University Telephone Numbers

Academic Affairs and Provost 203/371-7910
Alumni Relations 203/365-4801
Bookstore 203/365-4768
Campus Ministry 203/371-7840
Career Development 203/371-7975
Cashier's Office 203/371-7923
Counseling Center 203/371-7955
Credit and Collection 203/371-7947
Development 203/371-7964
Graduate Admissions 203/365-7619
Graduate Education (M.A.T., certificates) 203/371-7808
Griswold (Connecticut) Campus 860/376-8408
Health Services 203/371-7838
Human Resources 203/365-7633
Institutional Advancement 203/371-7860
Jandrisevits Learning Center 203/371-7820
Library 203/371-7700
Master of Arts in Religious Studies 203/371-7730
Master of Business Administration 203/371-7850
Master of Science in Chemistry 203/371-7793
Master of Science in Computer Science 203/371-7799
Master of Science in Geriatric Rehabilitation and Wellness 203/365-4721
Master of Science in Nursing 203/371-7844
Master of Science in Occupational Therapy 203/365-4771
Master of Science in Physical Therapy 203/365-7656
M.B.A./Healthcare 203/371-7850
President's Office 203/371-7900
Public Relations 203/371-7970
Public Safety 203/371-7995
Registrar 203/371-7890
Residential Life and Housing Services 203/416-3417
Stamford/Danbury Campuses 203/323-4959
Student Accounts 203/371-7925
Student Activities and Student Life 203/365-7675
Student Financial Assistance 203/365-4739
Switchboard 203/371-7999
Welcome from the President

Dear Friends,

On behalf of more than 5,600 students, many hundreds of professors and staff members, and over 20,000 alumni, let me welcome you to Sacred Heart University. You will find in these pages just some of the reasons that both U.S. News & World Report and the Princeton Review have ranked our University among the finest in the Northeast. Our community of active, engaged learners welcomes your interest and participation.

Sacred Heart University is comprised of four distinctive colleges: Arts and Sciences; Education and Health Professions; University College; and the newly established John F. Welch College of Business. A challenging curriculum is complemented by a robust campus life that includes a wide variety of offerings designed to assist each student's moral and spiritual development, an award-winning program of volunteer service opportunities, and more than 30 Division I athletic teams.

Sacred Heart University is rooted in the Catholic intellectual tradition. We are here to assist you in your journey of learning and to travel with you as you work to build a better, more peaceful world. Please call on anyone listed in these pages with your questions and concerns.

We welcome your interest in our community of learning and hope your time with us is both challenging and productive.

With every best wish, I am

Sincerely,

Anthony J. Cernera, Ph.D.
Graduate Academic Calendar 2006–2007
Semester Courses: Chemistry, Nursing, Physical Therapy, Religious Studies, Computer Science and Information Technology (semester level)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>Labor Day—No Classes</td>
<td>Mon., Sept 4</td>
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<td>Classes Begin</td>
<td>Tues., Sept 5</td>
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<td>Sun.—Tues., Oct. 8–10</td>
<td>Sun.—Tues., Oct. 7–9</td>
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<td>Mon., Oct. 10</td>
<td>Tues., Oct 9</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Wed.—Sun., Nov 22–26</td>
<td>Wed.—Sun., Nov 21–25</td>
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<td>Classes End (Including Finals)</td>
<td>Sat., Dec. 16</td>
<td>Sat., Dec. 15</td>
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<td>Christmas Holiday</td>
<td>Sat.—Mon., Dec. 23–25</td>
<td>Sat.—Tues., Dec. 22–25</td>
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<td>Sat.—Mon., Dec. 30-Jan. 1</td>
<td>Sat.—Tues, Dec. 29-Jan. 1</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
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</tr>
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<tbody>
<tr>
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<td>Mon., Jan. 15</td>
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<td>Tues., Jan. 16</td>
<td>Tues., Jan 22</td>
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<td>Sun.—Sun., March 4–11</td>
<td>Sun.—Tues, Mar 16–25</td>
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<td>Wed.—Tues., April 4-10</td>
<td>Wed.—Tues., Mar 19–25</td>
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<td>Mon., April 10</td>
<td>Tues, Mar. 25</td>
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<td>Tues, May 13</td>
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<td>Sat.—Sun., May 17–18</td>
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</tr>
<tr>
<td>Memorial Day</td>
<td>Mon., May 28</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Spring Semester</th>
<th>2007</th>
<th>2008</th>
</tr>
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<tr>
<td>Classes Begin</td>
<td>Mon., June 4</td>
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<tr>
<td>Independence Day — No Classes</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
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</tr>
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<td>Classes Begin</td>
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<td>Mon, July 21</td>
</tr>
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<td>Classes End (including Finals)</td>
<td>Tues., Aug 21</td>
<td>Tues, Aug 26</td>
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</table>

<table>
<thead>
<tr>
<th>Occupational Therapy</th>
<th>2006</th>
<th>2007</th>
</tr>
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<td>Sun.—Tues., Oct. 8–10</td>
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<td>Tues., Oct 9</td>
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<td>Thanksgiving Holiday</td>
<td>Wed.—Sun., Nov 22–26</td>
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<tr>
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<td>Sat., Dec. 15</td>
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<td>Sat.—Tues., Dec. 22–25</td>
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<td>New Year’s Holiday</td>
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<table>
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<tr>
<td>Commencement Weekend</td>
<td>Sat.—Sun., May 12–13</td>
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<tr>
<td>Memorial Day—No Classes</td>
<td>Mon., May 28</td>
<td>Mon, May 26</td>
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<td>Sun.—Wed., July 1–4</td>
<td>Fri, July 4</td>
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<tr>
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<td>Fri., July 27</td>
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Graduate Education Program

Fall Semester
Labor Day—No Classes
Classes Begin
Columbus Weekend
Faculty Institute Day—Classes Held
Thanksgiving Holiday
Classes End (Including Finals)
Christmas Holiday
New Year’s Holiday

2006
Mon., Sept. 4
Mon., Sept. 11
Sun.-Mon., Oct. 8–9
Tue., Oct. 10
Thu.-Sun., Nov. 23–26
Sat., Dec. 9
Sat.-Mon., Dec. 23–25
Sat.-Mon., Dec. 30-Jan. 1

2007
Mon., Sept. 3
Mon., Sept. 10
Sun.-Mon., Oct. 7–8
Tue., Oct. 9
Wed.-Sun., Nov. 21–25
Sat., Dec. 8
Sat.-Tue., Dec. 22–25
Sat.-Tue., Dec. 29 – Jan. 1

Spring Semester
Classes Begin
Martin Luther King Day—No Classes
Easter Holiday
Faculty Institute Day—Classes Held
Classes End (Including Finals)

2007
Mon., Jan. 8
Mon., Jan. 15
Fri.-Sun., April 6–8
Tue., April 10
Fri, April 6

2008
Mon., Jan 7
Mon, Jan 21
Fri.-Sun., Mar. 21–23
Tue., Mar. 25
Fri, April 4

Late Spring Semester
Classes Begin
Commencement Weekend
Memorial Day—No Classes
Independence Day—No Classes
Classes End (Including Finals)

2007
Mon., April 9
Sat.-Sun., May 12–13
Mon., May 28
Wed., July 4
Wed., July 11

2008
Mon., April 7
Sat.-Sun., May 17–18
Mon., May 26
Fri., July 4
Wed., July 9

Summer Semester
Classes Begin
Classes End (including Finals)

2007
Mon., July 16
Thu., Aug, 23

2008
Mon., July 14
Thu., Aug. 21

Trimester Courses: College of Business, Computer Science and Information Technology

Fall Semester
Labor Day—No Classes
Classes Begin
Columbus Weekend
Faculty Institute Day—Classes Held
Thanksgiving Holiday
Classes End (Including Finals)
Christmas Holiday
New Year’s Holiday

2006
Mon., Sept. 4
Mon., Sept. 11
Sun.-Mon., Oct. 8–9
Tue., Oct. 10
Thu.-Sun., Nov. 23–26
Sat., Dec. 9
Sat.-Mon., Dec. 23–25
Sat.-Mon., Dec. 30-Jan. 1

2007
Mon., Sept. 3
Mon., Sept. 10
Sun.-Mon., Oct. 7–8
Tue., Oct. 9
Wed.-Sun., Nov. 21–25
Sat., Dec. 8
Sat.-Tue., Dec. 22–25
Sat.-Tue., Dec. 29 – Jan. 1

Spring Semester
Classes Begin
Martin Luther King Day—No Classes
Easter Holiday
Faculty Institute Day—Classes Held
Classes End (Including Finals)

2007
Mon., Jan. 8
Mon., Jan. 15
Fri.-Sun., April 6–8
Tue., April 10
Fri, April 6

2008
Mon., Jan 7
Mon, Jan 21
Fri.-Sun., Mar. 21–23
Tue., Mar. 25
Fri, April 4

Late Spring Semester
Classes Begin
Commencement Weekend
Memorial Day—No Classes
Independence Day—No Classes
Classes End (Including Finals)

2007
Mon., April 9
Sat.-Sun., May 12–13
Mon., May 28
Wed., July 4
Wed., July 11

2008
Mon., April 7
Sat.-Sun., May 17–18
Mon., May 26
Fri., July 4
Wed., July 9

Summer Semester
Classes Begin
Classes End (including Finals)

2007
Mon., July 16
Thu., Aug, 23

2008
Mon., July 14
Thu., Aug. 21

ACADEMIC CALENDAR 5
### Geriatric Rehabilitation and Wellness Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>Start Date</th>
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<td>Classes End (Including Finals)</td>
<td>Mon., Jan. 15</td>
<td>Sat., Dec. 29-Jan. 1</td>
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<td>Mon., Jan. 16</td>
<td>Sat, Dec. 8</td>
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<td>Classes Begin</td>
<td>Sat., May 7</td>
<td>Sat., Dec. 15</td>
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<tr>
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<td>Mon., May 12</td>
<td>Sat., May 17-18</td>
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<tr>
<td>Late Spring/Summer Semester</td>
<td>Mon., May 7</td>
<td>Sat., July 28</td>
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<tr>
<td>Classes Begin</td>
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<td>Commencement Weekend</td>
<td>Sat., July 28</td>
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### Graduate Education Program

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<td>Sat Dec. 16</td>
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<td>Mon., Sept 5</td>
<td>Sat., Dec. 23-25</td>
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<td>Classes Begin</td>
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<td>Classes End (Including Finals)</td>
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<td>Sat., Dec. 17, 18, 19, 20, 26, 27, Jan. 2, 3, 7, 8, 9, 10</td>
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<td>Sat.-Tues., Dec. 22-25</td>
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<td>New Year’s Holiday</td>
<td>Fri., Jan. 5</td>
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<td>Spring Semester</td>
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<td>Mon., May 17-18</td>
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<tr>
<td>Classes Begin</td>
<td>Wed., Jan. 17</td>
<td>Fri., May 25</td>
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<tr>
<td>Easter Holiday</td>
<td>Wed.-Mon., April 4-9</td>
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<tr>
<td>Faculty Institute Day</td>
<td>Tues., April 17</td>
<td>Mon., June 9</td>
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<td>Classes End (Including Finals)</td>
<td>Mon., June 4</td>
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<td>May Intensive/Late Spring (Summer 1)</td>
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<td>Commencement Weekend</td>
<td>Sat., Aug. 18</td>
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Statement of University Policies

While every effort is made to ensure the accuracy of information provided in this catalog, accuracy cannot be guaranteed. 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 promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

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

The institution recognizes 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 in accordance with its Affirmative Action Policy. It does not discriminate in its employment practices on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, 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, sexual harassment, intolerance or any other acts of discrimination. The University is authorized under federal law to enroll nonimmigrant alien students.

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Debranne Cingari
Kindra Clineff
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Vin Greco
Wayne Ratzenberger
Len Rubenstein
Peter Tepper
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Listings</td>
<td>1</td>
</tr>
<tr>
<td>Welcome from the President</td>
<td>3</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>4</td>
</tr>
<tr>
<td>Statement of University Policies</td>
<td>7</td>
</tr>
<tr>
<td>The University</td>
<td>9</td>
</tr>
<tr>
<td>Accreditation and Memberships</td>
<td>10</td>
</tr>
<tr>
<td>Mission and History</td>
<td>14</td>
</tr>
<tr>
<td>Locations</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>The University</td>
<td>17</td>
</tr>
<tr>
<td>Academic Standards, Policies and Procedures</td>
<td>22</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>23</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>29</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>30</td>
</tr>
<tr>
<td>Academic and Community Resources and Student Services</td>
<td>34</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>35</td>
</tr>
<tr>
<td>Community Resources</td>
<td>40</td>
</tr>
<tr>
<td>Student Services</td>
<td>43</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>44</td>
</tr>
<tr>
<td>Expenses and Student Financial Assistance</td>
<td>46</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>47</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>49</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>51</td>
</tr>
<tr>
<td>Computer Science and Information Technology</td>
<td>56</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>67</td>
</tr>
<tr>
<td>John F. Welch College of Business</td>
<td>73</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>74</td>
</tr>
<tr>
<td>Graduate Professional Certificates</td>
<td>79</td>
</tr>
<tr>
<td>College of Education and Health Professions</td>
<td>88</td>
</tr>
<tr>
<td>Education</td>
<td>89</td>
</tr>
<tr>
<td>Geriatric Rehabilitation and Wellness</td>
<td>114</td>
</tr>
<tr>
<td>Nursing</td>
<td>119</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>130</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>140</td>
</tr>
<tr>
<td>Directory</td>
<td>152</td>
</tr>
<tr>
<td>Index</td>
<td>195</td>
</tr>
<tr>
<td>Campus Map</td>
<td>199</td>
</tr>
<tr>
<td>Directions to Sacred Heart University</td>
<td>200</td>
</tr>
</tbody>
</table>
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 Commission on Collegiate Nursing Education (CCNE); 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 (APCA)
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 (ACCUI)
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 (CSCHF)
Connecticut Technology Council
Connecticut World Trade Association
Council for the Advancement and Support of Education (CASE)
Council of Graduate Schools
Council of Independent Colleges
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 Accounts
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  
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 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 University 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 in the University shares in common goals and a common commitment to truth, justice, and concern for others.

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

Signs of the University’s growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 5,600 full- and part-time undergraduate and graduate students in Fall 2005. Correspondingly, the faculty has increased from 9 to over 180 full-time professors and a cadre of dedicated affiliate 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 ten residence halls, and 68% 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, John F. Welch 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 Center for Spirituality and Lay Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. The Center for Christian-Jewish Understanding, which 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 Center for Strategic Planning for Not-for-Profit Organizations provides business assistance to qualified groups at no cost. Through the Sacred Heart University—St. Charles Health and Wellness Center, faculty and students from Nursing, Physical Therapy, Occupational Therapy and related disciplines bring the assets of contemporary health care practices and services to an at-risk population to the multicultural communities of St. Charles Church and neighborhood residents on Bridgeport’s East Side.

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, and Griswold, Connecticut. The University also offers a Master of Business Administration degree in the Grand Duchy of Luxembourg.

Main Campus, Fairfield

Full-Time Graduate Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
203-365-7619
FAX: 203-365-4732
E-mail: gradstudies@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.),
- Business Administration for Arts & Sciences (M.B.A.),
- Chemistry (M.S.),
- Computer Science and Information Technology (M.S.),
- Criminal Justice (M.A.),
- 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),
- Religious Studies (M.A.), and
- Teaching (M.A.T.).

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

A professional doctoral degree program is offered in Physical Therapy (DPT).

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

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 higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education. 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 to certain programs 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 more information on specific program deadlines, contact the Office of Graduate Admissions at 203-365-7619. 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. Certain programs have specific requirements for the recommendations. Contact the Office of Graduate Admissions for details at 203-365-7619.

**Résumé**

A résumé 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 considered for admission.

**Certified Teachers**

Certified teachers who are applying for any graduate education 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 on the paper-based test or 213 on the computer-based test 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 6 to 9 credit hours at the University. Students who want to take courses beyond these initial credits must be admitted into a graduate program. This option is not available to Special Students considering a program for teacher certification or administrative certification.

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

Graduate credits may be transferred to the University graduate degree programs provided that these credits were taken within the past six years at the graduate level from a regionally accredited college or university. A minimum grade of B is required for the courses to be transferred. All courses are transferred at the discretion of the program director. A maximum of 40 percent of the required credits can be applied toward a graduate degree. The remaining 60 percent or more must be taken in residence at the University.

Graduate credits taken at the University toward another graduate degree program can be applied using the same criteria as those applied to transfer credits.
Academic Standards, Policies and Procedures
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>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>-------------</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less than Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for Graduate Work</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially — No Prejudice</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawn while Failing or Unofficial Withdrawal</td>
</tr>
</tbody>
</table>

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

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

F — An F grade is issued when a student has completed a substantial portion of the course and has clearly failed.

WF — A WF grade is reserved for students who simply have stopped attending classes. A student who disappears without making an effort to explain such an absence is held responsible for his or her actions and must accept the penalty that a WF grade imposes.

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

### 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 meriting 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/she will convene a grievance committee. This committee will consist of only faculty members: one faculty member selected by the student, one faculty member selected by the faculty member concerned, and one faculty member selected by the dean of the college or selected by his/her designee. The chairperson of the faculty member against whom the grievance is filed is not eligible to serve on the Grade Grievance Committee. After reviewing all documented evidence, the grievance committee will then propose a solution, supported by a rationale in writing, that the grade either stands or should be changed by the faculty member. If the faculty member is unavailable to change the grade, the department chairperson shall serve in lieu of the unavailable faculty member.

• In the extraordinary circumstances in which the faculty member does not accept the recommendation of the Grade Grievance Committee to change the grade after the Grade Grievance Committee ascertains that one or more grounds for a grievance outlined above has been substantiated, then the issue shall return to the Grade Grievance Committee, which will make the final grade decision to be implemented by the department chairperson. This step 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 Web Advisor, 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 available on Web Advisor. Room schedules with any late changes or TBA designations are available on Web Advisor, and on the Registrar's web site: https://webadvisor.sacredheart.edu.

**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 on the Registrar's web site. Students who register after the registration deadline will be charged an additional fee.

**Measles and Rubella Immunization**

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

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

For further information regarding immunization requirements, contact the University's Health Services Office at 203-371-7838.

**In-Process Student Registration**

Qualified students who have not yet completed the application process, or who have not received an admissions decision on their application, may register as an in-process student. Students may complete a maximum of nine credit hours under this designation, and six credits for teacher certification students (except for MBA students, see below).

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

In-process MBA students must have their transcripts reviewed by and obtain written authorization from the MBA program director prior to registration. Students in this category are allowed to register for one term only under this designation. In-process registration does not guarantee admission into a graduate program.

**Course Prerequisites**

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

**Course Changes—Add/Drop**

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

**Course Withdrawal**

If withdrawal from a class or the University becomes necessary, students should obtain an official withdrawal form from the program director and return the completed form to the Registrar. Official withdrawal is necessary to assure proper entry on the transcript and to issue any refund(s).

Course withdrawals are permitted within the first five weeks of a semester or trimester without penalty (grade of W ["Withdrawal"] is issued). After the end of the fifth week of the semester or trimester, the withdrawing student could receive a grade of WF ("Withdrawal Failure"), which carries a penalty. The student may withdraw without penalty (grade of W or "Withdrawal") only with the approval from the instructor, program director and Registrar. A student's failure to properly withdraw
will result in the issuance of a WF ("Withdrawal Failure") grade. Phone/fax withdrawals are not accepted. Students who withdraw unofficially are still responsible for all tuition and fees.

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

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

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

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

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

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

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

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

Students completing a credit certificate must submit an application for the certificate at least one semester in advance of completing the requirements. Failure to comply may result in a delay of receiving the certificate by a semester. There is no fee for the credit certificate at this time.
Honors Designation for Graduating Graduate Students

The following represents the criteria for awarding the honor’s designation for graduate students at the time of their graduation:

1. Students must be in top 20% of the graduating group within the degree program.
2. Students must have obtained at least a 3.7 QPR.
3. Students must have engaged in significant work (e.g., thesis, major project, course paper, etc.) that makes a recognized and documented contribution to the field of discipline.
4. A recommendation that an honor’s designation be granted must be sent to the program director by a faculty member concerning the student’s work.
5. Endorsement by the program director of the faculty member’s recommendation and a recommendation for the award to the dean of the college.
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 Campus Ministry, Public Safety, Registrar, Student Affairs and Student Government offices. It houses the faculty offices of Biology, Chemistry, Communication Studies, Computer Science, Education, English, Environmental Science, Human Movement and Sports Science, Information Technology, Mathematics, Modern Foreign Language, Music, Nursing, Occupational Therapy, Physical Therapy, and Psychology. 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 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 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 54Mbps 802.11g. 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, and staff. The University continues to upgrade regular classrooms to "smart" classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. More than 80 percent of all classrooms are now equipped with a full complement of multimedia and audiovisual equipment. 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 and with excess capacity to allow for significant growth. The University is making a serious financial commitment to maintaining the network at peak performance capability and reliability. Upgrading the software and hardware that support the network is a continuous process and not one the University will ever say is complete. Sacred Heart's commitment is to keeping a state-of-the-art system in place for all our campus customers.

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 90 Mbps Internet, 10 Mbps Internet2 and Gigabit backbone support 100 Mbps wired and 54 Mbps wireless links throughout the campus. 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, and is completely managed in-house. This has allowed the administrators to implement traffic-shaping, intrusion detection, and wireless security measures for access as secure as it is convenient.

In support of the laptop program, the University has an on-site Notebook Service Center and Call
Center staffed by certified technicians and open 12 hours a day, Monday through Friday. The University's Call Center is staffed 12 hours a day, 5 days a week, so that members of the University community can call trained technicians for assistance with anything on campus that pertains to technology. The Call Center can be accessed on campus through the internal telephone system and off campus via a toll-free telephone number. This facility is specifically designed to service and troubleshoot problems with laptops. In addition, Sacred Heart University has a full-time trainer who provides basic, intermediate and advanced instructional courses on all supported applications included on the laptop. Through Sacred Heart's telephone support hotline, students, faculty and staff can dial a toll-free number to obtain technical assistance.

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 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, Career Development, and the Center for Irish Cultural Studies. The Community Room also is located in the center.

Ryan-Matura Library
The Ryan-Matura Library is the source for information, whether it is the answer to a factual question or 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 132,000 print volumes, 50,000 non-print items and more than 15,000 periodical subscriptions. These include a significant number of full-text journals available on more than 50 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 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.

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 building 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
- drop-in tutoring for selected courses and referrals for individualized tutoring.

The JLC is open seven days a week: Monday—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 interpreters, but have a significant hearing loss, technology can be requested to assist in understanding classroom lectures and obtaining notes.

Alternative Forms of Testing. Depending on the students' documentation and disabilities, the Special Services Office negotiates appropriate alternative testing methods on a case-by-case basis.

Course Substitutions when Appropriate. A course substitution policy enables physically and learning challenged students on a case-by-case basis to request previously approved alternatives in place of specific required courses, but only when it is clear that the required courses would severely disadvantage students' ability to successfully compete in those courses.

Classroom Learning Assistants Program. Tutoring in disciplines across the curriculum is provided for all Sacred Heart 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 creating 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 collectively provide services day and evening for a total of 35 hours a week, assisting students with special needs on a one-to-one basis. These tutors have expertise in specialized pedagogy for the learning disabled and, thus, provide services over and beyond those offered by the University's regular tutorial program.

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

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

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

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

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

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

**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, MELAB 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
Most graduate students commute to Sacred Heart. However, limited University housing is available for full-time graduate students on a space-available basis. Contact the office of Graduate Admissions for further details.

Housing
A list of available nearby rentals may be obtained from the Office of Student Life. For additional information, call 203-371-7846.

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. Graduate students may use the Fitness Center for a fee.

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. 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 203-371-7913 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 educa-
tors in various modes of interaction to focus on current religious thinking within Christianity and Judaism.

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

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

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

**Center for Mission Education and Reflection**

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

**Center for Strategic Planning for Not-For-Profit Organizations**

The Center for Strategic Planning for Not-For-Profit Organizations was established by Sacred Heart University within the John F. Welch College of Business to provide business assistance to qualified groups. Through the application of skills developed during their studies, teams of MBA students, under the guidance of an experienced advisor, address strategic issues central to the client’s longer term viability and effectiveness. In doing so, students provide a valuable service while being exposed to “realities of life” that transcend the formal academic environment.

It is the mission of the Center to engender in the University’s MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to give of their talents in the service of others. Functioning as teams, students will assist not-for-profit organizations with the development and implementation of strategic, business, and marketing plans necessary to meet their goals and objectives. In doing so, students will apply the skills learned in the SHU MBA program in a cooperative effort carried out in the spirit of the Catholic intellectual tradition to produce an outcome worthy of a grade.

The mission of the Center is directly aligned with, and in support of, key elements of the mission of Sacred Heart University and the John F. Welch College of Business. The Center’s office is located at one Oakview campus. For further information call, 203-371-7853.

**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, attracting thousands of guests annually to its program of performances and public forums. Since its renovation in 2003, the Center has continued to produce musical and theatrical performances by the talented students in the University’s musical and drama programs as well as to host exciting professional productions of plays, musi-
The theater, children's theater, and an array of legendary solo artists such as Arlo Guthrie, Julie Harris, James Earl Jones, Dave Mason, and James Naughton. In addition, tens of thousands of local schoolchildren have also had the opportunity to share in educational programming and to be entertained at special shows and events. Hundreds more participate each summer in the Edgerton Center's growing and successful summer theater camps.

The Center's 800-seat auditorium is available for use by outside organizations for public events and meetings. For up-to-date information on current offerings, call the Edgerton Center box office at 203-374-2777 or visit the Center's website at www.sacredheart.edu/ecpg.cfm.

**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 exhibits annually, which include a Student Exhibit, an exhibit of the Art faculty's work and 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.

**The Center for Spirituality and Lay Ministry**

The Center for Spirituality and Lay Ministry provides educational and pastoral programs addressing needs and concerns of laity. A special emphasis of the center is to contribute to the spiritual, educational and professional formation of lay leaders for Church and society in the spirit of *Gaudium et Spes*. Programs sponsored through the center include a certificate in spiritual direction; a certificate in religion for Catholic school educators; and a graduate certificate in pastoral and Catholic school administration, also offered in conjunction with a Master of Teaching degree through the University's College of Education and Health Professions.

The Center for Spirituality and Lay Ministry sponsors programs at multiple sites throughout Connecticut, as well as annual programs in Florida and Pennsylvania. The center's offices are located at the Oakview campus and may be reached by phone at 203-371-7843.

**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.

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:

- Résumé Creation or Critiques: Résumé writing workshops are available. Staff members also work with students individually to develop the best résumé 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.
- Job Fairs and On-Campus Interviewing: On-campus recruitment events are offered each semester.
- Internships: 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 or visit our website at www.sacredheart.edu.

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.

Dining Services

The University has a contract with FLIK, a professional food service corporation, to provide meals to students. The University Dining Hall, Roncalli Hall Grill, and the Marketplace offer dining service.
à la carte throughout the day and evening. Beginning in the Fall of 2004, FLIK opened the Holy Grounds Café located in Christian Witness Commons.

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 for a nominal fee each semester. 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.

Wellness Center
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.

Counseling Services
The Counseling Center provides support services for all students. Professional counselors are available for individual and psychotropic counseling sessions. Personal development workshops are offered by the Center as well as group and topical counseling sessions. Appointments or referrals can be made by calling 203-371-7955.

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 can be purchased at the Department of Public Safety. Temporary parking passes are also available at the Information Booth at the entrance to the campus.

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.
Expenses and Student Financial Assistance
EXPENSES AND STUDENT FINANCIAL ASSISTANCE

Tuition and Fees
Subject to approval by the Board of Trustees (Academic Year 2006–2007)

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, nor will a transcript or an employer verification form 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
- Chemistry $555/credit
- Computer Science/Information Technology $550/credit
- Education $495/credit
- MBA Program (Full-time) $24,000/year*
  Overload (more than 12 credits per trimester) $650/credit
- MBA (Part-time) $575/credit
- Nursing $465/credit
- Occupational Therapy $25,965/year
- Doctorate Physical Therapy $26,000/year
- Religious Studies $530/credit
- Audit Tuition $575/course
- Saturday Weekend Admin Ed Leadership $515/credit

Mandatory Fees
- Registration Fee (nonrefundable) $76/term
- Library Fee $26/term
- Student Council Fee $16/term
- Some courses may require additional lab fees (see course listings).

* For more detailed information, refer to Student Accounts web page at www.sacredheart.edu.

Other Fees
- Monthly Payment Plan Fee $60/term
- Graduation Fee $125
- Student Teaching Fee $200/term
- Returned Check Fee $50
- Rejected Credit Card Fee $50
- Health Insurance Fee (optional) $305/year

Tuition Discount
Diocesan Discount
MAT students employed as teachers by the Dioceses of Bridgeport (call 203-365-4791), Hartford (call 860-396-8465), and Norwich (call 860-376-8408) are eligible for 33% tuition discount.

Payment of Tuition and Fees
Students can pay tuition and other fees by cash, credit card, check, or money order. All checks should be made payable to Sacred Heart University. Refer to Sacred Heart's website (www.sacredheart.edu) for online payment instructions.

Monthly Payment Plan Options
A monthly payment plan is available during Fall and Spring semesters only.

For further information about payment plans, contact the University's Student Accounts Office at 203-371-7925, or refer to Student Accounts web page at www.sacredheart.edu.

* Finance charge. If a payment is received later than the due date, a finance charge will be assessed at the rate of .75% per month, annual rate of 9%.
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 or refer to Student Accounts web page at www.sacredheart.edu.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>100%</td>
<td>Before the first class</td>
</tr>
<tr>
<td>80%</td>
<td>Before the second class</td>
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<tr>
<td>60%</td>
<td>Before the third class</td>
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<tr>
<td>40%</td>
<td>Before the fourth class</td>
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<tr>
<td>20%</td>
<td>Before the fifth class</td>
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<tr>
<td>0%</td>
<td>After the fifth class</td>
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</tbody>
</table>

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, withdrawal, or change to less than half-time status. 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 Residential 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 graduate 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 USCChapter 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; English and Modern Foreign Languages; Government and Politics; History; Mathematics; Media Studies and Digital Culture; Philosophy and Religious Studies; Psychology; Sociology; Social Work and Criminal Justice; and Special Programs.

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

Chemistry Laboratories
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
Pine Dual Potentiostat System; 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 IY1900PL X-Y-t Recorder.

Computers and Software
Licenses
Three SGI O 2 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/S 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 I: Molecular Structure 3 credits
- CH 551 Advanced Analytical Instrumentation I: Spectroscopy 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 I: Molecular Structure 3 credits
- CH 551 Advanced Analytical Instrumentation I: Spectroscopy 3 credits

Elective Courses (for both options)

- CH 523 Organic Structure Determination 3 credits
- CH 524 Special Topics in Organic Chemistry 2–3 credits
- CH 525 Special Topics in Physical Chemistry 2–3 credits
- CH 526 Advanced Biochemistry 3 credits
- CH 527 Special Topics in Biochemistry 2–3 credits
- CH 528 Special Topics in Analytical Chemistry 2–3 credits
- CH 529 Theoretical Inorganic Chemistry 3 credits
- CH 530 Chemical Applications of Group Theory 3 credits
- CH 531 Special Topics in Inorganic Chemistry 2–3 credits
- CH 532 Environmental Chemistry 3 credits
- CH 533 Environmental Sampling and Analysis 3 credits
- CH 534 Special Topics in Environmental Chemistry 3 credits
- CH 535 Polymer Chemistry 3 credits
- CH 536 Chemical Information: Sources and Technology 3 credits
- CH 537 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 3 CH  
Topics include: heterocyclic chemistry, medicinal chemistry, polymer chemistry, supramolecular chemistry, organometallic chemistry, radical and photochemistry and combinatorial chemistry.

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

CH 531 Advanced Physical Chemistry I: Molecular Structure 3 CH  
Prerequisite: CH 332. Topics in quantum chemistry, molecular structure, group theory and applications of these topics to spectroscopy.

CH 532 Advanced Physical Chemistry II: Molecular Dynamics 3 CH  
Prerequisite: CH 332. Topics in statistical thermodynamics, collision theory, and reaction dynamics and mechanism.

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

CH 541 Advanced Biochemistry 3 CH  
Prerequisite: CH 342 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 549 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 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 I: Spectroscopy** 3 CH  
*Prerequisite:* CH 351. Fundamentals and practical aspects of analytical spectroscopy. Special emphasis is given to theory and instrumentation; methods and applications are covered.

**CH 552 Advanced Analytical Instrumentation II: Chromatography** 3 CH  
*Prerequisite:* CH 351. Fundamentals and practical aspects of analytical separation and chromatography. Special emphasis is given to theory and instrumentation; methods and applications are covered.

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

**CH 554 Special Topics in Analytical Chemistry** 3 CH  
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** 3 CH  
*Prerequisite:* CH 355 Advanced Inorganic Chemistry, CH 553 or equivalent. An advanced theoretical study of bonding and spectroscopy of inorganic compounds. Topics include: crystal field, ligand field and molecular orbital theories of inorganic complexes; magnetic susceptibility; and electronic, infrared and Raman spectroscopy.

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

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

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

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

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*College of Arts and Sciences* 55
CH 569 Special Topics in Environmental Chemistry 3 CH
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 3 CH
Prerequisites: CH 222 Organic Chemistry II or equivalent and CH 331 Physical Chemistry I or equivalent or permission of program director.
An introduction to polymer chemistry through a study of step and chain polymerization and copolymerization as well as block and graft copolymers. Polymerization techniques in solution, emulsion and microemulsion are discussed as well as polymer structure and characterization with an overview of the properties of commercial polymers.

CH 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 598 Comprehensive Test 0 CH
Chemistry graduate students (non-thesis track) are required to pass a comprehensive test (after the completion of 33 credits in coursework) in fulfillment of the MS degree.

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, E Commerce, IT and Network Security, and Web Development, 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, network security, 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 resume. Course waivers (to a maximum of nine credits) are granted on the basis of a student’s academic record.

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

Computer Science Track
Prerequisite Requirements
The following prerequisite courses may be required for those who wish to pursue the Computer Science track. All courses are to be completed with a grade of B or better. Additional prerequisites may be recommended by the program director. All students are required to complete the following coursework:

### Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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>Calculus</td>
<td></td>
<td></td>
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</tbody>
</table>

Computer Science Track

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

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

A thesis is not required; however, for those students in the scientific track who elect to complete a thesis, they must enroll in CS 690 Thesis I and CS 691 Thesis II. Those who do not elect to complete a thesis must complete at least three credits of CS 670 Research Project Seminar. A degree will be granted upon satisfactory completion of all 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 551</td>
<td>Introduction to Object-Oriented Programming with Java</td>
<td>3</td>
</tr>
<tr>
<td>CS 603</td>
<td>Database Design (Oracle)</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 614</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CS 615</td>
<td>Unix Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 622</td>
<td>Network Security I</td>
<td>3</td>
</tr>
<tr>
<td>CS 623</td>
<td>Advanced Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CS 625</td>
<td>Cryptography</td>
<td>3</td>
</tr>
</tbody>
</table>
CS 670  Research Project Seminar  3 credits  
or  
CS 690/91 Thesis (I and/or II)  3–6 credits  
Electives  3–6 credits  
Total  36 credits

**Information Technology Track**

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

CS 500  Introduction to Structured Programming  3 credits  
CS 501  Introduction to Data Structures  3 credits  
Prerequisites total  6 credits

**Information Technology Track**

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

**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 Science or Information Science may receive waivers for some courses. Course waivers are not granted for work experience.

**Required Courses**

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<thead>
<tr>
<th>Course</th>
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<td>Introduction to Object-Oriented Programming with Java</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Windows Interface Design (VB.net)</td>
<td>3</td>
</tr>
<tr>
<td>CS 553</td>
<td>Web Design with Java Script</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</th>
<th>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>
</tbody>
</table>
CS 604  Advanced Software Engineering  3 credits
CS 611  Operating/Multiprogramming Systems  3 credits
CS 622  Network Security I  3 credits
CS 623  Advanced Network Security  3 credits
CS 624  Hands-on Network Security  3 credits
CS 640  Special Topics in Computer Science  3 credits
Elective courses total  9 credits
Degree total  36 credits

Information Technology Certificate Track Program

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

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

CS 500  Introduction to Structured Programming  3 credits
CS 501  Introduction to Data Structures  3 credits

Required Courses

CS 552  Windows Interface Design (VB.net)  3 credits
CS 553  Web Design with JavaScript  3 credits
CS 603  Database Design (Oracle)  3 credits
One elective from any available electives approved by program director

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)

CS 500  Introduction to Structured Programming  3 credits
CS 501  Introduction to Data Structures  3 credits

Required Courses

CS 553  Java Scripting for Web Design  3 credits
CS 554  Fundamentals of Interactive Multimedia  3 credits
Elective Courses (choose two; other electives may also be available after consultation with the program director)

- CS 550 Dynamic Web Page Development 3 credits
- CS 552 Windows Interface Design (using VB) 3 credits
- CS 555 Advanced Scripting with Interactive Multimedia 3 credits
- CS 561 Multimedia Authoring (Authorware) 3 credits

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)

- CS 500 Introduction to Structured Programming 3 credits
- CS 501 Introduction to Data Structures 3 credits

Required Courses

- CS 550 Dynamic Web Page Development 3 credits
- CS 552 Windows Interface Design 3 credits
- CS 553 Java Scripting for Web Design 3 credits
- CS 557 Web Programming with ASP 3 credits

Certificate total 12-18 credits

IT and Network Security

Our country and, in fact, the entire world have become increasingly dependent on information technology as a means of staying competitive in business, industry, the arts, and commerce of all types. Education, electronic commerce, and the Defense Department are all areas that utilize technology on an exponentially expanding level with each passing year. But this dependence on and utilization of technology are accompanied by a growing risk of security issues that must be addressed if we are to thrive and survive in a technology-driven world.

Inadequate security practices have left corporations vulnerable to a number of illegal activities such as computer fraud, telecommunications abuse, and unauthorized disclosure, modification, and destruction of information. National security has been and will continue to be threatened unless corporations and the government on all levels are able to effect and maintain sufficient computer security.

The certificate program in IT and Network Security is designed to provide individuals with introductory networking, ethical, and security skills to effectively address the areas of concern mentioned above. The courses in the certificate program:

- provide an overview of networking protocols and how they can be secured;
- introduce the individual to an array of social and ethical issues that are incumbent on those in providing security;
- provide the individual with an introduction to computer programming, as it relates to the maintenance of security protocols.

Upon completion of the certificate program, the student will be better equipped to enter or continue as a professional in the cyber security field.

Requirements

The certificate requires a total of 12 credits plus
two prerequisite courses (CS 500 and CS 501). Prerequisite courses may be waived if evidence of prior completion of these prerequisites can be supplied. Courses taken for the certificate can be applied toward the MSCIS degree.

**Prerequisite Courses** (if required)

- CS 500 Introduction to Structured Programming 3 credits
- CS 501 Introduction to Data Structures 3 credits

**Required Courses**

- CS 621 Principles of Data Communication 3 credits
- CS 622 Network Security I 3 credits
- CS 623 Advanced Network Security 3 credits

**Elective Courses**

- CS 624 Hands-On Network Security 3 credits
- CS 625 Cryptography 3 credits

**Computer Science and Information Technology Database Certificate**

**Prerequisites**

- CS 500 Introduction to Structured Programming 3 credits
- CS 501 Introduction to Data Structures 3 credits

**Required Courses**

- CS 603 Database Design (Oracle) 3 credits
- CS 631 Data Warehousing 3 credits
- CS 632 Advanced Database Topics 3 credits
- CS 633 Advanced Database Programming 3 credits
- (CS 603 will be a prerequisite for CS 631, CS 632 and CS 633)

**Course Descriptions**

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

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

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

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

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

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

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

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

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

*Prerequisite:* CS 501 Introduction to Data Structures. Provides an introduction to the funda-
mental 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 (VB.net) 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. VB.net 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 557 Web Programming with ASP 3 CH
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) 3 CH
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) 3 CH  
Prerequisite: CS 500 Introduction to Structured Programming. This authoring course covers design and delivery of interactive multimedia using an icon-based product. Students use the authoring tool Authorware to develop a variety of projects: CBT, interactive kiosks, performance-support applications, interactive magazines and catalogs, educational games and interactive education and information that can be delivered over intranets.

CS 601 Assembly Language Programming and Computer Systems 3 CH  
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 3 CH  
Prerequisites: MA 151 Introductory Calculus, CS 502 C: Advanced Programming and CS 241 Advanced Programming Concepts Using “C.” Explores the relationship between data structures and algorithms with a focus on space and time efficiency: review of recursion, data abstraction and complexity analysis, multilists, trees (including balanced binary trees, n-ary trees and B-trees), hash tables, external sorting, graphs and algorithm design techniques.

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

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

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

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

CS 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 501 Introduction to Data Structures. A survey of modern data communication techniques, including: data communication and local networking, hardware (e.g., terminals, modems, multiplexers), nodal and host processor architecture, packet switching, network control, protocols, software management and security.

CS 622 Network Security I 3 CH  
**Prerequisite:** CS 621 Principles of Data Communication. 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 the business willing to give to support network security? This course addresses these complex issues. Among the topics covered are: conventional encryption and message confidentiality, public key cryptography and message authentication, authentication applications, e-mail security, IP security, Web security, firewalls, security in mobile networks, and other security issues.

CS 623 Advanced Network Security 3 CH  
**Prerequisite:** CS 622 Network Security I. This is the second course in security that emphasizes security at the system level. The course covers secure encryption, systems, program security (viruses and other malicious code), controls against program threats, protection in general-purpose operating systems, trusted operating systems, database security, security in networks and distributed systems, administering security, and legal and ethical issues in security.

CS 624 Hands-On Network Security 3 CH  
**Prerequisites:** CS 621 Principles of Data Communication and CS 622 Network Security I. Designed for IT graduate students, this course uses VMware of Connectix Virtual PC to simulate different environments. It examines networking security topics, firewalls (using Linux), packet filters, NAT, PAT, socks and HTTP proxies; public key infrastructure (using Microsoft Certification Server), encryption algorithms, decrypting passwords, dictionary decryption, brute force decryption, certificate servers; and vulnerability assessment, identifying security holes, forensics, tracing, log analysis, Layer 5 vulnerabilities (Services/Daemons and OS), identifying denial of service attack (simulation), identifying a virus/work attack (simulation), packet monitoring (sniffing).
CS 625 Cryptography  
**Prerequisites:** CS 605 Discrete Structures and Logic, CS 614 Theory of Computation, CS 621 Principles of Data Communication, CS 622 Network Security I, CS 623 Advanced Network Security, and some course (graduate or undergraduate) that would have included probability theory. Designed for CS graduate students, the course covers theoretical and practical aspects of modern applied computer cryptography. Topics include: block and stream ciphers; hash functions, data authentication, and identification; and digital signatures. Special emphasis is given to public-key cryptosystems. The course includes implementation of various encryption algorithms in different programming systems.

CS 631 Data Warehousing  
**Prerequisites:** CS 603 Database Design (Oracle). Provides a comprehensive review of data warehousing technology. Areas of study include the evolution of the modern-day data warehouse; analysis and collection of business data requirements; dimensional modeling; the loading of data using Extraction, Transformation, and Loading (ETL) processes; data quality issues; and reporting from the data warehouse using SQL and Online Analytical Processing (OLAP) techniques. Several Oracle lab experiments are conducted to provide hands-on experience in the areas of data warehouse design, construction, data loading, and essential reporting techniques.

CS 632 Advanced Database Topics  
**Prerequisites:** CS 603 Database Design (Oracle). Provides students with an advanced understanding of database technology. In addition to the entity-relationship model, alternate database models (such as EAV and OOD) are investigated. Possible topics include indexing, optimization, XML, online analytic processing (OLAP), embedded SQL, locking techniques and parallel and distributed systems. Specific topics covered and focus of this course changes to reflect modern trends and the latest technology.

CS 633 Advanced Database Programming  
**Prerequisites:** CS 603 Database Design (Oracle). Provides students with a thorough understanding of database programming. Students use the latest technology to create front-end applications to hit large-scale backend databases. SQL and stored procedures are used to retrieve data from various data stores. Emphasis is placed on a layered approach to programming. User-friendly design principles and business logic are used to teach students how to implement large-scale windows and/or web applications. The specific technology used will vary to reflect current trends in database programming technology.

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

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

CS 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 neuro-computing, various models and their common ideas, applications in machine learning and pattern recognition and hybrid systems.

CS 654 Object-Oriented Programming Using C++ 3 CH
Prerequisite: CS 502 C: Advanced Programming or equivalent. Reviews the principles of OOP: encapsulation, polymorphism and inheritance. C++ is used as the main vehicle for getting the ideas across. Issues of multiple inheritance, persistence, etc. are covered, and comparison with other OOP languages are made, as time permits.

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

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

CS 691 Thesis II 3 CH
Prerequisite: CS 690 Thesis I. A continuation of CS 690, this course is required for the thesis option. By the end of this course, the student completes the work remaining in the project started in CS 690, as defined by the written proposal. A thesis must be written and defended in front of the thesis committee. The presentation portion of the thesis defense is open to the public.
Religious Studies
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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 (MARS) 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 either pass a comprehensive examination or write a master's thesis. The 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 or write the thesis 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.

**Required Courses**
- **RS 501 Phenomenology of Religion** 3 credits
- **RS 510 Introduction to the Gospels** 3 credits

**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 505 Ancient Religions and Cults** 3 CH
Explores the beliefs, practices, and teachings of ancient world religions including those of ancient Egypt and Mesopotamia, the mystery cults of the ancient Greco-Roman civilizations, and the religious traditions of pre-Christian northern Europe (Scandinavia) and ancient Iran. The focus of study is on the sacred writings of the religions, with
emphasis on such major topics as deities and divine powers, rituals of birth and death, gender studies, and the relationships between ancient faith traditions and the emergence of monotheism.

**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 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  
A theological and phenomenological exploration of the beliefs, history and practices of Judaism, Christianity, and Islam with particular emphasis on the sacred scriptures and spiritual traditions of each religion.

**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 woman'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 535 Religion and Sexuality 3 CH
Prerequisite: RS 101 Introduction to the Study of Religion. Examines the relationship between religion and sexuality in various world religions. Topics include asceticism vs. eroticism, defining normality and deviance, sex as a means to challenge or maintain the social order, religious responses to the changing sexual morality in contemporary Western society.

RS 538 Spiritual Teachers and Thinkers 3 CH
Explores the representative spiritual writings of a specific religious teacher from the history of the world's religions. Examples of such spiritual teachers include Hildegard of Bingen, Meister Eckhart, George Fox, Teresa of Avila, Ibn al'Arabi, and Martin Buber. Consult instructor for relevant topic.

RS 539 Contemporary Women Religious Thinkers 3 CH
Explores the scholarship of contemporary women theologians and scholars of religion, with a particular emphasis on the work of women scholars in Christianity, Islam, and Judaism.

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, including Kierkegaard, Schleiermacher, Barth and Tillich.

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

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

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

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

RS 559 Faith and Justice 3 CH
Explores the content, sources, and methods of Catholic social ethics and investigates its relevance to social-ethical problems in both the United States and the global community. Service learning may be required.

RS 560 Bioethics: Religious Approaches 3 CH
Introduces students to the methods and principles of biomedical ethics, and explores several ethical issues in medical practice and health care policy. The theoretical frameworks employed include religious-ethical perspectives in Christianity and some other religious traditions, as well as philosophical and social critiques and proposals. Major topics covered include euthanasia, reproductive technologies, human cloning, consent for experimentation, and allocation of health care resources.

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. Courses frequently offered include “The Problem of Evil” and “Spiritual Exercises East and West.”

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
Examine 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.
Mission Statement

The John F. Welch College of Business mission is to foster a learning community rooted in the Catholic intellectual tradition, to provide students with business knowledge and appropriate skills, and to develop undergraduate and graduate students prepared to achieve their personal and professional goals in the business community and global society.

Who we are. Our learning community includes faculty members who are teachers, scholars, and experienced professionals supported by administrative staff members, undergraduate and graduate business students, alumni, and members of companies and organizations who provide employment, internships, and advice.

What we value. Rooted in the Catholic intellectual tradition, we value scholarship as contributing to learning, understanding, and the search for truth. We stress the primacy of teaching as the focus of our work and value active, engaging, and personalized learning experiences in and outside of the classroom. We believe personal attention fosters the growth and development of our students, and strive to develop individuals who will act ethically and responsibly. We find strength in the rich diversity of the human family and invite participation in our community by persons of varied races, faith traditions, ethnic backgrounds, and diverse opinions and beliefs.

Master of Business Administration (MBA)

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The Master of Business Administration (MBA) program at the John F. Welch College of Business is designed to prepare individuals for successful careers in the ever-changing and complex world of business. The program prepares leaders who are global thinkers, socially responsible, and ethical decision makers.

The MBA program, through its curriculum and teaching, places emphasis on the application of business theory to contemporary issues faced by both private and public sector organizations. A main focus of the program is to understand how
business enterprises can remain relevant and competitive in an increasingly global economy, characterized by rapid technological change and increasing demands from consumers for value and superior quality in products and services.

The MBA program consists of a prescribed pattern of graduate courses. The entire program is based on a common core of courses that examines all the functions within a business enterprise and the external environment within which it operates. Beyond this core, the student may choose to study in-depth in one of three academic concentrations.

Classes are conducted in the evening. The program serves both professionally employed students who take classes on a part-time basis and full-time students who recently received their undergraduate degrees. Both segments earn an advanced degree under the direction of faculty members who possess both academic credentials and pragmatic business expertise.

Goals and Objectives
The MBA program's objectives are that its students upon graduation:

- possess a broad understanding of the business disciplines and functional skills critical to their roles as professionals in business;
- have developed personal ethical standards that will guide their professional behavior;
- have developed effective oral and written communication skills;
- have learned to identify factors that affect business practices in the global environment and be able to propose decisions and actions that are appropriate in specific situations;
- are confident as decision-makers who use analysis and problem-solving skills;
- have gained knowledge of human behavior and interactions skills, which will enable them to work effectively in a multicultural, diverse workplace; and
- have internalized leadership theory, allowing them to demonstrate managerial-leadership skills appropriate for their organizational role.

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 define the unique learning experience at Sacred Heart University's John F. Welch College of Business.

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 and post-graduate studies, GMAT score, essay, work experience, interview, and recommendations are considered in the admission process. Applicants may be asked to demonstrate their computer literacy and English proficiency as part of the admissions process. A personal interview may be required, especially for those students with limited work experience.

In addition, the applicant's qualifications for success in the program are examined by using the following Applicant Point Score (APS) formula:

- Undergraduate GPA multiplied by 200 (minimum GPA of 2.5 to be considered) plus
- GMAT (minimum score of 400 to be considered) or
- Number of years of relevant work experience multiplied by 50 (must have 8 years of work experience, capped at 10 years of work experience)

A minimum score of 1,000 is needed to be considered for acceptance, unless the Dean of the College of Business grants an exception. An APS score of 1,000 is not a guarantee of admission into the program.
Upon acceptance, students receive a copy of their planned academic program and are assigned a faculty advisor. Students are encouraged to meet periodically with their advisor to discuss academic progress, career issues and special needs.

BS/MBA Program
In addition to the regular admission requirements above, students pursuing an undergraduate major in business are eligible to apply to Sacred Heart University's BS/MBA program—at one of three entry points in their undergraduate career. The BS/MBA program typically takes five years to complete, as it includes 120 credit hours of undergraduate study and a minimum of 36 credit hours of graduate study.

Upon conditional acceptance in the program, the undergraduate business student is assigned an MBA faculty advisor whose role is to:
• welcome the student into the MBA community;
• advise the student on curriculum planning;
• assist the student in identifying undergraduate or graduate internship positions; and
• help the student transition from undergraduate to more rigorous graduate studies.

Earliest Entry Point
Target Group: Select group of accepted undergraduates or outstanding freshmen
Conditional Admission Criteria: 
• Typically identified by Undergraduate Admissions or Sacred Heart University faculty
• SAT scores in national top third percentile
• Will be required to maintain a GPA of 3.0 overall and 3.25 in major by end of sophomore year, achieve a GMAT score of 400 by end of junior year, and undertake at least one undergraduate internship

Typical Entry Point
Target Group: Sophomores or juniors
Conditional Admission Criteria: 
• GPA: 3.0 overall and 3.25 in major

Late Entry Point
Target Group: Second semester seniors
Conditional Admission Criteria: 
• GPA: 2.5 overall
• GMAT: Minimum score of 400 to 500 depending on undergraduate GPA
• Internship(s): At least one required before completion of MBA program
• References: Two; one from a faculty member

MBA Program for Liberal Arts Students
This program is designed for outstanding liberal arts majors. Typically, it would take six years to complete both the Liberal Arts and the Masters of Business Administration degrees—120 credit hours of undergraduate study and as many as 60 credit hours of graduate study, assuming the student does not take any business courses during their undergraduate studies.

The MBA Program for Liberal Arts Students includes two graduate internships: a two-term internship in the United States and a summer internship in Luxembourg (or a comparable international experience). These internships provide liberal arts undergraduates with a solid exposure to the global world of business and within their specific field of interest. Students take classes in the evenings, study in the evenings or weekends, and participate in a 20-hour per week internship program during the day.

Graduate studies begin shortly after the liberal arts students earn their undergraduate degrees, typically the summer term following Commencement. Students are advised to take two program prerequisite courses in their first summer term. In addi-
tion, accepted students are required to attend a one-week orientation program in late August/early September to become better acclimated to business concepts and skills and the rigor of graduate school. Also, the orientation program prepares them for their upcoming two-term domestic internship.

Admission into the program is competitive. Seniors applying to the program need the following:

- GPA: 3.0 overall
- GMAT: Minimum score of 400
- An interview with the Dean or MBA Director
- References: Two; one from a faculty member

**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. The MBA director may require the student to meet current admissions requirements as a condition of readmission.

Applications for readmission should be submitted to the MBA Office 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 51 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 51 credit hours or fewer 600-level courses. Depending on undergraduate preparation or graduate courses taken elsewhere, students may be able to 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 36 credit hours must be taken in Sacred Heart University's MBA program.

Students who have not taken undergraduate business courses in accounting, statistics, and economics in the last six years will be required to take the program's 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 Organization Management 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 665 International Business 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**

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 B or better and courses must have been taken within the past six years.

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 macroeconomics and microeconomics—the equivalent of Principles of Macroeconomics I and Principles of Microeconomics II at Sacred Heart University; or successfully complete the competency exam developed by the Sacred Heart University Finance/Business 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 six 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 Management Accounting at Sacred Heart University.

BU 601: No waiver given for this course.

BU 631: Three credit hours in organizational behavior plus three credit hours in psychology—the equivalent of BU 201 Organization Management and PS 101 General Psychology I 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 665: No waiver given for this course.

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 Department of Economics and Finance.

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 choose among three concentrations: Accounting, Finance, or General Management. There are some restrictions on available concentrations for students who intend to take their coursework exclusively at the Luxembourg campus.

**Available Concentrations by Campus**

<table>
<thead>
<tr>
<th></th>
<th>Fairfield</th>
<th>Luxembourg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Finance</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Management</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Students who choose Accounting or Finance must take four electives in the respective discipline. Students who prefer to take a customized assortment of five electives across Management, Accounting, or Finance are awarded a General Management concentration.

**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 the MBA program director.

**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, upon acceptance, may be able to use those credits earned in the certificate program toward the master's degree. Admission procedures and requirements may vary by graduate certificate program. Contact the MBA Office or Graduate Admissions for further information on the five graduate business certificates offered in: Accounting, Finance, International Business, Leadership, and Marketing.

**Accounting (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 610*</td>
<td>Accounting for Decision-Making and Control</td>
<td>3</td>
</tr>
<tr>
<td>AC 615</td>
<td>Controllership and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>AC 617</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AC 621</td>
<td>Federal Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC 622</td>
<td>Advanced Federal Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC 625</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 629</td>
<td>Contemporary Issues in Auditing</td>
<td>3</td>
</tr>
<tr>
<td>AC 630</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC 699</td>
<td>Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

*Required course

**Financial Management (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 617*</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FN 660*</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 661</td>
<td>Money and Financial Institutions</td>
<td>3</td>
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<tr>
<td>FN 662</td>
<td>Corporate Finance</td>
<td>3</td>
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<tr>
<td>FN 663</td>
<td>Investments</td>
<td>3</td>
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<tr>
<td>FN 665</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 667</td>
<td>International Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>FN 668</td>
<td>Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 669</td>
<td>Contemporary Issues in Finance</td>
<td>3</td>
</tr>
<tr>
<td>FN 670</td>
<td>Mergers, Acquisitions and Joint Ventures</td>
<td>3</td>
</tr>
<tr>
<td>FN 672</td>
<td>Derivatives and Risk Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*Required course

**International Business (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 625</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU 621</td>
<td>Comparative Management and Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>BU 634</td>
<td>International Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BU 653</td>
<td>Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>BU 665*</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BU 687</td>
<td>Contemporary Issues in Global Management</td>
<td>3</td>
</tr>
<tr>
<td>FN 665</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>
2006-2007 – SACRED HEART UNIVERSITY GRADUATE CATALOG

Leadership (12 credits)
BU 601* Organization Management 3 credits
BU 681* Leadership and Ethics 3 credits
plus
One Course from Group 1:
AC 610 Accounting for Decision-Making and Control 3 credits
BU 631 Organizational Behavior 3 credits
BU 641 Information Technology 3 credits
BU 665 International Business 3 credits
FN 660 Financial Management 3 credits
MK 661 Marketing Management 3 credits

and
One Course from Group 2:
BU 621 Comparative Management and Intercultural Communication 3 credits
BU 632 Managing Change 3 credits
BU 635 Human Resources and Career Development 3 credits
BU 667 Team Management 3 credits
BU 673 Total Quality Management 3 credits
BU 687 Contemporary Issues in Global Management 3 credits
BU 689 Contemporary Issues in Business Ethics 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 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 policies and business cycles. Topics in microeconomics include: supply and demand, price determination, types of costs, profit, imperfect markets and income distribution.

Core Courses
AC 610 Accounting for Decision-Making and Control 3 CH
Prerequisite: AC 511 Corporate Financial Accounting and Reporting. Covers the role of managerial accounting in corporate management. Emphasis is on financial planning and analysis, product and service costing, profit plan-
BU 601 Organization Management 3 CH
Examines and analyzes principles of planning and ethical decision making, organizing large and small groups, and systems for maintaining control in business and other organizations in a global environment. In addition, the course focuses on developing competencies needed as an effective manager, including self-awareness, building trust, mentoring, empowering, delegating, and communicating. Students develop skills in critical thinking, analysis, and research through interdisciplinary cases/projects. Must be taken as first core course in the program.

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 in society. Topics include a description of the American legal system and the impact the Constitution has on business. The main focus of the course is the regulatory environment in which business managers must make decisions. Three major areas of regulation will be examined: trade regulation and antitrust, the employer/employee relationship, and business and social issues. International aspects related to these topics also are examined as appropriate.

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 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 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 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. 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. Requires director's approval. Must be taken at end of program after all program prerequisites and the following five core courses have been successfully completed: AC 610, BU 601, BU 631, FN 660, MK 661.

EC 621 Managerial Economics 3 CH
Prerequisite: EC 511 Economics Principles.
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 demand analysis and forecasting, risk analysis, and planning for profit under different market structures and government regulations. 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. 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 Federal Taxation 3 CH
Prerequisite: AC 511 Corporate Financial Accounting and Reporting. Introduces the basic principles of taxation common to all types of taxpayers, with special emphasis on business taxation and planning. Topics include: tax policy issues, tax planning, computation of business taxable income, and an introduction to the taxation of corporations, S corporations, partnerships, and limited liability companies.

AC 622 Advanced Federal Taxation 3 CH
Prerequisite: AC 621 Federal Taxation. Introduces and extensively covers the taxation of corporations, including C and S corporations, pass-through entities, compensation issues, and consolidated corporate tax returns. Other topics include: corporate organization, earnings and
profits, redemptions, liquidations, corporate capital gains and losses, net operating losses, alternative minimum tax, consolidation issues, and international tax issues. In addition, provides a comparative survey of other business entities, including partnerships and limited liability companies.

**AC 625 International Accounting**  
*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**  
*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**  
*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**  
*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**  
*Prerequisite:* FN 660 Financial Management. Analyzes operations of commercial banks and other financial institutions. Examines money and credit markets, interest rates, as well as contemporary monetary theories and policies.

**FN 662 Corporate Finance**  
*Prerequisite:* FN 660 Financial Management. Examines corporate finance topics including working capital management, financial analysis, leverage, capital structure, capital budgeting and valuation.

**FN 663 Investments**  
*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: basic equilibrium models including CAPM and APT, investors' constraints and objective setting, fundamental and technical analysis, efficient market theory and investment research procedures.

**FN 665 International Financial Management**  
*Prerequisite:* FN 660 Financial Management. A study of financial management concepts and techniques, applied to international operations. Topics include: foreign currency spot and forward trading; exchange rate systems and determination, and country risk assessment; 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
Prerequisite: FN 660 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.

FN 668 Portfolio Management 3 CH
Prerequisite: FN 660 Financial 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
Prerequisite: FN 660 Financial Management.
Examines the role of each of these strategies as part of the whole restructuring process faced by corporations in their attempt to compete and grow in the United States and abroad. Emphasis is on each method's strategic and financial advantages. Group analysis of cases and computer applications are utilized.

FN 672 Derivatives and Risk Management 3 CH
Prerequisite: FN 660 Financial Management.
An overview of derivative securities and their use in corporate strategy and risk management, this course employs quantitative methods to analyze, design, price and use derivative instruments in a managerial context. Basic derivative contracts such as forward, futures, options and swaps are covered, as well as the pricing of these claims, arbitrage, and hedging in these markets. Students apply the analytical models to real-life situations through case studies.

Management

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 Organization Management.
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.

BU 632 Managing Change 3 CH
Prerequisite: BU 601 Organization Management.
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 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 635 Human Resources and Career Development**  
*3 CH*  
**Prerequisite:** BU 601 Organization Management.  
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 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 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.

**BU 667 Team Management**  
*3 CH*  
**Prerequisite:** BU 601 Organization Management. 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 668 The European Union**  
*3 CH*  
**Prerequisite:** BU 665 International Business. Develops a solid understanding of the European Union (EU) and its impact on conducting business internationally. Reviews the history of EU integration and requirements for membership, fiscal and legal institutions being developed to integrate the social and economic policies of the member countries, and international trade advantages that come from EU integration. Also focuses on EU business practices pertaining to free movement of workers across borders; right of estab-
lishment to provide services across borders; competitive policies; distribution and licensing issues; merger and acquisition complexities; and regulations to protect the environment, consumers, and employees.

**BU 673 Total Quality Management** 3 CH
*Prerequisite: BU 601 Organization Management.*
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 Organization Management.*
Examines current events and issues as they relate to global management and international business.

**BU 689 Contemporary Issues in Business Ethics** 3 CH
*Prerequisite: BU 681 Leadership and Ethics.*
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, or culture. Guest lecturers from various businesses and areas of responsibility are invited to present their views and experiences.

**BU 694 Graduate Internship Study** 3 CH
This course is the free elective course for students who are required to participate in a two-term internship program.

**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.

*These electives will be offered less frequently in the future.
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 approved by the appropriate government agency. The programs' commitment to excellence can be measured by the quality of the faculty, students, resources and outcomes.

**Education**

Edward W. Matin, Ph.D. Chair and Director of Education Programs
Phone: 203-365-4787
Fax: 203-365-7513
E-mail: maline@sacredheart.edu

**Education Mission Statement**

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
• Remedial Reading and Language Arts Certification
• Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year)
• Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year)
• Certificate of Advanced Studies (C.A.S.): Literary Specialist (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 12 credits per semester must be given by the chair of the Education Department or the program director.

Candidates for degree are required to follow the Academic Policies in this catalog.

Admission Requirements
Students applying for initial certification programs must hold at least a bachelor's degree from a higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education, and have a minimum an undergraduate cumulative GPA of 2.75.

All applicants to graduate programs in Education should be held to the same admissions standards as certification candidates, unless they hold a current teacher's certificate. The Education Department chair is encouraged to pursue the development of an interdisciplinary master's degree program to better serve the needs of the Sacred Heart University student population.

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 or literacy 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.

Initial Educator 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 prior to the request, 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 (K–6), and for the secondary...
grades (7-12) 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 may 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 Course Requirements**
Students admitted to the elementary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

*Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study. Students must complete the courses in their program with an average grade of "B" or better.

**UG No. GR No. COURSE TITLE**
**Block I (9 Credits)**
ED 101 ED 553 Educational Psychology (3 credits)  
ED 152 ED 552 Education in the United States (3 credits)

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)  
or  
ED 207 ED 566 Classroom Management (3 credits) (For Interns only)

**Block II (12 Credits)**
ED 205 ED 569 Education of Special Needs Students (3 credits)  
ED 223 ED 430 Elementary Curriculum & Methods: Social Studies & Health (3 credits)*  
ED 229 ED 523 Multicultural Education (3 credits)  
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)  
or  
ED 207 ED 566 Classroom Management (3 credits)

**Block III (9 Credits)**
ED 387 EDR 560 Children's Literature (3 credits)  
ED 221 ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*  
ED 222 ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*  
STUDENT TEACHING (6 Credits)  
ED 391 ED 491 Student Teaching Seminar: Elementary School (6 credits) *

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change.

* Credits not applicable to MAT degree

**Secondary Certification Course Requirements**
Students admitted to the secondary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course
number (GR No.). The courses are grouped in sequentially ordered blocks and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

**Note:** Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

Students must complete the courses in their program with an average grade of “B” or better.

**UG No. GR No. COURSE TITLE**

**Block I (9 credits)**
- ED 101 ED 553 Educational Psychology (3 credits)
- ED 152 ED 552 Education in the United States (3 credits)
- ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)
  or
- ED 207 ED 566 Classroom Management (3 credits) (For Interns only)

**Block II (12 Credits)**
- ED 205 ED 569 Education of Special Needs Students (3 credits)
- ED 229 ED 523 Multicultural Education (3 credits)
- ED 272 ED 627 Societal Issues in Adolescence (3 credits)
- ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)
  or
- ED 207 ED 566 Classroom Management (3 credits)

**Block III (9 Credits)**
- ED 262 ED 428 Secondary Curriculum (3 credits)*
- ED 264 ED 429 Secondary Methods in the Content Areas (3 credits)*
- ED 342 EDR 510 Content Area Reading Instruction (7–12) (3 credits)*

**Students Teaching (6 Credits)**
- ED 395 ED 495 Student Teaching Seminar: Secondary School (6 Cr)*

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change.

* Credits not applicable to MAT degree.

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**

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**

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

**Electives** 6 credits

Subject to faculty advisor's approval.

**Final Requirement** 3–6 credits

Students may select one of the following:

- Comprehensive exam after the completion of 30 credits 3 credits
- Master's thesis or project 3 credits
- Special Projects in Education Technology 3 credits
- Professional Seminar 3 credits

**Intermediate Administrator Certification (092)**

**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 with a minimum GPA of 3.0.
3. Have completed five years of teaching experience before applying for certification.
4. Have completed a course in special education (at least 36 hours).
5. Complete case study essay.

**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)
EDL 626 Assessment and Evaluation: Quantitative and Qualitative Analysis 3 credits
(or another appropriate course approved by the advisor)

Contemporary Education Problems (3 credits)
EDL 654 Leadership and Administrative Policy: Contemporary Educational Problems 3 credits
or
EDL 655 Distinguished Lectures in Education 3 credits
(or another appropriate course approved by the advisor)

Curriculum Development (3 credits)
EDL 605 Advanced Curriculum Development and Program Monitoring 3 credits

School Administration (3 credits)
EDL 650 The Law and Finance in Education 3 credits
(or another appropriate course approved by the advisor)

Supervision and Evaluation (6 credits)
EDL 635 Teacher Supervision, Evaluation, and Staff Development 3 credits
(or another appropriate course approved by the advisor)
EDL 698 Administrative Practicum 3 credits

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

Required Courses (9 credits)
EDL 695 Technology and Information Management for Administrators 3 credits
EDL 696 Administrative Internship I 3 credits
EDL 697 Administrative Internship II 3 credits

Elective (3 credits)
EDL 690 Research Seminar 3 credits
EDL 691 Thesis Seminar 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

EDL 605 Advanced Curriculum Development and Program Monitoring 3 credits

Area I—Foundations (9 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

Connecticut Literacy Specialist Program (CLSP) 102 Certification

The CLSP provides professional education to graduate students in the area of Reading and Language Arts. The overall goal of the program is to prepare our students to lead educators and school districts into the best practices of school reform available in the 21st century. They will be knowledgeable proponents of action research and change agents assisting schools in promoting community literacy as well as student performance.

The CLSP prepares graduates to promote literacy in a variety of positions within a school system. Their training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Students will study reading and language from a much broader perspective than that of a classroom teacher. Study will include systemic evaluation and programming, the training and supervision of professionals and paraprofessionals and the utilization of community resources. Further, students are expected to develop competence through a supervised summer school practicum in an urban setting and a clinical experience in a university-based diagnosis and remediation center (clinic). Graduates will be prepared to assume the leadership role in any school system seeking expertise in the area of Reading and Language Arts, to perform independent research or to pursue doctoral study.

The CLSP will serve both full-time and part-time students. The program will be available to certified teachers with a Master's degree and a minimum of 20 months classroom experience as a teacher, intern, or degreed paraprofessional prior to graduation. Portions of the CLSP satisfy course requirements for the Remedial Reading and Remedial Language Arts Certification as described in Sec. 10-145d-480, 481,482,483,484 (Certification Code 102).

Program Requirements

Sequence I—Classroom Instruction (select 3)
*EDR 505 Early Reading and Language Arts Success (PK-3)
*EDR 507 Developmental Reading and Language Arts (4–6)
*EDR 510 Content Area Reading Instruction (7–12)
EDR 518 Reading and Language Arts: Balanced Literacy
EDR 520 Methods of Teaching and Evaluating the Writing Process (Prerequisite EDR 537, EDR 538 or EDR 539)
EDR 525 Methods and Material for Teaching Second Language Learners

The first sequence will focus on the research and implementation and evaluation of Best Practices of classroom instruction K–12. The courses in this sequence are all designed with performance standards individually designed by each instructor.

Sequence II—Student Services/Clinic (select 3)
*EDR 540 Advanced Diagnosis and Remediation
*EDR 545 Assessment and Evaluation: CT Model
*EDR 550 Clinic Experience I (University Clinic)
*EDR 555 Clinic Experience II (School Clinic)
The second sequence of courses are all field based. Candidates will work under direct supervision of University and public school personnel. Evaluation will be performance based.

Sequence III—Literature (select 3)
EDR 560 Children's Literature
EDR 562 Middle School Literature
EDR 564 Young Adult Literature
The third sequence of courses will promote candidate's special expertise in the literature of Connecticut schools, and the electronic resources available to school systems. Faculty members, following new departmental guidelines, will design the specific course requirements and assessment criteria.

Sequence IV—School Administrative Services (select 3)
EDR 570 Reading and Language Arts Research Seminar
EDR 615 Grant Writing
EDR 620 Utilizing Technology in Reading Instruction
EDR 690 Practicum: Teaching Fellowship...Staff Development
The fourth sequence of courses will be designed with the needs of the public schools as the focal point of instruction. After being thoroughly schooled in the Connecticut Framework of instruction and evaluation, students will shadow reading and language arts personnel, work in teams to produce legitimate and appropriate external funding sources for literacy programs and explore the network of computer technology and applicability. All three selected courses will require projects to benefit the "field" school district and be designed with the guidance and collaboration of the participating school system.

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

ED 413 Elementary 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
Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas.

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

ED 491 Student Teaching Seminar: Elementary 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 495 Student Teaching Seminar: 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 (See EDR 564)
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 (See EDR 510)
ED 513 (See EDR 505)
ED 515 (See EDR 560)
ED 516 Seminar in Teaching for Fifth-Year Interns Who Hold Teaching Certificates 3 CH
This course is a component of the Fifth-Year Internship program of study for interns who enter 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 Common Core of Teaching (CCT) 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 (See EDR 518)
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 (See EDL 626)**

**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 537 Process Writing: Middle School**  
3 CH  
Students study writer's-workshop methodologies advocated by Atwood, Callins, Graves. Students examine the Connecticut Language Arts Framework which reflects the standards developed by the National Council of Teachers of English and the International Reading Association.

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

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

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

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

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

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

**ED 562 Methods and Materials for the Learning-Disabled 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 566 Classroom Management 3 CH
Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

ED 568 Education of the Gifted 3 CH
Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Students explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

ED 569 Education of Special-Needs Students 3 CH
Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476.

ED 571 Storytelling 3 CH
This course is designed to give participants the opportunity to understand the power and importance of story as an educational tool. Students encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. Participants are encouraged to develop their own personal style of storytelling through class exercises and listening to professional storytellers in person and on tape. Students also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

ED 575 Creative Drama in the Classroom 3 CH
This master's degree course explores drama as an art form in the classroom as well as drama's contribution to other subject areas, especially reading and the language arts. Philosophy, rationale, objectives and values of child drama are examined. Participants learn both experientially and through class readings and discussions.

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 specialized 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 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 (See EDL 605)
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 (See EDL 654)
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 (See EDL 690)
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 (See EDL 635)

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 (See EDL 650)
ED 651 Practicum: Elementary 3 CH
ED 653 Practicum: Secondary 3 CH
ED 654 Practicum II: Elementary 3 CH
EDL 655 (See EDL 655)
ED 657 Professional Seminar: Elementary 3 CH
Directed to students in the Fifth Year Internship Program who teach at the elementary school level, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given to mastering the state's initial educator requirements, including elements of the required second year portfolio.

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 681 Human Growth and Development 3 CH
This course covers the life span from adolescence through late adulthood. Reading grounded in psychological theory, literature, videos, discussions, projects, and assignments provide the student with various theoretical and cultural perspectives on major themes adults face in their development. Ideas for classroom practice and interaction with parents that build on the understanding of the interdependence between development, teaching and learning will be developed and discussed.

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
Drama 3 CH
ED 676 Special Topics in History 3 CH
ED 678 Special Topics in Mathematics 3 CH
ED 680 Special Topics in Media 3 CH
ED 682 Special Topics in Political Science 3 CH
ED 684 Special Topics in Spanish 3 CH
ED 686 Special Topics in Computer Education 3 CH

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 documents that present information and include links to critical resources.

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 (See EDL 691)
ED 696 (See EDL 696)
ED 697 (See EDL 696, EDL 697)
ED 698 (See EDL 698)
ED 699 (See EDL 698)

Educational Administration Programs: 092 Intermediate Administrative Certification 6th Year Degree in Administration – Certificate of Advanced Study (CAS)

Course Descriptions

EDL 605 Advanced Curriculum (Formerly ED 605) 3 CH
Engages prospective administrators in the investigation of what drives curriculum, the application of concepts and principals for sound curriculum design, and the examination of how a focus on standards and learning for understanding deepens curriculum and assessment work. The course involves reading, thought and discussion on educational research, and study of concrete curricular, instructional and assessment practices. Operating principals obtained from different sources and created by instructor and students will guide the learning in and from the course.

EDL 626 Assessment & Evaluation of Learning: Qualitative and Quantitative Analysis (Formerly ED 526) 3 CH
Focuses on interpretation of psycho-educational
assessment data, and the translation of those data into instructional plans. Current tests as well as methods of data analysis are examined. Statistical methods of analyzing and tracking test data, including trend analysis, are utilized.

**EDL 635**  
**Teacher Supervision, Evaluation and Staff Development**  3 CH  
(Formerly ED 635)  
Provides an opportunity for perspective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The connection between supervision, evaluation and staff development is made explicit. The CT law on teacher evaluation is studied, and instruments such as the CT Competency Instrument and the BEST portfolios are critically analyzed and discussed.

**EDL 650**  
**Educational Law and Finance**  3 CH  
(Formerly ED 650)  
Provides an overview of the origin and legal status of public and private schools and the 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.

**EDL 654**  
**Leadership: Contemporary Educational Problems**  3 CH  
(Formerly ED 612)  
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 solutions of authentic educational problems.

**EDL 655**  
**Distinguished Lectures in Education**  3 CH  
(Formerly ED 655)  
Students have the opportunity to hear 12 lectures delivered by distinguished guest lecturers each of whom has particular expertise in an area of school administration. In the past, lectures have included: the Urban Principalship, Restructuring Schools, Data Analysis for Continuous School Improvement, Teacher Fair Dismissal, Technology and Vision Building, etc. Readings and assignments, frequently presented in case-study format, are presented by each lecturer.

**EDL 695**  
**Technology and Information Management for Administration**  3 CH  
(Formerly ED 696)  
This course is designed to examine the technology knowledge that current and future school administrators possess and what aspects of technology they need to know in order to do their jobs more effectively. Student will develop understandings of how technology can improve the efficiency of managing the school community and can enhance instruction and learning. The constructivist approach will be utilized in order for students to build their current knowledge and understanding by using technology applications and knowledge in real life contexts that meet their needs and interests. Through discussion and research of technology issues, utilization of technology applications, and analysis of instructional leadership components, the course teacher school administrators about the vital role technology plays in schools.

**EDL 696 Administrative Internship Part I**  3 CH  
(Formerly ED 697)  
120 internship hours January–June
EDL 697 Administrative Internship Part II  3 CH  
(Formerly ED 697)  
120 internship hours September–December  
The Administrative Internship requirement prepares future administrators with the opportunity to relate theory and practice in administration. Under direct supervision of a practicing administrative mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This requirement is an essential component of the intern’s program leading to preparation as a school administrator.  
The internship normally is arranged after an intern has completed 18 credits of the program. The internship is not part of the 092 Administrative Certification Program but is a required part of the 6th Year Degree in Administration. The preferred plan of service of the intern is to complete a minimum of 120 hours in the first and second semesters. On occasion, special circumstances permit a modification of this to include summer work experiences.  

Terminal Requirement  
EDL 690 Educational Research Seminar  3 CH  
(Formerly ED 625)  
This course is designed to increase student awareness of educational research techniques, specifically to enhance classroom effectiveness by making administrators 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. A research study is started and moves through Methodological Design.  
EDL 691 Thesis Seminar  3 CH  
(Formerly ED 691)  
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. (focus on development of and conclusion of the research project).  

EDL 698  6 CH  
All Students September–June  
Administrative Practicum  
Students will undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a district/school-based project and that addresses an identified need. Further details will be available through the student’s advisor.  

Connecticut Literacy Specialist Program (CLSP) 102 Certification  
Course Descriptions  
*EDR 505 Early Reading and Language Arts Success (PK–3)  3 CH  
(Formerly ED 513)  
Examines the philosophy behind the “reading wars” controversy and explains why primary grade instruction must be comprehensive. Teaching to individual differences, developing oral competencies, phonics and phonemic awareness are all covered in detail. The importance of, and how to involve family and community in the schools reading programs are taught. Motivating children to read and enjoy the language arts from a developmental perspective stressing the importance of quality literature as well as word play is the major focus.  
*EDR 507 Developmental Reading and Language Arts (4–6)  3 CH  
Connecticut Standards and teacher and society expectations of reading achievement are examined. Learning to read verses reading to learn and what that means. Designing a balanced literacy program, teaching reading comprehension, understanding meta-cognition and its implications. Involving students in the process of writing,
developing a philosophy of spelling and grammar instruction, utilizing technology, intervention strategies, Guided Reading, leveling books, classroom libraries, understanding the big picture, creating a learning environment and community in your classroom these are the challenges facing a student in this course.

*EDR 510 Content Area Reading Instruction (7-12) 3 CH (Formerly ED 510)
Teaches the Content Area teacher the appropriate use of text books in the Middle and Secondary classroom. Expands expertise to include constructivist and inquiry methods of teaching as well unit planning and the “less is more” philosophy of instruction. The major goal of the course is to move teachers toward student centered classrooms and away from the lecture dominated pedagogy. Understanding textbook design and their limitations as well as C.R.I.S.S. comprehension strategies and the use of trade books to enrich instruction.

EDR 518 Reading and Language Arts: Balanced Literacy 3CH
Focus on the vital note the teacher plays in planning effective classroom instruction that is meaningful, purposeful, based on scientifically based reading research, data driven and meets the educational needs of a classroom of diverse student learners.

EDR 520 Methods of Teaching and Evaluating the Writing Process 3 CH
Examines the Best practices of teaching at different levels: the emergent writer preschool—grade 3, the transitional writer expository and narrative instruction, and the fluent—advanced writer. Instructional differences in motivation, evaluation and state and national standards are examined.

EDR 525 Methods and Materials for Teaching Second Language Learners 3CH
Study of language acquisition of students who are English-language learners whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. The nature of support is controversial. Students develop and support personal philosophies after studying models.

*EDR 540 Advanced Diagnosis and Remediation 3 CH
Examines techniques of remediation 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 is studied.

*EDR 545 Assessment and Evaluation: CT Model 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. Stressed are the Connecticut Framework for instruction and evaluation and the National Assessment of Educational Progress.

*EDR 550 Clinical Experience I (University Clinic)—Corequisite EDR 540 3 CH
Students will work 1/1 with a student in the University based reading clinic. This complete supervised diagnostic work up will take place after school, weekends, during semester break or during the summer. The methods and materials taught in EDR 631 Diagnosis and Remediation will be applied. Confidentiality and parental education of the issues and resolution will be primary; no child left behind is the driving force of the clinic.
*EDR 555 Clinical Experience II (School Clinic) — Corequisite EDR 540 3 CH
Students will be assigned to work with small groups of children in remedial education programs throughout the area. After school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the publics sector to promote literacy. Each student will be mentored and supervised by appropriate personnel.

EDR 560 Children’s Literature (Formerly ED 515)
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. Multicultural literature and the dramatic arts are emphasized.

EDR 562 Middle School Literature
Examination of early chapter books from the works of local author as Patricia Reilly Giff to the Harry Potter phenomena with a focus on the American Library Association awards and links. Motivating students and the development of lifetime reading habits is the major focus of this course.

EDR 564 Young Adult Literature (Formerly ED 505)
Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is 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. Participation in the publishing of book reviews through the SHU web site and the utilization of technology within classrooms is paramount.

EDR 570 Reading and Language Arts Research Seminar 3 CH
This course will provide Education Specialists with advanced research skills in navigating appropriate databases, web sites and journals. There are numerous publishers who excel in distributing the best products for Reading Educators. The information explosion both electronic and paper and now requires special skills for optimal system access.

EDR 615 Grant Writing 3 CH (Formerly ED 628)
Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. Priority is supporting remediation for underserved populations in priority school districts. The culminating product is a grant application prepared for submission.

EDR 620 Utilizing Technology in Reading Instruction 3 CH (Formerly ED 686)
Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.

EDR 690 Practicum: Teaching Fellowship...Staff Development 3 CH
Students in the Advanced Studies program undertake a practicum for fulfillment of this requirement. Students submit a proposal for a school-based project that addresses an identified need. School personnel responsible for the administration and supervision of Language Arts instruction mentor students. Complete information may be obtained from the program director.

*indicates course required for Code 102 certification.
MAT Concentration in Catholic School Administration, Pastoral Care and Educational Leadership, and Religious Education for Teachers and Pastoral Educators

**Degree Requirements**

To earn the MAT degree with a concentration in Catholic School Administration, Pastoral Care and Educational Leadership, or Religious Education for Teachers and Pastoral Educators, students must complete the MAT requirements as described above. Individuals may complete the Master’s of Teaching with concentrations in conjunction with certificate programs in Catholic School Leadership, Pastoral Care and Leadership, and Religious Education for Teachers and Pastoral Educators offered by the Center for Spirituality and Lay Ministry. A concentration offers 12 credit hours of the 33 required for a master’s degree in teaching (only one concentration may be used toward the graduate credits required for the MAT).

**Graduate Certificates in Catholic School Leadership, Pastoral Care and Leadership, and Religious Education for Teachers and Pastoral Educators**

Individuals who would like to specialize in Catholic School Leadership, Pastoral Care and Leadership, or Religious Education for Teachers and Pastoral Educators without pursuing further courses in education may want to consider a graduate certificate.

**Graduate Certificates**

Individuals who would like to specialize in Catholic School Leadership or Pastoral Leadership without pursuing further courses in education may want to consider a Graduate Certificate in either Catholic School Leadership or Pastoral Leadership. Graduate certificate goals are similar to those stated above.

**Concentration for Catholic School Administration**

The concentration in Catholic School Administration focuses on the theory and practice of administration in the parochial school setting. The program is designed for both practicing administrators and teachers who are preparing for educational administrative positions.

**Required**

14 units required for certificate; 12 credits of the concentration may be used toward MAT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC 517</td>
<td>Educational Leadership in Catholic Schools</td>
</tr>
<tr>
<td>IC 527</td>
<td>Management I: Catholic School Finances and Development</td>
</tr>
<tr>
<td>IC 528</td>
<td>Management II: Catholic School Personnel Supervision and Evaluation</td>
</tr>
<tr>
<td>IC 535</td>
<td>Building a Faith Community</td>
</tr>
<tr>
<td>IC 537</td>
<td>History and Culture of Catholic Schools in the United States</td>
</tr>
<tr>
<td>IC 547</td>
<td>Curriculum and Instructional Design in Catholic Schools</td>
</tr>
<tr>
<td>IC 550</td>
<td>Culture, Community and Faith Formation: Development for Catholic School Administrators and Teachers*</td>
</tr>
<tr>
<td>IC 560</td>
<td>Principles and Issues in Catholic School Law</td>
</tr>
</tbody>
</table>

*Not required for Archdiocese of Hartford school administrators.

**Course Descriptions**

**IC 517 Educational Leadership in Catholic Schools**

Designed to support Catholic school administrators in developing skills in spiritual leadership within a pastoral and/or Catholic school setting. Primary learning objectives include: developing,
enhancing, and preserving Catholic identity, discerning, writing, and implementing a mission statement, developing skills and strategies for imparting Gospel values and developing an ethical sense of Christian leadership in light of the responsibilities in building and guiding the faith community within Catholic schools, parishes, and families.

IC 527 Management I: Catholic School Finances and Development 2 CH
Provide students with competency in finance: budgeting, fund-raising, educational economics, financial planning, tuition collections and strategic planning. Class participants prepare a school budget and learn the skills for developing a five-year strategic plan.

IC 528 Management II: Catholic School Personnel Supervision and Evaluation 2 CH
Presents an overview of managing all aspects of personnel with emphasis on developing effective communication skills and clarity in human resources management (job description, role responsibilities, delegation, and ongoing reflection and discernment). Participants develop strategies and effective skills in student discipline and evaluation.

Procedures and civil policies related to reporting and freedom of information and confidentiality issues are examined. Students prepare and present a performance evaluation, and develop a five-year personnel and program plan including setting goals, objectives, benchmarks, outcomes, monitoring, and revising.

IC 535 Building a Faith Community 2 CH
Provides participants with knowledge of and experience with the fundamental principles of individual and community faith formation. As Catholic educational leaders, it is vital that leaders be actively engaged in ongoing individual spiritual development as well as in ongoing community faith formation discernment within the school/parish community. Presents an opportunity to develop practical ways to implement individual and community faith formation programs and practices.

IC 537 History and Culture of Catholic Schools in the United States 3 CH
Explores the historical and education foundations of the Catholic educational systems in the United States. Topics include study of the philosophical and scriptural bases upon which the Catholic school system is based. Provides opportunity for students to explore, discuss, and consider ways to effectively understand and deal with contemporary issues faced by Catholic educators, students, and communities.

IC 547 Curriculum and Instructional Design in Catholic Schools 2 CH
Examines current methods and expertise for developing, implementing, and integrating a curriculum based on Catholic religious values, beliefs, and issues. Using an interdisciplinary approach to curriculum development, participants learn to design and develop religious education curriculum throughout the entire school curriculum. Students design and develop a curriculum model to be implemented in a Catholic school/parish setting.

IC 550 Culture, Community, and Faith Formation: Development for Catholic School Administrators and Teachers 2 CH
Presents an overview of the sociological implications of culture on religious education, faith formation, and the spirituality of the Catholic community (families, schools, parishes, universities, and the broader community). Examines the impact on religious education within a Catholic framework. Using interdisciplinary research and case studies (history, political science, anthropology, and other social sciences), explore the impact of cultural development on philosophical and religious concepts of faith formation and spiritual practice, as
they develop practical ways to honor and support diversity and cultural voices.

IC 560 Principles and Issues in Catholic School Law 3 CH
Designed to acquaint participants with the basic fundamentals of laws, both civil and religious, that guide and govern the Catholic school setting. Participants become familiar with the laws that govern the schools, the administration of the schools and faculties, as well as the civil laws that affect the Catholic school. Focuses on issues that affect the contemporary Catholic school, and provides the opportunity for administrators and teachers to develop strategies dealing with issues within school, parish, family, and communities.

Concentration in Religious Education for Teachers and Pastoral Educators
The concentration in Religious Education for Teachers and Pastoral Educators focuses on the theory and practice of teaching Religious Education in the parochial/private school setting. Designed for both practicing teachers and pastoral administrators who want to sharpen their skills and develop interesting, creative, and sound curriculum and pedagogy for teaching religious education.

Required
14 units required for certificate; 12 credits of the concentration may be used toward MAT
IC 510 Theory and Practice of Religious Identity and Spiritual Development 4 credits
IC 515 Practical Catholic Theology: Curriculum Development for Religious Education 4 credits
IC 575 Liturgical and Spiritual Practices: Narrative, Storytelling, and Worship 3 credits
IC 595 Foundations of Catholic Sacramental Presence: Bringing the Sacraments to Life 3 credits

Course Descriptions
IC 510 Theory and Practice of Religious Identity and Spiritual Development 4 CH
Provide religious education teachers with a sound understanding of how personality development and styles affect faith formation. Through the theoretical and practical understanding of developmental stages, spiritual development, and faith formation (adult and child), students are grounded in the ways faith is acquired, nurtured, and matures. Additionally, religious educators will develop sound methods, materials, and pedagogy for teaching religious education.

IC 515 Practical Catholic Theology: Curriculum Development for Religious Education 4 CH
Provides both grounding in Catholic theology and in curriculum for teaching Catholic theological history, principles, beliefs, values, practices, and religious identity as encouraged by the Vatican II Council and writings. Students acquire both practical and theoretical experience and knowledge of creating curriculum for a variety of learning situations. Students explore the basic components of Catholicism (historic and contemporary) to create guidelines, techniques, and expertise for developing Religious Education curriculum for schools, parishes, families, and the larger community.

IC 575 Liturgical and Spiritual Practices: Narrative, Storytelling, and Worship 3 CH
Liturgy and spiritual practice are two of the most important dimensions of religious education and practice. This course focuses on the practical application of historically and scripturally sound forms of worship, prayer, and education. Through
the use of narrative, storytelling, and worship practices students develop ways to bring the liturgy to life for those they serve. Participants learn how to support the development and ongoing faith formation of their students by creating a greater understanding of, appreciation for, and involvement in both liturgical practice and spiritual practice.

IC 595 Foundations of Catholic Sacramental Presence: Bringing the Sacraments to Life 3 CH

It is through the sacraments that we grow in our relationship with God. This course explores the fundamental relationship the sacraments provide for our development in all areas of our lives, and presents an in-depth understanding of the seven Sacraments of the Catholic Church. Offers practical experience and understanding of how the Divine Presence of God is active in all areas of life. As religious educators, the sacraments provide tools to understand, instruct, and guide others in the discernment of the Presence of God.

Concentration in Pastoral Care and Leadership

The concentration in Pastoral Care and Leadership focuses on the theory and practice of pastoral care and leadership in parishes, schools, and other pastoral agencies and settings. This certificate is designed for both those active in a parish, school, health care, or religious setting as well as for those who are preparing for pastoral positions. It is also designed for those who wish to enhance their skills in their current professions (nursing, social work, counseling, education, business, health care).

Required

14 units required for certificate; 12 credits of the concentration may be used toward MAT

The following 7 (2-credit) courses are required for a Certificate in Pastoral Leadership:

IC 510 Theory and Practice of Religious Identity: Personal Formation for Catholic Leadership: Spiritual and Psychological Development 2 credits

IC 525 Theology of Pastoral Presence for Leaders 2 credits

IC 535 Building a Faith Community 2 credits

IC 540 Healing the Wounded Spirit: Spirituality and Religious Traditions and Practices in a Pluralistic Society 2 credits

IC 560 Pastoral Care and Spiritual Development 2 credits

IC 570 Pastoral and Spiritual Leadership: How Are We Called to Serve? 2 credits

IC 599 Special Topics in Pastoral Care and Leadership: Caring for Caregivers: Healing and Spiritual Care 2 credits

Course Descriptions

IC 510 Theory and Practice of Religious Identity: Personal Formation for Catholic Leadership: Spiritual and Psychological Development 2 CH

Designed for participants to examine reflectively their personal and spiritual development in light of their leadership role, religious tradition, and spiritual development. Participants examine the questions of a faith-based life, the psychology of human and personality development, and the developmental and spiritual quest for meaning.

IC 525 Theology of Pastoral Presence for Leaders 2 CH

Presents the interdisciplinary study of the nature and purpose of pastoral attitudes and actions within a theological framework. Participants examine the role of being present within a positive relationship of communication and networking between spiritual/religious communities and health care perspectives and traditions as well as within families and communities.
IC 535 Building a Faith Community 2 CH
Provides participants with knowledge of and experience with the fundamental principles of individual and community faith formation. As pastoral care givers and spiritual advisers, it is vital that we be actively engaged in ongoing individual spiritual development as well as in ongoing community faith formation discernment within the different communities within which we work. This course provides the opportunity to develop practical ways to implement individual and community faith formation programs and practices, taking into account the richness, diversity, and gifts of each community.

IC 540 Healing the Wounded Spirit: Spirituality and Religious Traditions and Practices in a Pluralistic Society 2 CH
In the pluralistic world in which we live, it is vital that we maintain an awareness and understanding of the different cultural, religious, and spiritual influences that shape our world. This course is designed to develop participants' awareness of their own cultural perspective as a way to better be aware of the cultural diversity and complexity of their work. Introduces different models, frameworks, perspectives, and approaches to healing and spirituality. Provides those engaged in pastoral and spiritual care with information, tools, and practical experience with understanding one's self, one's purpose, and one's call to support and not hinder the development of those they seek to serve.

IC 560 Pastoral Care and Spiritual Development 2 CH
Presents guidelines, principles, and skills needed for effective pastoral and spiritual care. Provides opportunities for participants to study the theoretical framework of spiritual development and the pastoral application of theory into the practice of spiritual care. Participants examine their own personal and spiritual development in light of their work, their spiritual and professional calling, and their role as a pastoral leader.

IC 570 Pastoral and Spiritual Leadership: How Are We Called to Serve? 2 CH
Examines the concept of Servant Leadership. Students use the model of being servant leaders as they actively discern their purpose in their lives as leaders. This course supports the development of leaders in the tradition of Christ: those who led through positive example, humility, and active presence. As servant leaders we are called to be present to those who seek our guidance, support, and spiritual direction. We are also called to live in harmony with others and the Earth. This course focuses on developing the skill and practice of active discernment.

IC 599 Special Topics in Pastoral Care and Leadership: Caring for Caregivers: Healing and Spiritual Care 2 CH
Those engaged in health care professions, pastoral and spiritual care, as well as other helping services are challenged to maintain a sense of balance and harmony in their personal and professional lives. This course supports those who care for others in the quest for maintaining a healthy lifestyle. Explores practical ways to provide support for caregivers and to maintain healthy self-care rituals and practices. Topics include: respite care, dealing with grief, avoiding burnout, dealing with trauma and chronic stress, and nurturing the wounded spirit.
Health Sciences Curriculum
The Health Sciences curriculum is designed for students who want exposure to issues impacting health care delivery due to their interest in advancing their career in health care or to become better consumers of health services. Courses offered in the health sciences curriculum are interdisciplinary, drawing faculty from across the health professions departments of the college and focus on health promotion for individuals and communities.

Faculty
Patricia W. Walker, Ed.D., Curriculum Coordinator
Janet Betts, M.A.R.S.
Mary-Ellen Johnson, M.H.S.M., COTR/L

Course Descriptions
HS 300 Health Care Today 3 CH
Prerequisites: SO 101 or PS 101. Sophomore standing or above. Examines contemporary health care issues and their impact on the role of health professionals and the delivery of care. Topics include health promotion, access, workforce, costs, and outcomes.

HS 301 Spirituality in Health Care 3 CH
Prerequisite: Sophomore standing. Explores the spiritual dimension of health care and the incorporation of spirituality into the caring relationship. Examines the intersection of religion, spiritual practices, culture, diversity, life stages and health issues. Other topics include the identification of one's personal spirituality, discussion of the ethical provision of spiritual care by the health care professional, the importance of the consideration of spiritual care needs by the health care team, and the difference in the roles of the health care professional and pastoral care professional.

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

The University offers two options for graduate study in Geriatrics: a 36-credit Master of Science in Geriatric Rehabilitation and Wellness that includes a capstone project founded on principles of scholarly inquiry, and a four-course Certificate in Geriatric Health and Wellness.

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 MS GRW 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 (15 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 or human services 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 begin in early May, continues in six successive semesters (summer/fall/spring), and is completed in two years. A 3-year plan of study is also available. 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 master's 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 credits (Summer)</td>
</tr>
<tr>
<td>HS 512</td>
<td>Systems of Health Care Delivery</td>
<td>3 credits (Summer)</td>
</tr>
</tbody>
</table>
HS 523  The Aging Process: Physiological, Psychological and Sociocultural Aspects  6 credits  (Fall)

HS 534  Wellness Across the Continuum of Care  3 credits  (Spring)

HS 535  Ethical and Moral Issues in Geriatric Health Care  3 credits  (Spring)

HS 616  Foundations of Evidence-based Practice/Principles of Clinical Research  6 credits  (Summer)

HS 627  Pathology and Impairments in Later Life  6 credits  (Fall)

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

Graduate Certificate in Geriatric Health and Wellness

The Graduate Certificate in Geriatric Health and Wellness is designed for health and human service professionals (physical therapists, nurses, occupational therapists, dieticians, social workers, speech and language pathologists, and others) involved in clinical practice or programming with older adults, across the continuum of health care settings, who wish to deepen their understanding of the aging process. It is founded on the same principles, as the Master's program: the importance of evidence-guided practice; the necessity for effective interdisciplinary teaming to meet the health and wellness needs of older adults; and the interplay of physical, psychological, and sociocultural domains in determination of quality of life for older adults, especially in the presence of impairments or functional limitations.

Admission Requirements

Students applying for admission to the certificate program are subject to the same requirements for those applying to the Master of Science program (see previous description).

Degree Requirements

Based on individual professional goals and learning needs, and with the assistance of faculty advisors, students select four courses from a menu of courses offered in the graduate programs in Geriatrics and in Nursing. Courses are offered in online format, with the expectation of participation in one or two onsite intensives each semester. Depending on the courses selected, the certificate can be completed in 12 to 24 months.

Certificate Courses (Select four courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 511</td>
<td>Interdisciplinary Care in a Changing Health Care Environment (3 credits) (Summer)</td>
</tr>
<tr>
<td>HS 512</td>
<td>Systems of Health Care Delivery (3 credits) (Summer)</td>
</tr>
<tr>
<td>HS 523</td>
<td>The Aging Process: Physiological, Psychological, and Sociocultural Aspects (6 credits) (Summer)</td>
</tr>
<tr>
<td>HS 627</td>
<td>Pathology and Impairments in Later Life (6 credits) (Fall)</td>
</tr>
<tr>
<td>HS 534</td>
<td>Wellness Across the Continuum of Care (3 credits) (Spring)</td>
</tr>
<tr>
<td>HS 535</td>
<td>Ethical and Moral Issues in Geriatric Health Care (3 credits) (Spring)</td>
</tr>
<tr>
<td>NU 510</td>
<td>Strategic Leadership for Patient Care Services (3 credits) (Spring)</td>
</tr>
<tr>
<td>NU 520</td>
<td>Management of Human Resources (3 credits) (Prerequisite NU 510) (Spring)</td>
</tr>
</tbody>
</table>
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 of 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 agencies.
sources and to the appropriate IRB for human subjects approval.

HS 627 Pathology and Impairments in Later Life 6 CH
Students explore the medical conditions that commonly occur in later life by looking at pathophysiological processes (tissue atrophy/hypertrophy, cell division and neoplasm, immune system response, infection, inflammation, tissue healing/scarring, pain, fluid dynamics, and pharmacokinetics/pharmacodynamics) as they present in diseases of the physiological systems of the aging human body (musculoskeletal, neuromuscular, endocrine and metabolic, cardiovascular and cardiopulmonary, integumentary, and cognitive/psychological). Using the concepts of the disablement model, students 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.

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
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Fax: 203-365-7662
E-mail: suillvand@sacredheart.edu

Master of Science in Nursing (MSN) with Concentrations in Patient Care Services Administration, Family Nurse Practitioner, and Clinical Nurse Leader
The University offers a Master of Science in Nursing (MSN) in three tracks: Patient Care Services Administration, Family Nurse Practitioner, and Clinical Nurse Leader. 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 Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

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/MBA degree is offered in conjunction with the MBA program. There is also a Certificate Program in Patient Care Services Administration.

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, and to deliver care in numerous healthcare settings. 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.

The Clinical Nurse Leader track is designed to prepare RNs with a Bachelor's degree for the newly designed and evolving role of Clinical Nurse Leader (CNL). The CNL is a generalist prepared at the Master's level with advanced clinical skills who will be responsible for a group of patients in a specific patient unit or health care setting. The major roles of the CNL are expected to be clinical care coordinator, outcomes manager, patient advocate, educator, information manager, and care team leader.

Graduate students in the CNL track develop advanced skills in patient assessment and management along with leadership and health systems skills in care management to promote safe, high quality, and cost-effective care in any health care setting.

Online Study
All of the courses for the MSN in Patient Care Services Administration are offered online, including the graduate core courses that may also be offered on campus. Approximately 50 percent of the MSN in Family Nurse Practitioner may be completed online, with selected courses typically offered in an online format only. The Clinical Nurse Leader courses will also provide about 80% of the content online. Campus-based courses may also include online components to foster access to study materials and flexibility for students.

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 and/or foster evidence-based, clinically competent and resource-efficient contemporary care.

Health and Illness
- **Clients:** Foster population-based health care for diverse client groups across the lifespan that uses resources effectively, relies on evidence and is appropriate to setting and role.
- **Health Care Needs:** Analyze complex factors that influence health care needs for individuals, groups and communities.
- **Health Care Goals:** Ensure appropriate, cost-effective, quality health care outcomes across the care continuum.

Professionalism
- **Leadership:** Demonstrate effective leadership skills needed for advanced 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 guided by ethical, legal and professional standards for nursing 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:

- official transcript,
- completed graduate application for admission,
- two letters of recommendation,
- a résumé, and
- statement of professional goals.

Admission criteria include:

- a baccalaureate degree with a major in nursing from an accredited program or a baccalaureate degree in another field (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 graduate Nursing faculty is also required. Applicants must provide a copy of their Connecticut RN license (online students must provide an RN license in their state of practice), carry liability insurance, and provide evidence of health clearance.

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 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 36 credits.

Prerequisite Courses

MSN applicants must have successfully completed a basic statistics course and a nursing research course is recommended. Applicants for the FNP and CNL tracks must also have successfully completed a basic health assessment course.

Required Graduate Core Courses

All Nursing graduate students are required to take the following:

- NU 501 Health Care Policy and Ethics for Contemporary Nursing Practice 3 credits
- NU 530 Theory and Professional Roles for Contemporary Nursing Practice 3 credits
- NU 601 Principles of Health Care Research for Contemporary Nursing Practice 3 credits
- NU 602* Evidence-Based Practice for Quality Care 3 credits

Total 12 credits

* For FNP students, NU 602 content is incorporated across the three clinical courses.

Graduate Capstone

The graduate capstone project is a culminating experience beyond the specified course work and represents the student's ability to formulate a project and implement it using a combination of conceptual, technical and applied knowledge and skill defined by the MSN program competencies. The capstone is required to demonstrate competence in the scholarship of the students' selected master's track, the ability to work independently and to present the results of their investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 610, 613, 630 for the PCS, CNL, FNP students respectively).

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 3 credits
- **NU 510** Strategic Leadership for Patient Care Services 3 credits
- **NU 520** Management of Human Resources 3 credits
- **NU 575** Health Care Information Systems 3 credits
- **NU 610** Patient Care Services Administration Practicum 6 credits
- **HA 618** Health Care Finance 3 credits
- **Elective** 3 credits
- **Total** 24 credits

### Family Nurse Practitioner Track
In addition to the core requirements, students in the Family Nurse Practitioner program are required to complete the following plan of study:

**Required Courses**
- **NU 550** Family and Community Context For Health Care 3 credits
- **NU 551** Advanced Pharmacology 3 credits
- **NU 552** Advanced Health Assessment 3 credits
- **NU 553** Advanced Pathophysiology 3 credits
- **NU 560** Primary Care I: Women and Children in the Family 6 credits
- **NU 620** Primary Care II: Adult Health in the Family 6 credits
- **NU 630** Primary Care III: Chronic Illness in Families 9 credits
- **Total** 33 credits

### Clinical Nurse Leader Track
In addition to the core requirements, students in the Clinical Nurse Leader program are required to complete the following plan of study:

**Required Courses**
- **NU 550** Family and Community Context for Health Care 3 credits
- **NU 552** Advanced Health Assessment 3 credits
- **NU 553** Advanced Pathophysiology 3 credits
- **NU 560** Primary Care I: Women and Children in the Family 6 credits
- **NU 620** Primary Care II: Adult Health in the Family 6 credits
- **NU 630** Primary Care III: Chronic Illness in Families 9 credits
- **Total** 33 credits

### Dual-Degree Program: MSN/MBA
In conjunction with the MBA program in the John F. Welch College of Business, the Nursing Department offers a dual-degree option. 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 are listed below. If a student does not have these prerequisites, appropriate coursework will be planned by the MSN faculty. 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

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

**Required Courses**
- **AC 610** Accounting for Decision Making and Control 3 credits
- **BU 601** Organizational Management 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 665 International Business 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
NU 501 Impact of History and Policy on Nursing and Health Care 3 credits
NU 510 Strategic Leadership for Patient Care Services 3 credits
NU 520 Management of Human Resources 3 credits
NU 530 Theory and Professional Roles for Contemporary Nursing Practice 3 credits
NU 575 Health Care Information Systems 3 credits
NU 601 Principles of Health Care Research for Contemporary Nursing Practice 3 credits
NU 602 Evidence-Based Practice for Quality Care 3 credits
NU 610 Patient Care Services Administration Practicum 6 credits
Total 63 credits

Accelerated RN to MSN Program
This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the 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 and advanced practice. 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,
- official transcripts,
- completed graduate application for admission,
- two letters of recommendation,
- a résumé, and
- statement of professional goals.

An interview with the graduate Nursing faculty is also required. Applicants must possess a Connecticut RN license (online students must possess an RN license in their state of practice) and liability insurance. One year of nursing experience is preferred.

Degree Requirements
Students will be advised by a graduate faculty member. 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
BI 131 Human Anatomy and Physiology I 4 credits
BI 132 Human Anatomy and Physiology II 4 credits
BI 161 Introduction to Microbiology 4 credits
CH 100 Principles of Chemistry 4 credits
EN 110 Academic Writing 3 credits
PS 103 General Psychology for Pre-Professional Students 3 credits
PS 251 Lifespan 3 credits
or 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>
</tr>
</thead>
<tbody>
<tr>
<td>CA 101</td>
<td>Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>HI 101</td>
<td>Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>MA 101</td>
<td>Modern College Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 105</td>
<td>Mathematical Applications for Health Services</td>
<td>3</td>
</tr>
<tr>
<td>MA 131</td>
<td>Statistics for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>PH 101</td>
<td>Introduction to the Problems of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>RS 101</td>
<td>Introduction to the Study of Religion</td>
<td>3</td>
</tr>
<tr>
<td>RS 260</td>
<td>Bioethics Religious Approaches/PH 258 Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Art, Music, History, Literature, Media Studies, Modern Foreign Language</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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<td>33</td>
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</tbody>
</table>

### Validation of Prior Learning

Students are awarded 30 nursing credits through the State of Connecticut Nursing Articulation Plan. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

### Required BSN Courses for Patient Care Services Administration Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 290</td>
<td>Validation of Prior Learning</td>
<td>30</td>
</tr>
<tr>
<td>NU 320</td>
<td>Health Assessment for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
<td>6</td>
</tr>
<tr>
<td>NU 380</td>
<td>Community Health Nursing for RNs</td>
<td>6</td>
</tr>
<tr>
<td>NU 401</td>
<td>Health Care Policy and Ethics for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 430</td>
<td>Principles of Health Care Research for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 431</td>
<td>Evidence-Based Practice for Quality Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 433</td>
<td>Theory and Professional Roles for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 450</td>
<td>Family and Community Context for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

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>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 510</td>
<td>Strategic Leadership for Patient Care Services</td>
<td>3</td>
</tr>
<tr>
<td>NU 520</td>
<td>Management of Human Resources</td>
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<tr>
<td>NU 575</td>
<td>Health Care Information Systems</td>
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<tr>
<td>NU 610</td>
<td>Patient Care Services Administration Practicum</td>
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<td>BU 601</td>
<td>Organization Management</td>
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<td>HA 618</td>
<td>Health Care Finance</td>
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<tr>
<td>Electives</td>
<td>(Nursing, Business or other)</td>
<td>9</td>
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<tr>
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</table>

Final Total: 151 credits

### Required Courses for BSN in Family Nurse Practitioner Track

<table>
<thead>
<tr>
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<th>Credits</th>
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<td>Clinical Leadership for RNs</td>
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<tr>
<td>Total</td>
<td></td>
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</table>

124 COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
### Required Courses for MSN in Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU 552</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 553</td>
<td>Advanced Pathophysiology</td>
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</tr>
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<tr>
<td>NU 620</td>
<td>Primary Care II: Adult Health in the Family</td>
<td>6</td>
</tr>
<tr>
<td>NU 630</td>
<td>Primary Care III: Chronic Illness in Families</td>
<td>9</td>
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<td>Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**Final Total:** 151 credits

### Required Courses for BSN in Clinical Nurse Leader Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NU 290</td>
<td>Validation for Prior Learning</td>
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</tr>
<tr>
<td>NU 320</td>
<td>Health Assessment for RNs or Prior Learning Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>NU 350</td>
<td>Clinical Leadership for RNs</td>
<td>6</td>
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<tr>
<td>NU 380</td>
<td>Community Health Nursing for RNs</td>
<td>6</td>
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<tr>
<td>NU 401</td>
<td>Health Care Policy and Ethics for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 430</td>
<td>Principles of Health Care Research for Contemporary Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 431</td>
<td>Evidence-Based Practice for Quality Care</td>
<td>3</td>
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<tr>
<td>NU 433</td>
<td>Theory and Professional Roles for Contemporary Nursing Practice</td>
<td>3</td>
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<tr>
<td>NU Elective</td>
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<tr>
<td>Total</td>
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</tr>
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</table>

At the completion of the above requirements, students will be awarded a BSN.

### Required Courses for MSN in Clinical Nurse Leader

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 550</td>
<td>Family and Community Context For Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 552</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

### Note

400-level courses indicate graduate courses taken by undergraduates.

### 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 may transfer up to 15 graduate credits from other accredited programs with faculty approval.

### 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:

- official transcripts,
- completed graduate application for admission,
- two letters of recommendation,
- a résumé, and
- a statement of professional goals.

An interview with the program faculty is also required.

### Required Courses
NU 550 Family and Community Context
For Health Care 3 credits
NU 551 Advanced Pharmacology 3 credits
NU 552 Advanced Health Assessment 3 credits
NU 553 Advanced Pathophysiology 3 credits
NU 560 Primary Care I: Women and Children in the Family 6 credits
NU 620 Primary Care II: Adult Health in the Family 6 credits
NU 630 Primary Care III: Chronic Illness in Families 9 credits
Total 33 credits

Graduate Professional Certificate Program in Patient Care Services Administration
This program is ideal for experienced nurse managers who wish to update their leadership and management knowledge and skills or for nursing staff moving into management positions. Courses in both nursing and business address advanced management skills which will enhance leadership and role competence of the patient care services administrator. This program is available for both on-campus and online students. Some courses are offered exclusively online whereas others are offered both on campus and online.

Admission Requirements
• a bachelor's degree from a regionally accredited four-year college or university (official transcripts required),
• graduate application for admission,
• two letters of recommendation,
• approval of the academic program director, and
• interview with the Coordinator, MSN, Patient Care Services Administration.

Required Courses
The certificate consists of 12 graduate credits and cannot exceed this number. There are three required and one elective course:
NU 510 Strategic Leadership for Patient Care Services 3 credits
NU 520 Management of Human Resources 3 credits
BU 601 Organizational Management 3 credits
Nursing or Business elective (requires permission of program coordinator) 3 credits

Course Descriptions
NU 501 (NU 401) Health Care Policy and Ethics for Contemporary Nursing Practice 3 CH
This course is one of the graduate core that provides the foundation for advanced practice nursing. The global context of health care and status is used to explore policy and finance related to health care delivery including recognition of health disparities. The topic of health care ethics is introduced along with major initiatives in care quality and safety.

NU 510 Strategic Leadership for Patient Care Services 3 CH
This course focuses on leadership and management for patient service administration, emphasizes 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 Management of Human Resources 3 CH
Provides a model for human resources management and examination of the various components in this critically important managerial and leadership function. Drawing from contemporary human resources research and practice, the unique environment of managing nursing professionals and members of the health care delivery and support team is explored.

NU 530 (NU 433) Theory and
Professional Roles for Contemporary Nursing Practice 3 CH
This course is one of the graduate core that provides the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession is emphasized. The student is introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, the student considers issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

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 (NU 450) Family and Community Context for Health Care 3 CH
This course 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 community and other settings.

NU 551 (NU 451) Advanced Pharmacology 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 552 Advanced Health Assessment 3 CH
This course 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 Family Nurse Practitioner or Clinical Nurse Leader in the current health care delivery system. The laboratory component enables the student to develop advanced assessment skills.

NU 553 Advanced Pathophysiology 3 CH
This course 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 Primary Care I: Women and Children in the 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 575 Health Care Information Systems**  3 CH

Provides topical coverage of contemporary health care information technology (IT) and telecommunications technology within health care with a focus on planning, organizing, justifying, controlling, implementing and integrating IT within health care settings. Topics include electronic medical records; telehealth initiatives; software systems for critical functions; IT support of quality, safety and outcomes assessment and evidence-based practice; disaster recovery and contingency planning.

**NU 582 Management of Home Health Care Agencies**

This course takes basic and advanced management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; state and federal regulations; accreditation regulations including quality improvement, concepts of case management; trends and issues in home care; legal and ethical considerations, and community resources. This course is only offered online.

**NU 583 Alternative Healing Modalities**

Examines holistic forms of healthcare that can add to the effectiveness of traditional allopathic care, including energy systems, art and imagery, and meditation. Implications for advanced practice nurses and nurse leaders will be included.

**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) Principles of Health Care Research for Contemporary Nursing Practice**  3 CH

This course reviews nursing and health care research literature 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 research proposals, quantitative and qualitative.

**NU 602 (NU 431) Evidence-Based Practice for Quality Care**  3 CH

Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. A framework of evidence-based practice (EBP) is presented and students complete an EBP
project during the course.

**NU 610 Patient Care Services Administration 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 611 Care Management and Resources Across the Continuum**  3 CH
Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

**NU 612 Disease Management and Outcomes Assessment**  3 CH
Introduces the concept of disease management as an evolution of case management and explores the benefits of a comprehensive case and disease management program in selected settings. Health priorities, models of chronic illness and important concepts related to health status (including quality of life and functional status) are discussed. Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care.

**NU 613 CNL Role Immersion Practicum**  6 CH
This 6-credit course provides the opportunity for indepth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research and evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provides guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

**NU 620 Primary Care II: Adult Health in the Family**  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 Primary Care III: Chronic Illness in Families**  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.
Occupational Therapy
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Fax: 203-396-8206
E-mail: bortonej@sacredheart.edu
Web: www.sacredheart.edu

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. The program prepares students for entry-level clinical practice and develops beginning skills in leadership and research in Occupational Therapy. The University's program design is highly unique, with its curriculum utilizing a 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 Occupational Therapy assessment and intervention strategies and skills. In this manner, students engage actively 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 also incorporates fieldwork education and community-based practice opportunities, where students actively use clinical reasoning in the design of assessment and intervention strategies. 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 own living environments of 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 physical and biological sciences, medical sciences, psychology, social sciences, arts and humanities, and education.

- Appreciate and understand the multicultural and multicontextual diversity of our client base.

- Approach clients and populations utilizing a client-centered, holistic and humanistic approach, incorporating biological, psychological, sociocultural, sensory, cognitive, economic, lifestyle and family considerations throughout the assessment and intervention process.

- Appropriately apply foundational sciences and theoretical principles to facilitate outcomes of Occupational Therapy including function, occupational performance, health and well-being, and quality of life in the context of the person's 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 Occupational Therapy services for an individual, population, or for referral to other professionals.
• Determine the appropriate assessment, intervention and outcome strategies for a client or population in need of Occupational Therapy services that are within the domain and scope of Occupational Therapy practice.
• Plan and utilize best practices throughout the occupational therapy process of referral, evaluation, intervention, reevaluation, discharge and follow-up.
• Utilize evidence-based practice skills and the principles of occupation in all interventions including the establishment and restoration of skills or abilities, maintenance of performance capabilities, 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 appraise 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 beginning-level professional research, from inception of a research question to the presentation of final results in a format appropriate for professional publication and/or presentation.
• Engage in and plan for lifelong learning and professional development to maintain one's level of skill consistent with current standards.
• Participate in professional service activities for the benefit of others, the greater community, the profession, and one's self.
• Utilize leadership, administrative, and supervisory skills in developing collaborative and cooperative relationships with Occupational Therapy assistants, other professionals, caregivers, families, and community agencies/organizations.
• Utilize strong critical and ethical reasoning skills in determining the need for prioritizing, selecting, and designing Occupational Therapy assessment and intervention plans based on the best available research evidence.
• Demonstrate awareness of the laws, legal issues, health care policies, trends, educational laws and social policy issues as they influence the profession of Occupational Therapy, the individual professional, practice, and consumers.

Admission Requirements
Students entering the program must have completed a baccalaureate degree in a field other than Occupational Therapy and must have completed required 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 December 15 for early application or by January 15 for regular
application (or the date published by the Graduate Admissions Office) for the incoming fall class. Application materials must include:

- a graduate admissions application form and supplemental sheet;
- 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 Occupational Therapy is highly recommended; and
- up-to-date certificate of Professional Rescuer Level 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;
- Occupational Therapy prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- knowledge and experience relevant to Occupational Therapy;
- individual and or PBL group interviews with the Occupational Therapy admissions committee; and
- essay/writing sample (to be completed on site the day of the interview); and
- access to a computer with a printer, connection to the Internet, and e-mail is required. Competency in word-processing skills are also necessary. Students are expected to be skilled in Internet library database searches, Internet searches, and the use of e-mail including sending and opening attachments. Basic word-processing skills in Microsoft Word including tables, grammar and spell check, and basic formatting, are required for admission.

The options for program decision are classified into two categories: Early Application and Regular Application Decision. Early Application Decision is for entering Freshman and/or Sacred Heart University Junior and Senior-year students. Regular decision is for Junior and Senior-year students, and adult students.

**Early Application Options**

**Option One: Entering Freshman**

Early Program Decision Option requirements for entering Freshman include:

1. successful completion of four years of Science, and two of the following three criteria:
2. high school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
3. SAT scores of 1100 or higher;
4. rank in the top 30% of their high school class; and

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 prerequisites and an undergraduate major, maintenance of a 3.0 GPA throughout Sacred Heart University tenure, completion of a graduate admission application by December 15 of their Junior or Senior year, and an interview with the Occupational Therapy Admissions Committee at the end of their Sophomore or Junior year.

**Option Two: Junior or Senior Year, Fall Term**

For Sacred Heart University undergraduate students and for students attending universities with whom Sacred Heart University has negotiated articulation agreements, there is an opportunity to apply for Early Program Decision following the completion of specific prerequisites based on Sacred Heart University credentials. Application deadline is December 15.
Junior or Senior Early Decision Program Option requirements include:
1. submission of a completed graduate admission application and applicable fee by the application deadline established by the Office of Graduate Admissions;
2. official transcripts from all colleges and universities attended;
3. two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source);
4. a GPA of 3.0 or better and prerequisite GPA of 3.0 or better; and
5. interview with the Occupational Therapy Admission Committee, which will include participation in a group problem-based learning experience.

Juniors and Seniors 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.

Regular Application Option
Option 3: Senior Year, Fall Term
For students who do not wish to apply for Early Program Decision or who do not meet the criteria, or who are applying from universities other than Sacred Heart University. 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 (one from an academic source, one from an employer or volunteer supervisor);
6. relevant experience in the health care field;
7. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience.

Adult Student Application Option and Applicants to the Part-time Program
Option 4: Adult Students Who Have Already Obtained a Baccalaureate Degree or Adult Students Who Wish to Select the Part-time Program Option
Open admissions are maintained for applicants who have already obtained a baccalaureate degree in a field other than Occupational Therapy. 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.

The part-time program is open to adult students who have obtained a baccalaureate degree and who have at least one year of full-time employment, or its equivalent, post-baccalaureate degree. Enrollment is limited to five part-time students per entry class.

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 and a prerequisite GPA of 3.0 or better;
4. two letters of recommendation from employers or 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 (conducted in spring or early summer only);
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 before 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 Director to determine if the alternative course/CLEP meets prerequisite requirements.

Continuous Enrollment Policy
Graduate students in the master's degree program in Occupational Therapy 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 program director. A maximum of one 12-month leave of absence may be granted upon review of the student's request. As the program is a "lock-step" curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if students fail to enroll for their next consecutive trimester in the program, the student must apply for readmission. The application for readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

Program Accreditation
The Occupational Therapy Program is fully 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 at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone: (301) 652-2682; web address: www.aota.org. Graduates of the program are 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.

Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. Some fieldwork sites require students to undergo criminal background checks as well.

Degree Requirements
The program consists of four academic semesters plus 24 full-time weeks of supervised clinical fieldwork, and includes summers. Completion of the program requires two full calendar years. The
completion of the part-time program requires three calendar years plus three months and includes summers. The course of study is full-time, with classes scheduled primarily during the day. 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 clinical site. Students should note that all level II fieldwork must be completed within 24 months of completion of coursework. The program includes a capstone research project to be completed prior to graduation. This course of study leads to preparation for national certification and state licensure as an Occupational Therapist.

**Prerequisite Courses**

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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 with lab</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
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<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Life Span Development or Development Psychology (Must include the entire life-span, from birth to old age)</td>
<td>3-9</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Statistics (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing)</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Communication, Group Dynamics or Family Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Diversity or Multicultural Studies (advanced language with documented fluency in that language, or one semester or the equivalent of AmeriCorps or Peace Corps experience is also acceptable)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics, Bioethics or Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Recommended electives</td>
<td></td>
</tr>
<tr>
<td>Physics with lab</td>
<td>4</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>3-4</td>
</tr>
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</table>

* Must have been taken within the past 10 years.
** For Adult Student Applicants; may be taken concurrently with the program but must be completed before beginning the second level II Fieldwork experience.

**Required Courses**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 512 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence</td>
<td>11 incl. 1 credit level I FW</td>
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<tr>
<td>OT 514 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult</td>
<td>11 incl. 1 credit level I FW</td>
</tr>
<tr>
<td>OT 521 Professional Interaction Skills I: Individuals, Families and Supervision</td>
<td>2</td>
</tr>
<tr>
<td>OT 551 Beginning Research Skills</td>
<td>3</td>
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<tr>
<td>OT 553 Research Methods and Designs</td>
<td>2</td>
</tr>
<tr>
<td>OT 571 Introduction to Occupational Therapy: OTPF, Models and Frames of Reference</td>
<td>2</td>
</tr>
<tr>
<td>OT 573 Health Care and Professional Foundations I: Professional Guidelines</td>
<td>2</td>
</tr>
<tr>
<td>OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and Elderly</td>
<td>11 incl. 1 credit level I FW</td>
</tr>
<tr>
<td>OT 614 Occupational Therapy Assessment and Intervention in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>OT 623 Professional Interaction Skills: Groups</td>
<td>3</td>
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</table>

**Recommended electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics with lab</td>
<td>4</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>3-4</td>
</tr>
</tbody>
</table>

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS 135
Leadership and Administration in Occupational Therapy 3 credits
Research Design Seminar 2 credits
Research Project Seminar 5 credits
Capstone Research Project 3 credits
Health Care and Professional Foundations II: Health Care Policies and Law 2 credits
Health Promotion/Roles in the Community 3 credits
Level I Fieldwork: 12 weeks of full-time equivalent of supervised clinical affiliation 4 credits
Level II Fieldwork: 12 weeks of full-time equivalent of supervised clinical affiliation 4 credits
Independent Study in Occupational Therapy 1–3 credits (Optional; by permission of the program chair and academic advisor only)

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 1 FW

This course examines the biological, psychological, medical, and social sciences that serve as a basis for Occupational Therapy assessment and intervention in current practice with infants, children, and early adolescents. In addition, pediatric human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students will have opportunities to develop and practice skills in pediatric Occupational Therapy assessment and intervention incorporating clinical reasoning, evidence-based practice, and client and family-centered perspectives. Documentation and the development of intervention plans, including the application of Occupational Therapy frames of reference to clinical cases, are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

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

This course examines the biological, psychological, medical, and social sciences that serve as a basis for Occupational Therapy assessment and intervention in current practice with older adolescents and adults. In addition, adolescent and adult human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students will have opportunities to develop and practice skills in Occupational Therapy assessment and intervention incorporating clinical reasoning, evidence-based practice, and client and family-centered perspectives. Documentation and the development of intervention plans including the application of
Occupational Therapy frames of reference to clinical cases are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

**OT 521 Professional Interaction Skills I: Individuals, Families and Supervision**  
2 CH

This course, designed as a lecture/lab sequence, enables students to gain knowledge of professional interactions and then practice that knowledge in labs designed to develop professional skills. Students study and apply professional interaction skills occupational therapists use when working with diverse populations of individuals, families, and other professionals. This course reviews issues concerning diversity, including race, social class, ability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity as they affect the occupational therapist’s values and interactions. Individuals’ and families’ values as they impact the functioning, meaning of occupation, occupational choices and participation in a person’s life are studied in depth. Students also explore roles and responsibilities of the supervisory relationship. 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. Learning formats include seminars, group activities and structured experiences.

**OT 551 Beginning Research Skills**  
3 CH

Beginning research skills is an 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 occupational therapy. Students gain a basic understanding of methodological and statistical information presented in the literature and in standardized instruments and develop the ability to analyze and contrast them in the context of research and practice. Students begin to produce critically appraised topics and charts on a variety of research topics. By comparing and analyzing articles, students develop the ability to identify articles and research designs, which are theoretically and methodologically, sound, and evaluate their appropriateness to evidence based practice. Students initiate the development of their capstone research project. This is an online course.

**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. Students initiate the development of a literature review and preliminary methodology for their capstone research projects. Students will be introduced to OT’s Writing Style Guide and proposal submission requirements from a variety of funding sources. This is an online course.

**OT 571 Introduction to Occupational Therapy: OTPF, Models and Frames of Reference**  
2 CH

The science of occupation as the foundation for Occupational Therapy practice and centrality of occupation for the person’s participation, overall health and well being are explored. The definition of Occupational Therapy and the Occupational Therapy Practice Framework is introduced and examined for their integration into practice. Differentiation among occupation, activity and purposeful activity are explored in depth along with activity/task/occupational analysis. Theoretical models and Occupational Therapy frames of
reference are introduced and reviewed for application to practice.

OT 573 Health Care and Professional Foundations I: Professional Guidelines 2 CH
The Official Documents of AOTA, including the Code of Ethics, Core Values and Attitudes and various position papers are studied and applied to practice. Specific topics covered in this course include professional ethics, collaborative and supervisory responsibilities between occupational therapists and Occupational Therapy assistants and functions of and participation in international, national, state and local Occupational Therapy associations. The interrelationship between AOTA guidelines, NBCOT standards and state licensure are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process in order to maintain competency in practice is emphasized. Students also begin to explore the ongoing professional responsibility for providing fieldwork education and supervision. This is an online course.

OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and the Elderly 11 CH incl. 1 credit level I FW
This course examines the biological, psychological, medical, and social sciences that serve as a basis for Occupational Therapy assessment and intervention in current practice with older adults and the elderly. In addition, geriatric human development, foundational sciences, and spirituality, as they relate to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. In addition to assessment and intervention, students have opportunities to develop and practice skills in Occupational Therapy reassessment, consultation and education of caregivers, documentation of ongoing progress, and the development of intervention plans through discharge and follow-up. Incorporation of clinical reasoning, evidence-based practice, and client and family-centered perspectives is expected. Documentation and the development of intervention plans, including the application of Occupational Therapy frames of reference to clinical cases, are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

OT 614 Occupational Therapy Assessment in Mental Health 3 CH
This course examines the role of Occupational Therapy in psychosocial practice including various service delivery models such as acute care, day treatment, transitional living, vocational rehabilitation, forensic psychiatry, school-based psychosocial practice, home health, wellness and prevention and, psycho-geriatrics. Psychosocial diagnoses, models/frames of reference, assessment and intervention programs including individual, group and population-based methods, and medications related to psychiatric conditions are emphasized. Students participate in a 2–3 hour laboratory experience each week in the field.

OT 623 Professional Interaction: Groups 3 CH
During this course, students study the elements of groups: leadership, group structures including membership, roles and communication, group processes including norms, curative factors, and basic assumptions, and the work of the group involving occupations, performance skills, goals and purpose. Particular attention is paid to developing observation skills into how these elements interact. Students develop skills in designing group protocols and interventions incorporating...
their understanding of the various group elements and their interaction to promote the group’s and its individual members’ functioning. Particular attention is given to the design and implementation of groups for occupational therapy evaluation and intervention and the use of occupations in groups. Groups for support, intervention, evaluation and education are included. Students develop a group protocol and implement a group in a community or clinical setting. Group protocols outline criteria for group membership and member roles, group goals and methods, leadership, communication and task structures, occupations according to an appropriately selected frame of reference. Students participate in small group laboratory experiences, designed to facilitate the study of the elements and processes of groups as they impact on a group’s ability to function and engage in meaningful occupations. Students begin to develop skills in designing and leading intervention groups. Students are required to observe, participate in, and lead multiple groups.

**OT 625 Leadership and Administration in Occupational Therapy**  
3 CH  
This course uses the formats of lecture, seminars, collaborative work groups, and online forum discussions to introduce organizational theory, including structures, culture and contingency theory. Leadership and administration are examined in detail, including budgeting, marketing, strategic planning, supervisory practices, OT–OTA collaboration, personnel management, and leadership roles in health care systems, emerging practice areas, the community and the profession. Cognate and skill components of organizational analysis, leadership, management, supervision, and administration of personnel are emphasized. This course also examines theoretical and practical models for developing effective and visionary 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. This is an online course.

**OT 653 Research Project Seminar**  
5 CH  
Incl. 1 credit field research  
Research project seminar is the forum in which students implement and complete the bulk of their capstone research project. Students spend one day per week in the field conducting research. Students schedule ongoing advisement and timelines with major project advisor. This is an online course and includes in-person workshops and advisement.

**OT 655 Capstone Research Project**  
3 CH  
Students complete their capstone research projects. Students schedule ongoing advisement and timelines with major project advisor. As students will be on fieldwork, advisement will be accomplished via phone calls, email, and/or chat rooms provided through Blackboard Learning System. Upon completion, students submit their project for publication or presentation at local, state, and/or national conference. A successful oral defense is required and will be scheduled during the semester in which OT 655 is offered. 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 pay tuition at a rate of 1.5 graduate credits per semester for continued research advisement. This
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 on the practice of Occupational Therapy. Constructs governing practice and reimbursement are examined, including IDEA and ADA. Disability classification systems such as the ICF and the AMA's, common diagnoses and reimbursement codes are reviewed to provide students with the tools for professional documentation for accountability and reimbursement. Local, national and international advocacy in the areas of health care policy and law is emphasized and encouraged. This is an online course.

OT 673 Health Promotion/ Roles in the Community 3 CH incl. 1 credit level I FW
Students complete a needs assessment, develop and implement a community-based program. Program implementation comprises the student’s Level I fieldwork experience. Students carry out their programs, collect data and conduct program evaluation. The self-designed community fieldwork consists of a minimum of one full-time equivalent day per week of experience for at least eight weeks, and a minimum of 64 contact hours. The experience gives students the proactive entrepreneurial skills needed to identify and work in community-based and emerging arenas of practice. The course also examines the theoretical models of community-based 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 supervised fieldwork education. Hours are usually 40 hours per week, with specific hours 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 supervised fieldwork education. Hours are usually 40 hours per week, with specific hours determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

OT 699 Independent Study in Occupational Therapy Intervention optional 1–3 CH
Prerequisite: Approval of program chairperson and academic advisor. Independent project exploring a selected aspect of Occupational Therapy intervention.

Physical Therapy
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Doctor Physical Therapy (DPT)
The University’s Doctoral Program in Physical Therapy 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 in each of the academic semesters, and full-time clinical education in the summers following the first and second years of study and the final semester of the academic program. Clinical education totals 38 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

Goals and Objectives

The graduate of the Program in Physical Therapy at Sacred Heart University will demonstrate the ability to:

• Practice in an ethical, legal, safe, caring and effective manner.
• Screen individuals to determine the need for physical therapy examination or for referral to other health professionals.
• Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy.
• Design and manage a comprehensive physical therapy plan of care.
• Apply concepts and principles of management in the provision of physical therapy 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 physical therapy services.
• Plan and implement programs designed to promote and maintain health and wellness.
• Use current information management technologies in the delivery of physical therapy 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 physical therapy needs of society.
• Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations and the 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 it relates to the provision of physical therapy services to patients, families, other health professionals and the community.
• Examine, evaluate and interpret the results of history and clinical findings in order to diagnose clinical problems within the scope of physical therapy practice.
• Synthesize the findings from laboratory and diagnostic tests, including radiologic assessments, in order to arrive at a diagnosis and prognosis for rehabilitation.
• Differentiate from history and diagnostic findings relevant information which should result in a referral to another practitioner.
• Utilize advanced clinical measurement instrumentation, where appropriate, in order to diagnose and intervene in patient/client clinical problems.
• Participate in program development and evaluation.
• Be prepared to practice as a primary care provider for clinical problems within the scope of physical therapy practice.
• Be prepared to evaluate the health of communities and populations.
• Be prepared to facilitate the health and wellness of communities and populations through clinical interventions, health promotion strategies, and advocacy.

Admission Requirements
Students entering the program must have completed an undergraduate degree in the discipline of their choice. In the case of Sacred Heart University undergraduates, undergraduate study in some majors may be completed in three years, followed by three years of graduate study. 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 clinical education in the first summer and ten weeks in the second 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
BI 111, 112 Concepts in Biology I and II 6 credits
BI 113, 114 Concepts in Biology Laboratory I and II 2 credits
BI 131, 132 Human Anatomy and Physiology I and II with labs 8 credits
CH 151, 152 General Chemistry I and II 6 credits
CH 153, 154 General Chemistry Laboratory I and II 2 credits
MA 151 Statistics for Decision Making 3 credits
MA 140 Precalculus (or above) 4 credits
PY 111, 112 General Physics I and II 6 credits
PY 113, 114 General Physics Laboratory I and II 2 credits
Two psychology electives 6 credits
Total 45 credits

Required Courses
Semester Hours per Week Credit

Year 1, Semester 1
PT 611 Structure and Function I 9.75 hours 7 credits
PT 621 Examination and Documentation I 6.5 hours 5 credits
PT 631 Evaluation – Intervention I 8.5 hours 6 credits

Semester Total 24.75 hours/wk 18 credits

Year 1, Semester 2
PT 612 Structure and Function II 9.75 hours 7 credits
PT 622 Examination and Documentation II 7.5 hours 6 credits
PT 632 Evaluation – Intervention II 6.25 hours 3 credits

Semester Total 23.5 hours/wk 16 credits

Summer
PT 651 Clinical Experience I 8 wks full-time 4 credits

Year 2, Semester 1
PT 713 Structure and Function III 9.75 hours 7 credits
PT 723 Examination and Documentation III 7.25 hours 4 credits
PT 733 Evaluation – Intervention III 5.25 hours 3 credits
PT 741 Professional Practice I 2.5 hours 3 credits

Semester Total 24.75 hours/wk 17 credits

Year 2, Semester 2
PT 714 Structure and Function IV 8.5 hours 6 credits
PT 724 Examination and Documentation IV 5.25 hours 3 credits
PT 734 Evaluation – Intervention IV 5.25 hours 3 credits
PT 742 Professional Practice II 2.5 hours 3 credits
PT 760 Special Project I 3 credits

Semester Total 24.5 hours/wk 18 credits

Summer
PT 652 Clinical Experience II 5 credits

Year 3, Semester 1
PT 825 Contemporary Practice in Physical Therapy 14.5 hours 9 credits
PT 843 Professional Practice III 5 hours 4 credits
PT 861 Special Project II 3 hours 4 credits

Semester Total 24.5 hours/wk 17 credits

Year 3, Semester 2
PT 844 Professional Practice IV 2.5 hours 3 credits
PT 853 Clinical Experience III 10 wks. full time 5 credits
PT 854 Clinical Experience IV 10 wks. full time 5 credits

Semester Total 40 hours/wk 13 credits

Program Total 108 credits

Clinical Education

The curriculum includes 19 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summers following the first and second years of study and during the entire sixth semester of the program. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings.

The DPT program is affiliated with more than 300 clinical facilities representing a wide range of practice settings, located predominately in the United States.
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 DPT 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 Physical Therapy 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. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. 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 received continuing accreditation in 2005.

Course Descriptions

Year 1, Semester 1 18 CH
[24.75 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to musculoskeletal problems. While PT 611 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description. Also included in this semester and tied to components of each course are 4-6 structured clinical exposures for each student per semester that will serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience will have an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 611 Structure and Function I 7 CH

This tutorial-based course covers the structure and function of the normal and impaired musculoskeletal system. Normal anatomy and biomechanics are examined in the context of patient cases with common musculoskeletal problems to understand the tissue and organ stressors (including environmental interaction, aging, and disease processes) that result in physiological responses that may then lead to or exacerbate pathology, impairment or dysfunction. [Format: 2 3-hour tutorials, and 2 large group discussions (75 minutes) each and 1 2-hour laboratory per week.]

PT 621 Examination and Documentation I 5 CH

This course presents conceptual models for clini-
cal decision-making and expert practice for patients presenting with musculoskeletal dysfunction. Students are introduced to psychosocial, psychomotor, and communication aspects of interacting with patients and their families. Using tutorial-based cases, basic concepts in patient data collection from the patient interview to clinical tests and measurements of the musculoskeletal system are presented, including assessment of range of motion, joint integrity and mobility, pain, basic muscle performance, posture, body mechanics and observational gait analysis. Students are introduced to the concepts of evidence-based practice, with emphasis on principles necessary to understanding patient impairment, functional outcome and disability data, measurement characteristics of and rationale for choices among available tests and measures, and strengths and limitations of using data to draw conclusions about individual patients or patient groups. Parameters of patient documentation as a data management tool and form of professional communication are initiated. [Format: 2 2-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 631 Evaluation and Intervention I 6 CH
This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with musculoskeletal problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions. The intervention options, the physiologic rationale, implications and evidence for choices in the context of tutorial cases are discussed for impairment-level problems with strength, range of motion, inflammation and pain. Implications of pharmacologic use and interactions on the musculoskeletal system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 2 large group discussions (75 minutes each) and 2 3-hour labs per week.]

Year 1, Semester 2 16 CH
[23.5 hrs/wk]
This semester focuses on the patient with movement dysfunction primarily due to neurologic problems, although some cases include musculoskeletal problems to maintain continuity across semesters. While PT 612 serves as the tutorial course, each of the courses uses the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 612 Structure and Function II 7 CH
This tutorial-based course covers the structure and function of the normal and impaired neurological system. Anatomy of the central, peripheral and autonomic nervous systems is examined in the context of patient cases with common neurological pathology to understand the interactive effects of normal, pathological, developmental or age-related and environmental influences on movement (including motor planning, motor control and motor learning). [Format: 2 3-hour tutorials, and 3 large group discussions (75 minutes) each per week.]

PT 622 Examination and Documentation II 6 CH
Using neurologically involved patients from tutorial-based cases, principles of examination and patient data collection are expanded to include interview issues with and clinical tests and meas-
urement options and rationales for assessing: attention, arousal, cognition, cranial nerve integrity, neuromotor development, reflex integrity, sensory integrity and motor performance. Handling skills for the more involved patient will be included, as will implications of findings for referral to other health care practitioners. Students continue to examine how to use evidence in practice by developing an understanding of and ability to analyze and independently interpret the range of issues affecting statistical and clinical inference in a published research, including individual studies, systematic reviews and clinical practice guidelines. [Format: 2 3-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 632 Evaluation and Intervention II 3 CH
This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with neurologic problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions for the patient with neurologic involvement with consideration of best available evidence. The intervention options and implications for choices in the context of tutorial cases are discussed, for example, for problems with balance, gait, and motor function. Gait analysis are used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the nervous system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 651 Clinical Experience I 4 CH
This 8-week full-time supervised clinical experience takes place in an environment that has a predominant caseload of patients with musculoskeletal and/or neurologic problems.

Year 2, Semester 1 17 CH
[24.75 hrs/wk]
This semester focuses on the patient with movement dysfunction primarily due to cardiopulmonary or integumentary problems, as well as movement dysfunctions for the patient with complex and multisystem problems. Although PT 713 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 713 Structure and Function III 7 CH
This tutorial-based course covers the structure and function of the normal and impaired cardiopulmonary and integumentary systems. Patient cases include not only problems of the cardiopulmonary and integumentary systems, but also the patient with complex, multisystem problems such as amputation, cancers, chronic pain, and frailty. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are considered. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are also. [Format: 2 3-hour tutorials per week and 3
large group discussions per week (75 minutes each).

**PT 723 Examination and Documentation III**  4 CH
In the context of tutorial-based cases, students continue with clinical tests and measurements to assess ventilation, respiration, circulation, aerobic capacity, and endurance for patients with problems of the cardiopulmonary and integumentary systems, as well as special tests and measurements that might apply to the frail patient, patients with cancer, or patients with amputation being considered for prosthetic intervention. Students develop an understanding of how patient data and documentation systems are used to develop diagnostic codes and patient classification systems that direct patient care, support interprofessional communication and provide a rationale for the patient’s plan of care. Diagnostic screening and implications of findings for referral to other health care practitioners are also included. Development of a mini-proposal build skills in applying evidence to practice. [Format: 1 large group discussion (75 minutes) and 2 3-hour lab/seminars per week.]

**PT 733 Evaluation and Intervention III**  3 CH
This tutorial-based course looks at clinical decision-making for the patient with cardiopulmonary dysfunction, the more complex patient and the patient with multisystem involvement. Intervention options, rationales and implications for choices in patient groups are considered. The impact of lifespan issues, family/cultural/societal support systems and expectations, and health care resource limitations are also considered in the context of how these affect evaluation, prognosis and intervention for a patient. Patient advocacy issues relative to obtaining equipment and support services are included. Also included in this semester and tied to components of each course are 4 to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

**PT 741 Professional Practice 1**  3 CH
This course uses tutorial-based cases to examine the roles and responsibilities of the physical therapist as a professional. Scope of physical therapy practice is explored, including the role and responsibilities of other members of the health care team, responsibilities in referral to other health care professionals and in delegation to and supervision of support personnel. Ethical guidelines and conflicts are considered along with factors affecting patient, family and interprofessional communication. Patient and family educational issues are examined in the context of optimizing short- and long-term outcomes [Format: 2 large group discussions (75 minutes each) per week.]

**Year 2, Semester 2**  18 CH  
[24.5 hrs/wk]
This semester focuses on the patient with movement dysfunction primarily due to spinal, TMJ, or genitourinary problems, including patients with congenital or acquired spinal cord injury that is inherently multisystem and complex. Although PT 714 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4
to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. This semester also includes the first special project that will serve as the summative capstone experience for the patient-based components of the curriculum.

**PT 714 Structure and Function IV**  
6 CH  
This tutorial-based course covers the in-depth structure and function of the normal and impaired axial skeleton and genitourinary system, including problems related to pregnancy, spinal dysfunction, TMJ, and spinal cord injury. Building on the foundational musculoskeletal and neurologic systems presented in previous semesters, patient problems are inherently more complex and likely to involve at least two systems. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are explored. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are included. [2 3-hour tutorials and 2 large group discussions (75 minutes)]

**PT 724: Examination and Documentation IV**  
3 CH  
In the context of tutorial-based cases, students continue with clinical tests and measurement options and rationales for assessing spinal dysfunction, genitourinary problems, mobility impairments, and environmental/ergonomic factors including functional capacity evaluations. The strengths and limitations of advanced technology-based procedures for obtaining examination data, including muscle performance and movement analysis, are introduced. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

**PT 734 Evaluation and Intervention IV**  
3 CH  
This course includes interpretation and implications of patient history and examination data, including diagnostic imaging, to evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions using best available evidence. The intervention options, rationale, and implications for choices among spinal interventions, exercise programs, assistive or supportive devices, and orthotics are examined as the means of optimizing mobility and self-care. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the studies systems and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour labs per week.]

**PT 742 Professional Practice II**  
3 CH  
The history, present status, and future directions of physical therapy profession are explored, as well as the role of the American Physical Therapy Association, state and federal regulations, and regulatory agencies in influencing practice. Physical therapy practice settings and the structure of the health care system (including the role of third-party payers) are examined to develop an understanding of the impact these have on the role of physical therapists and physical therapy practice. The potential role of the physical therapist as a case manager is discussed. [Format: 2 large group discussions (75 minutes each).]

**PT 760 Special Project I**  
3 CH  
Students complete and present a project that will
be a summative experience across coursework to date. Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue. Using independent and self-directed learning, students: (1) assess the value of case and issue-related scientific literature to the clinical decision making; (2) choose, analyze, and present the research article chosen to best facilitate clinical decision-making; (3) make a recommendation for the patient case based on the reviewed article and background literature; and (4) briefly propose a research project that would address one or more deficits in the current body of relevant research literature. This major project will demonstrate the students' ability to appropriately use research literature to guide clinical decision-making and practice, as well as their understanding of the role of research in advancing practice and contributing to the profession's body of knowledge. [Format: Preparation is largely independent. Each group will present for approximately 60 minutes once during the semester (2 presentations per class session). Student will be required to attend all presentations but little preparation is required for other than one's own presentation. 1 3-hour presentation session per week for the latter half of the semester.

**PT 752 Clinical Experience II 5 CH**

This 10-week full-time supervised clinical experience takes place in an environment that differs from the student's first affiliation and is expected to prepare students to work with more complex and multisystem-involved patients, as well as prepare the student to carry an independent caseload.

**Year 3, Semester 1 17 CH**

[23.25 hrs/wk]

This semester focuses on the larger issues in contemporary physical therapy practice rather than on individual patient management. While PT 825 serves as the tutorial course, PT 843 will also use the contemporary practice cases from tutorial as the context for learning. The courses will be substantially interrelated and are, therefore, co-requisite to each other. Students also work with a faculty member and preceptor for their second Special Project.

**PT 825 Contemporary Practice in Physical Therapy 9 CH**

This tutorial-based course focuses on the health care delivery system—the content in which practice exists, must function, and within which practice goals and objectives are established. Practice-based cases are used to develop an understanding of health care finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in health care and health care finance are examined in the context of understanding the role of the physical therapist as an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, health care providers, or a community are discussed. Program evaluation and needs assessment strategies, concepts in wellness assessment, and screening programs are considered as elements of understanding current practice status, potential for new services and short- and long-term practice planning strategies. [Format: 2 3-hour tutorials, 2 large group discussions (75 minutes), and 2 3-hour labs per week.]

**PT 843 Professional Practice III 4 CH**

Practice-based tutorial cases are used to prepare students for role competence in practice implementation issues. Practice-based cases are used to develop an understanding of the role of stan-
standardized patient examination data and patient/practice documentation systems (including employee assessment tools) in examining practice outcomes, administrative issues such as scheduling (patient and personnel), and cost-effectiveness issues around equipment/supplies.

The role of documentation systems in contributing to the body of knowledge of the profession and generating financial data is explored. This course prepares students for community outreach, implementation of wellness programming, advanced or specialized intervention programs in the context of either practice-based tutorial cases or past tutorial cases revisited. Students are exposed to options for and have selected experiences with interventions based on advanced technology. Professional presentations by the students are used as the teaching-learning medium for a substantial segment of this course. [Format: 2 (75 minutes per week) large group discussions.]

PT 861 Special Project II 4 CH
This project is a summative experience across coursework to date, serving as a capstone experience for the practice and community-based phase of the curriculum. Students work in small groups to develop a full proposal, including some data collection, analysis, and interpretation. Students work jointly with a faculty member and preceptor from the professional community who can lend expertise to the clinical problem. Each group presents and defends its project to the class, preceptor and faculty, and (where possible) relevant practice personnel in an end-of-semester professional presentation week. The final outcome of each project (approved by the preceptor and faculty) includes a formal written recommendation that includes a full and documented rationale. One day per week of integrated field experience provides students time to focus on their clinical practice problem. [1 LGD, 2 3-hour field work periods]

Year 3, Semester 2 13 CH
In this final semester, students complete their study with both clinic-based patient management experiences, and with practice-based clinical and didactic experiences.

PT 844 Professional Practice IV 3 CH
This course focuses on leadership and management theory, including organizational behavior, change agency, and assessing/managing quality assurance. Practice settings and organizational structures are examined in the context of their impact on patient care, professional, and organizational behavior. The course includes examination and interpretation of personnel and practice outcomes, personnel management and development, organization of benefits, and risk management. This course is predominantly online in format, with students teleconferencing for 1 2-hour period each week for 14 of the 20-week clinical assignment(s) to explore and discuss issues in advanced practice, practice management, and health care. Actual examples from the students' current clinical assignments and sample cases are used to facilitate discussions of opportunities and need for change, including evaluation of the constraints to change. [Format: 1 2-hour online session per week]

PT 853 Clinical Experience III 5 CH
PT 854 Clinical Experience IV 5 CH
These two full-time supervised clinical experiences (in 2 10-week units) take place either in a single environment that offers different patient care or practice options, or in two different settings that will round out the student's exposure to patient care. Students are exposed to and participate in practice administration for at least some period during this final experience or set of experiences.
Capstone Experiences

The DPT Program has two major projects, each of which is the type of formative and summative experience that qualifies as a capstone experience. The first of these projects occurs in PT 760. Using problem-based learning as a platform for case-based clinical decision-making, students engage in the research process from in-depth exploration of research literature related to their case-based topic through formulation of a proposed study that will add depth or breadth to the current body of professional knowledge. In lieu of data collection and analysis, students at this level do in-depth critical review of selected published research papers, evaluate the data presented in the studies and independently draw and defend their conclusions about the credibility of evidence in the papers as it relates to both the types of patients represented in the study and the particular patient case that is the conceptual framework for this project. The presentation to their peers not only serves the function of a "defense" but also exposes the entire class to a range of patient care issues and related research. This project has been presented both regionally and nationally as a model capstone experience for incorporating concepts in evidence-based practice into a physical therapy professional curriculum. The response of educators has been consistently positive as to objectives, process and documented outcomes. Student responses to this project have been universally positive in terms of its comprehensive and summative nature, developing an understanding of the role and importance of research in the profession, and organizing the assets of a team to bring a project to a successful and satisfying conclusion.

The second major project will be in the first semester of the third year (semester 5). PT 861 is intended to parallel PT 760, but on a multidisciplinary level with the focus on practice or community-centered issues rather than the individual patient. Students (working in groups of 2–3) are presented with a specific practice-centered problem or question. The problems and questions may include such issues as mechanisms to increase cost-effectiveness of a current practice or expand services, regulatory challenges to patient care or to the practice, hiring and quality assurance, practice relocation or expansion, contractual considerations with HMOs, and risk assessment challenges. While students draw on knowledge and skills developed through each of the Professional Practice courses, the project will largely be designed to apply and integrate the knowledge and skills developed in the final full semester of study. Students will once again be called on to explore relevant research literature. It is assumed, however, that the nature of the practice problems will lead students into the exploration of literature from professions in addition to physical therapy. Each group is expected to work with a faculty member and a preceptor drawn from the relevant professional communities based on expertise in the problem or issue under investigation. The final outcome of each project (approved by the preceptor and faculty) will be a formal written recommendation for action that includes a synthesis of the relevance of the reviewed literature to the PT practice problem, data collection plan with a rationale as to how this will inform a recommendation, data collection strategy and data analysis strategy (including analytic tools or software where relevant). Whenever possible, the group will be involved in some aspect of data collection and analysis related to their question as experiential learning.
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<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Education 1</th>
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<td>John Andrulatis</td>
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<td>Paul J. Bialo</td>
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<tr>
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<tr>
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<tr>
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<tr>
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</tr>
</tbody>
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174 DIRECTORY
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D.E.A., Ph.D., Université Paul Verlaine–Metz
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M.S., Ph.D., University of Southwestern Louisiana

Ingrid S. Ellinger-Doviak
Adjunct Instructor
Education
B.S., M.S., Southern Connecticut State University

DIRECTORY 175
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<th>Role</th>
<th>Fields</th>
<th>Education 1</th>
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<td>Steven B. Elwert</td>
<td>Adjunct Instructor</td>
<td>Media Studies and Digital Culture</td>
<td>B.A., Brooklyn College, City University of New York</td>
<td>M.A., New York University</td>
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<td>Bonnie Ephraim</td>
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<td>Suanne C. Epstein</td>
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<td>Sociology</td>
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<td>M.S., University of Bridgeport</td>
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<td>Andrew L. Figlar</td>
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<td>History</td>
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<td>M.A., Fairfield University</td>
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<td>Millicent Fiolotte</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
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<td>Robert G. Fischer, Jr.</td>
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<td>Ph.D., Case Western Reserve University</td>
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<td>Education–Grisswold</td>
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<td>John Fleming</td>
<td>Adjunct Associate Professor</td>
<td>Chemistry</td>
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<td>Ph.D., Michigan State University</td>
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<td>Occupational Therapy</td>
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<td>M.P.H., New York University</td>
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<td>Arline Foodman</td>
<td>Adjunct Instructor</td>
<td>Education</td>
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<td>Elinor Ford</td>
<td>Adjunct Professor</td>
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<td>B.S.Ed., M.S.Ed., M.S.T., Fordham University</td>
<td>Ed.D., Columbia University</td>
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B.A., University of Connecticut
M.S., Southern Connecticut State University
6th Year, Sacred Heart University
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<tr>
<th>Name</th>
<th>Academic Title</th>
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<tr>
<td>Matthew S. Hirsch</td>
<td>Adjunct Instructor</td>
<td>Management</td>
<td>B.A., Lehigh University</td>
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<td>Seymour Hirsch</td>
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<td>Computer Science/Information Technology</td>
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<td>Nursing</td>
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<td>Media Studies and Digital Culture</td>
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6th Year, Southern Connecticut State University  
Ed.D., Teachers College, Columbia University
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<td>Gani Manelli</td>
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<td>Raja S. Mani</td>
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<td>Lawrence D. Mamonne</td>
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<td>M.A., Yale University Divinity School</td>
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<td>Michael G. Mancari</td>
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<td>Richard J. Mathews</td>
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<td>Bonnie Mauro</td>
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<td>Gary C. Maynard</td>
<td>Adjunct Instructor Media Studies and Digital Culture</td>
<td>B.A., University of Virginia</td>
<td>B.S., M.S., Boston College</td>
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<td>Horace M. Mazzone</td>
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<td>Charise D. McCall</td>
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<td>Sharon M. McCloskey</td>
<td>Adjunct Instructor Occupational Therapy</td>
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Susan M. McGinnis  
Adjunct Instructor  
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Index
INDEX

Academic Center, 35
Academic Coaching, 39
Academic Integrity, 23–29
Academic Policies, 29–30
Academic Probation, 29
Academic Procedures, 30–33
Accreditation, 10
Administration Building, 37
Admision, 17–21
Auditors, 20

Books on Tape, 38
Bookstore, 35
Business Administration, 74–87
Graduate Professional Certificates, 79–80
Accounting, 79
Financial Management, 79
International Business, 79–80
Leadership, 80
Marketing, 80

Master of, 74–79
Admission Requirements, 74–80
B.S./M.B.A. Program, 80
Concentrations, 78
Continuous Enrollment Policy, 77
Course Loads, 78
Degree Requirements, 77
Program for Liberal Arts Students, 76–77
Student Services, 79
Thesis, 78–79
Waiver Policy, 77–78

Campus Field, 40
Campus Ministry, 43
Career Development, 43, 79
Center for Christian-Jewish Understanding, 40–41
Center for Mission Education and Reflection, 41
Center for Spirituality and Lay Ministry, 42
Center for Strategic Planning for Not-For-Profit Organizations, 41

Certified Teachers, 19
Chemistry, 51–56
Admission Requirements, 52
B.S./M.S. Combined Degree in, 54
Course Loads, 52
Degree Requirements, 53
Laboratories, 51
Master of Science in, 52–53
Non-Thesis Option, 53
Thesis Option, 53
Transfer Policy, 52

Classroom Learning Assistants Program, 38
College of Arts and Sciences, 50–72
College of Business, John F. Welch, 73–87
College of Education and Health Professions, 88–151

Computer Facilities, 36–37
Computer Science and Information Technology, 56–66
Admission Requirements, 57
Computer Science Track, 57
Master's Degree, 57–59
Information Technology Track Certificate Program, 59
Master's Degree, 58–59
Information Technology Database Certificate, 61
Interactive Multimedia Certificate Program, 59–60
IT and Network Security, 60–61
Program Prerequisites, 57
Scientific Track, 57
Web Development Certificate Program, 60

Council of Graduate Students, 43
Counseling Services, 44
Course Changes (Add/Drop), 31
Course Substitutions and Waivers, 32, 38
Course Withdrawal, 31–32
Curriculum, 16
Curtis Hall, 37

Degrees, 29
Dining Services, 43–44
Disclosure Letters, 38
Dismissal, 29

Edgerton Center for the Performing Arts, 41–42

Education, 89–113
Admission Requirements, 90–91
Certificate for Catholic School Administration 109–111
Certificate in Catholic School Leadership, Pastoral Care, and Religious Education for Teachers and Educators, 109
Certificate of Advanced Studies: Administration, 95
Certificate of Advanced Studies: Teaching, 95–96

Connecticut Literacy Specialist Program, 96–97, 106–108
Degree Requirements, 90
Educational Administration Programs, 104–106
Fifth-Year Internship Program, 93–94
Graduate Teacher Certification Program, 91–93
Elementary Certification, 92
Secondary Certification, 92–93
Intermediate Administrator Certification, 94–95
Master of Arts in Teaching, 94
MAT Concentration in Catholic School Administration, Pastoral Care and Educational Leadership, 109, 112–113
Religious Education for Teachers and Educators, 109, 111–112
Transfer Guidelines, 91

English as a Second Language, 39
Extended-Time Testing, 38

Federal Financial Aid Funds, 48
Federally Mandated Services, 38–39
Financial Assistance, 49

Gallery of Contemporary Art, 42

Geriatric Rehabilitation and Wellness, 114–119
Certificate in Health and Wellness, 117
Admission Requirements, 117
Degree Requirements, 117
Master of Science in, 114–117
Admission Requirements, 115–116
Degree Requirements, 116–117
Grading System, 27

Health Sciences Curriculum, 114
Health Services, 44
Hersber Institute for Applied Ethics, 42
History (University), 14–15

In-Class Notetaker, 38
Independent Study, 29
Instructional Technology, 35–36
International Applications, 19
International Multicultural Center, 44
International Student Visa, 44–45
Interpreting Services, 38

Jandrisevits Learning Center, 38

L.D. Trained Specialists, 39
Locations, 15–16

Matriculated Students, 20
Measles and Rubella Immunization, 30–31
Memberships, 10–13
Meningococcal Vaccine Law, 44
Mission and History, 14
Mission Statement, 14

Nursing, 119–129
Accelerated RN to MSN Program, 123–124
Admission Requirements, 123
Degree Requirements, 123–124
Certificate in Patient Care Services Administration, 126
Admission Requirements, 126

INDEX 197
Sacred Heart University Main Campus, Fairfield, CT

Sacred Heart University Campus, 5151 Park Avenue, Fairfield, Connecticut.
Entrance at Park Avenue only. Exits at Park Avenue and Jefferson Streets.

Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.
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)
Exit 56. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

FROM CONNECTICUT TURNPIKE (I-95)
NORTH OR SOUTH
(all vehicles)
Exit 9. Follow Route 106/Courtland Avenue to Glenbrook Road; turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance, on right just before the Springdale train station. Follow signs to first building on right.

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.**

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue. Follow Reservoir Avenue (go under Parkway bridge) and turn right onto Lindeman Drive. At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead-ends. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

FROM MERRITT PARKWAY
NORTHBOUND
(passenger vehicles only)
Take Exit 48 (Main Street). At end of ramp turn right onto Main Street. At second traffic light, turn left onto Old Town Road. At third stop sign, turn left onto Oakview Drive (beginning of office park area). At top of hill, Oakview will dead-end. Turn left into Sacred Heart University's parking lot. Visitor parking is on the right.