 3 credits
Total 28 credits

Required Courses
CA 021 Effective Communication 3 credits
CH 095 Principles of Organic and Biochemistry 4 credits
EN 012 Rhetoric: The Research Paper 3 credits
EN 101 Approaches to Literature 3 credits
HA 401 Management of Health Care Organizations 3 credits
HI 101 Civilizations 3 credits
MA 101 Modern College Mathematics 3 credits
MA 131 Statistics for Decision Making 3 credits
Art/Music, History, Literature, Media Studies, Modern Foreign Language 6 credits
Religion, Philosophy 9 credits
Total 40 credits
Nursing Validation Exams
Students are awarded 30 credits through the State Program for Articulation or portfolio review. Students will be advised of their status by the Nursing faculty.

Required Courses for BSN
NU 320  Advanced Nursing Process I  3 credits
NU 350  Clinical Leadership  6 credits
NU 380  Community Health Nursing for RNs  6 credits
NU 401  Impact of History and Policy on Nursing and Health Care*  3 credits
NU 410  Administration of Patient Care Services I*  3 credits
NU 420  Administration of Patient Care Services II*  3 credits
NU 430  Research Seminar I*  3 credits
Total 27 credits
*400-level courses are for students who have not completed the BSN.

At the completion of the above requirements, students will be awarded a BSN.

Required Courses for MSN
HA 617  Health Care Budgeting  3 credits
HA 661  Health Care Marketing  3 credits
NU 530  Theory and Ethics as a Grounding for Nursing Practice  3 credits
NU 602  Research Seminar II  3 credits
NU 610  Role Practicum  6 credits
NU 650  Thesis/Capstone Project  1 credit
Elective  6 credits
Total 25 credits

Post-Master's Certificate in Family Nurse Practitioner
The Family Nurse Practitioner Post-Master's Certificate program consists of 33 credit hours of study. It is designed to prepare the student with a master's degree in Nursing to become a certified Family Nurse Practitioner. Students in the Post-Master's Certificate program take 33 credits of course work designed for the nurse practitioner.

Admission Requirements
Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). A Connecticut RN license and liability insurance are also required. Application materials must include:
- an application;
- official transcripts;
- two letters of recommendation;
- a statement of one long-term goal; and
- a resume.

An interview with the program faculty is also required.

Required Courses
NU 550  Concepts in Primary Care: Family and Community for Advanced Practice Nurses  3 credits
NU 551  Pharmacology for Advanced Practice Nurses  3 credits
NU 552a  A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses I  3 credits
NU 552b  A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses II  3 credits
NU 560  Family and Primary Care I: The Emerging Family  6 credits
NU 620  Family and Primary Care II: The Family with Adult Members  6 credits
NU 630  Family and Primary Care III: The Contracting Family  9 credits
Total 33 credits

Course Descriptions
NU 501 (NU 401) Impact of History and Policy on Nursing and Health Care  3 CH
The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health...
care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

**NU 510 (NU 410) Administration of Patient Care Services I** 3 CH
This is the first in a two-semester course focusing on leadership and management for patient service administration. Emphasis is on administrative decision making and thinking, managing the social architecture of patient care services, change and conflict and leadership. Course content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team.

**NU 520 (NU 420) Administration of Patient Care Services II** 3 CH
This is the second of a two-semester course that provides an introduction to management information systems and computers as tools for patient service administration. Building on the student's previous knowledge of systems theory, the course focuses on the analysis, management and evaluation of health care information. Emphasis is on the use of information systems in health care and the delivery of patient care services applied to management functions such as budgeting, staffing and scheduling.

**NU 530 Theory and Ethics as a Grounding for Nursing Practice** 3 CH
Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.

**NU 540 Special Topics in Nursing Leadership** 3 CH
An introduction to the principles of achieving professional goals, with emphasis on developing a positive attitude for oneself and in those one leads. Explores principles of successful leadership for the nurse manager and applies the principles to the administration of nursing services. The underlying theme of the course is enhancing professional self-confidence for achieving recognition and success in nursing. Students develop strategies for using the principles on an ongoing basis and for empowering others in the organization. Organizational designs for enhancing creativity and innovation are explored.

**NU 545 AIDS and Addictions** 3 CH
This course, designed for teachers and nurses, focuses on the societal problems of HIV/AIDS and addictions, with particular emphasis on the adolescent. Risk factors, assessment, referral and intervention in problems of addictive behaviors are presented. HIV/AIDS is presented using an epidemiological approach to the development of both health education and treatment modalities. Ethical issues and community resources — available and needed — are discussed. Both topics encourage development of self-awareness in respective professional roles.

**NU 550 Concepts in Primary Care, Family and Community for Advanced Practice Nurses** 3 CH
This course, the first within the Family and Primary Care sequence, addresses selected family, primary care and community theories within the context of advanced practice nursing. The family system is
viewed as both unique and dynamic, existing inter-
dependently with the community and the environ-
ment, and requiring advanced nursing expertise 
and caring at various times across the life cycle. 
Emphasis is on family and community assessment 
strategies and the impact of various primary-care-
oriented health problems on family roles and func-
tions. Relevant concepts and principles of epidemi-
ology are applied to the current and emerging 
health status of families and communities.

Faculty collaborate with students as they apply 
advanced clinical knowledge to the family system 
in a community setting. Students function interde-
pendently with other health team members in the 
care of families, and evaluate a plan of care using 
standards for advanced clinical practice.

**NU 551 Pharmacology for Advanced Practice Nurses**  
**3 CH**

Focus is on the pharmaco-therapeutic principles of 
drugs most commonly used in the primary care 
setting. Pharmacologic effects and clinical uses of 
various drug groups and classifications are dis-
cussed. Emphasis is on rational drug therapy for 
agent selection, monitoring drug therapies, identifi-
cation and avoidance of adverse drug reactions 
and interactions and extensive patient education 
and counseling. This course meets the standards 
for Advanced Practice Nurse certification in Con-
necticut.

**NU 552a A Pathophysiological Approach to Concepts of Health Assessment**  
**3 CH**

This course, the first of a two-semester sequence, 
prepares the student to assess the biopsychosocial 
health status of clients across the life span by 
obtaining a complete and accurate health history 
and by performing a thorough partial physical 
examination. Pathophysiological content is 
designed to provide correlation of assessment 
strategies with an understanding of the mecha-
nisms of illness and health problems of the main 
body systems. This course assists in the socializa-
tion of the student into the role of the Advanced 
Practice Nurse in the current health care delivery 
system. The laboratory component enables 
the student to develop advanced assessment skills.

**NU 552b A Pathophysiological Approach to Concepts of Health Assessment**  
**3 CH**

This course, the final in a two-semester sequence, 
further prepares the student to assess the biopsys-
chosocial health status of clients by the mastery of 
a complete health history and physical examina-
tion. The assessment of special populations, such 
as the infant, child, pregnant woman and geriatric 
client, is emphasized. Clinical pathology content 
addresses alterations in major body systems that 
are commonly found in the primary care setting. 
This course assists the student in being effective in 
the role of Advanced Practice Nurse with the abili-
ty to assess clients across the life span.

**NU 560 Theory and Practice in Family and Primary Care I: The Emerging Family**  
**6 CH**

This course, the first of three clinical courses, 
enables graduate students to learn those problem-
solving skills and clinical strategies necessary to 
socialize into the role of the family nurse practi-
tioner. Class content introduces students to 
methodologies used to diagnose and treat com-
mon primary care problems found in emerging 
families. Emphasis is on the educational and 
counseling-role components of the nurse practi-
tioner, as well as on the direct provision of prima-
ry care. The application of family and primary care 
theory into supervised clinical practice is included 
and emphasized.

**NU 601 (NU 430) Research Seminar I**  
**3 CH**

This course, the first of two research seminars, 
reviews nursing research literature according to 
criteria. Course content focuses on the develop-
ment of a researchable problem, integrative liter-
ature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

**NU 602 Research Seminar II 3 CH**
Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

**NU 610 Role Practicum 6 CH**
Students apply the principles and concepts of previous courses in a designated clinical setting. They use concepts from the fields of management, organizational theory and behavior in a designated administrative role. In this role, they analyze trends and issues affecting a particular nursing service situation, identify problems and use appropriate intervention modalities to develop an appropriate implementation and evaluation plan.

**NU 620 Theory and Practice in Family and Primary Care II: The Family with Adult Members 6 CH**
The second of three clinical courses, this course enables graduate students to learn those problem-solving skills and clinical strategies necessary to be effective in the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in adult families and their members. Emphasis is on the consultation role component of the nurse practitioner, as well as on the direct provision of primary care.

**NU 630 Theory and Practice in Family and Primary Care III: The Contracting Family 9 CH**
This final clinical course enables graduate students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in aging families and topics especially important to primary care management. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

**NU 650 Thesis/Capstone Project 1 CH**
This course is an independent study course in which the student achieves one of two goals. Those students who are writing a thesis will complete their thesis work during this course, working closely with their thesis advisors. Those students choosing the non-thesis option will complete an independent capstone project working closely in collaboration with the faculty. Generally, this capstone project will be completed during the semester the student is enrolled in either NU 610 or NU 630. The project will be of substantive work to demonstrate the achievement of the terminal objectives of the program. Examples of capstone projects include but are not limited to program evaluation, feasibility/need assessment studies, research utilization projects, project implementation or outcomes research projects.

**Occupational Therapy**
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Fax: 203-396-8206
E-mail: bortonej@sacredheart.edu*
Master of Science in Occupational Therapy (MSOT)
The University’s graduate program in Occupational Therapy is for persons with a baccalaureate degree in a field other than occupational therapy. The program prepares students to master entry-level clinical practice skills and develop beginning-level skills in leadership and research in occupational therapy (OT). Sacred Heart University’s program design is highly unique, with its curriculum organized utilizing a systems and developmental approach, which strongly reflects its mission and philosophy of humanism, service to others and community. The curriculum follows a problem-based learning (PBL) model of teaching and learning. PBL utilizes small group tutorials where students solve clinical problems through self-directed and peer group study, research and discussion in order to integrate a theoretical and foundational knowledge base into the application of assessment and intervention strategies and OT skills. In this manner, students actively engage in and develop the clinical-reasoning skills requisite to team collaboration, leadership and evidence-based practice. PBL provides students with the foundation for self-directed, lifelong learning necessary for a practicing professional. The curriculum incorporates fieldwork and community service projects that offer students multiple opportunities to utilize and practice OT skills of clinical reasoning to design assessment, intervention and follow-up strategies based on evidence as well as leadership, supervision and management, research and entrepreneurship. Students are provided with a strong educational background to address the physical, cognitive, emotional, social and spiritual needs of their clients in order to plan and carry out occupation-based interventions that enable clients to function optimally in their own natural environments of work/school, play, home and community.

Goals and Objectives
Graduates of the MSOT program will demonstrate the ability to:

- Develop a theoretical foundation for professional practice, drawing from a wide variety of disciplines including the physical and biological sciences, medical sciences, psychology, social sciences, arts and humanities and education, in order to appreciate and understand the multicultural and multi-contextual diversity of our client base.
- Approach clients and populations utilizing a holistic and humanistic approach, incorporating biological, psychological, sociocultural, sensory, cognitive, spiritual, economic, lifestyle and family considerations throughout the assessment and intervention process.
- Apply an understanding of the above foundational principles to facilitate outcomes of OT including function, occupational performance, health and well-being, and quality of life in the context of the individual or population’s natural environments.
- Utilize principles of occupation in all assessment and intervention strategies.
- Uphold the ethical standards, values and attitudes of the profession, and practice in a safe, legal and ethical manner in all interactions with clients, families and caretakers, other professionals and the public.
- Determine the need for OT services for a given individual or population, or referral to other professionals.
- Determine for any client or population in need of OT services the appropriate assessment and intervention strategies that are within the domain and scope of OT practice.
- Utilize strong clinical-reasoning skills in determining the need for, prioritizing, selecting and designing OT assessment and intervention plans.
• Plan and utilize skills in the OT assessment and intervention process including referral, evaluation, intervention, reevaluation, discharge and follow-up.

• Utilize evidence-based practice skills and the principles of occupation in all types of interventions including remediation and restoration, compensation and adaptation strategies and technology, environmental/task modifications, education of family and caregivers, disability prevention and promotion of health, well-being and quality of life.

• Critically analyze and synthesize information presented in the professional literature, tests and measurements and research in order to read, interpret and be an effective consumer of and participant in research and evidence-based practice.

• Work within a variety of traditional and nontraditional service delivery models and systems where occupational therapists currently practice.

• Develop proactive entrepreneurial skills and abilities to enter new arenas of practice through assessing and identifying populations in need of service, designing program plans, marketing strategies and program evaluation methods.

• Develop and participate in beginning professional research, from inception of a research question to the presentation of final results in a format appropriate for professional publication/presentation.

• Engage in and plan for lifelong learning and professional development to maintain one’s level of skill consistent with current standards.

• Participate in professional service activities for the benefit of others, the greater community, the profession and self.

• Utilize leadership, management and supervisory skills in developing collaborative and cooperative relationships with OT assistants, other professionals, caregivers, families and community agencies/organizations.

• Demonstrate awareness of the laws, legal issues, health care policies, trends, educational laws and social policy issues as they influence the profession of OT, the individual professional, practice and consumers.

**Admission Requirements**

Students entering the program must have completed a baccalaureate degree in a field other than OT, and must have completed the necessary prerequisite courses by the end of the Summer semester prior to enrollment. If students require the summer prior to enrollment to complete prerequisites, any acceptance for admission into the program will be provisional to successful completion of all prerequisite course work.

Students are admitted into the program on a competitive basis. Applicants must submit all materials for admission consideration by January 15 (or the date published by the Graduate Admissions Office) for the incoming Fall class.

Application materials must include:

• a graduate admissions application form;

• two letters of recommendation (one from an academic source, one from an employer or volunteer supervisor);

• official transcripts of all previous college or university study;

• a nonrefundable application fee;

• documented volunteer/work experience in the health care field, with specific knowledge of OT; and

• an up-to-date certificate of CPR.

Admission criteria include:

• completion of a Bachelor of Arts or Bachelor of Science degree from an accredited college or university.

• OT prerequisite courses overall (GPA);

• undergraduate GPA;

• letters of recommendation;
• knowledge and experience relevant to OT;
• individual and PBL group interviews with the OT admissions committee; and
• an essay/writing sample (to be completed on-site the day of the interviews).

Early Application Options

Option One: Entering Freshmen

Early Program Decision Option requirements for entering Freshmen include:

1. high school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
2. SAT scores of 1100 or higher;
3. Rank in the top 30% of their high school class; and
4. Successful completion of four years of science.

Entering Freshmen that meet Early Program Decision Option criteria will have a spot reserved in the graduate Occupational Therapy program contingent upon successful completion of all prerequisites and an undergraduate major, maintenance of a 3.2 GPA throughout Sacred Heart University tenure, and an interview with the Occupational Therapy Admissions Committee at the end of their Sophomore year.

Option Two: Sophomore or Junior Year, Spring Term

For students who do not wish to apply for Early Program Decision as entering Freshmen, or whose high school credentials do not meet the criteria, or, for students attending universities with whom Sacred Heart University has negotiated articulation agreements, there is an opportunity to apply for the Early Program Decision following the completion of specific prerequisites based on Sacred Heart University credentials. Sophomore/Junior Early Decision Program Option requirements include:

1. the completion of all three science prerequisite courses, one psychology prerequisite course, and one additional prerequisite course in any area (Sociology, Statistics, Diversity, Ethics, Psychology, Physics);
2. submission of a completed graduate admission application and applicable fee;
3. official transcripts from all colleges and universities attended;
4. two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source);
5. a GPA of 3.2 or better; and
6. interview with the Occupational Therapy Admission Committee (conducted in spring or early summer only).

Sophomores and Juniors that meet the Early Program Decision Option criteria will have a spot in the Occupational Therapy Program reserved contingent upon maintenance of a 3.2 GPA, successful completion of all prerequisites and an undergraduate major, and an interview with the Occupational Therapy Admissions Committee at the end of their Sophomore/Junior year.

Regular Application Options

Option Three: Senior Year, Fall Term

For students who do not wish to apply for Early Program Decision or who do not meet the criteria, or, who are applying from universities other than Sacred Heart University. Application deadline is January 15 (or the date published by Graduate Admissions) for the incoming Fall class. Requirements for Regular Decision Options include:

1. successful completion of all prerequisite courses with a GPA of 3.0 or better;
2. overall GPA of 3.0;
3. submission of a completed graduate admission application and applicable fee;
4. official transcripts from all colleges and universities attended;
5. two letters of recommendation (one from an academic source, one from an employer or volunteer supervisor);
6. relevant experience in the health care field; and
7. interview with the Occupational Therapy Admissions Committee

Adult Student Application Option

Option Four: Adult Students Who Have Already Obtained a Baccalaureate Degree

Open admissions are maintained for applicants who have already obtained a baccalaureate degree in a field other than Occupational Therapy. Application deadlines and admissions criteria are flexible to accommodate the unique needs of adult applicants. Admissions into the program are contingent upon available seats. Requirements for admission include:

1. completion of a baccalaureate degree;
2. official transcripts from all colleges and universities attended;
3. overall GPA of 3.0 with a requirement of a 3.0 GPA in all prerequisite courses;
4. two letters of recommendation from employers/supervisors;
5. resume outlining work experience and significant continuing education courses;
6. interview with the Occupational Therapy Admissions Committee;
7. submission of a completed graduate admission application and applicable fee; and
8. completion of prerequisite courses:
   • Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.
   • Beginning September 2003, the prerequisite courses in Diversity and in Ethics may be taken concurrently with the Occupational Therapy Program but must be successfully completed by the time the student begins his or her second Fieldwork II experience.
   • Alternative courses and CLEP tests for prerequisite courses in psychology, sociology and life span development may meet prerequisite criteria. Applicants must submit CLEP test results and, catalog course descriptions or other relevant documentation to the program director of Sacred Heart University’s Occupational Therapy Program to determine if the alternative course/CLEP meets prerequisite requirements.

Continuous Enrollment Policy

Graduate students in the master’s degree program in OT must maintain continuous enrollment in the program. Students needing to take a leave of absence from the program must apply, in writing, to the program director. A maximum of a 12-month leave of absence may be granted upon review of the student’s request. As the program is a “lock-step” curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if students fail to enroll for their next consecutive trimester in the program, the student must apply for readmission. The application for readmission must be submitted to the Office of
Graduate Admissions. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

**Program Accreditation**

As with all new OT programs, Sacred Heart University's program is not yet fully accredited. The accrediting body of the American Occupational Therapy Association (AOTA), the Accreditation Council for Occupational Therapy Education (ACOTE), dictates that a university's program complete a three-phase process toward accreditation, and that a program not be fully accredited until the first class prepares to graduate. ACOTE will review the program's self-study in the spring of 2001, and is scheduled to complete their evaluation of the program for full accreditation in the Spring semester 2002. Once accreditation of the program has been obtained, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Sacred Heart University's program has completed Phase Two toward accreditation with the bestowal of “developing program status” from ACOTE. Developing program status means that the program “demonstrates potential for achieving compliance with the (Standards) for an Accredited Educational Program for the Occupational Therapist.” In addition, the program has been granted its license from the Connecticut Department of Higher Education and is moving forward toward state accreditation. The University is working diligently to ensure that it receives accreditation from both ACOTE and the state of Connecticut. The University follows all ACOTE standards closely, as compliance with these standards allows the first class of graduates to be eligible for the NBCOT licensing examination in OT. For more information on OT and accreditation of OT education programs, contact the AOTA, P.O. Box 31220, 4720 Montgomery Lane, Bethesda, MD 20824; phone: 1-800-652-AOTA; website: www.aota.org.

**Degree Requirements**

The program consists of four academic semesters plus 24 full-time weeks of clinical fieldwork, and includes summers. Completion of the program requires two full calendar years. The course of study is full-time, with classes scheduled primarily during the day. Fieldwork I experiences are integrated into the class schedule during the academic year. Fieldwork II experiences are full-time for two 12-week time blocks, with hours determined by the clinical site. The program includes a capstone research project to be completed prior to graduation.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 111</td>
<td>Concepts in Biology I with Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>*BI 131</td>
<td>Human Anatomy and Physiology I (with Lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>*BI 132</td>
<td>Human Anatomy and Physiology II (with Lab)</td>
<td>4 credits</td>
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<tr>
<td>PS 101</td>
<td>General Psychology-Scientific Aspects</td>
<td>3 credits</td>
</tr>
<tr>
<td>PS 252</td>
<td>Child Development Psychology</td>
<td>3 credits</td>
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<tr>
<td>PS 273</td>
<td>Adolescent Development</td>
<td>3 credits</td>
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<tr>
<td>PS 274</td>
<td>Adult Development</td>
<td>3 credits</td>
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<tr>
<td>PS 311</td>
<td>Abnormal Psychology</td>
<td>3 credits</td>
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<tr>
<td>SO 101</td>
<td>Sociology: An Introduction</td>
<td>3 credits</td>
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<tr>
<td>*PS 151</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3 credits</td>
</tr>
<tr>
<td>*SO 332</td>
<td>Statistics for the Social Sciences</td>
<td>3 credits</td>
</tr>
<tr>
<td>*MA 131</td>
<td>Statistics for Decision Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>MA 331</td>
<td>Mathematical Probability and Statistics I</td>
<td>3 credits</td>
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*Must have been taken within the past 10 years.
The following courses are highly recommended and will be required prerequisite courses beginning with the class entering 2003.

CA 021  Effective Communication  3 credits

or

CA 131  Interpersonal Communication  3 credits

or

PO 318  Interpersonal Communication in the Culturally Diverse Workplace  3 credits

or

PO 323  Leadership of Organizations  3 credits

and

LS 182  Leadership in a Diverse Society  3 credits

or

SO 239  American Minorities  3 credits

or

SO 252  Social Class and Inequality  3 credits

and

PH 251  Ethics  3 credits

or

RS 258  Issues in Religious Ethics  3 credits

Recommended elective

PY 111 and PY 113

General Physics I (with Lab)  4 credits

**Required Courses**

OT 511  Bio-psycho-social Maturation I: Infancy, Childhood and Early Adolescence  5 credits

OT 513  Bio-psycho-social Maturation II: Late Adolescence, Young Adult, Middle Adult  5 credits

OT 521  Professional Interaction Skills I: Individuals, Families and Supervision  3 credits

OT 531  Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence (incl. Fieldwork I)  6 credits

OT 533  Occupational Therapy Assessment and Intervention II: Late Adolescence, Young Adult and Middle Adult (incl. Fieldwork I)  6 credits

OT 551  Beginning Research Skills  2 credits

OT 553  Research Methods and Designs  2 credits

OT 571  Tenets of Occupational Therapy Practice I: Models Underlying Occupational Therapy Frames of Reference  3 credits

OT 573  Health Care and Professional Foundations I: Professional Guidelines  2 credits

OT 611  Bio-psycho-social Maturation III: Older Adults and the Elderly  5 credits

OT 623  Professional Interaction Skills II: Groups  2 credits

OT 625  Leadership and Management  5 credits

OT 631  Occupational Therapy Assessment and Intervention III: Older Adults and Elderly (incl. Fieldwork I)  6 credits

OT 651  Research Design Seminar  2 credits

OT 653  Research Project Seminar  1 credit

OT 655  Capstone Research Project  3 credits

OT 671  Health Care and Professional Foundations II: Health Care Policies and Law  2 credits

OT 673  Health Promotion/Roles in the Community  5 credits

OT 691  Fieldwork II: 1  4 credits

OT 693  Fieldwork II: 2  4 credits

Specialty elective  3 credits

**Course Descriptions**

**OT 511 Bio-psycho-social Maturation I: Infancy, Childhood and Early Adolescence**  5CH

Lecture, laboratory and tutorial groups bridging with OT 531 Occupational Therapy Assessment and Intervention I. Examines typical and atypical devel-
opment from infancy through childhood and early adolescence, as well as diseases, disorders, conditions and disabilities that occur in the entire human system: biological, physiological, neurological, psychological, cognitive, sensory, sensory motor, social and spiritual, systems that occurs through this period of development. The impact that development and disease processes, disorders and disability have on a child's functioning and purposeful occupation are examined in detail. Labs focus on the application of musculoskeletal, biomechanical, sensory integrative, neurodevelopmental and behavioral principles to facilitate function and occupation in the context of the infant's, child's and adolescent's natural environments, as well as the performance areas in the underlying performance components and occupational choice.

OT 513 Bio-psycho-social Maturation II: Late Adolescence, Young Adult and Middle Adult 5CH
Lecture, laboratory and PBL tutorial groups bridging with OT 533 Occupational Therapy Assessment and Intervention II. Examines typical and atypical development, diseases/disorders/conditions and traumas that occur during this stage of the human life span. The typical and atypical development and disease processes that can occur within all human systems in this stage are studied as they impact on the adolescent's and adult's functioning and purposeful occupations. Labs focus on the application of musculoskeletal, biomechanical, splinting, sensory motor, social, psychological and cognitive principles inherent to successful adaptation, function and meaning of occupation in the contexts of the adolescent's and adult's life.

OT 521 Professional Interaction Skills I: Working with Individuals, Families and Supervision 3 CH
Lecture and laboratory. Studies and applies professional interaction skills occupational therapists must use when working with individuals, families and other professionals. Reviews diversity issues including race, social class, disability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity, as they affect values and interactions. Values stemming from these issues as they impact on the functioning of individuals and family, meaning of occupation and choice regarding occupations are studied in detail. Students also study roles and responsibilities of the supervisory relationship, both from the perspective of the supervisee and the supervisor. Types of supervisory models and styles of learning and teaching are also explored. Students develop a supervision plan suited to their own and their supervisor/supervisee's teaching and learning style. Students participate in weekly, small group lab activities and structured experiences that focus on the skilled application of professional interactions when working with a diverse client base and their families, and when interacting with other professionals/team members.

OT 531 Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence (includes Fieldwork I) 6 CH
Lecture, laboratory and tutorial groups bridging information from this course with OT 511 Bio-psycho-social Maturation I. Reviews and examines the various OT frames of reference used to assess and intervene in the conditions, disease processes, disorders and disabilities prevalent during infancy, childhood and early adolescence. Frames of reference that address remediation/restoration of function; adaptation and compensation; teaching; training and collaborating with families, caregivers and educators; designing preventative and health promotion strategies; and designing activities and occupations to promote the health and well-being of children in this life stage are explored and practiced. In labs, students practice skills in assessment and intervention in techniques
such as sensory integration; neurodevelopmental treatment; positioning and handling; behavioral management; and adaptation of toys, tools, environments and assistive technology. PBL tutorials facilitate clinical reasoning in assessment, intervention and follow-up planning. Fieldwork I experiences enable students to practice, in a clinical setting, skilled observations, interviewing, assessment and intervention with children in this stage of the life span.

**OT 533 Occupational Therapy Assessment and Intervention II: Late Adolescence, Young Adult and Middle Adult (includes Fieldwork I)**

6 CH

Lecture, laboratory and PBL tutorial groups bridging information with OT 513 Bio-psycho-social Maturation II. Reviews and examines the various OT frames of reference and intervention techniques and skills used to assess and intervene in the conditions, disease processes and disabilities that are prevalent during later adolescence, young adulthood and middle adulthood. Application of various OT frames of reference, which address all types of intervention from the assessment process through discharge planning and follow-up, are reviewed and practiced in labs and Fieldwork I placements. A variety of assessment and intervention techniques and skills are practiced, such as the administration of standardized and nonstandardized assessments; neurodevelopmental treatment; sensory motor approaches; adaptation of tools and environments; use of assistive technology; positioning, transfer techniques, cognitive rehabilitation and learning; splinting biomechanics; age-appropriate leisure and social activities; and social interaction skills and relationships in adolescent and adult life. PBL tutorials allow students to develop clinical-reasoning skills in developing evidence-based assessment and intervention processes.

**OT 551 Beginning Research Skills**

2 CH

An introduction to critical thinking and learning necessary to function as a consumer of research. Students investigate, gather, analyze and synthesize scholarly literature relevant to OT. Students gain a basic understanding of statistical information presented in the literature and in standardized instruments, and develop the ability to analyze and contrast them in the context of research and practice. By comparing and analyzing articles and data on assessment instruments, students develop the ability to identify articles and research designs that are theoretically and methodically sound, and evaluate their appropriateness to evidence-based practice.

**OT 553 Research Methods and Designs**

2 CH

Introduction to and overview of appropriate, feasible designs and procedures for data collection and analysis in preparing a well-formulated research proposal for the students' capstone master's research project. Develops skills in scientific investigation, survey methods, descriptive studies, systematic observation and measurement, case study methods and quasi-experimental designs. Introduces the AJOT's Writing Style Guide, which will be used to complete the final research report.

**OT 571 Tenets of Occupational Therapy Practice I: Models Underlying Occupational Therapy Frames of Reference**

3 CH

Provides an introduction to the profession, with emphasis on the domain, scope of practice, performance areas, performance components and performance contexts. AOTA Uniform Terminology and Standards of Practice are introduced. Types of interventions used in OT, including remediation/restoration, adaptation/compensation, prevention, health promotion and follow-up are dis-
cussed in detail. The models of occupation, occupational science, human occupation and occupational performance and adaptation are also studied. Activity and task analysis skills are practiced, as well as infection control, universal precautions and personal ergonomics to prevent injury.

**OT 573 Health Care and Professional Foundations I: Professional Guidelines**  
2 CH

Gives an overview of the history and philosophy of the profession. Examines and analyzes the official documents of AOTA, including the Code of Ethics, Core Values and Attitudes and various position papers and their application to practice. Students examine behaviors and develop personal/professional goals to improve specific areas of their professional behaviors that they, in collaboration with faculty, have identified as needing to be strengthened. Collaborative and supervisory responsibilities and relationships between occupational therapists and OT assistants are explored. Tutorials and case study assignments/projects held jointly with students in a nearby Occupational Therapy Assistants program might be used to facilitate these collaborative roles and responsibilities. Functions of and participation in international, national, state and local OT associations are introduced. Interrelationship between AOTA guidelines, NBCOT standards and state licensure are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process in order to maintain currency in practice is emphasized.

**OT 611 Bio-psycho-social Maturation III: Older Adults and the Elderly**  
5 CH

Lecture, laboratories and PBL tutorial groups bridging with OT 631 Occupational Therapy Assessment and Intervention III. Explores the motor, sensory, neurological, cognitive, perceptual, psychosocial, social, emotional and spiritual changes that occur in old age, with and without disease/disability. Neurological, psychiatric, sensory, motor, cognitive and medical diseases/disorders and conditions that are more likely to occur in people of this age group are explored. The impact these changes have on occupational performance and occupational choice is explored, as well as shifts in family and social roles, priorities in the performance areas, underlying performance components and contexts. Labs focus on developing skills in designing strategies to maintain the overall health of the elderly and their families/caregivers; maintain maximum function in the performance areas and performance components; and maintain meaningful social and family roles. Students develop skills in designing strategies to maximize function through compensation strategies; adaptations made in the environment, self-care and leisure; prevention of further or future disability; and working with the families and caregivers.

**OT 623 Professional Interaction Skills II: Groups**  
2 CH

Provides a study and practice of group dynamics, group structures, tasks, communication and roles that promote or hinder a group's functioning. Students develop a group protocol outlining the criteria for membership in a group, and group goals and methods for achieving those goals including leadership, communication and task structures. Students participate in weekly, small group lab experiences designed to facilitate the personal examination of their own group's dynamics, roles, tasks, communication structures and leadership. Students are required to participate in and lead their groups utilizing their own group protocol.

**OT 625 Leadership and Management**  
5 CH

Lecture and PBL tutorial bridging with OT 673 Health Promotion/Roles in the Community.
Examines theoretical and practical models for developing effective and visionary management and leadership roles in health care systems, emerging practice areas, the community, government and professional associations. Students conduct a needs assessment in the community, targeting a population in need that has never received OT services, and design a program for that population. Programs focus on an aspect of health promotion or prevention, and contain essential elements such as a mission and philosophy statement, program plan, marketing strategies, budget projections and a program evaluation plan.

**OT 631 Occupational Therapy Assessment and Intervention III: Older Adults and the Elderly (includes Fieldwork I)**  
6 CH  
Lecture, laboratory and PBL tutorial bridging with OT 611 Bio-psycho-social Maturation III. Reviews and examines the various OT frames of reference used to intervene into the disease/conditions/disorders that interfere with the elder’s functioning and overall well-being. Students develop skills in selecting from the frames of reference to assess function and assist older adults and the elderly to restore and maximize function, occupational performance, health and quality of life. Students develop skills in interventions such as designing adaptive and compensation strategies; educating family/caretakers; and designing strategies, activities, occupations and environments that prevent future or further disability, and that promote the overall health and well-being of the elder. PBL tutorial groups focus on the development of clinical-reasoning skills in selecting, implementing and interpreting assessments/evaluations based on research and theory, and using that information to design an appropriate intervention plan. Labs and Fieldwork I offer students the opportunity to practice a variety of assessment, intervention and prevention techniques including positioning, transfers, sensory strategies, cognitive rehabilitation and activities that promote function. Skills in working with elders and their families in adapting to changes in function, family and social roles, sensory, motor and cognitive functions and the changing priorities regarding performance areas and contexts are practiced.

**OT 651 Research Design Seminar**  
2 CH  
In collaboration with faculty advisor and peer groups, students design and complete a proposal for their capstone research project. Topics are selected and submitted for approval by the faculty advisor. Written proposals outlining research methods, design and methods for data collection and analysis are submitted. Students are required to design and carry out their projects in the context of small groups, working in collaboration with other students, faculty and/or clinical supervisors/therapists.

**OT 653 Research Project Seminar**  
1 CH  
Provides ongoing advisement and supervision in small peer groups of the implementation of students’ capstone research projects. Advisement is arranged with the faculty.

**OT 655 Capstone Research Project**  
3 CH  
The student completes the final research project. Small group advisement with faculty is arranged by faculty and students. All reports are completed utilizing AJOT’s Writing Style Guide, and must be submitted for publication or presentation at a state, national or international conference.

**OT 671 Health Care and Professional Foundations II: Health Care Policies and Law**  
2 CH  
Explores the legal, social, educational and health care policies as they impact on the practice of OT. Constructs governing practice and reimbursement
are examined, including, IDEA and ADA. Reviews disability classification systems such as ICIDH-2, ICD-9 CM, Common Therapy Diagnoses and reimbursement codes. Documentation for accountability and reimbursement is emphasized.

**OT 673 Health Promotion/ Roles in the Community** 5 CH
Students seek out, contract for and engage in a community-service-based experience designed for the population they identified, and the program plan they designed, in the OT 625 Leadership and Management course. Students carry out their programs and conduct program evaluation strategies. This self-designed community experience consists of a minimum of two FTE days per week for at least eight weeks, or a minimum of 125 contact hours. The experience, in combination with the Leadership and Management course, is designed to give students the proactive, entrepreneurial skills needed to identify and work in new arenas of practice.

**OT 691 Fieldwork II: 1** 4 CH
This course requires 12 weeks FTE of supervised clinical affiliation as arranged with the Academic Fieldwork Education Coordinator.

**OT 693 Fieldwork II: 2** 4 CH
This course requires 12 weeks FTE of supervised clinical affiliation as arranged with the Academic Fieldwork Education Coordinator. Fieldwork may be divided into two placements only with the approval of the faculty and as arranged by the fieldwork coordinator.

**Specialty Elective** 3 CH
Students may take a University graduate-level elective course with prior approval of the faculty advisor. Electives may focus on an area of clinical specialization, leadership, ethics, business management, sport medicine, education or speaking a foreign language.

**Note:** If adequate summer placements are not available, students may need to complete their second Fieldwork II in the Fall semester. All fieldwork must be completed within 24 months of completed course work.

**Physical Therapy**
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**Master of Science in Physical Therapy (MSPT)**
The University’s Physical Therapy Graduate program prepares students for professional practice as general practitioners who demonstrate self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others.

The program’s curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving.

Clinical education includes part-time, integrated experiences (mentorship) in each of the academic semesters, and full-time clinical education in the summer between the second and third years of study and the final semester of the academic program. Clinical education totals 28 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

**Goals and Objectives**
Graduates of the Physical Therapy program will demonstrate the ability to:
• Practice in an ethical, legal, safe, caring and effective manner.
• Screen individuals to determine the need for physical therapy (PT) examination or for referral to other health professionals.
• Determine in any patient with physical dysfunction a diagnosis that is within the scope of PT.
• Design and manage a comprehensive PT plan of care.
• Apply concepts and principles of management in the provision of PT to individuals, organizations and communities.
• Apply concepts of teaching and learning theories in designing, implementing and evaluating learning experiences used in the education of patients, students, colleagues and the community.
• Apply basic principles of the scientific method to read and interpret professional literature, to participate in clinical research activities and to critically analyze new concepts and findings.
• Design and implement cost-effective PT services.
• Plan and implement programs designed to promote and maintain health and wellness.
• Use current information management technologies in the delivery of PT services and analysis of data when indicated.
• Demonstrate effective verbal, nonverbal and written communication skills.
• Reassess and modify treatment and service outcomes.
• Plan for future professional development to maintain a level of practice consistent with acceptable standards.
• Participate in developing methods to meet the PT needs of society.
• Serve as consultants to individuals, colleagues in PT, other health professionals, organizations and the greater community.
• Participate in personal and professional service activities for the betterment of self, others and the greater community.
• Appreciate the significance of biological, psychological, cognitive, social and cultural factors as they relate to the provision of PT services to patients, families, other health professionals and the greater community.

Admission Requirements
Students entering the program must have completed an undergraduate degree in the discipline of their choice, or in the case of Sacred Heart University undergraduates, have completed the first three years of a chosen major in the articulated undergraduate-to-graduate sequence in PT education. Students also must have completed the necessary course prerequisites by the end of the Summer semester prior to enrollment and have no more than two courses outstanding at the time of application.

Students are admitted to the program on a competitive basis. Applicants must submit all materials for admission consideration by January 15 (or as published by the Graduate Admissions Office) for the incoming Fall class.

Application materials must include:
• a graduate admissions application form;
• two letters of recommendation (one from an academic source and one from an employment/volunteer source);
• complete official transcripts of all previous college or university study; and
• a nonrefundable application fee.

Admission criteria include:
• physical therapy prerequisite courses grade point average (GPA);
• undergraduate GPA;
• letters of recommendation;
• relevant activity in the health care field; and
• individual and group interviews with the Physical Therapy admissions committee.

Degree Requirements
The program is a three-year (six semesters plus eight weeks of one summer) course of study offered on a full-time basis only, to allow for the professional socialization of the student and the
integration of course work. This program leads to preparation for licensure as a physical therapist.

**Prerequisite Courses**

BI 111, 112  
Concepts in Biology I and II  6 credits

BI 113, 114  
Concepts in Biology Laboratory I and II  2 credits

BI 131, 132  
Human Anatomy and Physiology I and II with labs  8 credits

CH 151, 152  
General Chemistry I and II  6 credits

CH 153, 154  
General Chemistry Laboratory I and II  2 credits

MA 131  
Statistics for Decision Making  3 credits

MA 140  
Precalculus (or above)  4 credits

PY 111, 112  
General Physics I and II (or above)  6 credits

PY 113, 114  
General Physics Laboratory I and II  2 credits

Two psychology electives  6 credits

Total  45 credits

**Required Courses**

PT 410  
Functional Anatomy and Kinesiology  6 credits

PT 421  
Clinical Neuroanatomy/Neurophysiology  6 credits

PT 500  
Professional Practice I*  3 credits

PT 501  
Professional Practice II*  3 credits

PT 502  
Professional Practice III*  3 credits

PT 503  
Professional Practice IV*  3 credits

PT 510  
Basic Functional Skills I  3 credits

PT 511  
Basic Functional Skills II  3 credits

PT 512  
Musculoskeletal Evaluation and Treatment I  6 credits

PT 522  
Human Development and Maturation  3 credits

PT 523  
Neurological Evaluation and Treatment I  6 credits

PT 530  
Clinical Pathophysiology  3 credits

PT 531  
Human Performance Physiology  3 credits

PT 540  
Clinical Education I  4 credits

PT 604  
Professional Practice V*  3 credits

PT 606  
Capstone  3 credits

PT 613  
Musculoskeletal Evaluation and Treatment II  3 credits

PT 624  
Neurological Evaluation and Treatment II  3 credits

PT 632  
Acute Care/Cardiopulmonary Evaluation and Treatment  6 credits

PT 641  
Clinical Education II  4 credits

PT 643  
Clinical Education III  4 credits

PT 645  
Clinical Education IV  4 credits

Total  85 credits

* Mentorship program with local clinical instructors.

**Clinical Education**

The curriculum includes 16 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summer between the second and third year (PT 540 Clinical Education I, 4 credits) and during the entire sixth semester of the program (PT 641, 643, and 645 Clinical Education II, III and IV; 4 credits each). Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings.

The MSPT program is affiliated with more than 300 clinical facilities representing a wide range of practice settings, located predominately in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student performance evaluations and on-site visits as may be necessary.
Students should anticipate the additional costs of clinical education in the curriculum, including travel, housing, meals and living expenses. In some cases, clinical sites may provide some assistance for expenses such as housing. Planning for clinical education is done through the MSPT program by the academic coordinators of clinical education (ACCEs). Students will receive individual advisement regarding clinical education planning. Students will be asked to make clinical education placement requests; however, final placement decisions are the responsibility of the ACCEs.

**Program Accreditation**
The MSPT program has completed the initial accreditation requirements of both the Connecticut Department of Higher Education (CTDHE) and the Commission on Accreditation of Physical Therapy Education (CAPTE). The program received accreditation status by the CTDHE in 1998, and by CAPTE in 1999. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty and for the level of University support provided to the program.

CAPTE accreditation is an ongoing process for all PT programs. The PT program at Sacred Heart University will next be reviewed by CAPTE in 2004.

**Course Descriptions**

**PT 410 Functional Anatomy and Kinesiology** 6 CH
Examines human gross and applied anatomy with emphasis on musculoskeletal factors that produce and influence human movement. A problem-based approach is utilized.

**PT 421 Clinical Neuroanatomy/Neurophysiology** 6 CH
Explores human anatomy and physiology of the brain, brain stem, cranial nerves and spinal cord, with implications for control of movement. A problem-based approach is utilized.

**PT 500 Professional Practice I** 3 CH
Examines the professional role of the physical therapist. Introduces concepts of disablement, role of scientific inquiry in physical therapy practice and ethical frameworks. Includes mentorship experience.

**PT 501 Professional Practice II** 3 CH
Prerequisite: PT 500 Professional Practice I. Examines the application and analysis of quantitative and qualitative methods of research employed in expanding the body of physical therapy knowledge. Provides continued exploration of communication issues including the medical interview and clinical documentation. Includes mentorship.

**PT 502 Professional Practice III** 3 CH
Prerequisites: PT 500 Professional Practice I and PT 501 Professional Practice II. Addresses the teaching/learning process and the role of the physical therapist as an educator. Students explore communications issues in clinical practice and psychosocial implications of health and disability. Includes mentorship.

**PT 503 Professional Practice IV** 3 CH
Prerequisite: PT 502 Professional Practice III. Explores the health delivery system including legal implications of physical therapy practice, reimbursement mechanisms and management methods utilized in health care institutions. Includes mentorship.

**PT 510 Basic Functional Skills I** 3 CH
Focuses on acquisition of basic clinical skills related to problem-based cases, including positioning bed mobility and transfers, basic upper- and lower-quarter screening of range of motion and strength.
PT 511 Basic Functional Skills II 3 CH
*Prerequisite:* PT 510 Basic Functional Skills I. Provides continued focus on acquisition of basic clinical skills related to problem-based cases. Includes assessment of vital signs, sensation, reflexes, posture, gait and functional screening.

PT 512 Musculoskeletal Evaluation and Treatment I 6 CH
*Prerequisites:* PT 410 Functional Anatomy and Kinesiology and PT 511 Basic Functional Skills II. Students develop understanding and skill in the management of patients with musculoskeletal dysfunction through a problem-based approach.

PT 522 Human Development and Maturation 3 CH
*Prerequisite:* PT 421 Clinical Neuroanatomy/Neurophysiology. Explores the normal and abnormal human sensory/motor developmental sequence through adulthood, including the childbearing years for women, and the effects of aging.

PT 523 Neurological Evaluation and Treatment I 6 CH
*Prerequisites:* PT 511 Basic Functional Skills II and PT 522 Human Development and Maturation. Discusses classic and contemporary physical therapy approaches to the evaluation and treatment of adults and children with primary neurological disorders, utilizing a problem-based approach.

PT 530 Clinical Pathophysiology 3 CH
Examines human diseases and conditions, including physiological concepts common in disorders managed by physical therapists.

PT 531 Human Performance Physiology 3 CH
*Prerequisite:* PT 530 Clinical Pathophysiology. Explores normal physiological responses to environmental condition changes, such as physical workload, stress, illness and conditioning, with particular emphasis on the cardiovascular and pulmonary systems. A problem-based approach is utilized.

PT 540 Clinical Education I 4 CH
*Prerequisites:* All first- and second-year physical therapy course work. An eight-week, full-time required clinical education experience in a clinical facility affiliated with the University. This course allows students to apply educational principles in a patient setting. Students are responsible for all travel, housing and incidental expenses associated with clinical education.

PT 604 Professional Practice V 3 CH
*Prerequisite:* PT 503 Professional Practice IV. Examines the role of the physical therapist in the community, including education, interaction with other disciplines, health promotion and wellness. This course addresses community resources, home health, environmental design and disposition planning. Includes mentorship.

PT 606 Capstone 3 CH
This course serves as the capstone experience for the physical therapy program. It includes an independent, case-based group project in which students assess scientific literature, present relevant literature to the case, make patient care recommendations based on the literature and design and present a research proposal that would facilitate clinical decision making for patient care relative to the case. The course culminates in a formal presentation and written submission of the work completed.

PT 613 Musculoskeletal Evaluation and Treatment II 3 CH
*Prerequisites:* PT 510 Basic Functional Skills I and PT 512 Musculoskeletal Evaluation and Treatment I. Students acquire advanced knowledge and skills in the evaluation and management of patients with musculoskeletal pathologies of the head, neck, spine and pelvis. Focus is on the physical therapy
differential diagnosis of musculoskeletal disorders. A problem-based approach is utilized.

**PT 624 Neurological Evaluation and Treatment II**  
*Prerequisite: PT 523 Neurological Evaluation and Treatment I. Students acquire advanced knowledge and skills in the management of the neurologically impaired patient, with emphasis on management of patients with spinal cord injury, traumatic brain injury and rehab of the patient requiring an orthotic or prosthetic device. A problem-based approach is utilized.*

**PT 632 Acute Care/ Cardiopulmonary Evaluation and Treatment**  
*Prerequisite: PT 531 Human Performance Physiology. Examines physical therapy management of patients with primary and secondary cardiopulmonary disorders, as well as the physical therapy management of a range of acute medical conditions. A problem-based approach is utilized.*

**PT 641, 643, 645 Clinical Education II, III, and IV 4 CH each**  
*Prerequisite: All didactic course work in the Physical Therapy program years one, two, and three and PT 540 Clinical Education I. Students participate in a series of full-time required clinical education experiences designed to prepare them for entry-level physical therapy practice. Affiliated clinical facilities are located throughout the United States. Students are responsible for all travel, housing and incidental expenses associated with clinical education.*
PT 511 Basic Functional Skills

PT 512 Musculoskeletal Evaluation and Treatment I & II

PT 523 Neurological Evaluation and Treatment I

PT 524 Human Development and Maturation

PT 530 Clinical Pathophysiology

PT 531 Human Performance Physiology

130 COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
University College
UNIVERSITY COLLEGE
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University College is the regional leader in providing learning opportunities to adult students. This is accomplished by stressing teaching, student service and access, responsiveness to the emerging educational needs and Sacred Heart University's mission and values. The college develops, markets and delivers innovative noncredit, continuing education, certificate and degree programs designed for adult learners. It is responsive to the education and training needs of business, social service and professional and governmental organizations.

University College administers Continuing Education, Summer School, Winter Intersession and Distance Learning (education via the Internet). Satellite campuses in Derby, Shelton, Danbury and Stamford are an integral part of the college. More than 3,000 part-time students currently study at Sacred Heart University through University College.

University College works with area business by marketing its services and providing in-house corporate education programs.

Center for Professional Development

The Center for Professional Development offers a variety of learning opportunities on a noncredit basis. To accommodate today's busy adult, programs are offered during evenings, weekends and weekdays. Classes, workshops and seminars are offered on the main campus and at the University's off-site facilities, including the Derby and Stamford campuses.

The Center for Professional Development also provides customized on-site training for employers that is affordable, tailored to meet specific needs and conducted at the employer's convenience.

Course offerings are diversified and include topics in personal growth and enrichment, exploration of new interests, investigation of new careers, development of business networks, enhancement of job skills or development of new skills to enter a new field. New Professional Development classes, institutes, workshops and seminars are being developed constantly. The following list represents typical program offerings. Specific scheduling and information is available through University College at 203-371-7830 or toll-free in Connecticut at 1-888-SHU-EDU-1.

Professional Development Courses, Workshops and Seminars
(Noncredit, continuing education units are available.)

Noncredit Certificate Programs
Administrative Assistant
Computer
English as a Second Language
Gerontology
Interior Decorating and Design
Leadership
Travel Agent

Professional Development Programs
Be a Management Consultant
Bottom-Line Project Management
Developing Effective Coaching Skills
Distance Learning
E-Commerce
Fundamentals of Finance and Accounting for the Non-Financial Manager
Improving Relationships
On-the-Job Ergonomics: Preventing Carpal Tunnel Syndrome
Organizational Skills for the Entrepreneur
Personal Project Management
Presentation Skills
Seven Secrets of Successful Business Networking
Sourcing, Selecting and Retaining Employees
The Top 10 Elements of Effective Sales Performance

**Leadership Certificate Courses**
- Herding Cats and Weighing Frogs
- Improving Team Performance through Effective Leadership
- Leadership for Managers
- Principles of Leadership for Sales Managers
- Self-Leadership

**Computer Courses**
- Advanced Excel
- Advanced Word for Windows
- Introduction to Access
- Introduction to Excel
- Introduction to the Internet
- Introduction to Microsoft Windows
- Introduction to the PC
- Introduction to Word for Windows
- Macromedia Training
  - Authorware 5
  - Director 7
  - Dreamweaver 2
  - Fireworks 2
  - Flash 4
- PowerPoint
- Visual Basic 6.0

**Exam Preparation**
- GMAT/GRE
- Praxis I Math
- Praxis II

**Languages**
- Clear Pronunciation for the Foreign Born
- English as a Second Language
- Intensive English Language Program
- Portuguese
- Spanish

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**Personal Growth**
- Active Parenting Today
- Aging Power . . . Ponce de Leon’s Modern-Day Secrets
- Become a Certified Pet Partner with the Delta Society
- Become a Prestidigitator . . . It’s Magic
- Caring for Aging Parents
- Choosing the Right School for Your Child
- Estate Planning: How to Keep the IRS from Being Your Main Heir
- Helping Your Child Succeed in School
- How Do I Pick the Right Mutual Funds for Me?
- Investing for Women
- Managing Your Anger before It Mismanages You
- Movies and Music: The Inseparable Pair
- Personal Power and Success through Happiness
- Retirement and Planning: How to Keep More of What You Earn
- Successful Money Management
- Understanding God’s Presence in Life
- Watercolor and Painting Basics
- What Do You Want to Do with the Rest of Your Life?

**Real Estate**
- Appraisal
- Connecticut Law and Fair Housing
- Environmental Issues in Real Estate Transactions
- Income Capitalization
- Lead Paint Primer
- Municipal Regulations
- Practices and Principles
- Residential Construction Methods

**Center for Corporate Education**

The Center for Corporate Education develops partnerships with corporations, government entities and not-for-profit organizations to foster a continuous learning environment tied to corporate business goals. The center is focused on developing “corporate universities,” providing organizational
needs assessments, defining strategic direction for corporate education, assessing and designing delivery methodologies and partnering with its clients to implement educational plans designed to expand and enhance the organization's intellectual capital.

Key to the delivery of these programs is the availability of "experts." The center relies, first and foremost, on the expertise of the University's faculty. If required, management consultants, software houses and human resource consulting firms are asked to contribute to an assignment. The objective is for corporations to look to the Center for Corporate Education as a clearinghouse for the expertise required to achieve their educational goals.

While part of the center's strength lies in its ability to provide experts and training programs that have already been developed, its primary mission is to partner with corporations to help them build "smart companies."

The Center for Corporate Education offers:
- assistance in the development and definition of an organizational strategy/mission;
- strategic performance facilitation—development of a measurement system to evaluate progress toward goals;
- organizational needs assessment;
- curriculum development and implementation;
- assistance in the development of a "corporate university";
- briefings/seminars; and
- assessment and incorporation of technology-based training mediums.

For specific offerings or scheduling information, contact the University College at (203) 371-7830 or toll-free in Connecticut at 1-888 SHU-EDU-1.
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Sacred Heart University Main Campus, Fairfield, CT

Sacred Heart University Campus, 5151 Park Avenue, Fairfield, Connecticut, Fall 2000 Traffic Patterns.

Entrance at Park Avenue only. Exits at Park Avenue and Jefferson Streets.

Note: Traffic patterns subject to change due to construction. Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.
DIRECTIONS TO SACRED HEART UNIVERSITY

Main Campus, Fairfield
5151 Park Avenue, Fairfield, Connecticut 06432

From Merritt Parkway (Route 15) north or south:
(passenger vehicles only)
Exit 47. At end of ramp turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

From Connecticut Turnpike (I-95) north or south:
(passenger vehicles only)
Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway south, and follow directions above.

Danbury Site
at Immaculate High School, 73 Southern Blvd., Danbury, 06810

From I-84
Take Exit 3 (Danbury Mall, Rte. 7 South) to the Airport Exit. At end of ramp, take a left at the light. At the next set of lights, take a left (Wooster Heights). Take the 3rd right (Southern Boulevard). Follow approximately .7 mile to a fork in the road and bear right. Take a left at the Seton-Newman Center.

From Route 53/302 (Bethel, Newtown, Redding)
Follow Route 302 (Milwaukee/Greenwood Ave.) to Route 53 North (South Street). Take a right onto South Street and the first left onto Mountainville Avenue. Bear right at Southern Boulevard to the top of the hill where the road divides. Take a left at the Seton-Newman Center.

From Main Street, Danbury or I-84, Exit 5
Take Main Street through the center of town to Route 53 North (South Street). Take a right onto South Street and the first left onto Mountainville Avenue. Bear right at Southern Boulevard to the top of the hill where the road divides. Take a left at the Seton-Newman Center.

From Route 7 north
Take the Danbury Airport Exit. At the end of the ramp take a right at the light (Wooster Heights) and proceed as above.

Stamford Campus
12 Omega Drive, Stamford, 06907

From Merritt Parkway (Route 15) north or south
(passenger vehicles only)
Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

From Connecticut Turnpike (I-95) north or south
(all vehicles)
Exit 9. Follow Route 106/Courtland Avenue to Glenbrook Road, turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend Entrance, on right just before the Springdale train station. Follow signs to first building on right.