# University Telephone Numbers

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Welcome from the President

Dear Friend,

This year marks a very special moment in the life of Sacred Heart University: we are celebrating 40 years of educational excellence. On September 11, 1963, Sacred Heart University opened its doors for the first time to 173 students. Unique in U.S. history, Sacred Heart University was started with lay people leading the University.

Four decades later, the University continues to be a pioneer and a leader. Today, more than 6,000 students choose Sacred Heart University as the place to pursue their higher education. This Graduate Catalog contains information on hundreds of programs and courses. As you explore these options, I invite you to speak with students and faculty members, as well as our alumni, about your goals and ambitions. Together, we can work to make them a reality.

Thank you for choosing Sacred Heart University. On behalf of our entire University community, I welcome you and wish you every success.

With every best wish, I am

Anthony J. Cernera, Ph.D.
Graduate Academic Calendar 2003–2006
Semester Courses: Chemistry, Nursing, Religious Studies, Computer Science and Information Technology (semester level)

Fall Semester
Labor Day—No Classes
Classes Begin
Columbus Weekend
Faculty Institute Day
Thanksgiving Holiday
Classes End (including Final Exams)
Christmas Holiday (No Classes)
New Year's Holiday (No Classes)

Spring Semester
Martin Luther King Day—No Classes
Classes Begin
Easter Holiday
Faculty Institute Day
Classes End (including Final Exams)
Commencement Weekend

Late Spring Semester
Easter Holiday
Classes Begin
Commencement Weekend
Memorial Day—No Classes
Independence Day—No Classes
Classes End
Summer Semester
Classes Begin
Classes End

Summer Semester
Classes Begin
Classes End

Late Spring 2003
Easter Holiday
Classes Begin
Commencement Weekend
Memorial Day—No Classes
Independence Day—No Classes
Classes End
Summer Semester
Classes Begin
Classes End

Spring 2004
Mon., Jan. 19
Tues., Jan. 20
Wed.–Tues., April 7–13
Tues., April 13
Tues., May 11
Sat.–Sun., May 15–16

Late Spring 2004
Wed.–Tues., April 7–13
Mon., June 7
Sat.–Sun., May 15–16
Mon., May 31
Mon., July 5 (observed)
Wed., July 14

Summer 2004
Mon., July 19
Tues., Aug. 24

Fall 2004
Mon., Sept. 6
Tues., Sept. 7
Sun.–Tues., Oct. 10–12
Tues., Oct. 12
Wed.–Sun., Nov. 24–28
Sat., Dec. 18
Fri.–Sat., Dec. 24–25
Fri.–Sat., Dec. 31–Jan. 1

Spring 2005
Mon., Jan. 17
Tues., Jan. 18
Wed.–Tues., March 25–29
Tues., March 29
Tues., May 10
Sat.–Sun., May 14–15

Late Spring 2005
Easter Holiday
Classes Begin
Commencement Weekend
Memorial Day—No Classes
Independence Day—No Classes
Classes End
Summer Semester
Classes Begin
Classes End

Spring 2006
Mon., Jan. 16
Tues., Jan. 17
Wed.–Tues., April 12–18
Tues., April 18
Tues., May 9
Sat.–Sun., May 20–21

Late Spring 2006
Wed.–Tues., April 12–18
Mon., June 5
Sat.–Sun., May 20–21
Mon., May 29
Tues., July 4
Tues., July 11
Summer Semester
Classes Begin
Classes End
### Trimester Courses: College of Business, Computer Science and Information Technology (trimester level)

#### Fall Semester
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Spring Semester
- Classes Begin
- Martin Luther King Day - No Classes
- Easter Holiday
- Faculty Institute Day
- Classes End
- Commencement Weekend

#### Late Spring Semester
- Classes Begin
- Commencement Weekend
- Memorial Day - No Classes
- Independence Day - No Classes
- Classes End

#### Summer Semester
- Classes Begin
- Classes End

#### Fall 2003
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Spring 2004
- Classes Begin
- Martin Luther King Day - No Classes
- Easter Holiday
- Faculty Institute Day
- Classes End
- Commencement Weekend

#### Late Spring 2004
- Classes Begin
- Commencement Weekend
- Memorial Day - No Classes
- Independence Day - No Classes
- Classes End

#### Summer 2004
- Classes Begin
- Classes End

#### Fall 2004
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Spring 2005
- Classes Begin
- Martin Luther King Day - No Classes
- Easter Holiday
- Faculty Institute Day
- Classes End
- Commencement Weekend

#### Late Spring 2005
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Summer 2005
- Classes Begin
- Classes End

#### Fall 2005
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Spring 2006
- Classes Begin
- Martin Luther King Day - No Classes
- Easter Holiday
- Faculty Institute Day
- Classes End
- Commencement Weekend

#### Late Spring 2006
- Labor Day - No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

#### Summer 2006
- Classes Begin
- Classes End
Graduate Education Program

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<th>Academic Period</th>
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<td>May Intensive Begins</td>
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<td>Mon., Sept. 8</td>
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<td>Sat.-Sun., May 14-15</td>
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<td>Sun.-Mon.-Tues., Oct. 12-14</td>
<td>May Intensive Ends</td>
<td>Fri., May 20</td>
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<td>Faculty Institute Day</td>
<td>Tues., Oct. 14</td>
<td>Memorial Day-No Classes</td>
<td>Mon., May 30</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Wed.-Sun., Nov. 26-30</td>
<td>Summer Session I Begins</td>
<td>Mon., June 6</td>
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<td>Classes End</td>
<td>Sat., Dec. 6</td>
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<td>Mon., July 4</td>
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<td>New Year’s Holiday (No Classes)</td>
<td>Wed.-Thur., Dec. 31-Jan. 1</td>
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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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Geriatric Rehabilitation and Wellness Program

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<th>Late Spring/Summer 2006</th>
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<td>Mon., Nov. 29</td>
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<td>Fri.—Sat., Dec. 24–25</td>
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<td>Tues., Jan. 18</td>
<td>Memorial Day—No Classes</td>
<td>Mon., May 29</td>
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</tr>
<tr>
<td>Mon., April 11</td>
<td>Classes End</td>
<td>Sat., July 29</td>
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</table>
### Fall Semester
- **Labor Day—No Classes**
- **Classes Begin**
- **Columbus Weekend**
- **Faculty Institute Day**
- **Thanksgiving Holiday**
- **Classes End (including Final Exams)**
- **Christmas Holiday (No Classes)**
- **New Year's Holiday (No Classes)**

**Fall 2003**
- Mon., Sept. 1
- Tues., Sept. 2
- Sun.–Tues., Oct. 12–14
- Tues., Oct. 14
- Wed.–Sun., Nov. 26–30
- Fri., Dec. 12
- Wed.–Thurs., Dec. 24–25
- Wed.–Thurs., Dec. 31–Jan. 1

### Spring Semester
- **Martin Luther King Day—No Classes**
- **Classes Begin**
- **Easter Holiday**
- **Faculty Institute Day**
- **Classes End (including Final Exams)**
- **Commencement Weekend**

**Spring 2004**
- Mon., Jan. 19
- Mon., Jan. 2
- Wed.–Tues., April 7–13
- Tues., April 13
- Fri., May 7
- Sat.–Sun., May 15–16
- Mon., July 5 (observed)
- Wed., July 14

### Late Spring Semester
- **Classes Begin**
- **Commencement Weekend**
- **Memorial Day—No Classes**
- **Independence Day—No Classes**
- **Classes End**

**Summer 2004**
- Mon., July 19
- Tues., Aug. 24

### Fall Semester
- **Labor Day—No Classes**
- **Classes Begin**
- **Columbus Weekend**
- **Faculty Institute Day**
- **Thanksgiving Holiday**
- **Classes End (including Final Exams)**
- **Christmas Holiday (No Classes)**
- **New Year's Holiday (No Classes)**

**Fall 2004**
- Mon., Sept. 6
- Wed., Sept. 1
- Sun.–Tues., Oct. 10–12
- Tues., Oct. 12
- Wed.–Sun., Nov. 24–28
- Sat., Dec. 18
- Fri–Sat., Dec. 24–25
- Fri–Sat., Dec. 31-Jan. 1

### Spring Semester
- **Martin Luther King Day—No Classes**
- **Classes Begin**
- **Easter Holiday**
- **Faculty Institute Day**
- **Classes End (including Final Exams)**
- **Commencement Weekend**

**Spring 2005**
- Mon., June 5
- Mon., May 30
- Mon., July 4
- Wed., July 13

### Late Spring 2005
- Mon., June 6
- Mon., May 30
- Mon., July 4
- Wed., July 13

### Summer Semester
- **Classes Begin**
- **Classes End**

**Late Spring 2005**
- Mon., June 6
- Mon., May 30
- Mon., July 4
- Wed., July 13

### Late Spring 2006
- Mon., June 6
- Mon., May 30
- Mon., July 4
- Wed., July 13

### Summer 2006
- Mon., July 17
- Tues., Aug. 22
### Occupational Therapy Program

**Fall Semester Fall 2003**
- Labor Day—No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

**Fall 2003**
- Mon., Sept. 1
- Tues., Sept. 2
- Sun.—Tues., Oct. 12–14
- Tues., Oct. 14
- Thurs.—Sun., Nov. 27–30
- Fri., Dec. 12
- Wed.—Thur., Dec. 24–25
- Wed.—Thur., Dec. 31—Jan. 1

**Spring Semester Spring 2004**
- Classes Begin
- Martin Luther King Day—No Classes
- Spring Break
- Easter Holiday
- Faculty Institute Day
- Classes End (including Final Exams)
- Commencement Weekend

**Spring 2004**
- Mon., Jan. 12
- Mon., Jan. 19
- Sat.—Sun., March 6–14
- Thurs.—Tues., April 8–13
- Tues., April 13
- Fri., April 23
- Sat.—Sun., May 15—16

**Late Spring/Summer Semester Late Spring/Summer 2004**
- Classes Begin
- Commencement Weekend
- Memorial Day—No Classes
- Independence Day—No Classes
- Classes End

**Late Spring/Summer 2004**
- Mon., May 31
- Sat.—Sun., May 15—16
- Mon., May 31
- Fri.—Mon., July 2–5
- Fri., August 6

**Fall Semester Fall 2004**
- Labor Day—No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

**Fall 2004**
- Mon., Sept. 6
- Tues., Sept. 7
- Sun.—Tues., Oct. 10–12
- Tues., Oct. 12
- Thurs.—Sun., Nov. 25–28
- Fri., Dec. 17
- Fri.—Sat., Dec. 24–25
- Fri.—Sat., Dec. 31—Jan. 1

**Spring Semester Spring 2005**
- Classes Begin
- Martin Luther King Day—No Classes
- Spring Break
- Easter Holiday
- Faculty Institute Day
- Classes End (including Final Exams)
- Commencement Weekend

**Spring 2005**
- Mon., Jan. 10
- Mon., Jan. 17
- Sat.—Sun., March 5–13
- Thurs.—Tues., March 24–29
- Tues., March 29
- Fri., April 22
- Sat.—Sun., May 14–15

**Late Spring/Summer Semester Late Spring/Summer 2005**
- Classes Begin
- Commencement Weekend
- Memorial Day—No Classes
- Independence Day—No Classes
- Classes End

**Late Spring/Summer 2005**
- Mon., May 2
- Sat.—Sun., May 14–15
- Mon., May 30
- Fri.—Mon., July 1–4
- Fri., August 5

**Fall Semester Fall 2005**
- Labor Day—No Classes
- Classes Begin
- Columbus Weekend
- Faculty Institute Day
- Thanksgiving Holiday
- Classes End
- Christmas Holiday (No Classes)
- New Year's Holiday (No Classes)

**Fall 2005**
- Mon., Sept. 5
- Tues. Sept. 6
- Sun.—Tues., Oct. 9–11
- Tues., Oct. 11
- Thurs.—Sun., Nov. 24–27
- Fri., Dec. 16
- Fri.—Sun., Dec. 23–25
- Fri.—Sun., Dec. 30—Jan. 1

**Spring Semester Spring 2006**
- Classes Begin
- Martin Luther King Day—No Classes
- Spring Break
- Easter Holiday
- Faculty Institute Day
- Classes End (including Final Exams)
- Commencement Weekend

**Spring 2006**
- Mon., Jan. 9
- Mon., Jan. 16
- Sat.—Sun., March 4–12
- Thurs.—Tues., April 13–18
- Tues., April 18
- Fri., April 21
- Sat.—Sun., May 20–21

**Late Spring/Summer Semester Late Spring/Summer 2006**
- Classes Begin
- Commencement Weekend
- Memorial Day—No Classes
- Independence Day—No Classes
- Classes End

**Late Spring/Summer 2006**
- Mon., May 1
- Sat.—Sun., May 20–21
- Mon., May 29
- Sat.—Tues., July 1–4
- Fri., August 4
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, who may not rely upon it as a legal obligation, 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.

Sacred Heart University is committed to the maintenance of a community environment where respect for the dignity and worth of each individual is demonstrated and where diversity and the free exchange of ideas can flourish. The maintenance of that community requires its members to avoid behavior that creates division, to promote behavior that enhances cooperation among groups and to encourage the development of each person as a unique individual.

The University does not condone racism, sexism, intolerance or any other acts of discrimination. The University is authorized under federal law to enroll nonimmigrant alien students.

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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 Occupational Therapy is accredited by the American Occupational Therapy Association; 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.

Memberships
AACSB, the Association to Advance Collegiate Schools of Business
Accreditation Council for Occupational Therapy Education (ACOTE)
American Accounting Association
American Alliance of Health, Physical Education and Recreation
American Association for Higher Education
American Association of Adult Continuing Education
American Association of College Baseball Coaches (AACBC)
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Collegiate Schools and Programs
American Association of Paralegal Education
American Chamber of Commerce in Luxembourg
American College Counseling Association (ACCA)
American College Health Association (ACHA)
American College of Sports Medicine
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Counseling Association (ACA)
American Educational Research Association
American Football Coaches Association (AFCA)
American Library Association
American Management Association (AMA)
American Mathematical Society
American Occupational Therapy Association (AOTA)
American Physical Therapy Association (APTA)
American Psychological Association
American Society for Training and Development (ASTD)

The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.
American Society of Composers, Authors and Publishers (ASCAP)
Association for Computing Machinery
Association for Continuing Higher Education (ACHE)
Association for North East Business Deans
Association for Specialists in Group Work (ASGW)
Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
Association of Catholic Colleges and Universities (ACCU)
Association of College and University Housing Officers (ACUHO)
Association of College and University Unions (ACUI)
Association of College Administration Professionals (ACAP)
Association of College and Research Libraries
Association of College and University Housing Officers International
Association of College Honor Societies
Association of College Unions International (ACUI)
Association of Collegiate Business Schools and Programs
Association of Conferences and Events Directors (ACED)
Association of Departments of English
Association of Governing Boards
Association of Graduate Programs in Ministry
Association of Institutional Research
Association of International Educators
Association of Professors/Researchers in Religious Education
Association of Schools of Allied Health Professions
Association of Student Judicial Affairs (ASJA)
Association of University Programs in Health Administration
Berkshire County Counselors Association (BCCA)
Bridgeport Regional Business Council
Canadian Academic Accounting Association
Catholic Campus Ministry Association
Chi Sigma Iota (CSI)
Chief Administrators of Catholic Education
College and University Personnel Association
College Art Association
College Athletic Business Management Association (CABMA)
College Athletic Trainers' Society (CATS)
College Board
College Consortium for International Studies
College Entrance Examination Board and Scholarship Service
Collegium
Colonial Athletic Association (CAA)
Community-Campus Partnerships for Health
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Association of Latino and Hispanic Education (CALAHE)
Connecticut Association of Professional Financial Aid Administrators (CAPFAA)
Connecticut Athletic Trainers' Association (CATA)
Connecticut Business and Industry Association
Connecticut Campus Compact Steering Committee
Connecticut Career Counseling Association (CCCA)
Connecticut Conference of Independent Colleges (CCIC)
Connecticut Council on Higher Education
Connecticut Counseling Association (CCA)
Connecticut Distance Learning Consortium
Connecticut League for Nursing
Connecticut School Counselor Association (CSCA)
Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)
Connecticut Technology Council
Connecticut World Trade Association
Council for the Advancement and Support of Education (CASE)
Council of Graduate Schools
Council of Independent Colleges

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Council on Social Work Education
East End Counselors Association (EECA)
Eastern Association of Colleges and Employers (EACE)
Eastern Association of Student Financial Aid Administrators (EASFA)
Eastern Athletic Trainers' Association (EATA)
Eastern College Athletic Conference (ECAC)
Eastern Intercollegiate Volleyball Association
Entrepreneurial Women's Network
Entrepreneurship Institute
European American Chamber of Commerce in the US
European Council of International Schools (ECIS)
Forum for World Affairs
Greater New Haven Chamber of Commerce
Greater Norwalk Chamber of Commerce
Greenwich Chamber of Commerce
Institute for European Studies/Institute for Asian Studies
Institute for International Education
Institute of Management Accountants
Institute of Management Consultants
Intercollegiate Association for Marriage and Family Therapists
Intercollegiate Bowling Association
Intercollegiate Tennis Association (ITA)
International Consortium of the National Council of Teachers of English
International Federation of Catholic Universities (IFCU)
Kiwanis Club of Bridgeport
Library Administration and Management Association
Library Information Technology Association
Luxembourg American Chamber of Commerce (LACC)
Massachusetts School Counselor Association (MSCA)
Mathematics Association of America
Metro Atlantic Athletic Conference (MAAC)
Metro New York College Placement Officers Association (MNYCPOA)
Modern Languages Association (MLA)
National Academic Advising Association (NAAA)
National Association for College Admission Counseling (NACAC)
National Association for Developmental Education
National Association for Lay Ministry
National Association for Pastoral Musicians
National Association of Athletics Compliance Coordinators (NAACC)
National Association of Campus Activities (NACA)
National Association of Catholic Colleges Admissions Counseling (NACAC)
National Association of Church Personnel Administrators
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 (NACAS)
National Association of College Basketball Coaches (NACBC)
National Association of Colleges and Employers (NACE)
National Association of Collegiate Directors of Athletics (NACDA)
National Association of Collegiate Marketing Administrators (NACMA)
National Association of Foreign Student Advisors
National Association of Foreign Student Affairs (NAFSA)
National Association of Graduate Admissions Professionals (NAGAP)
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of Schools of Art and Design
National Association of Social Workers
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Athletic Trainers' Association (NATA)
National Athletic Trainers' Association Board of Certification (NATABOC)
National Board for Certified Counselors (NBCC)
National Career Development Association (NCDA)
National Catholic Educational Association (NCEA)
National Catholic Student Coalition
National College of Sports Medicine
National Collegiate Athletic Association (NCAA)
National Collegiate Licensing Association (NCLA)
National Conference of Catechetical Leadership
National Continuing Education Association
National Council for Teachers of English
National Council for Teachers of Math
National Fastpitch Coaches Association (NFCA)
National Intramural and Recreational Sports Association (NIRSA)
National League for Nursing
National Network of Libraries of Medicine
National Orientation Directors Association (NODA)
National Society of Experiential Education (NSEE)
National Strength and Conditioning Association (NSCA)
New England Affiliate of College and University Residence Halls (NEACURH)
New England Association of College Admissions Counseling (NEACAC)
New England Association of College and University Housing Officers (NEACUHO)
New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
New England Association of Schools and Colleges
New England Intercollegiate Softball Coaches Association (NEISCA)
New England Occupational Therapy Educational Council
New England Resource Center for Higher Education (NERCHE)
New England Transfer Association (NETA)
New Jersey Association of College Admissions Counseling (NJACAC)
New York Association of College Admissions Counseling (NYACAC)
Northeast Association of Student Employment Administrators
Northeast Conference (NEC)
Northeast Conference Baseball Committee
Overseas Association of College Admissions Counseling (OACAC)
Pennsylvania Association of College Admissions Counseling (PACAC)
Phi Delta Kappa, International Religious Educational Association
Sigma Xi Scientific Research Study
Society for Industrial and Applied Mathematics
Society for the Scientific Study of Religion
Society of University Planners
Southwestern Area Commerce and Industry Association of Connecticut (SACIA)
Stamford Chamber of Commerce
Strategic Enrollment Management (SEM)
Teachers of English to Speakers of Other Languages
Western Massachusetts Counselors Association (WMCA)
Western, Rockland, Putnam Counselors Association (WRPCA)
Western Suffolk Counselors Association (WSCA)
World Criminal Justice Library Network
Mission and History

Mission Statement
Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose 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.

Sacred Heart University is Catholic in tradition and spirit. As a Catholic university, it 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, Sacred Heart 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. Through its curricular and co-curricular activities and campus ministry programs, the University provides the context in which students have the opportunity to appropriate in a critical fashion their own religious traditions.

Sacred Heart 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. The University provides the environment in which its 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, Sacred Heart 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 6,000 full- and part-time undergraduate and graduate students in Fall 2002. Correspondingly, the faculty has increased from 9 to over 150 full-time professors and a cadre of dedicated adjunct faculty members.

The University has grown and has 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 32 varsity teams. The $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 provides all undergraduate students with a laptop computer. The University campus is a wireless environment.

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 25,000 men and women for pastoral and 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, hundreds of students, faculty and staff volunteer their services 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 less than three hours south of Boston.

Major extension sites of the University are located in Stamford, Derby, Shelton and Lisbon, Connecticut. The University also offers a Master of Business Administration degree and a graduate certificate in Information Technology in the Grand Duchy of Luxembourg.

Main Campus, Fairfield
Full-Time Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880
FAX: 203-365-4732
E-mail: uc@sacredheart.edu

Part-Time Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880
FAX: 203-365-4732
E-mail: uc@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.

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.),
- Geriatric Rehabilitation and Wellness (M.S.),
- Occupational Therapy (M.S.),
- Patient Care Services Administration (M.S.N. or MSN/MBA),
- Physical Therapy (M.S.P.T.),
- Religious Studies (M.A.),
- Teaching (M.A.T.) and
- Learning (M.A.)

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

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 advised.

Application Deadlines
There is no formal University-wide deadline for applications for graduate study. However, several departments and 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 form 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 University. For more information, contact the Office of Graduate Admissions at 203-365-7619.
Letters of Recommendation
Two letters of recommendation on behalf of the applicant must be submitted directly to the Office of Graduate Admissions.

Resumé
A resumé 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 the Connecticut State Department of Education. 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.

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 and the student has been accepted to the graduate program, 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 at 203-365-7619.

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. For more information on our various information sessions held throughout the year, call 203-365-7619.
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 must register through the Office of Graduate Admissions. Auditors may register for courses through the Office of the Registrar.

Fully Matriculated Students
Those who have met all of the 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 a maximum of 9 credit hours at the University. Students who want to take courses beyond nine credits must be admitted into a graduate program. According to state regulations, Special Students considering a program for teacher certification or administrative certification may register for and complete a maximum of 6 credits as a non-matriculated student.

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 who are 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 that 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 Integrity
The Meaning of Academic Integrity
As an institution of higher learning, Sacred Heart University places special emphasis on academic integrity, which is a commitment to the fundamental values of honesty, trust, fairness, respect and responsibility. Only when these values are widely respected and practiced by all members of the University—students, faculty, administrators and staff—can the University maintain a culture that promotes free exploration of knowledge, constructive debate, genuine learning, effective research, fair assessment of student progress and development of members' characters.

These aims of the University require that its members exercise mutual responsibilities. At its core, academic integrity is secured by a principled commitment to carry out these responsibilities, not by rules and penalties. Students and faculty should strive to create an academic environment that is honest, fair and respectful of all. They do this by evaluating others' work fairly, by responding to others' ideas critically yet courteously, by respecting others' intellectual and physical property, and by nurturing the values of academic integrity in all contexts of University life.

Appropriate disciplinary action will be taken for violations of academic integrity, including plagiarism, cheating, any use of materials for an assignment or exam that is not permitted by the instructor, and theft or mutilation of intellectual materials or other University equipment. Faculty will assign failing grades for violations of the University's policy on academic integrity and students may immediately receive an F for a course in which they commit a violation. Violations of academic integrity are kept on file; second violations will bring additional sanctions, up to dismissal from the University. For any disciplinary action, the University affords the student the right of due process in an appeals procedure. All matriculated students will be provided with a full description of the University's standards for academic integrity, consequences for violations, and the appeals procedure.

Mutual Responsibilities of Faculty and Students
Sacred Heart University faculty have an ethical and professional obligation to take the following steps to promote academic integrity among students:
1. Refer in course syllabi to the University's policy on academic integrity.
2. Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.
3. Clearly explicate in course syllabi consequences for violations of academic integrity.
4. Reinforce these expectations and consequences periodically during the semester, such as when giving information for assignments.
5. Model and, where appropriate, teach students those scholarly practices that embody academic integrity.
6. Abide by this policy on academic integrity, including its reporting requirements.

Sacred Heart University students have the ethical obligation to take these steps to promote academic integrity among their peers:
1. Act with integrity in all their coursework.
2. Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.
3. Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.

4. Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.

5. Notify the professor of a course if they become aware that any form of cheating or plagiarism has occurred. Such notification is not dishonorable but maintains an academic environment in which all students are evaluated fairly for their work; it may also protect a student from a charge of dishonesty (if, for instance, the student's work was appropriated by another).

Violations of Academic Integrity

Academic integrity can flourish only when members of the University voluntarily govern their personal behavior by high ethical standards. However, it is also crucial for the University to define the boundaries of ethical behavior and to prohibit attacks on the principles of academic integrity. Policies that govern faculty members' ethical responsibilities are treated in the Faculty Handbook. Students' ethical responsibilities are governed by the policy stated here. Departments and programs at the University may supplement this policy with additional guidelines and faculty members may specify additional guidelines in the syllabi for their classes. Students must adhere to such guidelines as well as to the University-wide policy.

All Sacred Heart University students, in all degree programs, are prohibited from engaging in any of the following types of behavior.

Cheating

Forms of cheating include, but are not limited to:

1. Having unpermitted notes during any exam or quiz. Only materials that a professor explicitly instructs students they may use during an examination are permitted.

2. Copying from other students during any exam or quiz.

3. Having unpermitted prior knowledge of any exam or quiz.

4. Copying or rewriting any homework or lab assignment from another student, or borrowing information for such assignments with the intention of presenting that work as one's own.

5. Using unpermitted materials or taking information from other students for a take-home exam. A take-home exam is an exam; therefore, it requires independent work. Students should follow the procedures given by the professor.

Note: These standards require independent work by a student, except for those contexts where professors have specified forms of permitted collaboration with other students. If no form of collaboration has been specified, students must assume that none is permitted. Because assignments that involve group-based work can cause students to question what forms of collaboration are proper, they should seek guidance from their professors in all cases of doubt. Professors should make clear to students what forms of collaboration are permissible and impermissible. The standards on cheating do not prohibit students from studying together or from tutoring each other.

Plagiarism

Plagiarism is any act of misrepresenting the sources of one's information and ideas. When writing essays, it is the act of presenting another person's written words or ideas as one's own. When reporting experimental work, it includes the acts of falsifying data and presenting another's data as one's own. In speeches, it involves quoting passages of others' speeches or written words without mention of the author. Plagiarism is also possible in art and music, if one makes use of a work of art or music in a way that violates the standards of attribution in those fields.
Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the result of a student's work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources.

Forms of plagiarism therefore include, but are not limited to:

1. Copying whole papers or passages from another student or from any source.
2. Allowing another student to copy or submit one's work.
3. Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one's own work.
4. Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.
5. Fabricating or falsifying a bibliography.
6. Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.
7. Appropriating another person's computer programming work for submission as an assignment.
8. When creating a web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
9. Any other appropriation of another's intellectual property without proper attribution.
10. Submitting an assignment that one wrote during a previous semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult their professors.)

Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may be submitted for credit in a single course only unless professors in multiple courses are informed of and approve of the multiple submissions.

**Note:** Improper citation of sources occurs when a student presents all the sources he or she used in preparing a paper but fails to attribute quotations and information from those sources in the body of the paper. Specific examples include:

1. Failure to use quotation marks for direct quotes or for an author's distinctive phrases. (A rule of thumb to follow is that five or more words in succession from a source must be enclosed in quotation marks.)
2. Following an author's structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student's structure and ideas.
3. Failure to give page numbers for quotations or for other information that did not originate with the student.

Such acts fall under the rubric of plagiarism. Because they sometimes do not involve willful misrepresentation, professors may have more lenient policies in dealing with them. Yet students should strive to cite all information properly and should note that professors have the discretion to treat these cases as seriously as the forms of plagiarism listed above.

**Other Violations**

Other forms of unethical behavior that disrupt the
processes of learning, teaching and research include:

1. Providing to other students exams or papers of one's own or from any source with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
2. Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
3. Theft and defacement of library materials.
4. Theft of other students' notes, papers, homework and textbooks.
5. Posting another person's work on the Internet without that person's permission.

Course-Based Sanctions for Violations of Academic Integrity
When a faculty member encounters a suspected case of academic dishonesty, he or she should address the matter with the student, after collecting whatever evidence may be available and relevant. The faculty member has the right to ask the student to provide evidence about sources used or other reasonable requests to establish the work the student did.

If the faculty member discovers that the student did act dishonestly, he or she will assign a penalty of a failing grade for the assignment; and may immediately assign the student a grade of F for the course. Cases of improper citation are a matter of faculty discretion.

Faculty will report in writing the incident of academic dishonesty and the sanction imposed to the faculty's chair or program director, dean of the college in which the course was taken, and dean of the student's college. The faculty member will provide all parties with appropriate documentation of the incident. The dean of the student's college will inform the student in writing of the accusation, instructor's course-based sanction, and appeals process available to the student.

Appeals of Course-Based Penalties
When a student fails a course or receives a reduced course grade based on an accusation of dishonesty, the student may appeal the grade on presentation of a written statement demonstrating that he or she did not violate the present policy. The student should present supporting documentation. A documented appeal associated with a grade must be presented in writing within six months after the original grade was issued.

The procedure for a documented appeal is:

1. The student will initially have presented his or her explanation to the faculty member when the faculty member first consulted the student about the work in question. The student who claims he or she did not act dishonestly should ordinarily attempt a resolution with the faculty member.
2. If, after the first step, the faculty member imposes a sanction because he or she finds the student acted in violation of the policy, the student may present the case in writing with supporting evidence to the department chair or program director of the faculty member involved. The chair/program director will consult with the faculty member in an attempt to resolve the matter. If the chairperson/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may appeal in writing to the dean of the college in which the course was taken.
3. If the dean of the college in which the course was taken or the dean's designee finds that the appeal has merit, he or she will convene an appeal committee. This committee will consist of three faculty members: one selected by the student, one selected by the faculty member who taught the course, and one
selected by the dean. After reviewing all documented evidence, the appeal committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

Consequences for Second Violation of Academic Integrity

The deans will maintain central files on all reported cases of student academic dishonesty in their colleges. Should a student transfer his or her major to another college, the dean will transfer files pertaining to that student to the dean of the other college.

When the dean of any college receives confirmed notice of a second violation by a student in that college, the dean will refer the matter to a standing faculty committee on academic integrity. This committee will consist of one faculty member each from the Colleges of Arts and Sciences, Business, and Education and Health Professions. The committee will also include the Dean of Students as a non-voting member. Faculty members of the committee will be appointed for two-year terms by a vote of the Faculty Senate. The purpose of this committee is to recommend additional sanctions to be taken against the student, including exclusion from the University for one or two semesters or dismissal from the University.

The committee will have available to it the documentation of the student's previous violation of academic integrity; however, the committee is not to reconsider the student's guilt or innocence in those incidents. The committee will hear from the student's advisor and the chair or program director of the student's major department(s). The student will have an opportunity to address the committee if he or she wishes. The student may be accompanied by an advocate who is a current employee of the University who may not act as the student's legal counsel.

The committee will make a recommendation of sanction to the dean of the student's college, who will in turn make a recommendation to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

Violations and Appeals of Violations Outside of a Course

When a student is suspected of having violated academic integrity by an action that did not occur in the context of a course (see section above, Other Violations), the student, faculty, staff or administrator who suspects the violation and has plausible evidence should present this information to the Dean of Students. The Dean of Students will decide how to pursue the matter, and the student will have the right to appeal any consequences according to the Student Handbook.

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>
</tbody>
</table>
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.

Student Grade Grievance — Policy and Procedure

A student's dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance, convening a committee, or meritng a hearing.

Grounds for a grievance exist upon presentation of written documented evidence indicating:
- Discriminatory treatment;
- The process determining the grade differs from that outlined in the course syllabus; or
- The process determining the grade was not presented in writing to the students.

A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued.

The procedure for a documented grievance is as follows:
- The student is ordinarily expected to resolve the issue at hand with the faculty member.
- If the solution as provided by the faculty member is unacceptable to the student, the student may present the case in writing with supporting evidence to the department chairperson of the faculty member involved. The department chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.
- If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student, the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.
If the dean of the college or his/her designee finds that the appeal has merit, he or she will convene a grievance committee. This committee will consist of one faculty member selected by the student, one by the faculty member concerned, and one by the dean of the college or his or her designee. After reviewing all documented evidence, the grievance committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

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 18 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 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 06825-1000

**Fax**

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

**In Person**

(Registrar's Office hours)
Monday–Thursday: 8:30am–8pm
Friday: 8:30am–4pm

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 for­
warded 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 appropri­
ate.

All waivers and substitutions must meet the
requirements of any academic program accredit­
ed 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 online at the Registrar's web
page (www.sacredheart.edu.registrar) or a writ­
ten request. A fee is charged for each transcript
requested. Transcripts will be withheld if the stu­
dent 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 sub­
mitting 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

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 Biology, Chemistry, Communication Studies, Computer Science, Criminal Justice, Education, English, Environmental Science, Human Movement and Sports Science, Information Technology, Mathematics, Modern Foreign Language, Music, Nursing, Occupational Therapy, Physical Therapy, Psychology and Social Work and Sociology. It is also a multipurpose activity center, housing the bookstore, chapel, computer center, dining hall, faculty lounge, Gallery of Contemporary Art, mailroom/print shop, science and language laboratories, snack bar and the Edgerton Center for the Performing Arts. 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 a serious investment in, computers, networking and its supporting technologies. The University's network infrastructure provides connectivity to every facility on campus via a fiber-optic Asynchronous Transfer Mode (ATM) and Gigabit Ethernet backbone. The network architecture is capable of supporting well over 5,000 simultaneous users at any given time.

Network services are provided to the student community via 10- and 100-megabit data jacks. These provide access to the University library, Internet and student e-mail 24 hours a day, seven days a week. Wireless access is also provided in the Academic Buildings, library and most other indoor and outdoor locations where students gather on campus.

Virtual Private Networking (VPN) provide an alternate method for accessing Sacred Heart University's network from off campus. VPN, Citrix and terminal services are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Outlook Web Access (OWA) is available through the web, for sending and receiving campus e-mail from any computer connected anywhere on the Internet.

In order to promote its “Anytime, Anywhere Learning” initiative, Sacred Heart University partnered with Symbol Technologies, Inc. in the summer of 2000 to create one of the first wireless network campuses in New England. This infrastructure allows students to use their laptops in
nearly all outdoor areas on campus, and in most public areas indoors.

The current wireless standard is IEEE 802.11b, supporting 11Mbps, and is scheduled to migrate toward the faster 54Mbps IEEE 802.11a or 802.1g as the technology matures.

The students' computing laboratories are currently comprised of 300 desktop computers dispersed throughout several academic facilities. Six laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty or staff. The University recently completed the installation of several new "smart" classrooms with fixed multimedia capabilities that allow instructors to integrate technology in their classroom presentations. These rooms are equipped with LCD projectors, DVD, VCR, audio capabilities, and PC/laptop connections. All classrooms on campus are equipped with an active data jack for instructors or students to access the network. Additionally, there are data/CATV connections in every room for use by the instructor. The network infrastructure is designed with future technologies in mind so that Sacred Heart University will be ready for Voice over IP, streaming media and hosted applications as the curriculum expands.

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 (networking 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. In the fall of 2000 the laptop program was changed in order to replace every student-used laptop after two years of use, thereby ensuring that students have the latest hardware and most current software available. The Mobile Computing Program, and the universal nature of the program on this campus, makes integrating technology across the curriculum and into the daily lives of our students, a much easier process. In addition, Sacred Heart University provides all of its full-time faculty members with a notebook computer. Faculty members are able to incorporate more online information into the curriculum and use computers as a key component of classroom instruction; faculty and students are able to communicate using Sacred Heart's Online Web-based Course Management System, "BLACKBOARD," for class content, assignments, questions and classroom discussion groups; as well as virtual office hours.

**Computer Facilities**

Sacred Heart University offers a state-of-the-art campus network. The library, classrooms, on-campus 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 a wide range of emerging technologies.

The University has established itself as a pioneer in the implementation of technology across the curriculum.

A host of multiprocessor campus servers supports the labs and educational programs. The University's Fractional T3 Internet connection and growing backbone of gigabit Ethernet provides support switched 100 Mbps segments. The network also supports video, voice and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to Wide Area Network segments.

The library also provides a wide range of electronic resources, including: Innovative Interfaces Online Catalog; Connecticut Digital Library; ProQuest Database (newspapers, general, business, medical and social sciences periodicals...
indexes); Encyclopedia Britannica Online; First Search database (includes World Cat, ERIC, Medline, Cinahl, MLA Bibliography, etc.); as well as many other electronic resources, including Psych Info. Access to these resources is available through the University's library homepage.

**Administration Building**
The Administration Building houses the President's office, the offices of the Vice President and Assistant Vice President for Academic Affairs, University College and some faculty offices for the College of Arts and Sciences, including the Media Studies Center. The University's Center for Christian-Jewish Understanding 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 resource for information, whether it is the answer to a factual question or extended research for a term paper. Librarians are available to answer questions and assist students with extended research projects. Instruction sessions are also conducted for class groups to make them familiar with the library, with subject-specific research and the research process. Librarians will also assist students with finding information in commercial databases or on the Internet.

Periodicals and periodical indexes including newspapers are found in print, film and electronic format. Any book or periodical not found in the library can be obtained from another library through interlibrary loan. Materials can usually be obtained within 10 days.

At present the Ryan-Matura Library holds approximately 125,000 print volumes, 50,000 non-print items and more than 3,500 periodical subscriptions. These include a significant number of full-text journals available on more than 40 online index and abstracting databases. These can be reached 24 hours per day, 7 days per week from links on the library homepage. Databases are available from campus and home.

The library's website is located at http://library.sacredheart.edu. It provides the user with access to the library catalog, information about the library, electronic reserve reading, links to research databases and other related information.

The library also houses the Jandrisevits Learning Center.

**Jandrisevits Learning Center**

**Office of Academic Support**
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 assistants, the JLC provides a warm, friendly learning environment where the needs of students are our primary concern. The JLC offers the following support services to all undergraduate and graduate SHU students:

- individualized one-hour tutoring in all disciplines provided by a staff of 10 faculty tutors;
- monthly workshops on college-level learning skills such as note-taking, time management and test-taking;
- classroom learning assistants (70 peer tutors who provide academic support in disciplines across the curriculum);
- learning disability specialists in compliance with S 504 of the 1973 Rehabilitation Act;
- adaptive technology instruction for learning and physically challenged students;
- an online writing service (JLC.OWL) and an online math service (JLC.MATH); and
• drop-in tutoring for selected courses and
  referrals for individualized tutoring.

The JLC is open seven days a week: Mon-
day–Thursday, 10am–9pm; Friday, 10am–3pm;
and Saturday–Sunday, 2pm–6pm.

**Federally Mandated Services**

**Office of Special Services**

**Disclosure Letters.** At the written request of
students, the Director of Special Services writes
letters to some or all of the students' professors
that 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 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 inter-
preters, but have a significant hearing loss, tech-
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 success-
fully compete in those courses.

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

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

**Additional Billable Services**

**L.D. Trained Specialists.** The Director of
Special Services along with L.D. specialists collec-
tively 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 aca-
demic 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 may attend group CLI tutoring sessions, some also need the special expertise of faculty tutors—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 203-571-7820, or come to the JLC, located in the lower level of the Ryan-Matura Library.

English as a Second Language (ESL)
The ESL program is designed for students whose native language is not English and who wish to study English either full- or part-time. Its purpose is to help students improve their oral and written communication skills in English, preparing them for successful study in an American academic institution.

The program offers six levels of English language courses, from beginning to advanced. The first four levels are pre-academic intensive courses. The full-time ESL student enrolls in eight-week sessions, taking a cluster of oral communication, written communication and an elective, totaling 20 hours per week. In addition, students work in the multimedia language lab and on computers with audio, video, software and online learning programs.

Levels 5 and 6 are academic levels and are credit-bearing, semester-long courses, that focus on college reading and writing. Students in one of these levels may take other University classes while they complete their language training. Thus, the full-time, upper-level ESL student takes a combination of ESL and University courses, carefully planned by his or her academic advisor. Whereas the completion of level 5 satisfies the English language requirement for graduate study at this University, students may be advised to take level 6 as well. For further support, tutoring is also available at the University Learning Center.

Placement in the ESL program depends on TOEFL or SAT scores, University placement tests, an oral interview and the student's language profile. For more information regarding the program, contact the director at 203-371-7837.

Residence Halls
The University currently houses students in six different areas: South Hall, West Hall, East Hall, Jefferson Hill, Park Ridge Apartments and Park Ridge Condominiums. 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, volleyball, and wrestling 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. 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. Built in 1993, Campus Field features a newly installed $750,000 state-of-the-art FieldTurf 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 University tennis courts, is Pioneer Park softball field, most recently updated in 2001.

Park Avenue House
The offices of the Center for Mission Education and Reflection, 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 8:30am 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.

Edgerton Center for the Performing Arts
The Edgerton 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. Edgerton 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 Edgerton 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 Edgerton 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.

The gallery also administers the University's Collection, the Sculpture on the Grounds program and the Voluntary Percent for Art program. For further information and exhibit hours, 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 lay, clergy and religious 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 school teachers 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 more than 40 distinct programs at multiple sites throughout the state of Connecticut, as well as annual programs in Florida, Massachusetts, Pennsylvania, and in Europe. The REAPS offices are located at the Oakview office in Trumbull 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 on the Fairfield campus, is a 20,000-watt station at 91.1 (FM). The station is Public Broadcasting qualified and 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 Southern Connecticut, and Long Island, New York.

WSHU operates six 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 broadcast station in Westport, Connecticut.

Student-run WHRT, a 390-watt station at 91.7 FM, in Ridge, New York, 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 radio station WSHU-FM serve as learning laboratories for Media Studies and other disciplines.

Community/SHU Student Chamber Orchestra
The Community/SHU Student 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 Choir
The University Choir 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
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, and special projects, 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, University-wide liturgical celebrations mark special days and seasons. Other interfaith worship and prayer opportunities are provided regularly.
Office of Career Development
The Office of Career Development offers a variety of services to enhance graduate students' professional development. Individual assistance as well as group workshops are available.

Services include:
- **Resume Creation or Critiques:** Resume writing workshops are available. Staff members also work with students individually to develop the best resume possible.
- **Interviewing Skills Development:** Interviewing workshops and individual assistance are available.
- **Online Job Postings:** The office maintains an online job bank and job search management website exclusively for Sacred Heart University students. Currently more than 450 employers post positions on the site.
- **Job Fairs and On-Campus Interviewing:** Opportunities are offered each semester.
- **Internship Placement:** Assistance is available in locating opportunities to complete internships in the student's field of study.

For additional information on the Office of Career Development, call 203-371-7975.

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 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 a la carte throughout the day and evening.

The William H. Pitt Health and Recreation Center
The William H. Pitt Health and Recreation Center includes an aerobics room, weight and exercise equipment rooms, indoor track, and 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 (six 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, fills many basic prescriptions
on campus, 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.

Meningococcal Vaccine Law
Beginning with the 2002–2003 academic year, the State of Connecticut requires that all students who reside in on-campus halls must be vaccinated against meningitis. Proof of this vaccination must be presented to the appropriate University officials before a student can obtain entry to their resident hall. This new guideline for Connecticut colleges and universities is provided in Public Act 01-93.

For additional information, call the University’s Health Services (203-371-7838), or stop by the lower level of the Park Avenue House.

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.

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, is committed to fostering an environment in which all those who live, study, work or visit within the University campus are able to do so in a safe and secure environment. The department is committed to providing professional, timely and efficient public safety services to all its constituents on a 24-hour-a-day, seven-day-a-week basis.

Public Safety officers patrol the buildings and grounds of the University via vehicle, bicycle and foot. Services provided by the department include personal safety escorts, motor vehicle assistance (unlocks and jump-starts) and emergency medical response and treatment, as well as maintaining a lost-and-found department. Public Safety also issues parking decals and enforces parking and traffic regulations, provides key control and locksmith services, and investigates and documents incidents on campus. Public Safety is the emergency response department on campus and acts as the liaison with the local police, fire and ambulance services.

All vehicles parked on campus must display a University decal, which is available at the Department of Public Safety. Temporary parking passes are also available at the Information Booth at the entrance to the campus, which is staffed Monday through Friday, during the day.
Department of Public Safety
Telephone Numbers
Routine Business 203-371-7995
EMERGENCIES ONLY 203-371-7911
Fax Number 203-365-4781
Locksmith 203-365-7645
Snow Phone 203-365-SNOW (7669)
TTY 203-365-4714

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 include 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 five 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 203-416-5417.
Expenses and Student Financial Assistance
EXPENSES AND STUDENT FINANCIAL ASSISTANCE

Tuition and Fees
Subject to approval by the Board of Trustees
(Academic Year 2003–2004)

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

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

Students will not be allowed to register with a prior balance.

A degree will not be conferred and a transcript will not be issued until all financial obligations to the University have been met. The University reserves the right to require any past balance to be paid by certified check.

Tuition

<table>
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<tr>
<th>Program</th>
<th>Fee</th>
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<tbody>
<tr>
<td>MBA Program</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>$435/credit</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>$455/credit</td>
</tr>
<tr>
<td>Education</td>
<td>$405/credit</td>
</tr>
<tr>
<td>Health Systems Management</td>
<td>$465/credit</td>
</tr>
<tr>
<td>Nursing</td>
<td>$420/credit</td>
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<tr>
<td>Occupational Therapy</td>
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<td>Physical Therapy</td>
<td>$17,890/year</td>
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<tr>
<td>Religious Studies</td>
<td>$410/credit</td>
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<tr>
<td>Audit Tuition</td>
<td>$470/course</td>
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Mandatory Fees

<table>
<thead>
<tr>
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<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Registration Fee (nonrefundable)</td>
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</tr>
<tr>
<td>Library Fee</td>
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</tr>
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<td>Student Council Fee</td>
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Some courses may require additional lab fees (see course listings).

Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Change of Program Fee</td>
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<tr>
<td>Monthly Payment Fee</td>
<td>$55/term</td>
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<tr>
<td>Graduation Fee</td>
<td>$108</td>
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<tr>
<td>Late Registration Fee (applied the first day of the term)</td>
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<tr>
<td>Student Teaching Fee</td>
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<tr>
<td>Returned Check Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Rejected Credit Card Fee</td>
<td>$40</td>
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</tbody>
</table>

Tuition Discount

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

Payment of Tuition and Fees
Students can pay tuition and other fees by cash, credit card (MasterCard, VISA and American Express), check or money order. All checks should be made payable to Sacred Heart University. Credit card payments cannot be accepted over the phone; they must be authorized in writing. Students on the monthly payment plan must provide authorization in writing by completing the payment option form (the bottom portion of the registration form). For further information regarding payment options, contact Student Accounts at 203-371-7925.

Monthly Payment Plan Options
A monthly payment plan 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 monthly payment fee. Monthly payment deadlines are posted in the course schedule.

Payments are due on or before the first day of each month. Exact dates for each plan are published in the semi-annual course schedule.
For further information about the monthly payment plan, contact the University's Student Accounts Office 203-371-7925.

*Finance charge.* If a payment is received later than the due date, a financial charge will be assessed at the rate of 1% per month, annual rate of 12%.

**Guaranteed Payment Plan**

This program enables graduate and part-time students to register for a term without tuition payment at the time of registration. Further information regarding the Guaranteed Payment Plan 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**

Withdrawing from all courses is considered withdrawing from the University. If you do this before 60% of the semester is completed (approximately 8–9 weeks into the semester), your financial aid award will be recalculated, according to the percentage of the semester you have completed. The formula for calculating this percentage is:

\[
\frac{\text{(Days enrolled)} - (\text{Official breaks of five days or longer})}{\text{Total number of class days in the semester}}
\]

**Returning Aid**

If you have been awarded Title IV (federal) or state aid and you withdraw before completing 60% of the semester, some portion of your financial aid must be returned. The above formula determines what portion of the aid must be returned and the list below indicates the order in which the aid is returned.

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. It is important to discuss withdrawal and refund as it pertains to the individual student, and its 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 matriculated 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.

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 part-time basis while fulfilling their job responsibilities for the Office of Residential Life. 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 US Chapter 106. Interested veterans should contact the Registrar’s Office, Monday through Thursday, 8:30am to 4pm and Friday from 8:30am to 1pm. For additional information regarding eligibility, call the Veterans Administration at 1-800-827-1000.
College of Arts and Sciences
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 the following 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
Dhia A. Habboush, Ph.D., Director
Phone: 203-371-7933
E-mail: habboiishd@sacredheart.edu

Chemistry Laboratories
There are eight chemistry laboratories serving the needs of inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, instrumental analysis, biochemistry, environmental chemistry, and computational chemistry. These laboratories contain the following major equipment:

Spectroscopy
Jeol ECLIPSE 400 high resolution 400 MHz NMR Spectrometer with self-shielding magnet system; Bomem MB-100 and PE Spectrum One FT-IR Spectrometers; PE Lambda 20, PE 559 and PE Lambda 3B and four PE MBA 2000 Ultra-violet/Visible Spectrophotometers; PE LC 55 Ultraviolet/Visible/Near Infrared Recording Spectrophotometers; PE LS 5 Luminescence Spectrometer; PE Luminescence Spectroscopy LS Reader; Buck Scientific ACCUSYS 211 Flame and Graphite Furnace Atomic Absorption Spectrometer with Autosampler.

Chromatography
PE HPLC Binary UV/Vis System with Series 200 Autosampler; Gow Mac 550P and two Gow Mac 69-400 TCD-P Gas Chromatographs.

Electrochemistry
EG&G Parc 264A and EG&G Parc 384 Polarographic Analyzer/Stripping Voltammeter; EG&G Parc 303A SMDE Electrode; EG&G Parc 616 RDE Electrode; Houston Amtek DMP 40 Series Digital Plotter; Linseis LY1900PL X-Y-t Recorder.

Computers and Software Licenses
Three SGI O2 workstations; ACD proton and carbon-13 NMR software; Wiley 6th edition MS spectral library of 138,000 MS Spectra and NIST Library Chemical Structure Database; Saddler search software and infrared spectrum library of 3500 organic and inorganic compounds; HyperChem Organic Scientific Graphing; MATHCAD; ChemDraw; Chem3D; IF Tutor; Introduction to Spectroscopy; Spectra Deck; Turbochrom.

Others
Performance Plus HP 6890 GC/MS System includes: 6890 Series GC, MSD, MS Software, Ion Gauge Controller for Triode, Capillary S/SI inlet with EPC for 0/100 psi split/splitless operation, Flame ionization Detector with EPC, Purge-and-Trap Liquid Sample Concentrator; Rudolph Autopol IV Automatic Polarimeter; Johnson Matthey Mark II Magnetic Susceptibility Balance; Jenway PFP7 Flame Photometer; PE 48-well Thermal Cylinder for DNA analysis; IEC Centra CL2
Benchtop Clinical Centrifuge; Classic Series C-Line Model C24 Benchtop Incubator Shaker; Labconco Tissue Culture Enclosure.

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 70 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 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**
- 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 599 Thesis 6 credits

**M.S. in Chemistry, Non-Thesis Option**
Thirty-three semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete a 12-credit core plus the Advanced Integrated Lab.

**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 six 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 Medicinal Chemistry and Pharmacology 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 565 Environmental Sampling and Analysis 3 credits
- CH 569 Special Topics in Environmental Chemistry 3 credits
- CH 571 Polymer Chemistry 3 credits
- CH 590 Chemical Information: Sources and Technology 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 and Biochemistry 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 six 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, Hückel 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 Medicinal Chemistry and Pharmacology 3 CH
Prerequisite: CH Biochemistry II or permission of program director. Introduces the sources, nature, uses and important chemical and pharmacological properties of medicinal and pharmaceutical agents that act in the somatic and central nervous system.

CH 529 Special Topics in Biochemistry 3 CH
Topics include: carbohydrate chemistry; enzyme kinetics; endocrinology; electrically excitable cells; computer-aided access to proteins and databases; cell motility; chemical concepts in genetic engineering.

CH 530 Physical Chemistry 3 CH
Prerequisite: CH 331; co- or prerequisite: MA 253 or permission of the program director. A prerequisite to CH 531. Explores advanced kinetics and quantum mechanics.

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 550 Instrumental Analysis 3 CH
Prerequisites: CH-252 and CH 331 or permission of the program director. A prerequisite to CH 551. Explores theory and practice of instrumental methods of analysis: spectrophotometric, electroanalytical and chromatographic methods of separation and quantification.

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**  
*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**  
*Topics include:* data acquisition and LIMS; aquatic chemistry; GC-MS: theory, instrumentation and method; thermal analysis; and applications of supercritical fluids.

**CH 555 Theoretical Inorganic Chemistry**  
*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**  
*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**  
*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 561 Environmental Chemistry**  
*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 565 Environmental Sampling and Analysis**  
*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 569 Special Topics in Environmental Chemistry**  
*Topics include:* water and wastewater treatment systems; hazardous waste management; environmental regulations; environmental hydrology and water resource management; environmental organic chemistry; atmospheric chemistry and air pollution; chemical toxicology.

**CH 571 Polymer Chemistry**  
*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
copolymers 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 590 Chemical Information: Sources and Technology 3 CH
Information is a vital key to success in today's chemical industry. The premier chemical information sources will be reviewed with emphasis on Chemical Abstracts Service and Beilstein. Chemical information retrieval applications will be highlighted including STN International, Scifinder and Crossfire, in addition to Internet resources. Students will gain an appreciation for chemical database design and content as well as formulating queries for keyword and structure-based searches.

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
Domenick J. Pinto, M.S., Director
Phone: 203-371-7799
E-mail: pintod@sacredheart.edu

The University confers Master of Science degrees in Computer Information Science (MS), with tracks 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 VB.net, Flash, Fireworks, Director, 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, with some IT courses offered in Stamford. 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 resumé. 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
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 coursework and a favorable recommendation of the faculty responsible for CS 670 or 690/691.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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 606</td>
<td>Operating Multiprogramming Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 611</td>
<td>Structure of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CS 612</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CS 614</td>
<td>Unix Administration</td>
<td>3</td>
</tr>
<tr>
<td>CS 615</td>
<td>Research Project Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CS 690/691</td>
<td>Thesis I and/or II</td>
<td>3-6</td>
</tr>
</tbody>
</table>

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 coursework is required for those who may not have the appropriate academic background to continue at the graduate level of study.

**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. 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 611</td>
<td>Operating/Multiprogramming Systems</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>
</tbody>
</table>

**Elective Courses (choose one)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 615</td>
<td>UNIX Administration</td>
<td>3</td>
</tr>
<tr>
<td>CS 622</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CS 642</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CS 644</td>
<td>Compiler Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 648</td>
<td>Distributed Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 650</td>
<td>Principles of Natural Language Processing</td>
<td>3</td>
</tr>
<tr>
<td>CS 651</td>
<td>Principles of Knowledge-Based/Expert Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 654</td>
<td>Object-Oriented Programming Using C++</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificate total**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**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>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Introduction to Structured Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 501</td>
<td>Introduction to Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites total**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Information Technology Track 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.

**Requirements**

This track requires a minimum of 36 credit hours of graduate-level coursework. Students may be required to complete an additional six credit hours of prerequisite coursework. 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 551</td>
<td>Introduction to Object-Oriented Programming with Java</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Windows Interface Design (Visual Basic, Visual C++)</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CS 553</td>
<td>Java Scripting for Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 554</td>
<td>Fundamentals of Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>CS 601</td>
<td>Assembly Language Programming and Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 603</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 620</td>
<td>Information Analysis and Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 621</td>
<td>Principles of Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CS 670</td>
<td>Research Project Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required courses total 27 credits**

### Elective Courses

(Nine 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>CS 550</td>
<td>Dynamic Web Page Development</td>
<td>3</td>
</tr>
<tr>
<td>CS 555</td>
<td>Advanced Scripting with Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>CS 556</td>
<td>Electronic Commerce Technology</td>
<td>3</td>
</tr>
<tr>
<td>CS 557</td>
<td>Web Programming with ASP</td>
<td>3</td>
</tr>
<tr>
<td>CS 560</td>
<td>Networking Applications (e.g., Microsoft Windows NT)</td>
<td>3</td>
</tr>
<tr>
<td>CS 561</td>
<td>Multimedia Authoring (Authorware)*</td>
<td>3</td>
</tr>
<tr>
<td>CS 604</td>
<td>Advanced Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CS 611</td>
<td>Operating/Multiprogramming Systems**</td>
<td>3</td>
</tr>
<tr>
<td>CS 622</td>
<td>Information Retrieval</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective courses total 9 credits**

Degree total 36 credits

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### 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.

#### 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. 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Introduction to Structured Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 501</td>
<td>Introduction to Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 551</td>
<td>Introduction to Object-Oriented</td>
<td>3</td>
</tr>
<tr>
<td>CS 603</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
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</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 554</td>
<td>Fundamentals of Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Knowledge of C</td>
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</table>

Elective Courses (choose two; other electives are also available)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 552</td>
<td>Windows Interface Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Visual Basic, Visual C++)</td>
<td></td>
</tr>
<tr>
<td>CS 553</td>
<td>Java Scripting for Web Design***</td>
<td>3</td>
</tr>
<tr>
<td>CS 554</td>
<td>Fundamentals of Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>CS 556</td>
<td>Electronic Commerce Technology</td>
<td>3</td>
</tr>
<tr>
<td>CS 557</td>
<td>Web Programming with ASP</td>
<td>3</td>
</tr>
<tr>
<td>CS 620</td>
<td>Information Analysis and Systems Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

#### 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)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Introduction to Structured Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 501</td>
<td>Introduction to Data Structures</td>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CS 553</td>
<td>Java Scripting for Web Design**</td>
<td>3</td>
</tr>
<tr>
<td>CS 554</td>
<td>Fundamentals of Interactive Multimedia</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 550</td>
<td>Dynamic Web Page Development</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Windows Interface Design (using VB)</td>
<td>3</td>
</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

### Web Development Certificate Track Program

This program provides students with the background and technical skills needed for a comprehensive understanding of the development, design and construction of professional web pages.

#### 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. Two program prerequisites apply to those without suitable academic credentials in programming.

Some required courses also require additional prerequisites (e.g., CS 501)

All course credits earned in the program may be applied to the master's program.

#### Prerequisite Courses (if required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Introduction to Structured Programming</td>
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</tr>
<tr>
<td>CS 501</td>
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</table>

#### Required Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 550</td>
<td>Dynamic Web Page Development</td>
<td>3</td>
</tr>
</tbody>
</table>
### E-Commerce Certificate Track Program

The profound impact of the Internet on the modern marketplace has catalyzed a major shift in the way information technology impacts and will continue to change modern business. This innovative certificate helps forward-thinking professionals prepare for the vast commercial potential of e-commerce opportunities, and manage within a globally competitive environment.

**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. One regular program prerequisite still applies (CS 500).

Some required courses also require additional prerequisites (e.g., CS 501)

All course credits earned in the program may be applied to the master’s program.

**Prerequisite Courses** (if required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Introduction to Structured Programming</td>
<td>3</td>
</tr>
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</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 653</td>
<td>International Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CS 550</td>
<td>Dynamic Web Page Development</td>
<td>3</td>
</tr>
<tr>
<td>CS 556</td>
<td>Electronic Commerce Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses** (choose one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 552</td>
<td>Windows Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 553</td>
<td>Java Scripting for Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CS 554</td>
<td>Fundamentals of Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>CS 603</td>
<td>Advanced Database Design (Using Oracle)</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 Management and Control</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate total 12–15 credits

**Course Descriptions**

**CS 500 Introduction to Structured Programming**

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**

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**

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**

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) 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. VBNet is used in implementing various Windows applications.

CS 553 Web Design with Java Script 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 556 Electronic Commerce Technology 3 CH
Prerequisite: CS 500 Introduction to Structured Programs. Provides students with a background in electronic commerce technology by exploring infrastructure and emerging technologies in support of e-commerce. Students have an opportunity to design, develop and implement an online e-commerce prototype site. Topics include: protocols and software solutions; security for web-based transactions; digital currency systems; electronic catalogs; website management; site
traffic analysis; order fulfillment; customer satisfaction; data mining and analysis.

**CS 557 Web Programming with ASP**  
*Prerequisites: CS 501 Introduction to Data Structures and CS 552 Windows Interface Design.*  
Covers Active Server Pages and how they allow for powerful web site creation by combining program code with standard HTML. The class is presented in a tutorial system application. Students will successfully learn how to program using Visual Basic Script, the most commonly used ASP programming language. Other relevant topics include: integrating databases with a web site and effective site functionality.

**CS 560 Networking Applications**  
*(e.g., MS Windows NT)*  
*Prerequisite: CS 500 Introduction to Structured Programs.* This hands-on course provides an in-depth introduction to Structured Programming 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)*  
*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**  
*Prerequisite: 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**  
*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**  
*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**  
*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**  
*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 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 615 Unix Administration
Prerequisite: CS 611 or permission of instructor. Discusses main issues of Unix OS programming and administration. In particular, it explores a popular Unix text editor Emacs, Unix file system, process manipulation, regular expressions and their use, filters, and system administration and security.

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 Network Security 3 CH
Is there a security problem in computing? How do IT and network managers interface with business managers to create a security system that meets the needs of both sides of the business? How does network security support the business mission and how many resources is business willing to give to support network security? This course addresses these complex issues. Among the topics covered are: security goals and vulnerabilities, kinds of security breaches, methods of defense and control, encryption, legal and ethical issues, security administration, risk analysis, policies, authentication, data integrity, firewalls, multilevel security, digital signature and trusted systems.

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, adversary 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
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.
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: griggr@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, contemporary 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.

Contemporary Religious Thought
The modern and postmodern periods in the West
have 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 and postmodern philosophy have produced thinkers such as Kant, Hegel and Heidegger, and have 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 Contemporary Religious Thought examines how religious thinkers have articulated their beliefs within this modern and postmodern 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 coursework, 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 students 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.

Degree Requirements
All MA candidates must complete a total of 33 credit hours of graduate coursework, 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 coursework for the degree with a GPA below 3.0, then the student will be allowed to take a maximum of six 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 Phenomenology 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 theological and phenomenological exploration of beliefs, practices, and symbologies of world religions, including native/earth-based religions, Taoism, Hinduism, Buddhism, Judaism, Christianity, and Islam. The focus of study is on the sacred writings of those religions, with additional work in their sacred art/architecture, historical movements and contemporary expressions.

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 Introduction to Islam 3 CH
A theological and phenomenological exploration of beliefs, practices, and symbology of Islam, incorporating extensive readings from the Qur'an, the hadith and shari'a, and Sufism. This course analyzes contemporary topics such as religion and gender, and religion and politics.

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 519 Women in World Religions 3 CH
An analysis of women's role in Christianity, Judaism, Hinduism, and Islam—both historical and contemporary—using theories and methods of gender study.

RS 520 Women in Christianity 3 CH
A theological, textual and gender-based examination of women in the history of Christianity, incorporating critical analysis of texts written about and by Christian women. Topics include the image of women and women's spirituality in the Bible, writings of the Church Fathers, mystics,
sectarian movements, and the feminist reconstruction of tradition.

RS 522 Women in American Religion 3 CH
A critical analysis of women and religion within the context of American history and culture. This course examines religious writings/narratives by Native American women, and American women in Christianity, Judaism, and Islam. The impact of race, class, history, and/or ethnicity upon religious experience is also explored in the writings of feminist, Womanist (African-American), and Mujerista (Latina) theologians.

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 542 Medieval Theology 3 CH
A critical examination of central doctrines of Christianity, Judaism, and Islam as they developed during the Middle Ages. This course analyzes particular modalities of theological expression such as mysticism, sacred art/architecture, and women's visionary writings.

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 to the Middle Ages.

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, includ-
ing 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 3 CH
Consult Religious Studies Department for course topics.

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 567 Mysticism 3 CH
This course introduces the student to the dimension of spirituality known as mysticism, through readings in and critical analysis of mystical texts of the world's religions, including Tao te Ching, the Hindu Upanishads, Zohar and other kabbalistic texts, the poets of Sufism, and Christian mystics from the history of Christianity.

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 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 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
COLLEGE OF BUSINESS

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The College of Business contributes to the University's mission and strategic plan by providing undergraduate and graduate quality education that prepares its students to assume increasingly responsible positions and leadership roles in today's complex and diverse business environments. An emphasis on theoretical knowledge reinforced with practical application is stressed in four areas: international business, technological innovations, communication skills and ethical decision-making. The College fosters active learning by its students both during their formal course of studies and through life.

An innovative faculty that excels in teaching and engages in intellectual contribution, emphasizing pedagogical development and applied research, supports the College in fulfilling its mission. In addition, the faculty contributes to the Catholic intellectual tradition of the University as it pertains to the preparation of leaders and managers in business.

Recognizing the opportunities presented by its proximity to numerous Fortune 500 corporations, smaller businesses and entrepreneurial ventures, the College is committed to building partnerships with them and to including them in its planning and decision-making.

The College is dedicated to nourishing a culture and a learning environment that strives for continuous improvement.

Master of Business Administration (MBA)
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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 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 in Stamford for students wishing to complete their degree more rapidly. 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;
- 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, written personal statement, work experience, and recommendations will be considered in the admission process. Applicants must be able to demonstrate computer literacy. A personal interview is encouraged and may be required.

Acceptance is determined by using the following formula:

- Undergraduate GPA multiplied by 200 (minimum GPA of 2.5 to be considered)
- GMAT (minimum score of 400)
- Number of years of relevant work experience multiplied by 50 (must have eight years minimum work experience)

A minimum score of 1,000 is needed for acceptance.

An applicant will be accepted if he or she has completed another master's degree.

Upon acceptance, students will receive a copy of their planned academic program and be assigned to a faculty advisor. Students are encouraged to meet periodically with their advisor to discuss academic progress, career issues 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 term) must reapply for admission.

Applications for readmission must be submitted to the Office of Graduate Admissions and will be reviewed by the MBA director. 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 coursework and a minimum GPA of 3.0 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 fewer than 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 and economics in the last seven years will be required to take the equivalent. International students may be required to take one or more English courses.

**Prerequisite Courses**

- AC 511 Corporate Financial Accounting and Reporting 3 credits
- BU 543 Statistics for Decision-Making 3 credits
- EC 511 Economics Principles 3 credits
Core Courses
AC 610 Accounting for Decision-Making and Control 3 credits
BU 601 Organizational Management and Business Communication 3 credits
BU 631 Organizational Behavior 3 credits
BU 633 Legal Environment of Business 3 credits
BU 641 Dynamics of Information Technology 3 credits
BU 670 Operations Management 3 credits
BU 681 Leadership and Ethics 3 credits
BU 690 Global Management Integration 3 credits
EC 621 Managerial Economics 3 credits
FN 660 Financial Management 3 credits
MK 661 Marketing Management 3 credits

Electives
Choose five non-core 600-level courses

MBA Waiver Policy
Prerequisite Course Equivalents
To apply for prerequisite undergraduate credit equivalents, a student must have had grades 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.
AC 511: Six credit hours in accounting—the equivalent of Financial Accounting and Reporting and Managerial Accounting and Control at Sacred Heart University; or successfully complete the competency exam developed by the Sacred Heart University Accounting Department.
BU 543: Three credits in statistics—the equivalent of Business Statistics at Sacred Heart University; or successfully complete 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 complete the competency exam developed by the Sacred Heart University Finance/Economics Department.

Core Course Waivers
To apply for waivers for core courses, a student must have had grades of B or better in previous coursework, and courses must have been taken within the past seven years:
AC 610: Six additional credit hours in cost/managerial accounting beyond the prerequisite requirements—the equivalent of AC 313 Cost Management and AC 314 Advanced Managerial Accounting at Sacred Heart University.
BU 601: Three credit hours in organization management and three credit hours in business communication—the equivalent of BU 201 Organizational Management and BU 221 Business Communication at Sacred Heart University.
BU 631: Three credit hours in organizational behavior plus three credit hours in psychology—the equivalent of BU 201 Organizational Behavior and PS 101 General Psychology-Scientific Aspects at Sacred Heart University.
BU 633: Six credit hours in business law—the equivalent of BU 231/232 Business Law I/II at Sacred Heart University.
BU 641: Six credit hours in management of information technology.
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: To waive EC 621, a student needs permission of the chair of the Finance/Economics Department.
FN 660: Six credit hours in finance—the equivalent of FN 215 Financial Management and three additional credit hours in Finance.
MK 661: Six credit hours in marketing—the equivalent of MK 261 Principles of Marketing and three additional credit hours in Marketing.

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 would take a variety of electives, will receive a concentration in Management.

Accounting
Finance
Health Care Administration
Human Resource Management
International Business*
Management
Management Information Systems
Marketing

*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 at a different university. The course must be approved by the MBA director.

Course Loads

Six credit hours per trimester are considered the maximum workload for part-time students, and nine credit hours per trimester the minimum for full-time students. However, part-time MBA students who want to take more than six credit hours per trimester, and full-time students who want to take more than nine credit hours per trimester, may do so if permission is granted by their advisor.

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

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 511* Corporate Financial Accounting and Reporting 3 credits
AC 610* Accounting for Decision-Making and Control 3 credits
AC 615 Controllership and Budgeting 3 credits
AC 617 Financial Statement Analysis 3 credits
AC 621 Corporate Taxation 3 credits
AC 622 Federal Income Taxation 3 credits
AC 625 International Accounting 3 credits
AC 629 Contemporary Issues in Auditing 3 credits
AC 630 Accounting Information Systems 3 credits
AC 699 Contemporary Issues in Accounting 3 credits

*Required course
Financial Management (12 credits)
AC 617  Financial Statement Analysis  3 credits
FN 660*  Financial Management  3 credits
FN 661  Money and Financial Institutions  3 credits
FN 662  Corporate Finance  3 credits
FN 663  Investment Management  3 credits
FN 665  International Financial Management  3 credits
FN 667  International Financial Markets  3 credits
FN 668  Portfolio Management  3 credits
FN 669  Contemporary Issues in Finance  3 credits
FN 670  Mergers, Acquisitions and Joint Ventures  3 credits
*Required course

Health Care Administration (12 credits)
BU 601*  Organizational Management and Business Communication  3 credits
HA 617  Health Care Budgeting  3 credits
HA 620  Health Care Economics  3 credits
HA 640  Health Services and the Law  3 credits
HA 650  Research Methods in the Health Services  3 credits
HA 675  Hospital Administration  3 credits
HA 676  Total Quality Management/Continuous Quality Improvement in Health Care  3 credits
HA 684  Future Trends in Health Care  3 credits
HA 685  Seminar on Managed Care  3 credits
*Required course

Human Resource Management (12 credits)
BU 621  Comparative Management and Intercultural Communication  3 credits
BU 631*  Organizational Behavior  3 credits
BU 632  Managing Change  3 credits
BU 635*  Human Resource and Career Development  3 credits
BU 636  Legal Issues in Human Resource Management  3 credits
BU 638  Staffing and Employee Relations  3 credits
BU 667  Team Management  3 credits
BU 673  Total Quality Management  3 credits
*Required course

Management Information Systems (12 credits)
BU 641*  Dynamics of Information Technology  3 credits
BU 647  Systems Analysis and Design  3 credits
BU 650  Databases and Data Mining  3 credits
BU 651  Data Communications and Networks  3 credits
BU 652  Project Management  3 credits
BU 653  Electronic Commerce  3 credits
BU 659  Contemporary Issues in MIS  3 credits
*Required course

International Business (12 credits)
AC 625  International Accounting  3 credits
BU 621  Comparative Management and Intercultural Communication  3 credits
BU 634  International Business Law  3 credits
BU 653  Electronic Commerce  3 credits
BU 665*  International Business  3 credits
BU 668  The European Union  3 credits
BU 687  Contemporary Issues in Global Management  3 credits
FN 665  International Financial Management  3 credits
FN 667  International Financial Markets  3 credits
MK 668  International Marketing  3 credits
*Required course

Marketing (12 credits)
MK 650  Product Development and Management  3 credits
MK 651 Marketing Research 3 credits
MK 656 Advertising Management 3 credits
MK 658 Consumer Marketing and Behavior 3 credits
MK 661* Marketing Management 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 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.

Core Courses

AC 610 Accounting for Decision-Making and Control 3 CH
Prerequisite: No prerequisite (AC 511 Corporate Financial Accounting and Reporting is strongly recommended.) 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
Examines and analyzes principles of planning, organizing, leading and controlling the activities of business, government and other organizations in a globally competitive environment. Focus is not only on developing students' knowledge of these areas, but also on developing their business skills, especially in the areas of analysis and written and oral communication.

BU 631 Organizational Behavior 3 CH
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: individual differences, 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 legal aspects of the
development and operation of companies engaged in global business.

**BU 641 Dynamics of Information Technology** 3 CH
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. 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
**Prerequisite:** BU 543 Statistics for Decision-Making. Describes 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
Leadership and Ethics deals 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.

**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.

**EC 621 Managerial Economics** 3 CH
**Prerequisites:** EC 511 Economics Principles. (MA 510 Calculus for Decision-Making is strongly recommended.) 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** 3 CH
**Prerequisite:** AC 511 Corporate Financial Accounting and Reporting. 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; organize and control the marketing resources throughout an enterprise; deal with competition; and extend marketing to the global marketplace.

**Elective Courses**

**Accounting**

**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.
perspective. Emphasis is on budgeting practices and theory as a tool for profit and control.

**AC 617 Financial Statement Analysis** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. Examines current financial reporting and disclosure practices. Emphasis is on development of the ability to analyze financial statements to evaluate the current financial condition of a firm and assess its future trends. Topics include: use of various ratios to analyze income statements, balance sheets and funds flow.

**AC 621 Corporate Taxation** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. Analyzes 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 511 Corporate Financial Accounting and Reporting. Studies tax policy and basic principles of federal income tax law. Taught at an advanced level of inquiry, topics include: 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 625 International Accounting** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. 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 629 Contemporary Issues in Auditing** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. Emphasizes completion of the audit engagement. Includes preparation of various reports, other services offered by CPAs, legal liability, ethical and professional responsibilities.

**AC 630 Accounting Information Systems** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. Explains what constitutes information, and how to determine the value of information. Explains what is meant by a system and its major components.

**AC 699 Contemporary Issues in Financial Accounting** 3 CH

*Prerequisite:* AC 511 Corporate Financial Accounting and Reporting. 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.

**Finance**

**FN 661 Money and Financial Institutions** 3 CH

*Prerequisite:* FN 660 Financial Management.
Analyzes 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 wide variety of domestic and international equity and debt investment products available. Topics include: investors' constraints and objective setting, fundamental and technical analysis, efficient market theory and investment research procedures.

**FN 665 International Financial Management 3 CH**  
*Prerequisite:* 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 667 International Financial Markets 3 CH**  
Provides a working knowledge of contemporary international financial markets with 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**  
*Prerequisite:* FN 660 Financial Management.  
Examines financial concepts applied to current issues in finance such as risk management products and techniques.

**FN 670 Mergers, Acquisitions and Joint Ventures 3 CH**  
*Prerequisites:* AC 511 Corporate Financial Accounting and Reporting 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.

**Health Care Administration**

**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 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**  
*Prerequisite:* EC 511 Economics Principles.  
Explores the determinants of demand for health
services, including health insurance; supply functions of facilities and manpower; 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
Prerequisite: BU 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 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.

HA 675 Hospital Administration 3 CH
Prerequisite: BU 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 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 684 Future Trends in Health Care 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Explores trends driving changes in health care. Topics include: customer relationship management, health care politics, information technology as an enabler, clinical care improvement and the expectations of informed health care consumers.

HA 685 Seminar on Managed Care 3 CH
Prerequisite: BU 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.

Human Resource Management

BU 621 Comparative Management and Intercultural Communication 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Develops a student's awareness and sensitivity to cross-cultur-
Models of understanding other cultures and management styles are discussed. Topics include: cultural sensitivity, awareness of different value systems, context specificity of management techniques, and ensuring effective communications across cultures.

**BU 632 Managing Change** 3 CH
Examines the strategy and techniques for successfully introducing and managing change in organizations. Emphasis is on the role of power, influence and communication in the change process, confrontation, concepts and techniques of organization 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 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 638 Staffing and Employee Relations** 3 CH
*Prerequisite: BU 601 Organizational Management and Business Communication.* Focuses on how manpower is organized and deployed in various types of organizations. Explores the employer-employee relationship as well as the impact of unionization.

**BU 667 Team Management** 3 CH
Examines the use of teams to accomplish organizational strategies. Topics include: team leadership, goal-setting, group dynamics, group decision-making, diversity and multicultural issues.

**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 689 Contemporary Issues in Business Ethics** 3 CH
Explores the origin and evolution of our ethics as they relate to the contemporary world of business. Emphasis is on decision-making, including situations where these decisions are complicated by issues of trust, fairness, right and wrong, integrity, social responsibility, personal conscience and cultures. Guest lecturers from various businesses and areas of responsibility are invited to present their views and experiences.

**International Business**

**AC 625 International Accounting** 3 CH
*Prerequisite: AC 511 Corporate Financial Accounting and Reporting.* 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.

BU 621 Comparative Management and Intercultural Communication 3 CH
**Prerequisite:** BU 601 Organizational Management and Business Communication. Develops the 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, content specificity of management techniques, and ensuring effective communications across cultures.

BU 634 International Business Law 3 CH
**Prerequisite:** BU 633 Legal Environment of Business. Examines the legal environment of international business law including international organizations, international trade regulation, World Trade Organization, European Union, North American Free Trade Agreement, U.S. regulation of international trade, international commercial transactions, financing international transactions, licensing and protection of intellectual property, foreign investments and resolution of international disputes.

BU 653 Electronic Commerce 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 665 International Business 3 CH
Describes the scope of international business and studies multinational enterprises in light of cultural, historical, political and economic factors. Trade theories are examined in the context of international economics and finance. The focus then turns to the management of global operations, from initial entry into international markets to strategy development for the multinational enterprise.

BU 668 The European Union 3 CH
Develops a working understanding of the European Union (EU) and its worldwide impact. Topics include: history of EU integration; requirements for membership; 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 687 Contemporary Issues in Global Management 3 CH
**Prerequisite:** BU 601 Organizational Management and Business Communication. Examines current events and issues as they relate to global management and international business.

BU 689 Contemporary Issues in Business Ethics 3 CH
Explores the origin and evolution of our ethics as they relate to the contemporary world of business. Emphasis is on decision-making, including situations where these decisions are complicated by issues of trust, fairness, right and wrong, integrity, social responsibility, personal conscience and cultures. Guest lecturers from various businesses...
and areas of responsibility are invited to present their views and experiences.

**FN 665 International Financial Management** 3 CH  
**Prerequisite:** 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 667 International Financial Markets** 3 CH  
**Prerequisites:** FN 660 Financial Management and FN 665 International Financial Management. Provides a working knowledge of contemporary international financial markets with special emphasis on Eurodollars, Eurocredit and swaps. The course focuses primarily on rules and policies of foreign exchange markets and international credit markets.

**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.

**Management**

For the Management concentration students may choose any five electives across all disciplines, including but not limited to the following courses.

**BU 610 Entrepreneurship** 3 CH  
**Prerequisite:** MK 661 Marketing Management. Explores 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 Communication** 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, context specificity of management techniques, and ensuring effective communications across cultures.

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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.

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BU 638 Staffing and Employee Relations 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Focuses on how manpower is organized and deployed in various types of organizations. Explores the employer-employee relationship as well as the impact of unionization.

BU 647 Systems Analysis and Design 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 on systems analysis and design tools, vendor selection, rapid prototyping, user commitment, make versus buy decisions, testing, training and cutover.

BU 650 Databases and Data Mining 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 652 Project Management 3 CH
Evaluates issues, concepts and tools for successfully managing various programs and projects ranging from strategic enterprise-wide initiatives to limited-scope projects. Topics include: planning, 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 Electronic Commerce 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 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 665 International Business 3 CH
Describes the scope of international business and studies multinational enterprises in light of cultural, historical, political and economic factors. Trade theories are examined in the context of international economics and finance. The focus
then turns to the management of global operations, from initial entry into international markets to strategy development for the multinational enterprise.

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Examines the use of teams to accomplish organizational strategies. Topics include: team leadership, goal-setting, group dynamics, group decision-making, diversity and multicultural issues.

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Develops a working understanding of the European Union (EU) and its worldwide impact. Topics include: history of EU integration; requirements for membership; 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 687 Contemporary Issues in Global Management 3 CH
Prerequisite: BU 601 Organizational Management and Business Communication. Examines current events and issues as they relate to global management and international business.

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Explores the origin and evolution of our ethics as they relate to the contemporary world of business. Emphasis is on decision-making, including situations where these decisions are complicated by issues of trust, fairness, right and wrong, integrity, social responsibility, personal conscience and cultures. Guest lecturers from various businesses and areas of responsibility are invited to present their views and experiences.

Management Information Systems

BU 647 Systems Analysis and Design 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 on systems analysis and design tools, vendor selection, rapid prototyping, user commitment, make versus buy decisions, testing, training and cutover.

BU 650 Databases and Data Mining 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 Data Communications and Networks 3 CH
Prerequisite: BU 641 Dynamics of Information Technology. Focuses on concepts, technology applications of data communications and various computer networks, including the Internet. Current management techniques, industries, and technical issues, practices and cases are explored, with emphasis on strategy, technology and implementation. Topics include: distributed processing and communication management, network architecture, computer and network administration and security.
BU 652 Project Management 3 CH
Evaluates issues, concepts and tools for successfully managing various programs and projects ranging from strategic enterprise-wide initiatives to limited-scope projects. Topics include: planning, 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 Electronic Commerce 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 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 MIS 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.

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. Use of techniques to enhance creativity, market research, and psychographics to assist with product development is the foundation of this course, with emphasis in the areas of 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: role of the corporate advertising director, role of the advertising agency and role of the media. Special emphasis is on understanding and participating in the creative process, essential for effective advertising.

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 on behavioral, psychological and motivational theories as well as risk perception. Various consumer buying models are analyzed. The case method is utilized.
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.
College of Education and Health Professions
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

Guided by the University and College of Education and Health Professions mission statements, the Faculty of Education at Sacred Heart University engage in "preparing men and women to live in and make their contributions to the human community." Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills and dispositions to facilitate the learning of all children.

Teacher candidates in Sacred Heart University's Department of Education programs demonstrate the following ability-based learning outcomes:

**Multicultural/Global Perspectives.** Candidates possess the knowledge, skills and attitudes to effectively teach diverse populations and to differentiate instruction based on what they discover about each child, including special needs and gifted children, and children from different cultural and ethnic backgrounds.

**Communication.** Candidates acquire effective communication skills and styles, written and oral, to create and maintain an educational climate that promotes the learning of all students. This includes integrating emerging technologies and strategies across the curriculum.

**Higher Order Thinking Skills.** Candidates engage in intellectual pursuits, demonstrating the ability to analyze, synthesize, apply and expand their knowledge base. Further, they demonstrate reflective practice, continually assessing their own and their students' learning using multiple modes of assessment and self-reflection.

**Collegiality and Collaboration.** Candidates become involved collaboratively in teaching, research and service efforts to improve the human condition, locally, nationally and internationally.

**Aesthetic and Artistic Sensibilities.** Candidates cultivate their talents, imagination and creativity for embracing a holistic approach to teaching.

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 (Sixth Year)
• Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year)
• MAT concentration in Pastoral and Catholic School Administration
• Graduate Certificate in Pastoral and Catholic School Administration

Degree Requirements
A graduate student who is not working full-time may take up to five three-credit graduate courses in each 12-week semester. A graduate student 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, and have at the minimum an undergraduate cumulative GPA of 2.75.

Graduate students who apply for admission to a certification program, but who do not qualify because their undergraduate cumulative average falls below 2.75, may ask for consideration under the Education Department's GPA Waiver Policy. Graduate students who apply for entrance into an administrative certification program must hold or be eligible for a Connecticut teaching certificate and hold a master's degree from an approved institution having achieved at least a 3.0 GPA. 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 committee may then recommend to the chair:

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

Candidates who choose to take additional coursework must demonstrate a specified level of achievement in the courses, and upon completion of the courses, reapply for a waiver. The waiver policy on additional coursework is as follows:

• All courses required for achieving an acceptable standing for a GPA waiver must be from the following disciplines: English literature, history, mathematics, social sciences, natural sciences, linguistics, philosophy and religious studies. All courses must be taken at the junior level or higher.
• Courses selected for fulfilling the cognate area requirement must be approved in writing on the GPA Waiver Course Approval Form before the courses are taken. Copies should be given to the student and placed in the student's file.
• All courses required for achieving acceptable standing for the GPA waiver must be taken at accredited four-year colleges and universities.
• To achieve acceptable standing and further consideration for a waiver, the candidate must earn a minimum grade point average of 3.0 or better.
• Depending on the undergraduate GPA, the number of courses to be taken is determined by a review committee and the department chair.

Candidates in the process of completing the admission procedure may, upon approval of the department chair, enroll in up to two courses in their certification program.

Admission Procedure 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.
- **Praxis I test scores:** Submit passing examination scores on the Praxis I test. 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, or 1,100 if taken after April 1, 1995.

Once all the above documents have been submitted, the candidate should meet with an advisor to develop a plan of study. The candidate should then 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 which a 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 chair or 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 a teaching certificate.

The graduate Education program offers approved programs for the preparation of teachers for the elementary grades, and for the secondary grades in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish.

Course offerings in the Education Department also provide certified teachers with the opportunity to obtain additional teaching endorsements.

**Required Courses**

The graduate program for Elementary Teacher Certification requires the completion 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 413</td>
<td>Elementary School Curriculum and Methods: Reading, Writing and Language Arts</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
**ED 430** Elementary Curriculum and Methods: Social Studies and Health 3 credits  
**ED 459** Elementary Curriculum and Methods: Mathematics and Science 3 credits  
**ED 491** Elementary Student Teaching 6 credits  
**ED 515** Children's Literature* 3 credits  
**ED 523** Multicultural Education* 3 credits  
**ED 552** Education in the United States* 3 credits  
**ED 553** Educational Psychology* 3 credits  
**ED 566** Classroom Management* 3 credits  
**ED 569** Education of Special-Needs Students* 3 credits  
**ED 578** Introduction to Computers in Education* or 3 credits  
**ED 592** Advanced PC Applications P-12* 3 credits  
**ED 627** Societal Issues in Adolescence* 3 credits

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

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 coursework requirements in general studies and an academic major either through credits previously earned for the bachelor's degree or through supplemental coursework at the undergraduate or graduate level.

In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification. Students who have completed equivalent coursework meeting certification requirements through previous studies need not repeat the coursework 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.
Potential interns who desire certification in the program typically initiate coursework in the semester/summer prior to placement. Candidates need to meet with an advisor to develop their plans of study and schedule of coursework.

**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 content or professional development course in writing or personal or professional effectiveness 6 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
- Master's thesis or project
- Publication option, and ED 600 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 before applying for certification.
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.

5. All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administration Test (CAT).

Required Courses (18 credits)

**Psychological Foundations (3 credits)**

ED 526 Assessment and Evaluation: Quantitative and Qualitative Analysis 3 credits

(or another appropriate course approved by the advisor)

**Contemporary Education Problems (3 credits)**

ED 612 Leadership and Administrative Policy: Contemporary Educational Problems 3 credits

or

ED 655 Distinguished Lectures in Education 3 credits

(or another appropriate course approved by the advisor)

**Curriculum Development (3 credits)**

ED 605 Advanced Curriculum Development and Program Monitoring 3 credits

**School Administration (3 credits)**

ED 650 The Law and Finance in Education 3 credits

(or another appropriate course approved by the advisor)

**Supervision and Evaluation (6 credits)**

ED 635 Teacher Supervision, Evaluation, and Staff Development 3 credits

(or another appropriate course approved by the advisor)

ED 698 Administrative Practicum 3 credits

Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year degree)

**Required Courses (9 credits)**

ED 696 Technology and Information Management for Administrators 3 credits

ED 697 Administrative Internship 3 credits

**Elective (3 credits)**

**Terminal Requirement* (6 credits)**

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 (Sixth Year degree)

**Area I—Foundations (9 credits)**

**Contemporary Educational Problems**

ED 655 Distinguished Lectures in Education 3 credits

**Psychological Foundations (Choose one)**

ED 526 Assessment and Evaluation: Quantitative and Qualitative Analysis 3 credits

ED 609 Multiple Intelligences: Classroom Application of Current Research 3 credits
Curriculum
ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 credits

Area II—Professional Development (3 credits)
ED 592 Advanced PC Applications in Education: P-12 3 credits

Area III—Electives (15 credits)
Five courses at the 500 to 600 level

Area IV—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 curricula appropriate to secondary disciplines.
ED 429 Secondary Methods in the Content Areas 3 CH
Examines various methods of instruction applicable 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
Ed 491 Student Teaching Seminar: Elementary School 6 CH
ED 495 Secondary Student Teaching Seminars: Secondary School 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 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 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 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 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 component of the Fifth-Year Internship program of study for interns who come to the program as certified teachers. 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 Assessment and Evaluation: 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 527 OL online Learning: Methods of Instructional Design** 3 CH
Practitioners develop tutorial courses for use in professional development and P–12 classroom instruction. Methods of instructional design for online learning focus on the delivery of course content, development of supplemental resources and utilization of appropriate assessment techniques.

**ED 528 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 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 554 Methods and Materials for the Learning-Disabled Students 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 562 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
Emphasizes the integration of technological resources into primary and secondary classroom settings. Microsoft Office and the Internet are used for classroom management and professional development.

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 special-
ized topic and design a project based on this research.

**ED 592 Advanced PC Applications in Education: P-12** 3 CH
Surveys the technological resources and methods required for P-12 educational practice and administration. IBM® PCs and Microsoft Office are utilized as resources in the creation of P-12 learning activities.

**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
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 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 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 642 Special Projects in Education Technology 3 CH**

This research course is designed to provide practical experience in the development and implementation of technology resources in areas of P–12 administration, curriculum and instructional design.

**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 and Finance 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, students, 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 661 Multimedia Design and Programming for Educators 3 CH
Multimedia authoring tools are used for developing educational courseware and exploring its relationship to P–12 instructional design. Participants produce a product, which supports state educational program goals and is field-tested with a target audience.

ED 663 Instructional Software and Instruments in Education 3 CH
An overview of computer software, which aligns with P–12 student standards and curricular objectives. Explores development of instructional support materials and an overview of the legal and ethical uses for these technologies.

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 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
This seminar explores trends, developments and current issues in educational technology. Seminar topics vary per semester and are based on emerging technologies.

ED 689 WWW: Curriculum and Instruction P–12 3 CH
Examines the role of website development for P–12 educational environment. Participants design and publish standard-based, online docu-
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 (12 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IC 517H</td>
<td>Educational Leadership in Catholic Schools</td>
<td>3 credits</td>
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<tr>
<td>IC 520</td>
<td>Adults in the Pastoral Process</td>
<td>3 credits</td>
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<tr>
<td>IC 527H</td>
<td>Management I: Finance</td>
<td>3 credits</td>
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<tr>
<td>IC 528H</td>
<td>Management II: Personnel Supervision and Evaluation</td>
<td>3 credits</td>
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<tr>
<td>IC 537H</td>
<td>A History of Catholic Education</td>
<td>3 credits</td>
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<tr>
<td>IC 545</td>
<td>Canon Law</td>
<td>3 credits</td>
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<tr>
<td>IC 547H</td>
<td>Curriculum and Instruction</td>
<td>3 credits</td>
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<tr>
<td>IC 550</td>
<td>Religion Education and Culture</td>
<td>3 credits</td>
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<tr>
<td>IC 560</td>
<td>Spiritual Dimensions of Pastoral Education</td>
<td>3 credits</td>
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<tr>
<td>IC 595</td>
<td>Foundations of Catholic Doctrine</td>
<td>3 credits</td>
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Graduate Certificate in Pastoral and Catholic School Administration

Individuals who would like to specialize in pastoral and Catholic school administration without pursuing further courses in education may want to consider a Graduate Certificate in Pastoral and Catholic School Administration. Graduate certificate goals are similar to those stated above.

Available Courses (a minimum of 12 credits)

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<tbody>
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<td>3</td>
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<tr>
<td>IC 520</td>
<td>Adults in the Pastoral Process</td>
<td>3</td>
</tr>
<tr>
<td>IC 527H</td>
<td>Management I: Finances in Catholic Schools</td>
<td>3</td>
</tr>
<tr>
<td>IC 528H</td>
<td>Management II: Personnel Supervision and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>IC 535</td>
<td>Catholic Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>IC 537H</td>
<td>A History of Catholic Education</td>
<td>3</td>
</tr>
<tr>
<td>IC 545</td>
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<td>Foundations of Catholic Doctrine</td>
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Course Descriptions

IC 517H Educational Leadership in Catholic Schools 3 CH

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 3 CH

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 527H Management I: Finances in Catholic Schools 3 CH

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 3 CH

Presents 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 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 545 Canon Law 3 CH

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 3 CH
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 Religion, 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 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 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.

IC 599 (299) Human Meaning and Spirituality 3 CH
A 1-credit course (as part of 3-credit program) designed for health care professionals interested in integrating spirituality and health care.

Geriatric Rehabilitation and Wellness
Michelle Lusardi, Ph.D. PT, Director
Phone: 203-365-4721
Fax: 203-365-4723
E-mail: lusardim@sacredheart.edu

Master of Science in Geriatric Rehabilitation and Wellness (MS)
The University's graduate program in Geriatric Rehabilitation and Wellness prepares health professionals for advanced clinical practice. The program is designed to facilitate the practitioner's ability to meet the diverse and challenging health care needs of older adults in traditional and emerging settings across the continuum of geriatric health care.

This innovative program is founded on three interrelated principles:

- The ability to evaluate clinical and research evidence to make informed health care decisions is the key to effective health care practice.
- Commitment to interdisciplinary teaming and collaboration will improve the quality and effectiveness of health care for older adults.
- An approach emphasizing wellness, health promotion and holistic care can and will enhance functional status and quality of life of older adults, across the continuum of functional status and health care settings.

The curriculum draws from the fields of geriatrics and gerontology, community health, health promotion and wellness, health care delivery systems and adult learning. Learning activities, based on principles of problem-based learning, are designed to further students' development as reflective practitioners.

The MSGRW curriculum is a structured, 36-credit degree program that blends Internet-based Online learning methodology with intensive...
on-campus symposium (1 or 2 per semester) to meet the needs of adult learners actively practicing in their health care discipline. Online learning provides students with flexible access to learning activities beyond the boundaries of time and space, and offers a content-rich and interactive learning environment. The on-campus component provides students with face-to-face interaction that captures the social component of learning and collegial interaction. The University has provided credit-bearing instruction online since 1996. Students are supported in their online learning by extensive technical support, online access to library resources, and online tutoring.

**Goals and Objectives**

The graduate program in Geriatric Rehabilitation and Wellness (MS GRW) has 12 specific objectives designed to facilitate the professional development of health care professionals. Graduates of the program will be able to:

1. Articulate an understanding of expanded professional practice, grounded in the knowledge and skill of their specific health discipline, that incorporates collaborative, interdisciplinary teamwork in the provision of health care to aging populations.
2. Provide evidence-based care to older adults that is interdisciplinary and team-centered.
3. Analyze trends of the evolving health care system as they relate to health care options, impact of policy decisions, and roles and responsibilities of providers caring for older adults.
4. Differentiate the normal aspects of physical, psychological and sociocultural aspects of aging.
5. Apply the disablement model as a framework for epidemiological analysis, diagnosis and interdisciplinary team management of common pathological conditions of older life.
6. Apply health promotion and wellness principles in the assessment, development, implementation and evaluation of interdisciplinary health programs and initiatives designed for older adults.
7. Analyze clinical and professional situations where competing ethical principles, spiritual beliefs and cultural lifeways create practice dilemmas.
8. Employ principles and methods of disciplined inquiry in the critique and use of existing literature and empirical evidence.
9. Initiate disciplined inquiry into a new area of professional practice.
10. Demonstrate appropriate professional conduct, effective organizational skills and written and verbal communication skills across health care settings.
11. Provide leadership in interdisciplinary team practice activities across health care settings.
12. Demonstrate a commitment to lifelong learning and reflection on interdisciplinary practice.

**Admissions Requirements**

Students entering the program must have an entry-level degree (BS, MS or clinical doctorate) in their professional field and have at least one year of full-time clinical experience. All prospective students must meet admissions criteria for graduate studies of Sacred Heart University, as published in the Graduate Catalog.

Completed applications are considered as they are received, on a rolling-admissions basis, until the class is filled (20 students). Applicants are encouraged to submit all materials no later than February 15 for admission in incoming summer cohort. Applications received after February 15 will be considered on a space-available basis.

The admissions process recognizes the adult learning principles of internal motivation and the significance of personal and professional achievement in a student's decision to pursue post-professional graduate education. Admission into
graduate study at Sacred Heart is based on the applicant's portfolio, which allows the University to consider work experience and other non-academic activities relevant to the student's field of study.

Application materials must include:

- A completed graduate application form.
- Non-refundable application fee.
- Official transcript documenting graduation from an accredited professional entry-level program (baccalaureate or higher) in their health care discipline.
- Documentation (photocopy) of a current state license to practice as a health professional (if licensure is not required in your state, please provide evidence of national certification).
- Current curriculum vitae or resume, including relevant clinical experience with older adults.
- Two letters of recommendation: (1) from a current or former employer in the field of geriatric health care, or a professor from a previous educational setting, and (2) from a professional colleague with advanced certification or education beyond entry level, a colleague who is recognized as a master clinician, or a colleague from the applicant's professional organization. Letters from colleagues in other health disciplines are encouraged.
- A two-page essay defining key professional development goals to be achieved by completing the program.

GRE scores are not required, but may be submitted as additional evidence of eligibility. Qualified applicants will be invited for interview (on site or by conference call) with GRW program faculty to discuss professional goals, potential constraints on their progression through the program, and the "fit" of their preferred learning style with online learning delivery.

Degree Requirements

The program has a structured course of study which begins in early May, continues in six successive semesters (summer/fall/spring), and is completed in two years. The program prepares students for advanced practice in geriatrics rehabilitation and wellness, and may help students achieve some of the competencies required in the specialty certification process as defined and administered by the American Board of Physical Therapy Specialists and the American Occupational Therapy Association.

All students must complete a student-designed and implemented "capstone" project, tailored to the student's individual learning and professional development objectives. Students will carry out disciplined inquiry focused on a question or problem relevant to their practice setting, patient population or professional development goals. Preparation for capstone begins in the first semester of study, and continues as part of the weekend symposium over the entire plan of study. Implementation and evaluation of the capstone occurs in the final semester of study, prior to graduation.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 511</td>
<td>Interdisciplinary Care in a Changing Health Care Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 512</td>
<td>Systems of Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HS 523</td>
<td>The Aging Process: Physiological, Psychological and Sociocultural Aspects</td>
<td>6</td>
</tr>
<tr>
<td>HS 534</td>
<td>Wellness Across the Continuum of Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 535</td>
<td>Ethical and Moral Issues in Geriatric Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 616</td>
<td>Foundations of Evidence-based Practice/Principles of Clinical Research</td>
<td>6</td>
</tr>
</tbody>
</table>
HS 627  Pathology and Impairments in Later Life  (Students choose three 2-credit modules)

HS 638  Graduate Capstone Research-Based Project/Practicum  6 credits

Course Descriptions

HS 511 Interdisciplinary Care in a Changing Health Care Environment  3 CH
Explores interdisciplinary team development and implementation, including factors that enhance or constrain the team's effectiveness within the health care environment. Defines traditional roles and boundaries of health professions, how these roles have evolved, and how boundaries are transcend­ed in effective interdisciplinary teams.

HS 512 Systems of Health Care Delivery  3 CH
An exploration of the development of the health care delivery system from historical, philosophical and economic perspectives, culminating with discussion of the factors shaping health care delivery in the 21st century. Changing roles and responsibilities of providers, consumers, government and corporations (provider networks and insurers) are examined.

HS 523 The Aging Process: Physiological, Psychological and Sociocultural Aspects  6 CH
An in-depth exploration of the “normal” aging process, from physiological, psychological and sociological/cultural perspectives. A collection of assigned readings from classic and current research literature in each area allows students to trace how understanding of the aging process has changed over time. Emphasizes differentiation of “aging” from the acute and chronic pathological conditions encountered in health care practice.

HS 534 Wellness Across the Continuum of Care  3 CH
Explores the concept of “wellness,” comparing and contrasting principles and strategies of wellness to those of acute care, rehabilitation, public health or long-term care health practice. Students assess opportunity and need for wellness programming in their individual practice or community settings. Using their knowledge of the aging process and principles of wellness and health promotion, they develop a proposal for a “wellness” initiative appropriate to their interests or practice setting. This proposal may be the initial component of planning for the graduate capstone activity.

HS 535 Ethical and Moral Issues in Geriatric Health Care  3 CH
Health professionals working with older adults often encounter situations where there is potential conflict between the rights of the patient and family, and the roles and responsibilities of the individuals and organizations that provide care. In this course, the contributions on spirituality and moral thought to health and health care practice are explored. Students also examine ethical principles important in health care practice, and explore how these principles can be used to guide clinical decision making when complex problems or issues create a dilemma (e.g., elder abuse, reimbursement-driven care, advanced directives).

HS 616 Foundations of Evidence-based Practice/Principles of Clinical Research  6 CH
In this intensive course, students develop understanding of the principles of measurement and data management and of research design. They apply their knowledge by examining instruments or protocols used to assess health or functional status of older adults in their particular practice settings, focusing on issues of reliability, validity and the interpretation of results. Students then examine how principles of evidence-based practice can be used to guide selection of appropriate intervention. Finally, they develop a research or project proposal for their “capstone,” using sound measurement and design principles to
evaluate “outcomes” of a wellness program and/or interdisciplinary activity appropriate for their interest or practice setting. The proposal will be ready for submission to potential funding sources and to the appropriate IRB for human subjects approval.

HS 627 Pathology and Impairments in Later Life 6 CH
Students select three of six systems-based modules, focusing on medical conditions commonly occurring in later life that are most germane to their interest or practice settings. Using concepts of the disablment model, they investigate the epidemiology, diagnosis and medical management (pharmacological, surgical, etc.) of these pathologies, the primary and secondary impairments associated with these pathologies, and the likelihood of functional limitation or disability. Students apply concepts of interdisciplinary teaming to the management and/or rehabilitation of older adults with these pathologies, and explore contribution of “wellness” initiatives to the prevention, management, or remediation of the disease. (Modules: cardiopulmonary system, integumentary system, musculoskeletal system, neuromuscular system, endocrine and metabolic, cognitive and psychological).

HS 638 Graduate Capstone: Research-Based Practicum/Project 6 CH
In the final semester of the program, students implement the research or project proposal developed during the evidence-based practice (HS 616). On completion of the project, students prepare a project or research report as their “thesis,” present it to faculty and peers, and submit their project for presentation or publication to an appropriate professional forum. Depending on the nature of the project, students may opt to complete this over one or two semesters.

Nursing
Dori Taylor Sullivan, Ph.D., RNC, Chair and Director
Phone: 203-371-7715
Fax: 203-365-7662
E-mail: sullivan@sacredheart.edu

Master of Science in Nursing (MSN) with Concentrations in Patient Care Services Administration and Family Nurse Practitioner Primary Care
The University offers a Master of Science in Nursing (MSN) in Patient Care Services Administration and Primary Care, Family Nurse Practitioner. Students may choose to study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the National League for Nursing Accrediting Commission (NLNAC). 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.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 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. The Nursing Department offers an accelerated RN to MSN program as well as a Post-Masters Certificate in the Family Nurse Practitioner program. The Post-Masters Certificate program is for applicants holding a graduate degree in nursing.

Program Competencies

Nursing
- Caring: Develop connections with and show empathy for clients, family, and colleagues.
- Collaboration: Establish effective collaborative relationships with interdisciplinary team members.
- Communication: Convey and process information effectively and accurately with individuals and groups in a manner that enhances credibility and builds relationships.
- Critical Thinking: Demonstrate critical thinking skills as evidenced by the ability to analyze, synthesize, evaluate, and reflect.
- Therapeutic Interventions: Provide evidence-based, clinically competent contemporary care.

Health and Illness
- Clients: Foster population-based health care for diverse client groups across the lifespan.
- Health Care Needs: Analyze complex factors that influence health care needs.
- Health Care Goals: Insure appropriate, cost-effective, quality health care outcomes across the care continuum.

Professionalism
- Leadership: Provide effective leadership skills needed for effective practice in the contemporary and future health care delivery system.
- Policy and Systems: Use knowledge of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.
- Standards and Conduct: Promote accountability for competent advanced practice as an individual and as a member of a profession.

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
- statement of professional 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).

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 design an approved plan of study in collaboration with a faculty advisor 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:

- **NU 501** Impact of History and Policy on Nursing and Health Care 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 650/651** Thesis/Capstone/Project Advisement 1 credit

**Total** 13 credits

**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**
- **BU 601** Organizational Management and Business Communications 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
- **Related Business Courses** 6 credits
- **Electives** 6 credits

**Total** 27 credits

**Dual-Degree Program: MSN/MBA**
In conjunction with the MBA 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 MBA programs.

**Admission Requirements**
The applicant must meet the admission requirements and prerequisite coursework of both the MSN and MBA programs. Prerequisite coursework includes: statistics, calculus, economics, nursing research and accounting. If a student does not have these prerequisites, appropriate coursework will be planned by the MSN program director. Students must apply to, and be accepted by, each program independently although the same application is used.

**Degree Requirements**

**Prerequisites**
- Corporate Financial Accounting and Reporting 3 credits
Statistics for Decision Making 3 credits  
Economic Principles 3 credits  
Nursing Research 3 credits  
Calculus for Decision Making 3 credits

The student must meet with the program director to determine a plan of study for the dual degree.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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 Communications</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>
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<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 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>
</tr>
<tr>
<td>NU 501</td>
<td>Impact of History and Policy on Nursing and Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 510</td>
<td>Administration of Patient Care Services I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 520</td>
<td>Administration of Patient Care Services II</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>
</tr>
<tr>
<td>NU 601</td>
<td>Research Seminar I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 602</td>
<td>Research Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 610</td>
<td>Role Practicum</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 650/651</td>
<td>Thesis/Capstone/Project Advisement</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives (Business only)</td>
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<td>6 credits</td>
</tr>
<tr>
<td>Total</td>
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<td>61 credits</td>
</tr>
</tbody>
</table>

**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 Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of 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 leadership. 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 undergraduate GPA of 3.0 or above;
- an application;
- two letters of recommendation;
- official transcripts; and
- statement of professional goals.

An interview with the Nursing faculty is also required. Applicants must possess a Connecticut RN license and liability insurance. One year of nursing experience is preferred.

**Degree Requirements**

Students will be advised by a graduate advisor. Students are required to maintain a GPA of 3.0 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 challenge exams.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 131</td>
<td>Human Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BI 132</td>
<td>Human Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
<tr>
<td>BI 161</td>
<td>Introduction to Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>CH 100</td>
<td>Principles of Chemistry</td>
<td>4 credits</td>
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</table>
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CA 021</td>
<td>Effective Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 012</td>
<td>Rhetoric: The Research Paper</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 101</td>
<td>Approaches to Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>HI 101</td>
<td>Civilizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MA 101</td>
<td>Modern College Mathematics</td>
<td>3 credits</td>
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<tr>
<td>MA 131</td>
<td>Statistics for Decision Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>PH 101</td>
<td>Introduction to Problems of Philosophy</td>
<td>3 credits</td>
</tr>
<tr>
<td>RS 101</td>
<td>Introduction to Study of Religion</td>
<td>3 credits</td>
</tr>
<tr>
<td>RS 260</td>
<td>Bioethics/PH 258 Medical Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Art, Music, History, Literature, Media Studies,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Foreign Language</td>
<td>6 credits</td>
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<tr>
<td></td>
<td>Total</td>
<td>33 credits</td>
</tr>
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</table>

**Nursing Validation Exams**

Students are awarded 30 credits through the State Program for Nursing Articulation or portfolio review. Students will be advised of their status by the Nursing faculty.

**Required Courses for BSN in Patient Care Services Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 260</td>
<td>Validation of Prior Learning</td>
<td>30 credits</td>
</tr>
<tr>
<td>NU 320</td>
<td>Health Assessment for RNs</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 380</td>
<td>Community Health Nursing for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 401</td>
<td>Impact of History and Policy on Nursing and Health Care*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 410</td>
<td>Administration of Patient Care Services 1*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 420</td>
<td>Administration of Patient</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 430</td>
<td>Research Seminar I*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 431</td>
<td>Research Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 433</td>
<td>Ethics and Theory as a Grounding for Nursing Practice*</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33 credits</td>
</tr>
</tbody>
</table>

*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 in Patient Care Services Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BU 601</td>
<td>Organizational Management and Business Communications</td>
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</tr>
<tr>
<td>BU 641</td>
<td>Dynamics of Information Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BU 601</td>
<td>Organizational Management and Business Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>BS 641</td>
<td>Health Care Financing</td>
<td>3 credits</td>
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<tr>
<td>BU 641</td>
<td>Dynamics of Information Technology</td>
<td>3 credits</td>
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<tr>
<td>Electives</td>
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**Required Courses for BSN in Family Nurse Practitioner**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 260</td>
<td>Validation of Prior Learning</td>
<td>30 credits</td>
</tr>
<tr>
<td>NU 320</td>
<td>Health Assessment for RNs</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 380</td>
<td>Community Health Nursing for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 401</td>
<td>Impact of History and Policy on Nursing and Health Care*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 430</td>
<td>Research Seminar I*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 431</td>
<td>Research Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 433</td>
<td>Theory and Ethics as a Grounding for Nursing Practice*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 450</td>
<td>Concepts in Primary Care, Family and Community*</td>
<td>3 credits</td>
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</table>

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<tr>
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<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
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<td>NU 410</td>
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<td>3 credits</td>
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<tr>
<td>NU 420</td>
<td>Administration of Patient</td>
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<td>NU 430</td>
<td>Research Seminar I*</td>
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<td>NU 431</td>
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<td>NU 433</td>
<td>Ethics and Theory as a Grounding for Nursing Practice*</td>
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<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 380</td>
<td>Community Health Nursing for RNs</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 401</td>
<td>Impact of History and Policy on Nursing and Health Care*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 410</td>
<td>Administration of Patient Care Services 1*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 420</td>
<td>Administration of Patient</td>
<td>3 credits</td>
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<tr>
<td>NU 430</td>
<td>Research Seminar I*</td>
<td>3 credits</td>
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<tr>
<td>NU 431</td>
<td>Research Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 433</td>
<td>Ethics and Theory as a Grounding for Nursing Practice*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 450</td>
<td>Concepts in Primary Care, Family and Community*</td>
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</tbody>
</table>
NU 451 Pharmacology for Advanced Practice Nurses 3 credits
NU 452A A Pathophysiological Approach to Concepts of Health Assessment 3 credits
Total 25

Required Courses for MSN in Family Nurse Practitioner
NU 552B A Pathophysiological Approach to Concepts of Health Assessment 3 credits
NU 560 Family Primary Care I 6 credits
NU 620 Family Primary Care II 6 credits
NU 630 Family Primary Care III 9 credits
NU 650/NU 651 Thesis/Capstone/Project Advisement 1 credit
Total 25

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 coursework 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 Contacting 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 (NU 433)**  
**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 543 Cultural Issues in Health Care Delivery**  
3 CH
Explores the various elements of culture and ethnicity that impact the provision of health care and the eventual acceptance of this care by individuals, families and communities. Issues such as time, communication, health beliefs, gender and values are discussed and compared to the beliefs and practices of American culture and the current method of delivering health care.

**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 interdependently with the community and the environment, 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 functions. Relevant concepts and principles of epidemiology 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 interdependently 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 pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is on rational drug therapy for agent selection, monitoring drug therapies, identification 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 Connecticut.
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 mechanisms of illness and health problems of the main body systems. This course assists in the socialization 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 biopsychosocial health status of clients by the mastery of a complete health history and physical examination. 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 ability 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 practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in emerging families. Emphasis is on the educational and counseling-role components of the nurse practitioner, as well as on the direct provision of primary care. The application of family and primary care theory into supervised clinical practice is included and emphasized.

NU 570 The Nurse and the Law 3 CH
Examines the U.S. legal system and the law's impact on the practice of nursing and the provision of health care in the United States. Topics include the legal basis of nursing practice, theories of professional liability, confidentiality and informed consent.

NU 574 Care Management and Outcomes Assessment 3 CH
This nursing elective course will examine recent changes in the healthcare system that have led to dramatic changes in how and where care may be provided. The impact on patients and families, nurses and other health providers, and healthcare organizations will be explored in the context of the following key concepts: the evolving continuum of care, care/case management principles and practice, multidisciplinary evidence-based practice protocols, outcomes assessment and performance improvement, medical errors and patient safety, and financing and reimbursement.

NU 599 Special Topics in Nursing 3 CH
Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

NU 601 (NU 430) Research Seminar I 3 CH
This course, the first of two research seminars, reviews nursing and health care research litera-
tute according to criteria. Course content focuses on the development of a researchable problem, integrative literature 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 (NU 431) 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/NU 651 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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Master of Science in Occupational Therapy (MSOT)

Sacred Heart University's Graduate Program in Occupational Therapy is for persons with a baccalaureate degree in a field other than occupational therapy (OT). The program prepares students to master entry-level clinical practice skills and develop beginning level skills in leadership and research in OT. The University's program design is highly unique, with its curriculum organized utilizing an integrated systems and developmental approach, and strongly reflecting a philosophy of humanism, service to others and community-based practice.

The curriculum follows the 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 to integrate a theoretical and foundational knowledge base into the application of OT assessment and intervention strategies and skills. In this manner, students actively engage in and develop clinical reasoning skills requisite to team collaboration, leadership and evidenced-based practice. PBL provides students with the foundation for self-directed, lifelong learning necessary for a practicing professional.

The curriculum incorporates fieldwork education and community-based practice opportunities where students actively use clinical reasoning in assessment and intervention strategies based on evidence. Opportunities to develop skills in leadership, supervision and management, research and entrepreneurship are incorporated throughout the curriculum. Students are provided with a strong educational background to address the physical, cognitive, emotional, social and spiritual needs of their clients to design occupation-based interventions which enable clients to participate optimally in their lives at work, school, play, home, society and community.

Goals and Objectives

Graduates of the Occupational Therapy 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.
- Appreciate and understand the multicultural and multicontextual diversity of the client base.
- Approach clients and populations utilizing a holistic and humanistic approach, incorporating biological, psychological, sociocultural, sensory, cognitive, economic, lifestyle and family considerations throughout the assessment and intervention process.
- Apply an understanding of the foundational sciences and theoretical 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 meaningful occupation in all assessment and intervention strategies.
- Uphold ethical standards, values and attitudes 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 for referral to other professionals.

Determine in any client or population in need of OT services, the appropriate assessment and intervention strategies within the domain and scope of OT practice.

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 to read, interpret and be an effective consumer of and participant in research and evidence-based practice.

Work within a variety of traditional and non-traditional 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 entry-level 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 and best practices.

Participate in professional service activities for the benefit of others, the greater community, the profession and one's self.

Utilize leadership, management and supervisory skills in developing collaborative and cooperative relationships with OT assistants, other professionals, caregivers, families and community agencies/organizations.

Utilize strong clinical reasoning skills in determining the need for prioritizing, selecting and designing OT assessment and intervention plans.

Demonstrate awareness of 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 spring 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 the prerequisite coursework.

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 non-refundable application fee;
• volunteer/work experience in the health care
field with specific knowledge of OT highly
recommended; and
• up-to-date certificate of CPR is required by
the time the student enrolls in the program.

Admission criteria include:
• completion of a Bachelor of Arts or Bachelor
of Science degree from an accredited college
or university;
• OT prerequisite courses grade point average
(GPA);
• undergraduate GPA;
• letters of recommendation;
• knowledge and experience relevant to OT;
• individual and or PBL group interviews with
the OT admissions committee; and
• essay/writing sample (to be completed on site
the day of the interviews).

The four options for program decision are classi-
fied into two categories: Early Application and
Regular Application Decision. Early Application
Decision is for entering Freshman- and/or
Sophomore-year students. Regular decision is for
Junior- and Senior-year students.

Early Application Options
Option One: Entering Freshman
Early Program Decision Option requirements for
entering Freshman include:
1. high school GPA of 3.2 or higher in academ-
ic 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 sci-
ence.

Entering freshman who meet Early Program
Decision Option criteria will have a seat reserved
in the graduate Occupational Therapy Program
contingent upon successful completion of all pre-
requisites and an undergraduate major, mainte-
nance of a 3.0 GPA throughout Sacred Heart
University tenure, and an interview with the
Occupational Therapy Admissions Committee at
the end of their Sophomore or Junior year.

Option Two: Sophomore or Junior Year,
Spring Term
For students who do not wish to apply for Early
Program Decision as entering Freshman, or
whose high school credentials do not meet the cri-
teria, or, for students attending universities with
whom Sacred Heart has articulation agreements,
there is an opportunity to apply for Early Program
Decision following completion of specific prereq-
usites based on Sacred Heart University creden-
tials. The application deadline is May 15.

Sophomore/Junior Early Decision Program
Option requirements include:
1. completion of all three science prerequisite
courses, one psychology prerequisite course,
and one additional prerequisite course in any
area (Sociology, Statistics, Diversity, Ethics,
Psychology);
2. submission of a completed graduate admis-
sion application and applicable fee by the
application deadline established by the Office
of Graduate Admissions;
3. official transcripts from all colleges and uni-
versities 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, which will include participation in a group problem-based learning experience (conducted in spring or early summer only).

Sophomores and Juniors who meet the Early Program Decision Option criteria will have a seat in the Occupational Therapy Program reserved contingent upon maintenance of a 3.0 GPA throughout their University tenure, 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 Option
Option 3: Senior Year, Fall Term
This option is available to 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. The 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 from employers/supervisors;
6. resume outlining work experience and significant continuing education courses;
7. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience.

Adult Student Application Option
Option 4: 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 OT. Although application deadlines and admissions criteria are flexible to accommodate the unique needs of adult applicants, it is suggested that materials be received as close to the January 15 deadline as possible. 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, which will include participation in a group problem-based learning experience;
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.
   • Prerequisite courses in Diversity/Multicultural studies and in Ethics may be taken concurrently with the Occupational Therapy Program but must be successfully completed by the time the student begins their second-level II fieldwork 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 Occupational Therapy Program Chair 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 who need to take a leave of absence from the program must apply, in writing, to the chair. A maximum 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, they 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
The Occupational Therapy Program is accredited under the "Standards for an Accredited Educational Program for the Occupational Therapist—1998" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE c/o AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone: 301-652-2682; web address: www.aota.org.

Program 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). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Degree Requirements
The program consists of four academic semesters plus 24 full-time weeks of fieldwork education, 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. Several courses in the curriculum are conducted online through Sacred Heart University's online course management system, Blackboard. Online course offerings increase flexibility in students' scheduling. Level I Fieldwork experiences are integrated into the class schedule during the academic year. Level II Fieldwork experiences are full-time for two, 12-week time blocks, with hours determined by the site. The program includes a capstone research project to be completed prior to graduation.

Prerequisite Courses

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Biology I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy and Physiology I and II</td>
<td>8</td>
</tr>
<tr>
<td>with lab</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>Life Span Development or Developmental</td>
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<tr>
<td>Psychology (Must include the study of the entire life-span, from birth to old age)</td>
<td>3-9</td>
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<tr>
<td>Sociology</td>
<td>3</td>
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</tbody>
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Statistics (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) 3 credits *
Interpersonal Communication or Group Dynamics 3 credits
Diversity or Multicultural Studies 3 credits **
Ethics, Bioethics or Medical Ethics 3 credits **
Recommended elective Physics with lab 4 credits
Neuroscience 4 credits

** Required Courses **

OT 512 Biopsychosocial Maturation and Occupational Therapy
Assessment and Intervention I: Infancy, Childhood and Early Adolescence 11 credits incl. 1 credit level I FW

OT 514 Biopsychosocial Maturation and Occupational Therapy
Assessment and Intervention II: Late Adolescence and Adult 11 credits* incl. 1 credit level I FW

OT 521 Professional Interaction Skills I: Individuals, Families and Supervision 2 credits
OT 551 Beginning Research Skills 3 credits
OT 553 Research Methods and Designs 2 credits
OT 571 Tenets of Occupational Therapy: Models and Occupational Therapy Frames of Reference 2 credits

* Must have been taken within the past 10 years.
** For Adult Student Applicants; may be taken concurrently with the program but must be completed by the beginning of the student's second-level II Fieldwork.

OT 573 Health Care and Professional Foundations I: Professional Guidelines 2 credits
OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and Elderly 11 credits incl. 1 credit level I FW

OT 623 Professional Interaction Skills: Groups and Populations 3 credits
OT 625 Leadership and Management 3 credits
OT 651 Research Design Seminar 2 credits
OT 653 Research Project Seminar 5 credits incl. 1 cr. field research

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 3 credits incl. 1 credit level I FW

OT 691 Level II Fieldwork: 12 weeks of full-time equivalent of supervised fieldwork education 4 credits
OT 693 Level II Fieldwork: 12 weeks of full-time equivalent of supervised fieldwork education 4 credits

OT 699 Independent Study in Occupational Therapy 3 credits
or Graduate-level elective. Must be pre-approved by faculty advisor 3 credits

Total 76 credits
Course Descriptions

OT 512 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence 11 CH incl. 1 credit level I FW

Examines the foundational theories that serve as a basis for OT assessment and intervention and involves students in practice opportunities to develop skills in OT assessment and intervention to be carried out in the contexts of children's lives. Typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in this stage of the lifespan are studied as they impact on a child's occupations that allow them to participate in their lives and life contexts. Learning formats include Problem-Based Learning (PBL) tutorial groups, laboratories, lecture/seminars, online forums and one day per week in level I fieldwork. Through the PBL tutorials, students will develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention. Practice based on research evidence and developing a client and family-centered perspective are emphasized. Lecture/seminars and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate a child's engagement in occupations of their lives. Administration, scoring and interpretation of assessments, documentation of evaluation summaries and development of intervention plans are emphasized throughout the OT process. Laboratories, PBL and one-day-per-week level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies and apply various theoretical models and frames of reference to OT assessment and intervention in the child's natural environments.

OT 514 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult 11 CH incl. 1 credit level I FW

Examines older adolescent and adult typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in this stage of the lifespan as they impact participation in daily life and purposeful occupations. Learning formats include Problem-Based Learning (PBL) tutorial groups, laboratories, lecture/seminars, online forums and one day per week in level I fieldwork. Through the PBL tutorials, students continue to develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention throughout the OT process. Written evaluation reports, development and implementation of intervention plans and documentation of ongoing progress are emphasized. Practice based on research evidence and developing a client and family-centered perspective are expected. Lecture/seminars and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate a person's engagement in the occupations of daily life. Laboratories, PBL and one-day-per-week
level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies and apply various theoretical models and frames of reference to OT assessment and intervention in the contexts of an adolescent's and or adult's environments. Students develop skills in the application of musculoskeletal, biomechanical, splinting, sensory-motor, social, psychological and cognitive principles necessary for successful adaptation, participation, and meaning of occupation in the adolescent's and adult's life.

OT 521 Professional Interaction Skills I: Individuals, Families and Supervision 2 CH
Designed as a lecture/lab sequence, this course enables students to gain knowledge of professional interactions and implement that knowledge in labs designed to develop professional skills. Students study and apply professional interaction skills that occupational therapists must use when working with individuals, families and other professionals. This course reviews diversity issues, including race, social class, disability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity as they affect values and interactions as a practicing occupational therapist. Values stemming from these issues as they impact the functioning of individuals and families, meaning of occupation, occupational choices and participation in and quality of life are studied in depth. Students also examine roles and responsibilities of the supervisory relationship, from the perspective of the supervisor and supervisee. Types of supervisory models and styles of learning and teaching are introduced. Students develop a supervision plan suited to their own and their supervisor/supervisee's teaching and learning style. Students participate in online forums, weekly small group lab activities and structured experiences that focus on the skilled application of professional interactions when working with diverse client base and their families, as well as when interacting with other professionals/team members.

OT 551 Beginning Research Skills 3 CH
In this introduction to the critical thinking and learning necessary to function as a consumer of research, students investigate, gather, analyze, and synthesize scholarly literature relevant to OT. They gain a basic understanding of methodological and statistical information presented in the literature and in standardized instruments, and develop ability to analyze and contrast them in the context of research and practice. By comparing and analyzing articles and data on assessment instruments, students will develop the ability to identify articles and research designs, which are theoretically and methodologically sound, and evaluate their appropriateness to evidence-based practice. Online forums are used.

OT 553 Research Methods and Design 2 CH
Appropriate, feasible designs and procedures for data collection and analysis necessary to prepare a research proposal for the capstone research project are introduced in this course. Students develop their knowledge of scientific investigation, survey methods, descriptive studies, systematic observation and measurement, case study methods and quasi-experimental designs, and grant proposals. Students develop their research question and complete a literature review on their selected topic. Students use their selected topics and/or components of their literature review in preparation for their Capstone Research Proposal. They will be introduced to AJOT's Writing Style Guide and proposal submission requirements from a variety of funding sources.

OT 571 Tenets of Occupational Therapy: Models and Occupational Therapy Frames of Reference 2 CH
Examines the science of occupation as the
foundation for practice in OT. This course emphasizes the centrality of occupation as essential for participation in a person's daily life, and for the maintenance of one's overall health and well being. Types of interventions used in OT, AOTA's Standards of Practice and the new Practice Framework are introduced and examined for their integration into practice. Overarching theoretical models and OT frames of reference as well as theory, foundations and history of OT are emphasized. Differentiation among occupation, activity, purposeful activity and tasks are discussed. Occupational, task and activity analysis are introduced and practiced. Course is conducted online.

OT 573 Health Care and Professional Foundations I: Professional Guidelines 2 CH
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. Collaborative and supervisory responsibilities between occupational therapists and OT assistants are explored. Functions of and participation in international, national, state and local OT associations are introduced. Interrelationship between AOTA guidelines, NBCOT standards and state boards for licensure and continued competency are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process to maintain currency in practice is emphasized. Students will also begin to explore the ongoing professional responsibility for providing fieldwork education and supervision and the variety of ethical dispute resolution systems that have jurisdiction over OT practice. Course is conducted online.

OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and the Elderly 11 CH incl. 1 credit level I FW
Examines typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in older adults and the elderly as they impact occupation and participation in daily life. Particular attention is given to evolutions in the elder's life roles, participation in daily life and the meaning of occupation as persons enter this phase of the lifespan. Learning formats include Problem Based Learning (PBL) tutorial groups, laboratories, lecture/seminars and one day per week in level I fieldwork. Through the PBL tutorials, students continue to develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention throughout the OT process. Reassessment, consultation and education of caregivers and the development and implementation of intervention plans through discharge and follow-up and documentation of ongoing progress is emphasized. Practice based on research evidence and developing a client and family-centered perspective are expected. Lecture/seminars, online forums and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate an older person's participation in daily life. Laboratories, PBL and one-day-per-week level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies, and apply various theoretical models and frames of reference to OT assessment and intervention in the elder's natural environments. Students develop skills in the application of musculoskeletal, biomechanical, splinting, sensory-motor, social, psychological and cognitive principles necessary for successful adaptation, partici-
pation, and the creation of meaning through occupation in the contexts of the older adult and elder life stage.

**OT 623 Professional Interaction Skills: Groups and Populations**  
3 CH  
Focuses on the study of group dynamics, group structures, occupations, communication and roles that facilitate or hinder a group's functioning. Large and small groups, including populations, team dynamics and functioning and groups for intervention are studied. Students develop and conduct a population-based needs assessment in a community-based setting as preparation for developing and implementing a program for that population in OT 625 and OT 673. Students work in small groups of two or three to conduct their needs assessments. (The same small groups will continue their work together in program design and implementation in OT 625 and OT 673). Students develop a group protocol for an assessment or intervention group, outlining criteria for group membership, group goals and methods for achieving those goals including leadership, communication and task structures. They will implement this group in their level I fieldwork or other setting approved by the course instructor. In addition, students participate in weekly, small group laboratory experiences, designed to facilitate the study of a group’s dynamics, roles, occupations, communication structures and leadership. Students are required to participate in, lead and observe groups in the community on several occasions. Course uses online forums.

**OT 625 Leadership and Management**  
3 CH  
This course uses the formats of lecture, seminar and collaborative work groups to facilitate the student's development of programs for a population of need to be implemented in a community-based setting. Program designs are based on the needs assessment completed in OT 623 and will be implemented during the level I fieldwork in OT 673 Health Promotion/Roles in the Community. The programs should be occupation based and focus on an aspect of health promotion, prevention and or quality-of-life issues relevant to the population and identified needs. Program plans include a mission and philosophy statement, detailed program design, goals and objectives, budget, staffing and other resources needed, marketing plan and program evaluation plan. Students work in small groups of two or three to design their programs. This course also examines theoretical and practical models for developing effective and visionary management and leadership roles in health care systems, emerging practice areas, the community and the profession.

**OT 651 Research Design Seminar**  
2 CH  
This course is the forum in which students design and complete their proposals for the capstone research project, in collaboration with faculty advisors and peer groups. Students select topics and submit them to the faculty advisor for approval. They then prepare written proposals outlining the research design, methodology, and analysis plan. Students execute these projects in the context of small groups. In-person advisement, group workshops and online forums are used.

**OT 653 Research Project Seminar**  
5 CH  
The research project seminar is the forum in which students implement and complete the bulk of their capstone research project. Students schedule ongoing advisement and timelines with major project advisor. In-person advisement, group workshops and online forums may be used.

**OT 655 Capstone Research Project**  
3 CH  
Students complete their capstone research projects. They schedule ongoing advisement and timelines with major project advisor. As students will be on fieldwork, this can be accomplished via
phone calls or with email. Chat rooms are also provided through Blackboard. Students complete the project ready to submit for publication or presentation at local, state, or national conference. Oral defense is required and is scheduled during OT 693. Students are expected to complete the capstone requirement by the end of the summer semester of professional year two. Students requiring additional time to complete the capstone research project, will be levied a fee at a rate of 1.5 graduate credits per semester for continued research advisement that extends beyond the expected date of completion.

**OT 671 Health Care and Professional Foundations II: Health Care Policies and Law** 2 CH

This final course in the Tenets and Health Care Practice Stream of Learning explores the legal, social, educational and health care policies as they impact the practice of OT. Constructs governing practice and reimbursement are examined, including IDEA and ADA. Reviews disability classification systems such as ICDH-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** 3 CH incl. 2 credits level I FW

Students implement the community-based programs they designed during OT 625 in a one-day-per-week, level I fieldwork experience. They carry out their programs, collect data if the program or an aspect of the program is to be used for the capstone research project, and conduct program evaluation. The self-designed community fieldwork consists of a minimum of one full-time equivalent day a week for at least eight weeks, and a minimum of 65 contact hours. The experience is designed to give students the proactive entrepreneurial skills needed to identify and work in community-based and emerging arenas of practice. The course also examines theoretical models of community-base practice and health promotion including consultation, resilience and prevention.

**OT 691 Level II Fieldwork** 4 CH

Level II Fieldwork consists of 12 weeks of full-time equivalent of supervised fieldwork education. Hours are determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

**OT 693 Level II Fieldwork** 4 CH

Level II Fieldwork consists of 12 weeks of full-time equivalent of supervised fieldwork education. Hours are determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

**Elective: Graduate-level elective. Must be pre-approved by faculty advisor prior to registration for the course.** 3 CH

**OR**

**OT 699 Independent Study in Occupational Therapy** 3 CH

In the independent project, the students explore a selected aspect of OT intervention culminating in the development and implementation of an intervention strategy, technology device or piece of equipment, or a teaching assistantship under the mentoring of a faculty member. The project includes a proposal, evidence-based research on the selected topic and a final product including research paper, description, prototype and outcome of the selected strategy, device or equipment. Teaching assistants will be responsible for preparing a designated number of seminars/labs, including objectives, learning methods, content and evaluation. Students must have the approval of the course instructor prior to registering for the course.

**Physical Therapy**

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*Fax: 203-365-4723*

*E-mail: emerym@sacredheart.edu*
Master of Science in Physical Therapy (MSPT)

(Effective Fall 2004, students beginning the physical therapy program will follow a different curriculum leading to a Doctor of Science in Physical Therapy (DPT) presented over 6 academic semesters, including 2 summer clinical experiences.)

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 coursework. This program leads to preparation for licensure as a physical therapist.

**Prerequisite Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BI 111, 112</td>
<td>Concepts in Biology I and II</td>
<td>6</td>
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<tr>
<td>BI 113, 114</td>
<td>Concepts in Biology Laboratory I and II</td>
<td>2</td>
</tr>
<tr>
<td>BI 131, 132</td>
<td>Human Anatomy and Physiology I and II</td>
<td>8</td>
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<tr>
<td>CH 151, 152</td>
<td>General Chemistry I and II</td>
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<tr>
<td>CH 153, 154</td>
<td>General Chemistry Laboratory I and II</td>
<td>2</td>
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<tr>
<td>MA 131</td>
<td>Statistics for Decision Making</td>
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<td>MA 140</td>
<td>Precalculus</td>
<td>4</td>
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<td>PY 111, 112</td>
<td>General Physics I and II</td>
<td>6</td>
</tr>
<tr>
<td>PY 113, 114</td>
<td>General Physics Laboratory I and II</td>
<td>2</td>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PT 410</td>
<td>Functional Anatomy and Kinesiology</td>
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<tr>
<td>PT 421</td>
<td>Clinical Neuroanatomy/Neuropathology</td>
<td>6</td>
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<tr>
<td>PT 500</td>
<td>Professional Practice I*</td>
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<tr>
<td>PT 501</td>
<td>Professional Practice II*</td>
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<tr>
<td>PT 502</td>
<td>Professional Practice III*</td>
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<tr>
<td>PT 503</td>
<td>Professional Practice IV*</td>
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<td>PT 510</td>
<td>Basic Functional Skills I</td>
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<tr>
<td>PT 511</td>
<td>Basic Functional Skills II</td>
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<tr>
<td>PT 512</td>
<td>Musculoskeletal Evaluation and Treatment I</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>PT 522</td>
<td>Human Development and Maturation</td>
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<tr>
<td>PT 523</td>
<td>Neurological Evaluation and Treatment I</td>
<td>6 credits</td>
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<tr>
<td>PT 530</td>
<td>Clinical Pathophysiology</td>
<td>3 credits</td>
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<td>PT 531</td>
<td>Human Performance Physiology</td>
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<td>PT 540</td>
<td>Clinical Education I</td>
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<td>PT 604</td>
<td>Professional Practice V</td>
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<tr>
<td>PT 606</td>
<td>Research in Evidence-based Practice (Capstone)</td>
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<tr>
<td>PT 613</td>
<td>Musculoskeletal Evaluation and Treatment II</td>
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<tr>
<td>PT 624</td>
<td>Neurological Evaluation and Treatment II</td>
<td>3 credits</td>
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<tr>
<td>PT 632</td>
<td>Acute Care/Cardiopulmonary Evaluation and Treatment</td>
<td>6 credits</td>
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<tr>
<td>PT 641</td>
<td>Clinical Education II</td>
<td>4 credits</td>
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<tr>
<td>PT 643</td>
<td>Clinical Education III</td>
<td>4 credits</td>
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<tr>
<td>PT 645</td>
<td>Clinical Education IV</td>
<td>4 credits</td>
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<tr>
<td>Total</td>
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<td>85 credits</td>
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</table>

*Includes 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 was initially accredited by both the Connecticut Department of Higher Education (CTDHE) in 1998 and the Commission on Accreditation of Physical Therapy Education (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
Prerequisite: 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  
Prerequisites: All first- and second-year physical therapy coursework. 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  
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  
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  
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  
Prerequisite: All didactic coursework 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.
University College
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 Online Learning. Satellite campuses in Derby, Shelton, 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.

Master of Arts in Learning (MAL)
A. Harris Stone, Ed.D., Academic Director
Phone: 203-396-8322
Fax: 203-365-7500
E-mail: stoneb@sacredheart.edu

WHOLEfield Learning™ is a Master’s degree program centered on learning, thinking and understanding in context—viewed through the lens of multiple disciplines. The program generates knowing within a community of learners. Here, knowing is an outcome of one’s immersion in integrated dynamic experiences. The fundamental theme is simple: Since all learning events are personal and the pursuit of knowing exemplifies the spirit of learning, a community of learners is created through process, experience and dialogue. Thus, the creation of a learning community is the ultimate goal of authentic education.

The MAL degree program consists of a prescribed pattern of graduate courses offered over a two-year period. WHOLEfield Learning™ is accomplished within a framework called a “cohort.” Acceptance into the program is accomplished only once a year. Each cohort remains intact from the beginning of the program until its conclusion. The individuals’ learning is totally enhanced through interaction with all members of the community.

Six monthly symposia begin late on Friday afternoons and end on Saturday afternoons. Each of these weekends is conducted by an expert in an interesting field or by a dynamic synthesizer and/or observer of the content at hand. Participants work collegially with researchers, scientists, artists, authors and specialists. Three evenings scattered throughout the year bring special presentations to the community. Three weeks of full-time attendance each summer are devoted to comprehensive learning. Together, the weekends, evenings and summer sessions include lectures, demonstrations, seminars, direct learning experiences, field studies, group projects and off-campus site visits.

Mentorships/Internships: In the first summer session, participants spend a minimum of two weeks working on-site in a one-on-one learning with a mentor in the arts, sciences or humanities.

Goals and Objectives
This Master’s degree program embraces many aspects of learning and knowing, and focuses directly on:

- how meaning is created,
- where the best venues for effective learning are,
why we are so varied in our abilities to learn, and
when learning can or cannot take place.

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 MAL program. A current resume, two letters of recommendation and a letter of intent complete the admission requirements. Upon acceptance, students will receive a copy of their planned academic program and an MAL student handbook.

Degree Requirements
A total of 36 credit hours of graduate course work over a 23-month period, and fulfillment of the mentorship and individual projects are necessary for completion of the MAL.

Required Courses
First-Year Courses

Fall
EW 500 The History of Thought: Experiences in Epistemology 3 credits

Spring
EW 501 Cognitive and Affective Structures I: Frameworks of Knowledge and Belief Systems 3 credits

Summer
EW 502 Cognitive and Affective Structures II: Intuition and Knowing 3 credits
EW 503 Play, Work, Flow, and Consciousness 3 credits
EW 504 Learning Theory and Praxis: Transdisciplinary Realms and Processes 3 credits
EW 505 Integrating Conceptual Processes: Internal Events, Creativity and Continuity 3 credits

Second-Year Courses
Fall
EW 506 The Experiential Pathway: Research Perspectives 3 credits

Spring
EW 507 The Transformational Phenomena: Becoming in a Third Culture 3 credits

Summer
EW 508 Cultural and Spiritual Evolution: Sources of Personal Authenticity 3 credits
EW 509 Epistemic Venues: Dialogue and Salon 3 credits
EW 510 Mentorship: Guided Self-Analysis and Reconstruction 3 credits
EW 511 Field Project and Future Exploration 3 credits

WHOLEfield Learning™ is comprised of a wide variety of integrated learning experiences. The courses listed, which serve the purposes of registration and recording, are offered in a wholistic format. Grades are awarded for individual courses at the conclusion of the program. Progress toward achievement of program objectives is continuously evaluated based on the successful completion of program components. These include lectures, symposia, workshops, projects, mentor experiences and journal development. Only the cumulative evaluation is submitted. A transcript reporting total contact hours, and cumulative evaluation average for 36 graduate credits, is provided.

Course Descriptions
EW 500 The History of Thought: Experiences in Epistemology 3 CH
Characteristics of thinking schemes, and structural models of thought are explored with a focus on inquiring into the ground from which thought arises. “How we know what we know” and how
questions arise in thinking processes provide the basis for investigating the epistemology of contemporary culture.

EW 501 Cognitive and Affective Structures I: Frameworks of Knowledge and Belief Systems 3 CH
The construction of conceptual models and their correspondence with reality form the basis of studying cognition structures. Conceptual mapping processes are explored and conceptual pathways compared. Affective frameworks underlying knowledge and belief systems are examined in light of behavior and social influences.

EW 502 Cognitive and Affective Structures II: Intuition and Knowing 3 CH
Transrational processes of knowing are compared with those rational processes that are identifiable in developmental models. Intuition and the evolution of insight as formative processes are examined as the basis of sensory, rational and intuitional sources of knowing. The western mindset, postmodern thought, and the extrapolation of knowledge from transrational processes provide the source from which these studies emerge.

EW 503 Play, Work, Flow and Consciousness 3 CH
The processes and architectures of work and play form the basis for inquiry into the dynamics of various learning processes. The developmental notion of "flow" is integrated with the study of consciousness and together these two phenomena are integrated with concepts of how play and work contribute to the experiences from which learning progresses.

EW 504 Learning Theory and Praxis: Transdisciplinary Realms and Processes 3 CH
Learning theories, and the practical aspects of experiences from which these theories arise, are examined as they form the fundamental tenets of post-modern thought. Educational models and their outcome in curriculum transformation are viewed as the appropriate application of learning concepts in contemporary culture. From the works of Piaget, through the myriad developmental models of the late twentieth century, processes of transdisciplinary thought are examined.

EW 505 Integrating Conceptual Processes: Internal Events, Creativity and Continuity 3 CH
The works of Csikszentmihalyi on "flow" form the basis for unifying internal thought, creativity and the sense of continuity during the processes of integrating conceptual frameworks. The optimization of experience, as a force in giving meaning, is viewed through the lens of mindfulness, flexibility and dialogue. These are studied as they contribute to generating comprehensive understandings and insights.

EW 506 The Experiential Pathway: Research Perspectives 3 CH
The limited role of Cartesian thought, and the expanding outcomes of experience as a basis for divergent thinking, form the basis for creating personal views of "Experience as the Pathway" toward learning, growth and development. Expanded models of being and knowing, based on intentionality and consciousness, are viewed in light of their effect on constructing reality.

EW 507 The Transformational Phenomena: Becoming in a Third Culture 3 CH
The generic elements which delineate transformation as a predictable phenomena are explored toward the end of discovering personal evolution. Open mindedness, diversity, heightened perception and critical thinking are perceived as fundamental issues in the emergence of "third culture" formation. The sense of being and the transient processes of becoming are studied in light of Paul Feyerabend's views of dissonance and non-parametric thinking.
EW 508 Cultural and Spiritual Evolution: Sources of Personal Authenticity  

The cultural forces that drive the evolution of humanity, and the spiritual aspects of the human experience, are examined in relation to how societies create knowing and how cultural realities are manifest. Analyses of knowledge and syntheses of cultural ideas are studied as these become both sources and limits in the evolution of personal authenticity.

EW 509 Epistemic Venues: Dialogue and Salon  

The constructs of dialogue interaction as designed as David Bohm and Krishnamurti form the basis for highly provocative salon style experiences. These, within the framework of ontological and epistemological principles, provide the field from which metacognitive elements arise, and cultural transformations are suggested.

EW 510 Mentorship: Guided Self-Analysis and Reconstruction  

The mentorship experience offers the venue for intense self-development under the guidance of highly accomplished leaders and performers. The interactions are both formative and summative, and the emerging mentee has the opportunity to reconstruct self-generated belief systems and behavioral patterns without threat to personal integrity.

EW 511 Field Project and Futures Exploration  

Direct experiences in field-based activities are undertaken according to preapproved project designs and self-initiated explorations. The extrapolations of insights, resolution of dissonance and construction of structural outcomes produce unifying and refocusing experiences. Newly-formed areas of expertise are celebrated as the exploration of ideas contributes to the processes of becoming.
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Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.
Directions to Sacred Heart University

**MAIN CAMPUS, FAIRFIELD, CT**  
5151 Park Avenue, Fairfield, CT 06825-1000

**FROM MERRITT PARKWAY (ROUTE 15)**  
NORTH OR SOUTH  
(passenger vehicles only)  
Take 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)  
Take 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.

**STAMFORD CAMPUS**  
12 Omega Drive, Stamford, CT 06907

**FROM MERRITT PARKWAY (ROUTE 15)**  
NORTH OR SOUTH  
(passenger vehicles only)  

**OAKVIEW LOCATION**  
101 Oakview Drive, Trumbull, CT 06611

**FROM CONNECTICUT TURNPIKE (I-95)**  
NORTH OR SOUTH  
(all vehicles)  
Take Exit 27A (Route 25/8 Connector) and follow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7. (Merritt Pkwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.**

**FROM MERRITT PARKWAY**  
SOUTHBOUND  
(passenger vehicles only)  
Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.**

**STAMFORD CAMPUS**  
12 Omega Drive, Stamford, CT 06907

**FROM MERRITT PARKWAY (ROUTE 15)**  
NORTH OR SOUTH  
(passenger vehicles only)  
Exit 35. 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/Gournland Avenue to Glenbrook Road; turn left. At second traffic light, turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance. Go right just before the Springdale train station. Follow signs to first building on right.