

2016–2017

GRADUATE
CATALOG



Sacred Heart
UNIVERSITY

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Welcome from the President



Dear Friends,

On behalf of our 8,500 students, many hundreds of professors and staff members and 37,000-plus alumni, I want to welcome you to Sacred Heart University. In these pages, you will find just some of the reasons that the Princeton Review has included our University in its Best 379 Colleges: 2015 Edition, Best 296 Business Schools: 2014 Edition, and on its "Best in the Northeast" list, and U.S. News & World Report ranks us among the best master's universities in the north. As the second-largest Catholic university in New England, Sacred Heart offers more than 70 undergraduate, graduate and doctoral programs on its main campus in Fairfield, Conn., and at its satellites in Connecticut, Luxembourg and Ireland.

The University is made up of five distinctive colleges: Arts and Sciences, Isabelle Farrington College of Education, Health Professions, Nursing, and the Jack Welch College of Business. Educating students in the legacy and tradition of GE's legendary Jack Welch, this College is accredited by the AACSB International, an elite designation belonging to fewer than five percent of business schools worldwide. The University fields 32 Division I varsity teams and sponsors an award-winning program of community service.

At Sacred Heart, we encourage our students to take advantage of the many opportunities we offer to study abroad. Exposure to and familiarity with diverse cultures is a key component of the lifelong commitment to intellectual inquiry and social justice that Sacred Heart challenges all of its students to embrace. Students may choose from a traditional semester-long opportunity or an intensive month-long experience.

For more than 50 years, Sacred Heart University has remained rooted in the Catholic intellectual traditions. At the same time, we have grown and adapted to meet the ever-changing needs of our students and the workplace. 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 active and engaged learners and hope your time with us is both challenging and productive.

Sincerely,

John J. Petillo, PhD

University Telephone Numbers

All University departments, faculty, and staff contact information is available on the University website: www.sacredheart.edu/facultystaffdirectory

Graduate Calendar

All graduate calendars are available to view on the Sacred Heart University website under "Academic Calendars" (<http://www.sacredheart.edu/officeservices/registrar/academiccalendars/>).

Please note deadlines for add/drop and withdrawals. These deadlines vary for different programs.

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, sexual orientation, national or ethnic origin, gender, age, or handicap.

The institution recognizes the Family Education 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 as required by law in its employment practices on the basis of race, color, religious creed, age, gender, marital status, national origin, disability, sexual orientation, or veteran status.

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.

Sacred Heart University's procedures for claiming unlawful discrimination or harassment are set as an appendix to this catalog and are also on the University's website. The executive director for Human Resources, Julia Nofri (203-365-4837), serves as the coordinator for Title VI, Section 504 of the Rehabilitation Act and the Age Discrimination Act. Title IX complaints should be reported to the Title IX Coordinator, Leonora Campbell (203-396-8386). Students claiming discrimination for handicap or disability may also complain to the director of Special Services at the University's Jandrisevits Learning Center.

Sacred Heart University is committed to addressing student concerns related to both academic and administrative issues. Students should first address complaints to the appropriate University official to obtain resolution of disputes and complaints. In compliance with C.R.F. Section 668.43(b), if a student cannot resolve an issue within the University, she/he can bring the issue to the New England Association of Schools and Colleges (NEASC). NEASC's contact information is:

3 Burlington Woods Drive, STE 100
Burlington, MA 01803-4514
Phone: 781-425-7700
Toll Free: 855-886-3272
www.NEASC.org

or

Office of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
Phone: 860-842-0229
www.ctohe.org/studentcomplaints.shtml

The University

Accreditation and Memberships

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 Farrington College of Education Intermediate Administrator program is nationally recognized by the Educational Leadership Constituent Council. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education, and the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education. Literacy and Education Leadership are accredited by the Connecticut State Department of Higher Education (now the Office of Higher Education). Remedial Reading, Reading Consultant and Intermediate Administrator are 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 and the National League for Nursing. The Master of Science in Occupational Therapy

is accredited by the Accreditation Council for Occupational Therapy. The Master of Physician Assistant Studies has received Connecticut Office of Higher Education (CTOHE) state licensure, and the ARC-PA has granted Accreditation-Provisional status to the Sacred Heart University Physician Assistant Program sponsored by Sacred Heart University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. The Doctor of Physical Therapy is accredited by the Commission on Accreditation of PT Education. The Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education. The Jack Welch College of Business is accredited by the Association to Advance Collegiate Schools of Business. The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

MEMBERSHIPS

AACSB International
 Accreditation Council for Occupational Therapy Education (ACOTE)
 Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
 Alpha Sigma Lambda Honor Society (ASL)
 American Accounting Association
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers (AACRAO)
 American Association of Colleges for Teacher Education (AACTE)
 American Association of Colleges for Teacher Education – CT (AACTE-CT)

- American Association of Collegiate Schools and Programs
- American Chamber of Commerce in Luxembourg
- American College Counseling Association (ACCA)
- American College Health Association (ACHA)
- American College Personnel Association (ACPA)
- American Council on Education (ACE)
- American Counseling Association (ACA)
- American Educational Research Association
- American Football Coaches Association (AFCA)
- American Management Association (AMA)
- American Mathematical Society
- American Physical Therapy Association (APTA)
- American Speech Language Pathology Association
- American Psychological Association
- American Society of Composers, Authors and Publishers (ASCAP)
- Association for Computing Machinery
- 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 American Colleges and Universities (AACU)
- 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 University Housing Officers International
- Association of College Honor Societies
- Association of College Unions International (ACCU)
- 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 Title IX Administrators (ATIXA)
- Association of University Programs in Health Administration
- Berkshire County Counselors Association (BCCA)
- Bridgeport Higher Education Alliance (BHEA)
- Bridgeport Regional Business Council (BRBC)
- Business Council of Fairfield County
- Canadian Academic Accounting Association
- Catholic Campus Ministry Association
- Catholic Library Association
- Centesimus Annus Pro Pontifice (CAPP-USA)
- Chi Sigma Iota (CSI)
- Chief Administrators of Catholic Education
- College and University Professional Association for Human Resources (CUPA-HR)
- 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)

- Commission on Accreditation of Athletic Training Education Programs (CAATE)
- Commission on English Languages Program Accreditation (CEA)
- Community-Campus Partnerships for Health
- Commission on Collegiate Nursing Education
- 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 Bursar Group
- Connecticut Campus Compact Steering Committee
- Connecticut Career Counseling Association (CCCA)
- Connecticut Colleges Purchasing Group (CCPG)
- Connecticut Conference of Independent Colleges (CCIC)
- Connecticut Cooperative Education and Internship Association
- Connecticut Counseling Association (CCA)
- Connecticut Distance Learning Consortium (CTDLC)
- Connecticut League for Nursing Connecticut School Counselor Association (CSCA)
- Connecticut Nurses Association
- Connecticut Library Consortium
- Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)
- Connecticut Speech Language Hearing Association
- Connecticut Teachers of English to Speakers of Other Languages (CONNTESOL)
- Connecticut Technology Council (CTC)
- Council for Accelerated Programs (CAP)
- Council for Adult and Experiential Learning (CAEL)
- Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)
- Council for the Advancement and Support of Education (CASE)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Connecticut Library Directors
- 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 Colleges and University Business Officers (EACUBO)
- Eastern Association of Student Financial Aid Administrators (EASFAA)
- Eastern Athletic Trainers' Association (EATA)
- Eastern College Athletic Conference (ECAC)
- Eastern Intercollegiate Volleyball Association (EIVA)
- Educational and Institutional Cooperative Purchasing (E&I)
- Entrepreneurship Institute
- European American Chamber of Commerce
- European Council of International Schools (ECIS)
- Fairfield Chamber of Commerce
- Fairfield County Business Council
- Fairfield County Library Administrators Group (FLAG)
- Fairfield County Postal Customer Council (FCPCC)
- Financial Planning Association (FPA)
- Forum for World Affairs
- Forum on Education Abroad
- Greater Bridgeport Latino Network (GBLN)
- Greater New Haven Chamber of Commerce
- Greater Norwalk Chamber of Commerce
- Greenwich Chamber of Commerce
- Hispanic Advisory Council of Greater Stamford (HACGS)
- Institute for European Studies/Institute for Asian Studies

Institute of International Education (IIE)
 Institute of Management Accountants (IMA)
 Institute of Management Consultants USA
 Intercollegiate Association of Marriage and Family Therapists
 Intercollegiate Bowling Association
 Intercollegiate Tennis Association (ITA)
 International Consortium of the National Council of Teachers of English
 Kiwanis Club of Bridgeport
 Lilly Fellows Program (LFP)
 Luxembourg American Chamber of Commerce (LACC)
 Massachusetts Higher Education Consortium (MHEC)
 Massachusetts School Counselor Association (MASCA)
 Mathematics Association of America
 Metro Atlantic Athletic Conference (MAAC)
 Metro New York College Placement Officers Association (MNYCPOA)
 Modern Language Association (MLA)
 NAFAA: Association of International Educators
 National Academic Advising Association (NACADA)
 National Association of Athletics Compliance Coordinators (NAAC)
 National Association of Campus Activities (NACA)
 National Association of Church Personnel Administrators (NACPA)
 National Association for College Admission Counseling (NACAC)
 National Association of Colleges and Employers (NACE)
 National Association of College Athletic Directors
 National Association of College Auxiliary Services (NACAS)
 National Association of College and University Attorneys (NACUA)
 National Association of College Basketball Coaches (NABC)
 National Association of College and University Business Officers (NACUBO)
 National Association of Collegiate Directors of Athletics (NACDA)
 National Association of Collegiate Marketing Administrators (NACMA)
 National Association for Developmental Education (NADE)
 National Association of Educational Procurement (NAEP)
 National Association of Graduate Admissions Professionals (NAGAP)
 National Association of Independent Colleges and Universities (NAICU)
 National Association for Lay Ministry (NALM)
 National Association of Pastoral Musicians (NPM)
 National Association of Schools of Art and Design (NASAD)
 National Association of Social Workers (NASW)
 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 College Admissions Association
 National Catholic Educational Association (NCEA)
 National Catholic Student Coalition
 National College of Sports Medicine
 National Collegiate Athletic Association (NCAA)
 National Collegiate Licensing Association (NCLA)

National Conference of Catechetical Leadership (NCCL)

National Council for Accreditation of Teacher Education (NCATE)

National Council of Teachers of English (NCTE)

National Council of Teachers of Math (NCTM)

National Fastpitch Coaches Association (NFCA)

National Intramural and Recreational Sports Association (NIRSA)

National League for Nursing

National Organization of Nurse Practitioner Faculties (NONPF)

National Orientation Directors Association (NODA)

National Society of Experiential Education (NSEE)

National Strength and Conditioning Association (NSCA)

New England Affiliate of College and University Residence Halls (NEACURH)

New England Association of College Admissions Counseling (NEACAC)

New England Association of College and University Housing Officers (NEACUHO)

New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)

New England Association of Schools and Colleges (NEASC)

New England Intercollegiate Softball Coaches Association (NEISCA)

New England Occupational Therapy Education Council (NEOTEC)

New England Resource Center for Higher Education (NERCHE)

New England Transfer Association (NETA)

New Haven Chamber of Commerce

New Jersey Association for College Admissions Counseling (NJACAC)

New York State Association of College Admissions Counseling (NYSACAC)

Northeast Association of Student Employment Administrators (NEASEA)

Northeast Business Deans Association (NEBDA)

Northeast Conference (NEC)

Northeast Conference Baseball Committee

Overseas Association for College Admission Counseling (OACAC)

Pennsylvania Association of College Admission Counseling (PACAC)

Phi Delta Kappa, International Religious Educational Association

Physician Assistant Education Association (PAEA)

Sigma Xi, Scientific Research Study

Society for College and University Planning (SCUP)

Society for Industrial and Applied Mathematics (SIAM)

Society for the Scientific Study of Religion (SSSR)

Stamford Chamber of Commerce

Strategic Enrollment Management (SEM)

Teachers of English to Speakers of Other Languages (TESOL)

Tuition Exchange (TE)

United States Patent and Trademark Libraries

University Professional and Continuing Education Association (UPCEA)

University Risk Management and Insurance Association (URMIA)

Western Massachusetts Counselors Association (WMCA)

Westchester Putnam Rockland Counseling Association (WPRCA)

Western Suffolk Counselors' Association (WSCA)

The World Affairs Forum

World Criminal Justice Library Network (WCJLN)

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 in acquiring 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 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, as an independent Catholic University. Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 8,500 full- and part-time undergraduate and graduate students in the fall of 2015. Correspondingly, the faculty has increased from nine to 264

full-time professors and a cadre of dedicated affiliate faculty members. The University has grown and enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the “residential” experience. It now has 11 residence halls, and 66 percent of 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 expansive 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 recommends that all undergraduate students have a laptop computer. The University campus is a wireless environment. The University consists of five colleges: College of Arts and Sciences, Jack Welch College of Business, Isabelle Farrington College of Education, College of Health Professions, and College of Nursing. 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 Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. 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, occupational therapy, physical therapy, psychology, occupational therapy and related disciplines bring the assets of contemporary healthcare practices and services to an at-risk population in the multicultural communities of St. Charles Church and neighborhood on Bridgeport’s East Side. For more than 50 years, the

administration, faculty, staff, and students have been proud to carry on the founder’s vision and support the University’s mission.

LOCATIONS

Located on 56 suburban acres and adjacent properties 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 and Griswold, Connecticut. The University also offers a Master of Business Administration degree and undergraduate study abroad in the Grand Duchy of Luxembourg.

Main Campus: Fairfield

Full-Time Admissions

Sacred Heart University 5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880 Fax: 203-365-7607
E-mail: enroll@sacredheart.edu

Part-Time Admissions

Sacred Heart University 5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7830 Fax: 203-365-7500
E-mail: ucadmissions@sacredheart.edu

Sacred Heart University at Griswold
Griswold High School
267 Slater Avenue
Griswold, CT 06351
860-376-8408 Fax: 860-376-1798
E-mail: christensenk@sacredheart.edu

Sacred Heart University at Luxembourg
7 rue Alcide de Gasperi
Chambre de Commerce – Bâtiment B, 1st Floor
L-2981 Luxembourg
Luxembourg
352-22-76-13 Fax: 352-22-76-23
E-mail: admissions@shu.lu

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

Sacred Heart University at Landmark Square
3 Landmark Square
Stamford, CT 06901

Discrimination

Sacred Heart University does not discriminate on the basis of race, color, religious creed, age, gender, marital status, national origin, disability, sexual orientation, or veteran status in the administration of its educational policies, admission policies, athletic programs, or administered programs. Any behavior or action that excludes, harasses, or discriminates based on any of the above characteristics is unacceptable and subject to disciplinary action. Any person who has a complaint regarding any unlawful discrimination may obtain the procedures to file a complaint from the Executive Director of Human Resources Department, Julia Nofi, 203-365-4837. A complaint by a student for unlawful discrimination in violation of Sacred Heart University policies, state, or federal law regarding disability may also be filed with the Director of Special Services located at the University's Jandrisevits Learning Center who will direct the complaint to Human Resources. The procedures are set forth as an appendix to this catalog.

Curriculum

The University responds to community needs with programs of study and 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 rooted in the Catholic intellectual tradition.

The University offers baccalaureate candidates a choice of 30 majors in the areas of liberal arts, business, and professional studies. Candidates seeking an associate degree can choose from Associate of Arts/General Studies or Associate of Science in

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

- Accounting (MS)
- Applied Psychology (MS)
- Business Administration (MBA)
- Chemistry (MS)
- Clinical Nurse Leader (MSN)
- Communications (MA)
- Computer Science and Information Technology (MS)
- Criminal Justice (MA)
- Cyber Security (MS)
- Digital Marketing (MS)
- Environmental Science and Management (MS)
- Exercise Science and Nutrition (MS)
- Family/Nurse Practitioner (MSN)
- Film and Television Production (MA)
- Healthcare Informatics (MS)
- Human Resource Management (MS)
- Nursing Education (MSN)
- Occupational Therapy (MS)
- Patient Care Services Administration (MSN or MSN/MBA)
- Religious Studies (MA)
- Speech-Language Pathology (MS)
- Teaching (MAT)

Professional certificates (sixth-year degrees) in administration, advanced teaching, and the Connecticut Literacy Specialist are also offered.

A post-master's professional certificate is also available in Family Nurse Practitioner. Professional doctoral degree programs are offered in Physical Therapy (DPT), Nursing Practice (DNP), and Finance (DBA).

Academic and Community Resources and Student Services

Academic Resources

Sacred Heart University resides on more than 100 acres in Fairfield County. The University's College of Health Professions and the College of Nursing are located at 7 Cambridge Drive, Trumbull, and houses the College of Nursing, Occupational Therapy, Physical Therapy, and Human Movement and Sports Science.

ACADEMIC CENTER

The Academic Center contains mostly classrooms and faculty, administrative, and academic departmental offices. This includes Campus Ministry, Campus Operations, Public Safety, Registrar, Student Affairs, and Student Government offices. It is also a multipurpose activity center, housing the computer center, a dining hall, the Art & Design Gallery, mailroom/print shop (a.k.a. SHU Print-and-Delivery, or SHU PAD), 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 new Linda E. McMahon Commons. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo, and related items. Bookstore purchases can be made online. Visit the bookstore's website at www.sacredheart.edu by clicking the "Admissions" tab and then "Bookstore" in the left margin.

CAMBRIDGE DRIVE: THE COLLEGE OF HEALTH PROFESSIONS

The faculty offices and many of the instructional spaces of the College of Health Professions are located in neighboring Trumbull, at 7 Cambridge Drive, a short

distance from the Park Avenue campus. This facility houses state-of-the-art labs, classrooms, and library facilities for the Colleges, which includes the College of Nursing, Occupational Therapy, Physical Therapy, and Human Movement. All graduate study for the Colleges and many laboratory and didactic undergraduate courses are scheduled in this exciting space. In addition to the highly sophisticated classrooms, laboratories, and library spaces, there are new dining facilities, a physical therapy clinic, a reading clinic, and administrative and faculty offices. Ample parking is available, and the facility is served by a regular University shuttle service.

CAMPUS FIELD

Campus Field is the home of the Sacred Heart Pioneer football, men's and women's soccer, field hockey, men's and women's lacrosse, women's rugby, and men's and women's outdoor track and field. Renovated in 2015, Campus Field features lights and a new surface for its multipurpose field. The field is surrounded by an eight-lane synthetic-surface running track, which was also recently renovated and is available for competition and recreational use with seating for more than 3,500 spectators. 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 tennis courts (resurfaced in the summer of 2015) as well as Pioneer Park, which is one of the finest softball stadiums in the Northeast.

CHAPEL OF THE HOLY SPIRIT

The Chapel of the Holy Spirit, which was dedicated in August 2009, is a pivotal campus landmark serving as a powerful symbol of Sacred Heart's Catholic identity. It holds more than 500 in its principal sanctuary with a smaller Chapel of the Nativity for daily Mass and private prayer that seats 50. Among the Chapel's special features are original mosaics and stained glass by world-famous Jesuit artist, Father Marko Ivan Rupnik, and a tracker organ

designed and manufactured specially for Sacred Heart University by master craftsmen at Casavant Frères. There are outdoor gardens and a spacious narthex—or foyer—suitable for public gatherings. The building and grounds are designed to suggest one of the defining themes of the Second Vatican Council: the Church as the Pilgrim People of God. The Chapel roof consists of copper folds in the manner of a nomadic tent, for example, and the narthex has walls of glass to demonstrate the intersection between daily life and the life of prayer. The Chapel's bell tower holds four unique bronze bells, hand-cast in the Netherlands. The largest one weighs 1,500 pounds and measures 41 inches in diameter; the smallest weighs 447 pounds and measures 27 inches in diameter.

CURTIS HALL

Curtis Hall, named for the University's founder, Most Reverend Walter W. Curtis, DD, Bishop of the Diocese of Bridgeport, houses the offices of Undergraduate and Graduate Admissions, Student Financial Assistance, and Marketing and Communications. The Curtis Theatre is also located in this building.

EDGERTON CENTER FOR THE PERFORMING ARTS

The Edgerton Center for the Performing Arts is a multifaceted facility that presents a wide variety of lectures and theatrical, musical, and dance performances. The University completed a renovation of the Edgerton Center in 2014, allowing for a larger Art & Design Gallery for displaying student and faculty artwork and a reception area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including

the Concert Choir, Concert Band, Jazz Ensemble, and the SHU Players.

For all questions and ticketing information, call the box office at 203-371-7908, or visit the center at www.edgertoncenter.org.

MELADY ADMINISTRATION BUILDING

The Melady Administration Building houses the President's office, the offices of the Provost and Vice President for Academic Affairs, the office of Vice President for Mission and Catholic Identity, the office of the Vice President for Human Resources and Payroll, and the Media Studies Center.

LINDA E. MCMAHON COMMONS

The 46,000-square-foot Linda E. McMahon Commons serves as a crossroads and popular destination for students and the entire Sacred Heart community. Linking the University's academic, spiritual, and extracurricular cores, as well as its upper and lower campuses, the distinctive V-shaped building includes the bookstore, a servery adjoining a 250-seat student dining hall, a private dining room with hearth and seating for 50 individuals, informal lounge spaces including a fireplace lounge overlooking the east entry terrace, a concourse connecting active spaces within the building, a presentation room, the career counseling center, and Red's Pub. The exterior of the building incorporates outdoor terraces that also serve as gathering space for students and faculty.

FRANK & MARISA MARTIRE BUSINESS & COMMUNICATIONS CENTER

The Martire Business & Communications Center houses the Jack F. Welch College of Business and the Department of Communications & Media Studies. This building is located on the corner of Park Avenue and Jefferson Street in Fairfield. It offers state-of-the-art facilities that include an active trading floor; digital way finding; dedicated conference rooms for business meetings and internships; "problem-based"

learning laboratories; screening venues; “smart” classrooms with multimedia technology including movable furniture for various learning configurations; a multimedia forum for leadership institutes, lectures, and screenings; interactive labs including a motion-capture lab for motion-picture animation and video-game design; a large-screen digital cinema; two large television studios for TV, video, and film production; and a radio station.

OAKVIEW DRIVE

Located off campus in neighboring Trumbull, the building at 101 Oakview Drive houses the Isabelle Farrington College of Education, the office of the Vice President for Finance; the Business Office; Upward Bound; Motion Analysis Laboratory; the Art Department faculty offices; and the administrative offices of WSHU Radio.

RYAN MATURA LIBRARY

The Ryan Matura Library is the source for information, whether an 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.

In addition the library houses nine technology-equipped group-study workspaces to allow students to work together on projects or prepare for presentations.

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 8:30 a.m. and noon, Monday through Friday.

STUDENT SUCCESS CENTER

The Student Success Center is a new learning center dedicated to helping SHU students and young students from the surrounding region achieve success in their educational pursuits. The Student Success Center’s focus is on enhancing student learning, testing, and achievement. The Center for Teaching and Learning provides students with tutoring for their academic program. There will be professional tutors and student tutors to help students in math, writing, and the natural sciences. The Office of Special Services provides support and accommodations for students who need specific help with learning. There is also a laboratory for literacy where graduate

students in Education provide tutoring in reading to children in the Bridgeport Public School System. Finally, the Global Affairs Office promotes the internationalization of the University. The Student Success Center is on the corner of St. Nicholas Road and Park Avenue, directly adjacent to the President's residence. Designed to resemble a large, stately residence, it has a stone veneer on the lower levels to match existing stone retaining walls, brick on the second story, and a gabled half-story space at the top. The structure also resembles the SHU Wellness Center in physical character.

TANDET BUILDING, STAMFORD HOSPITAL

Sacred Heart University's College of Health Professions is working with Stamford Hospital to launch a new full-time, 27-month Master of Physician Assistant Studies (MPAS) program, starting in fall 2016. The SHU MPAS program will be located in Stamford, on the second floor of Stamford Hospital's Tandet Building, which is located next to the main hospital on West Broad Street. The 13,000-square-foot space is in the process of a full renovation and will include a state-of-the-art lab, classrooms, and a patient-assessment suite.

WILLIAM H. PITT HEALTH AND RECREATION CENTER

The William H. Pitt Health and Recreation Center is home to the 32 Pioneer Division I men's and women's programs as well as our 26 club sports programs. The three-level, 141,000-square-foot complex features four multipurpose basketball courts, which can be easily converted for concerts 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 Hammer Strength free-weight equipment (purchased in the summer of 2014) can be used. Locker rooms for both the Pioneer and visiting athletic teams are adjacent to the fitness area as well as the Pioneer wrestling room. The upper level of the Pitt Center houses the Department of Athletics suite of offices and a student study center. Perched atop the Pitt Center is the Sky Box, a beautifully appointed room with terrace access that is used to host special guests during athletic events. Graduate students may use the Fitness Center for a fee.

WELLNESS CENTER

The Wellness Center is located at 4980 Park Avenue. The two-story, colonial-style 5,800-square-foot building serves as a place for acute health and medical needs and will also offer students confidential counseling and therapeutic services. The first floor of the Wellness Center houses the Health Clinic consisting of a reception and sitting area, medical record storage room, several examination rooms, a physician's office, a nurse's office, and a supervisor's office. The Counseling Center located on the second floor offers a health resource area, wellness center, and several counseling suites. Peer educators are also available to aid students in making responsible choices about alcohol, relationships, and coping with loss by offering support and resources. The new Center will hold numerous examining rooms and is equipped with a laboratory and wellness room where students can wait following vaccinations and where they can be monitored if there are adverse reactions.

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 backbone.

VPN and virtual desktops are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Browser-based e-mail is available through the web, for sending and receiving campus e-mail from any computer connected anywhere on the Internet.

To promote its "Anytime, Anywhere Learning" initiative, Sacred Heart University launched wireless networking in the summer of 2000 to create one of the first wireless network campuses in New England. This infrastructure allows students to use portable devices anywhere on campus. The current wireless standard is 802.11n.

The students' computing laboratories are currently comprised of 424 desktop computers distributed throughout several academic facilities. Nineteen 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 technology-enhanced classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. All general-purpose classrooms are equipped with large-screen displays, classroom computers, laptop connections, Blu-Ray players, and audio capabilities. All classrooms on campus are equipped with an active data jack for instructors or students to access the network. Twenty percent of all general-purpose classrooms are equipped with lecture-captive technology. Additionally, there are data/CATV connections in every suite and wireless networking is accessible throughout the campus. 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.

The University is part of a select group of academic institutions that embraces the mobile computing philosophy. Every full-time undergraduate student is encouraged to purchase and use a laptop during their academic life at the University. Information Technology fully supports a variety of laptop models from Lenovo, Apple, and Dell. Sacred Heart University provides all full-time faculty members with a choice of laptop, tablet, or Mac laptop refreshed every three years. We offer similar programs to our adjunct faculty who are issued a supported laptop. We build and deploy an image which contains the latest Microsoft Office software and other necessary tools and utilities.

Through the use of Sacred Heart University's learning management system, Blackboard, faculty are provided with the ability to remain connected to students outside of the classroom. Blackboard's functionality allows faculty to post their syllabus electronically, add course content, foster group communication outside of the classroom, and administer electronic exams. In addition, the University provides all faculty with a WebEx account, a tool which enables instructors to host synchronous learning sessions beyond the physical classroom environment. Separate from the faculty accounts, Sacred Heart provides students with WebEx accounts to conduct synchronous group work sessions from any location with an Internet connection.

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 support the labs and educational programs. The University's gigabit Internet, backbone support, and wireless network are linked 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 (WAN) segments, and are managed completely in house. Administrators maintain traffic-shaping, intrusion prevention, and wireless security measures for access as secure as it is convenient. The University has adopted the "Blackboard" Transaction System to create a simplified means for identification and commerce transactions on campus. The SHU identification card can also be used at select off-campus merchant locations to facilitate additional commerce transactions.

In support of the laptop program, the University has an on-site Notebook Service Center and Call Center (The Factory) staffed by certified technicians and open 12 hours a day, Monday through Thursday, and 9 hours on Friday. The Factory is staffed five 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 Factory 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. Through Sacred Heart's telephone support hotline, students, faculty, and staff can dial a toll-free number or e-mail tech support to obtain technical assistance. In addition, Sacred Heart University has a full-time training department, which provides multiple workshops every month to train faculty, staff, and students on various technology applications. One-on-one sessions are available by appointment and can cover any software supported by the University.

JANDRISEVITS LEARNING CENTER

Office of Academic Support

Academic Support Services

The Jandrisevits Learning Center (JLC) is SHU's central academic support service and is open to all SHU students. The JLC offers students at every academic level an opportunity to improve their content area knowledge and to develop academic skills needed to succeed in their coursework. Staffed by highly experienced faculty, graduate, and peer tutors in disciplines across the curriculum, the JLC provides a warm, friendly learning environment that fosters the growth of self-directed learning. The JLC offers the following support services free of charge to all SHU students:

- Individualized tutoring in many disciplines provided by faculty, graduate, and peer tutors (by appointment);
- Classroom Learning Assistants (CLAs), who are peer tutors nominated by faculty to provide academic support to students in disciplines across the curriculum;
- Workshops on college-level study skills such as note-taking, time management, test-taking, critical reading and writing, oral presentations, and math concepts and problem-solving; and
- Online Writing Lab (OWL) for online feedback with written assignments.

OFFICE OF SPECIAL LEARNING SERVICES

The Office of Special Learning Services (OSLS) provides instructional accommodations and services to students with documented disabilities. Students with disabilities who request academic accommodations must submit appropriate documentation and register with OSLS. In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the OSLS provides reasonable instructional accommodations and services including disclosure letters, alternate testing accommodations, auxiliary aids and

services, and academic adjustments. For appointments, call 203-371-7820.

ENGLISH AS A SECOND LANGUAGE (ESL)

The English Language Institute at Sacred Heart University offers an accredited, full-time Intensive English Language Program to prepare students for their successful study in an American academic institution. Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, and grammar, totaling 22 hours per week. Placement in the noncredit, preacademic Intensive English Language Program is determined by an English Placement Test and the student's language profile.

Students who successfully complete their ESL classes at the Sacred Heart English Language Institute are not required to take another proficiency test to enroll in other degree programs at Sacred Heart University. Admission to the English Language Institute does not guarantee admission to the University. Students are allowed to take credit courses while taking advanced ESL courses at the same time. For more information regarding the program, contact the director at 203-365-7528. The program runs five semesters per year. Please see the English Language Institute website for further information: www.sacredheart.edu/esl

STUDY ABROAD

Sacred Heart University offers a variety of graduate study abroad programs around the world—with programming that supports a broad range of educational, professional, and personal objectives. Short-term programs offered over the winter and summer terms are available.

Choose from courses taught at the University's own sites in Ireland and Luxembourg, or choose courses taught by SHU faculty in additional countries. Courses completed will fulfill degree requirements. Applications are available online one semester before the program start date.

Students participating in SHU programs pay the regular Sacred Heart tuition rate plus a program and/or study abroad fee. Federal and state financial assistance as well as Sacred Heart University grants may apply to SHU and SHU-affiliated semester study abroad. Specific program cost and scholarship information is located on the Office of Global Affairs website.

For more information, contact the Office of Global Affairs at 203-396-8028 or locate programs online at www.sacredheart.edu/studyabroad.

HOUSING

Inquiries as to the availability of graduate housing or regarding off-campus rentals may be made by contacting the Office of Residential Life at 203-416-3417.

Community Resources

CENTER FOR CHRISTIAN-JEWISH UNDERSTANDING

The Center for Christian-Jewish Understanding (CCJU) is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians, and educators 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 national and international 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 fosters greater knowledge and understanding of the religious traditions of Christianity and Judaism and the history of their relationship, and provides 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 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 Jack 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 one 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 Jack Welch College of Business. The Center's office is located at on the Oakview campus. For further information, call 203-371-7853.

EDGERTON CENTER FOR THE PERFORMING ARTS

The Edgerton Center for the Performing Arts is a multifaceted facility that presents a wide variety of lectures and theatrical, musical, and dance performances. The University completed a renovation of the Edgerton Center in 2014, allowing for a larger Art & Design Gallery for displaying student and faculty artwork and a reception

area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including the Concert Choir, Concert Band, Jazz Ensemble, and the SHU Players.

For all questions and ticketing information, call the box office at 203-371-7908, or visit the center at www.edgertoncenter.org.

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 cosponsoring, 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.

RADIO STATIONS

WSHU Public Radio is a professionally operated group of public radio stations licensed to Sacred Heart University with studios and control centers located on the Fairfield campus. A full member of NPR, it is one of only two such stations in Connecticut and 268 in the United States. WSHU is the principal public radio source for Fairfield, New

Haven, and Litchfield Counties in Connecticut and Suffolk and Dutchess Counties in New York. More than 264,000 listeners tune in to the station's blend of acclaimed NPR news and talk programs, locally produced classical music, award-winning regional reporting, and unique entertainment.

WSHU utilizes student support in the form of internships, work-study students, and board operators. It also serves as a lab for audio production. In addition to its original 91.1 FM signal, WSHU operates another service, WSHU Fairfield County Public Radio (1260 AM, 1350 AM, 1400 AM, and 106.5 FM), as well as three other radio stations—WSUF 89.9 FM in Noyack, New York; WQQQ 103.3 FM in Sharon, Connecticut; WYBC 1340 AM in New Haven, Connecticut—and six translators: 90.1 FM (Stamford, CT), 91.3 FM (Huntington Station, NY), 91.7 FM (Ridge, NY), 93.3 FM (Northford, CT), 103.3 FM (Greenport, NY), and 105.7 FM (Selden, NY).

Student Services

GRADUATE STUDENT AFFAIRS

The Office of Graduate Student Affairs supports and encourages life on and off campus for graduate students and serves as a liaison between the students and university administration to assist in making the transition easier and more fulfilling.

We work to coordinate events and programming among the five graduate colleges, oversee the Graduate Student Advisory Committee (GSAC), provide students with information about student services and general information about community resources, assist in orienting new students each semester and function as a general ombudsman and advocate throughout their SHU graduate college career. Check the GSA site regularly at <http://www.sacredheart.edu/officeservices/graduatestudentaffairs/> for updated

information and check your SHU e-mail for news and events that are important to development as a graduate student here at Sacred Heart University.

GRADUATE STUDENT ADVISORY COMMITTEE

The Sacred Heart University Graduate Student Advisory Committee, also referred to as GSAC, is an advisory organization that fosters support and interaction among graduate students, faculty, the University, and the community-at-large through intellectual and social events. It provides a voice for graduate students by embracing the academic, social, cultural, and general diversity of its members.

Membership to the GSAC is open to all part-time and full-time graduate students looking to become more involved within the graduate student body on campus. GSAC meetings will typically take place once a month rotating to a different evening to accommodate various graduate class schedules.

Regardless of the amount of time you can contribute to GSAC, there are numerous ways to have an active role on the committee. As a voice for your program, you can assist in making enhancements to the graduate student experience and suggest appropriate graduate student programs and events. Remember, it's never too late to join!

CAMPUS MINISTRY

The Office of Campus Ministry provides opportunities for persons of all faiths and religious traditions to share their faith in the life of the University community. Campus Ministry serves students, faculty, staff, and the local community through daily liturgies, pastoral counseling, community outreach, educational programming, and special projects, events, and retreat programs

Campus Ministry responds to student needs for worship, integration, reflection time,

social interaction, meaningful discussion of life issues, responsible social action for justice, and exploration of moral, religious, and relational issues.

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

CAREER DEVELOPMENT AND PLACEMENT CENTER

The Career Development Center offers a variety of services to enhance graduate students' professional development. Students matriculated into graduate degree programs can receive individual assistance and participate in group workshops for résumé creation or critiques and interviewing development.

Additional services include:

- **Online Job Postings:** The Center 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.
- **Employment:** Individual assistance is available in locating part-time and full-time employment opportunities.

For additional information on the Career Development and Placement Center, call 203-371-7975 or visit our website at www.sacredheart.edu/career.cfm.

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 Chartwells, a professional food service corporation, to provide meals to students. The food court at the Linda E. McMahon Commons, 63's, Cambridge Commons, and the Outtakes Convenience Store offer dining service à la carte throughout the day and evening. Einstein's Bagels located in the Martire Business and Communications Center also provides dining services. Also, Starbucks Café on the first floor of the Ryan Matura Library provides à la carte services throughout the day and evening during the academic year.

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 Primary Designated School Official (PDSO) in the Office of Student Life. 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 PDSO 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 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 Bursar's Office in the SC-Wing of the Academic Center. Temporary parking passes are also available at Public Safety and the Visitors Parking Pass Public Safety website portal.

Department of Public Safety Telephone Numbers

Routine Business: 203-371-7995

EMERGENCIES ONLY: 203-371-7911

Fax Number: 203-396-8372

Information Line Phone: 203-365-SNOW
(7669)

Visit: www.sacredheart.edu/publicsafety.cfm

SHU PRINT AND DELIVERY (SHU PAD)

The SHU PAD can handle all of your document needs. We print, copy, and scan documents. Need something notarized? Look no further. Traveling abroad? We'll bring the USPS on site to process passport applications. We'll print your posters, banners, and even make signs for your next

event. Interested in mailing something? We'll show you how to save money by designing mail pieces correctly to achieve maximum postage discounts. We manage the copiers located throughout the campus and accept your SHU ID card for any services rendered. We receive and distribute your mail and packages and will let you submit jobs through our digital storefront. If interested in any of our services, please call (203) 365-7540 or e-mail gerckensa@sacredheart.edu.

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 cocurricular interest groups. Throughout the course of the academic year, the Council of Graduate Students provides a series of programs and activities for the graduate student population. Fees or admission charges may apply.

WELLNESS CENTER

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 residence 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 at 203-371-7838.

Academic Standards, Policies, and Procedures

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- **The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent, is the disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/ her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her professional responsibilities for the University.

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

ADDENDUM

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney

General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Student Responsibility

Students are responsible to know and apply the University’s academic policies and procedures. They are responsible for meeting deadlines as outlined in the academic calendar or in other sections of this publication. Students are responsible to know and apply graduation requirements. Questions about academic progress should be addressed to the academic department or the Assistant Registrar for Graduation Services.

Sacred Heart University Network Account and Official Communications

When students are enrolled at Sacred Heart University, a University network account is created. The student is required to activate the account and is thereby given access to online services including Sacred Heart University e-mail. Official communication is directed to the student's Sacred Heart University electronic mailbox. In some cases official communications may be delivered by U.S. mail or campus mail. Students are expected to access their e-mail regularly to stay abreast of important, time-sensitive information. Information on how to access Sacred Heart University's network is available from the University's website under MYSHU. Students must activate their Sacred Heart University network account and be registered to have access to course material and online applications.

Matriculation

Matriculation is an agreement with the University to a particular set of degree requirements. Graduate students who have met all the requirements and have been accepted by Graduate Admissions are considered fully matriculated. Non-matriculated students may take 6–9 credits with permission from Graduate Admissions. Students who want to take courses beyond these initial credits must be admitted to the University. The option to take courses as a non-matriculated student does not apply to programs for teacher or administrative certification. Contact Graduate Admissions for further information.

Changes of Curriculum and Continuous Enrollment

A matriculated student has the right to graduate under the requirements that existed at the time of his/her matriculation as long as continuous enrollment has been maintained. Continuous enrollment means

the student is in attendance for one of any three terms in an academic year. All summer session courses count as one term toward continuous enrollment calculations. Students who drop all their courses during the add/drop period may not use that semester as part of their continuous enrollment calculation. Students who fail to maintain continuous enrollment must apply for readmission. Readmitted students must follow the guidelines in effect at the time of readmission. Students who are not enrolled in a semester may wish to maintain their network connections and access to certain services such as the library and other online services. To do this, the student must contact the academic department and request access to the department's continuous registration section. This registration will continue all network access. A fee will be applied.

Mandated Vaccination and Immunization Requirements

All students must be in compliance with state law before registering. For information regarding immunization requirements, contact the University's Health Services Office at 203-371-7838 or visit the Health Services website: www.sacredheart.edu/officeservices/wellnesscenter/

Academic Calendar

The academic calendar varies depending on the graduate program. The calendar and important dates are posted on the University website and organized by graduate programs.

<http://www.sacredheart.edu/aboutshu/calendars/>

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:

- Refer in course syllabi to the University's policy on academic integrity.
- Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.
- Clearly explicate in course syllabi consequences for violations of academic integrity.
- Reinforce these expectations and consequences periodically during the semester, such as when giving information for assignments.
- Model and, where appropriate, teach students those scholarly practices that embody academic integrity.
- 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:

- Act with integrity in all their coursework.
- Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.
- Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.
- Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.
- 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:

- Having unpermitted notes during any exam or quiz. Only materials that a professor explicitly instructs students they may use during an examination are permitted.
- Copying from other students during any exam or quiz.
- Having unpermitted prior knowledge of any exam or quiz.

- 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.
- 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:

- Copying whole papers or passages from another student or from any source.
- Allowing another student to copy or submit one's work.
- 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.
- Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.
- Fabricating or falsifying a bibliography.
- Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.
- Appropriating another person's computer programming work for submission as an assignment.
- When creating a webpage, 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.
- Any other appropriation of another's intellectual property without proper attribution.
- 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:

- 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.)
- 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.
- 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:

- 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.
- Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
- Theft and defacement of library materials.
- Theft of other students' notes, papers, homework, and textbooks.
- 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 within five working days of the sanction. The faculty member will provide all parties with appropriate documentation

of the incident. The dean of the student's college will inform the student and his/her academic advisor in writing of the accusation, instructor's course-based sanction, and appeals process available to the student within five working days of the notification from the faculty member. In the instance of a second confirmed violation, the letter sent to the student will stipulate that this is a second violation. These timelines apply under normal circumstances, barring institutional exigencies.

APPEALS OF COURSE-BASED PENALTIES

The student will initially have presented his/her explanation to the faculty member when the faculty member first consulted the student about the work in question. The student who claims he/she did not act dishonestly should ordinarily attempt a resolution with the faculty member. If the resolution was not satisfactory following when a student failed a course or received a reduced course grade based on a formerly reported accusation of dishonesty, the student may appeal the grade by presenting 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 15 working days of the notification from the dean of the student's college.

The procedure for a documented appeal is: If 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 chair/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. 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 AND SUBSEQUENT 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, 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 full documentation of the student's previous violation of academic integrity and authority to request additional information and documentation as warranted; however, the committee is not to reconsider the student's guilt or innocence in those incidents. The committee will hear from the student's academic 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

SACRED HEART UNIVERSITY GRADUATE GRADING SYSTEM

GRADE	QP
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
P (Pass)*	0.00 (for courses approved as pass/fail)*
NP (No Pass)	*0.00 (for courses approved as pass/fail)*
W (Withdrawal)	0.00

I (Incomplete)	0.00
AU (Audit)	0.00
NG (No Grade)	0.00

* as designated by Department

I (Incomplete) grades may be changed by completing the deficient coursework no later than six weeks after the beginning of the following major semester (fall or spring.) All Incomplete grades not changed within the six-week period will revert to Fs. In unusual circumstances, the six-week period can be extended. (See IX)

(IX) (Incomplete Extension) grade will be in effect until the next conversion date which is six weeks into the following major semester. After that date, the Incomplete Extension grade will convert to an F. An extension for incomplete work may be given only once with the approval of the course instructor and the department chair. Incomplete grade extensions must be filed in writing with the Registrar's Office by the instructor prior to the incomplete conversion date.

W (Withdrawal) grades are recorded when a student officially withdraws from a course within the approved time frame (see policy under Course Withdrawal).

NG (No Grade) is recorded by the Registrar when a grade is not reported by the instructor. Students will not receive credit for courses assigned a No Grade.

Quality grade points earned in a course are determined by multiplying the quality point value of the letter grade (see above chart) by the number of credits of the course. A term GPA is calculated by dividing the total number of quality grade points by the total number of credits taken during the term. A cumulative GPA is calculated by dividing the total number of quality grade points by the total number of credits taken at Sacred Heart University. Courses transferred into Sacred Heart University from other institutions do not factor into the Sacred Heart University grade point average.

Note: Grades of P/NP, W, I, AU, and NG are not included in the calculation of the term or cumulative GPA.

If a student repeats a course that had a passing grade, the best grade will be calculated into the student's overall GPA. The initial grade will remain on the transcript but will not be calculated in the overall GPA. The student will receive academic credit for the course only once. See the policy for repeating a failed course under the Academic Forgiveness section.

Graduate students will receive a pass/fail grade only for courses designated by the department as pass/fail. These are generally limited to thesis, comprehensive examinations, and clinical affiliations. If a student enrolls in a course that is not required for his/her major, he/she may seek approval to put the course on pass/fail. Written approval from the Department Chair and College Dean is required.

CHANGE OF GRADES

An instructor may submit a Change of Grade only due to miscalculation or clerical error of the original grade. Grade changes must be submitted by the instructor of record using the appropriate form or online procedure in Web Advisor. Grade changes must be submitted no later than the end of the following semester in which the grade was posted. Any exceptions will require additional approval. 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. If another elective is used, both grades will count in the cumulative GPA. Or, the student may petition the Academic Dean's Office to request that the second elective grade be counted in the cumulative GPA in place of the first elective grade.

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 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 chair of the faculty member involved. The department chair 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 chair 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 chair 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 chair 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 chair. This step concludes the process.

ACADEMIC FORGIVENESS

A student who has successfully repeated a failed course and wants to make an adjustment to his/her transcript must submit the appropriate repeated course form to the Registrar's Office.

If an F course grade was the result of a violation of the University's policy on academic integrity, the grade is not subject to forgiveness. That is, the grade will remain in the computation of the GPA. If the Repeated Course Request is approved, only the more recent of the two grades will be counted in the computation of the grade point average (GPA). The original grade, however, will be kept on the transcript. This policy is limited to the first F successfully repeated during graduate study. Criteria for the successful repetition of a failed course will be established and promulgated by the respective program faculty. The limitation to forgiveness of a single F grade may be waived by student petition to the program

or department director, with final approval of the petition being made by the college dean.

HONORS DESIGNATION FOR GRADUATING GRADUATE STUDENTS

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

- Students must be in top 20% of the graduating group within the degree program.
- Students must have obtained at least a cumulative GPA of 3.7.
- 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.
- A recommendation that an honors designation be granted must be sent to the program director by a faculty member.
- Endorsement by the program director of the faculty member's recommendation and a recommendation for the award to the dean of the college.

ACADEMIC PROBATION

Any student whose cumulative 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 coursework.

PROGRAM DISMISSAL

A student whose cumulative GPA is below 2.7 after attempting 18 credit hours will be dismissed from the University. A student who is dismissed may submit an appeal for change of status. The procedure for appeal is listed below in the Academic Policies section.

*The academic probation and program dismissal policies described above are minimum University requirements. Each academic department may have additional requirements for the student to maintain good standing or be retained in the program.

Academic Appeals

A student who has been dismissed can appeal the dismissal to the Academic Review Board, or equivalent structure within each college, through the dean of his or her college and request reinstatement. Dismissed students have the option to appeal if they believe their academic deficiencies are due to extenuating circumstances or computational errors in calculating their GPA or academic progress. The appeal should include some reflection on the cause of the poor performance, documentation of any extenuating circumstances, and a plan of action for improving performance if the student is admitted back into the University. The appeal and all supporting documentation of the appeal must be presented within fourteen (14) days after receipt of the formal dismissal letter. The Academic Review Board or equivalent structure will make a recommendation to the dean of their college in a timely fashion. The dean of the college will then make a final decision on the appeal. This concludes the appeal process.

Academic Policies

STUDENT STATUS

To be considered a full-time graduate student at the University, candidates must maintain registered status for 9 credit hours per term.

Graduate students who are enrolled for a minimum of 3 credits in a term are considered half-time. 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 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 or the office of the dean of the appropriate college.

Academic Procedures

WEB ADVISOR

Web Advisor is a secure site with access for current students and faculty. Through Web Advisor, students can search for open classes and register online, add/drop courses, view their schedules with up-to-date room and instructor information, or check restrictions on their registration. Students may also view their profile information and send corrections to the Registrar's Office. Students can view their grades and monitor their progress toward their degree goals.

ONLINE REGISTRATION USING WEB ADVISOR

Students are expected to register for classes through Web Advisor provided that they do not have any holds on their registration (balance due, Health Services immunization requirement, parking tickets, etc.). This ensures that all students comply with Sacred Heart University polices. The student should contact the appropriate departments to address any outstanding issues.

Students will be assigned time periods to register online for the fall and spring semesters. Messages will display on the screen whenever a student attempts to register for a class for which he/she is not qualified or if additional permissions are needed.

Online registration will only be available during specified date ranges but access to inquiry screens will always be available. Up-to-date information regarding class schedules, room and instructor information, and course offerings is available through Web Advisor.

Students who require special permission to register for a course may do so by completing the registration form and faxing the form with written permission from the program director to the Registrar's Office. Students may also complete this process in person during regular business hours. Information may be faxed to 203-365-7509.

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 processed. If course cancellations occur, students will be notified by the academic department through SHU e-mail in order to adjust their schedules. Students must initiate all registration, drop, or withdrawal actions. Requests from faculty or staff will not be processed unless a signed form or letter from the student is attached.

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 with written permission from the Graduate Admissions Office. Students may complete up to 6 or 9 credit hours under this designation depending on the academic program requirements. In-process registration does not guarantee admission into a graduate program.

COURSE PREREQUISITES

Students are responsible to know 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.

AUDITORS

A student wishing to audit courses must register for the courses as an “auditor.” No credit is granted for an audited course. The University may restrict auditors from certain courses. No student will be permitted to change from credit to audit or audit to credit after the Add/Drop period. Auditors may register during the first week of classes through the add/drop period. Auditing a course requires instructor permission prior to registration. An additional audit fee will be assessed (see Student Accounts website under Tuition & Fees).

COURSE CHANGES—ADD/DROP

A student may change his/her course selection only within the add/drop period. The procedure for schedule changes is available on the Registrar’s webpage (<http://www.sacredheart.edu/officeservices/registrar/>). This process must be followed to ensure course registration and the proper calculation of tuition and issuance of refunds

as listed in the Expenses and Student Financial Assistance chapter of this catalog. Students may not add a course after the add/drop period without written permission of the course instructor and the department chair. See Academic Calendars for add/drop deadlines.

COURSE WITHDRAWAL

If withdrawal from a class becomes necessary, the student should obtain an official withdrawal form from the Registrar’s Office. Withdrawal forms are available on the Registrar’s website at www.sacredheart.edu/officeservices/registrar/. Completed forms should be faxed to the Registrar’s Office at 203-365-7509. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds, if applicable. A “W” grade will be issued for course withdrawals submitted within the withdrawal deadline (see Academic Calendars for withdrawal deadlines). After the deadline, a grade of W will only be granted in highly unusual circumstances, such as documented medical emergency. Students who do not withdraw in the specified time frame will receive the grade that they have earned. Students are encouraged to contact their advisor or program director to discuss their academic progress.

Phone withdrawals are not accepted. Students who are taking only online courses may submit a request to withdraw from a course by sending an e-mail to registrar@sacredheart.edu. The e-mail must include the student’s request to withdraw, the student’s name, ID number, course and section number, and term.

Nonattendance does not constitute official withdrawal. Course withdrawals may affect satisfactory academic progress (as defined in an earlier section) and/or academic standing, and may result in the loss of benefits or permission to participate in University activities such as athletics. It is the student’s responsibility to understand these consequences.

If a student withdraws from the University prior to and through the add/drop period,

the courses will not appear on the student's transcript. A "W" grade will be recorded if the student withdraws from the University after the add/drop period. The W grades will appear on the student's transcript.

VERIFYING STUDENT'S SCHEDULE

Each student is responsible for checking their schedule on Web Advisor to make sure the information is correct. Any problems should immediately be directed to the Registrar's Office. Students will be held academically and financially responsible for their registration as indicated on their schedule in Web Advisor.

LEAVES OF ABSENCE

Medical Leave of Absence

Students who must leave the University because of a documented medical condition may request a medical leave of absence from the program director or department chair. Documentation of the serious nature of the medical condition must be provided. Medical leaves are generally approved for one semester but may be renewed for one additional semester with written permission from the dean of the college. Students may return at the end of the leave when medical clearance is provided. This policy does not bind the University to alter their curricula or major program, which may have been discontinued or substantially altered during the approved leave of absence. Students who change their program or major upon return will be under the requirements in effect at the time of their return.

The student is responsible for obtaining all relevant information that may affect their standing and benefits including but not limited to financial aid and veteran's benefits. A student on approved medical leave is considered to be in continuous matriculation during that leave period. If a student does not return after the leave or extend it, he or she must go through the readmission process to return.

Military Leave of Absence

Graduate Students called to active duty while enrolled in the University should contact their program director. Students must present documentation. Students wishing to obtain a Military Leave of Absence may be offered the following options after the program director confers with financial aid, instructors, and other University officials:

- Withdrawing from the courses with a full tuition refund or tuition credit, in accordance with University and government guidelines.
- If a student completed at least 70% of the coursework and upon recommendation of his/her dean, the student may elect to take incompletes and make special arrangements for course completion with individual instructors.
- Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and the student may be required to comply with degree program requirements in effect at the time of their return to the University.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

Graduate students wishing to drop or withdraw from all their courses and thereby discontinue their enrollment should confer with their advisor or program director. University withdrawals are not official until all signatures are obtained. Any refunds will be determined by the official date of the withdrawal. All fees are nonrefundable. Drops will be recorded on the student's record during the add/drop period. A "W" grade will be recorded and appear on the transcript for University withdrawals completed after the add/drop period.

READMISSION

Students who fail to maintain continuous enrollment as defined in an earlier section must apply for readmission through Graduate Admissions. Readmitted students must follow the guidelines in effect at the time of readmission.

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. However, if a student did not meet the academic requirements for a course, a substitution for that course will not be allowed. If the basis for the request of a substitution is a learning or physical disability, the student must contact the Director of Special Services and provide documentation of the disability. For information regarding this procedure, contact the Director of Special Services. All waivers and substitutions must meet the requirements of any academic program accredited and/or licensed by an outside accrediting body or governmental agency.

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 and a 3.0 GPA. Other conditions may apply for specific programs (see program information under the specific programs). All students eligible for a degree must apply for graduation candidacy at least one semester before completing the degree. An online application is available through Web Advisor. Failure to comply may result in a delay in receiving the degree by the anticipated graduation date. Degrees are conferred three times a year in May, August, and December. The Commencement Convocation is held once a year in May.

Students will be billed a graduation fee approximately one month before their anticipated graduation date. 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 the semester the certificate is completed. There is no fee for the credit certificate at this time.

TRANSCRIPTS

The transcript is the official academic record. The student's authorization must be received before a transcript will be released. The student should complete an electronic Transcript Request. The link is available on the Registrar's Office website at www.sacredheart.edu/officesservices/registrar/. A fee is charged for each transcript requested. Transcripts will be withheld if the student has a financial obligation to the University.

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. 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. Certain programs may require above a 3.0 cumulative GPA and have additional requirements of a prerequisite GPA or an interview. Individual requirements are listed online for each program or you can contact the Office of Graduate Admissions.

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. Certain professional graduate programs will utilize a CAS application managed by Liaison International. These common national applications are often sponsored by the accrediting agency. If a CAS application is used, then all supporting materials will be sent to Liaison International for processing. Once compiled, completed,

and verified, applications will be sent to the Office of Graduate Admissions. Please refer to the specific program application page or contact an admissions counselor.

Students are responsible for the submission of all application materials. Once an application is received, the Office of Graduate Admissions will generate an electronic file for the candidate. When a file is complete and verified by the Office of Graduate Admissions, it will be sent 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 as soon as the application is filed. International applicants should submit their official transcripts with proof of degree and supporting materials at least four months before the first day of class.

COMPLETION OF THE APPLICATION FILE

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

APPLICATION

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

FEE

A nonrefundable fee must accompany the application. Applications without the fee or proof of payment will be returned.

TRANSCRIPTS

Official transcripts from all prior colleges and universities attended must be received by the Office of Graduate Admissions. Official transcripts are those sent by the registrar of a college directly to the Office of Graduate Admissions or Liaison International if applying through a national CAS application. Sacred Heart University students and alumni may authorize the Office of Graduate Admissions to obtain their official SHU transcripts on their behalf. Contact the Office of Graduate Admissions for an authorization form. Hand-carried transcripts will not be accepted. All transcripts from foreign institutions should be accompanied by an evaluation completed by a translation service. The Office of International 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 or more letters of recommendation on behalf of the applicant must be received by 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.

PERSONAL STATEMENT

A personal statement that addresses the applicant's career aspirations and reasons for pursuing the intended graduate degree program at Sacred Heart University must be submitted to the Office of Graduate Admissions.

CREATIVE PORTFOLIO

Candidates applying to the Film and Television Masters program must supply a portfolio highlighting both their writing capabilities and creative work. For more information, contact the Office of Graduate Admissions at 203-365-7619.

INITIAL TEACHING CERTIFICATION APPLICANTS

Candidates applying for their initial teaching certificate must complete an essay discussing a recent experience interacting with children and/or youth and how this experience relates to their expectations for a teaching career. Applicants must also submit a passing score on the reading, writing, and mathematics sections of the Praxis Core Academic Skills examination or obtain an official Praxis waiver from the Connecticut State Department of Education. Applicants who have an undergraduate cumulative GPA below 2.67 (on a 4.0 scale) must request a waiver of this requirement from the Office of Graduate Admissions in order to be considered for admission. Applications must provide evidence of having submitted a state and national criminal history background check prior to registering for their first class.

CERTIFIED AND LICENCED STUDENTS

Certified teachers or licensed health professionals who are applying for any graduate program must submit a copy of their current certification or licensure.

INTERNATIONAL APPLICATIONS

All admitted international graduate students must possess the equivalent of a four-year bachelor's degree from an accredited college or university. In addition, international applicants should have achieved an excellent academic record that includes at least sixteen years of primary, secondary, and college-level education.

International graduate students essentially follow the same procedure and use the same application form as all other graduate students applying to Sacred Heart University; however, the following additional documentation must also be submitted:

- Certified official copies of all university/college academic transcripts
- Proof of a bachelor's degree completion from an accredited university or college including semester-by-semester mark sheets, academic transcripts, grade reports, final examination results, diplomas and degree certificates from every college or university attended showing dates attended, course titles, grades obtained, credit hours if any, and the conferral of a bachelor's degree
- An explanation of your university/college grading system to be provided along with transcripts
- Official English language proficiency test results. Acceptable exams include TOEFL, IELTS, Sacred Heart University's English Language Institute (online placement exam, CaMLA EPT, or MELAB), PTE, iTEP, ELS Level 112 English for Academic Purposes, the Cambridge Certificate In Advanced English, and the Cambridge Certificate in Proficiency in English
- For all university-level academic work completed outside the United States, an official course-by-course foreign credential evaluation is preferred with some graduate programs requiring submission. Please contact the Office of International Admissions for a list of approved evaluation companies.
- Identification page(s) of the student's passport
- A certified bank statement or government financial guarantee with U.S. dollar figures verifying the student's family and/or sponsor's ability to pay the costs required to attend Sacred Heart University for one year of study dated within six months of enrolling at Sacred Heart University. The bank statement or financial guarantee must be in English and signed by a bank or government official.

NOTE: Materials that are received by fax and email will be used as working documents only and are considered to be unofficial. Such documents may be used for making an admission decision; however, original or photocopies with a school seal and signature are required when a student enrolls at Sacred Heart University. Submission of falsified documents is grounds for denial of admission or dismissal from the University.

- Additional documentation as specified per graduate program

Upon acceptance to a graduate program, receipt of the student's passport and proof of the student's ability to afford the cost to attend Sacred Heart University for one year must be received as well as a non-refundable enrollment deposit and the student's payment for shipping an I-20. The Office of International Admissions will work closely with the University's PDSO to issue the student's I-20 for the purpose of obtaining an F-1 Visa. For more information on international admission, contact the Office of International Admissions at internationalenroll@sacredheart.edu.

NON-NATIVE ENGLISH SPEAKERS

Non-native English-language speakers applying for graduate study must submit official test scores forwarded directly from the testing service to Sacred Heart University. The following examinations are accepted: TOEFL, IELTS, Sacred Heart University's

English Language Institute (online placement exam, CaMLA EPT, or MELAB), PTE, iTEP, ELS Level 112 English for Academic Purposes, the Cambridge Certificate in Advanced English, and the Cambridge Certificate in Proficiency in English.

- Test scores must be forwarded directly from the testing service to Sacred Heart University. For unconditional admission to an academic program, the following minimum scores are required:
- TOFEL score of 550 on paper-based test or 80 on the TOFEL iBT
- IELTS – 6.5
- SHU ELI online placement – 80
- SHU ELI CaMLA EPT – 70
- SHU ELI MELAB – 80 (proctored on-site at SHU)
- PTE – 62
- iTEP – 5
- ELS Level 112 English for Academic Purposes – x
- Cambridge Certificate in Advanced English (CAE) – 5.5
- Cambridge Certificate in Proficiency in English (CPE) – 5.5

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. 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 three categories: Fully Matriculated, Provisionally Accepted, or Special Student. 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.

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 coursework, or who may benefit from close academic supervision, those whose academic profile meets admissions standards but whose English language proficiency does not meet the minimum requirement 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, per approval of the graduate program. Students who want to take courses beyond these initial credits must be admitted into a graduate program. This option is not available to all programs and it must be approved by the Office of Graduate Admissions.

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 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. Graduate credits taken at the University toward another graduate degree program can be applied using the same criteria as those applied to transfer credits.

Expenses and Student Financial Assistance

TUITION AND FEES

Subject to approval by the Board of Trustees (Academic Year 2016-2017)

GENERAL INFORMATION

Tuition at Sacred Heart University is based on credit hours. The charge per credit hour may vary for each program. All tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made. Students will not be allowed to register with a prior balance. A degree will not be conferred and a transcript and/or educational verification will not be issued until all financial obligations to the University have been met. The University reserves the right to require any past balance to be paid by certified check.

TUITION*

Accounting: \$875/credit

Saturday Weekend Admin Ed Leadership: \$745/credit

Applied Psychology: \$850/credit

Audit Tuition: \$860/course

Doctor of Business Adm. in Finance (full time): \$31,827/year

Chemistry (full time): \$8,250/semester

Chemistry (part time): \$850/credit

Communications: \$935/credit

Computer Information Science (full time): \$7,650/semester

Computer Information Science (part time): \$850/credit

Education: \$705/credit

Criminal Justice: \$790/credit

Certificate of Advanced Study in Special Education: \$735/credit

Cyber Security (full time): \$22,950/year

Cyber Security (part time): \$850/credit

Digital Marketing: \$875/credit

Exercise and Nutrition (full time): \$18,400/year
 Exercise and Nutrition (part time): \$940/credit
 Film and Television Production: \$950/credit
 Master of Arts in Film and Television
 \$28,500/year
 MS Finance and Investment Management
 (full time): \$32,022/year
 MS Finance and Investment Management
 (part time): \$1,186/credit
 CT East Campus Education: \$600/credit
 Master Healthcare Information (full time):
 \$21,000/year
 Healthcare Information Systems: \$775/credit
 Human Resource Management: \$875/credit
 Masters of Arts in Teaching: \$705/credit
 MBA (full time): \$875/credit
 Master of Science in Environmental Science
 and Management (full time): \$22,500/year
 Master of Science and Management: \$725/credit
 Master of Science in Applied Psychology
 (online): \$850/credit
 Master of Science in Nursing-FNP: \$795/credit
 Graduate Certificate in Nursing (online):
 \$670/credit
 Master of Science Physicians Assistant:
 \$38,901/year
 Healthcare Administration Certificate: \$775/credit
 Master of Nursing (online): \$670/credit
 Post Masters Doctor of Nursing Practice
 Program (online): \$920/credit
 Luxembourg MBA (full time): \$36,720/year
 Luxembourg MBA (part time) \$778/credit
 Media Literacy and Digital Culture (full time):
 \$31,500/year
 Media Literacy and Digital Culture (part time):
 \$910/credit
 Nursing: \$795/credit
 Doctor of Nursing: \$950/credit
 Occupational Therapy (full time): \$35,460/year
 Occupational Therapy (part time): \$688/credit

Doctorate Physical Therapy (full time):
 \$36,200/year
 Certificate in Advanced Orthopedic Physical
 Therapy: \$600/credit
 Religious Studies: \$700/credit
 Speech-Language Pathology (full time):
 \$38,190/year
 Speech-Language Pathology (part time):
 \$760/credit
 Sports Communication and Media (full time):
 \$33,660/year
 Sports Communication and Media (part time):
 \$935/credit

MANDATORY FEES*

Library Fee: \$40/term
 Registration Fee (nonrefundable): \$115/term
 Graduate Fee: \$25/\$50/term
 Some courses may require additional lab fees
 (see course listings).

OTHER FEES*

Return Check Fee: \$40
 Guaranteed Payment Plan Late Fee: \$90
 Credit Card Reject Fee: \$50
 DPT Clinical Education Fee: \$1,000 – Late Spring
 DNP Clinical Fee: \$250
 Graduation Fee: \$155
 Guaranteed Payment Plan Fee: \$80/term
 Monthly Payment Plan Fee: \$65/term
 Nurse Practitioner Fee: \$525
 OT Program Fee: \$500/per class
 Student Teaching Fee: \$325/term
 Physician Assistant Program
 Fee: \$500/trimester
 Healthcare Informatics Program
 Fee: \$200/trimester

*For more detailed tuition and fees information,
 refer to the Student Accounts webpage at
www.sacredheart.edu/StudentAccounts.

It is the sole responsibility of the student to maintain a correct mailing address with the Office of the Registrar. Go to WebAdvisor to update your personal information.

PAYMENT OF TUITION AND FEES

Students can pay tuition and other fees in full by cash, check, or money order. All checks should be made payable to Sacred Heart University. Refer to Student Accounts (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 the Student Accounts webpage at www.sacredheart.edu.

Late Fee

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 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 on the Student Accounts webpage 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. 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. Tuition refunds are based on the tuition charge:

100% before the start of classes/first week
 80% before the second week
 60% before the third week
 40% before the fourth week
 20% before the fifth week
 0% after the fifth week

Registration and lab fees are nonrefundable unless the course is canceled.

Tuition refund for SHU Online programs is 100% prior to start of the first week, 80% the first week of classes, and 0% after the first week.

Refunds can take four to six weeks to process. After withdrawing, students must contact Student Accounts at 203-371-7925 to receive a refund. Refunds are only given to students who have no outstanding balances.

REFUND ALLOCATION POLICY FOR FEDERAL FINANCIAL AID FUNDS

Pioneer Plus Card Electronic refunds—To set up electronic refund preference, go to PioneerPlusCard.com.

Official Withdrawal—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. If awarded Title IV (federal) or state aid and you withdraw before completing 60% of the semester, some portion of financial aid must be returned. The 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 Graduate Plus Loan
3. Other federal sources of aid

4. Other state, private, or institutional aid
5. 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.

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

Classes Offered in Modules

Students registered in classes offered in modules are course(s) that do not span the entire payment period (semester). An example of a module course(s) is two eight-week classes within a 16-week semester.

A student would not be considered withdrawn and no return to Title IV calculation would be processed:

- If a student provides written confirmation that they will return for another module in the same semester
- If a student does not provide written confirmation that they will return for another module in the same semester and does return, the Return to Title IV calculation will be reversed and the student will regain their prior eligibility.
- If a student drops a future module and is attending a current module course at the time of the drop a Return to Title IV calculation will not be performed. However, if the student's enrollment status has changed, this may result in financial aid being adjusted.

Below are examples as to when a Return to Title IV calculation would be processed:

- Students are considered to be withdrawn if they don't complete all the days they were scheduled to complete within a semester or module for which their aid was intended.

- If a student intends to return for another module in the same semester and does not return, the student is considered to have withdrawn based on the last day of attendance.

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.

TUITION DISCOUNTS

Diocesan Discounts are processed by the Office of Student Financial Assistance.

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 a tuition discount.

FEDERAL DIRECT STAFFORD LOANS

Graduate students who have been fully matriculated into the University may be eligible to receive a federal Direct Unsubsidized 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 \$20,500 per year from the Stafford program. Payment begins six months after graduation, withdrawal, or change to less than half-time status. The student has 10 years to repay the loan.

FEDERAL DIRECT GRADUATE PLUS LOAN

Graduate PLUS Loans are available to credit-worthy U.S. citizens or eligible noncitizens.

To process a loan, you must submit the Free Application for Federal Student Aid (FAFSA) and apply for a Direct Unsubsidized Stafford loan. The amount you are eligible to borrow is determined by the total cost of your educational program less the amount you receive from the Direct Unsubsidized Stafford loan and other financial aid.

FEDERAL TEACH GRANT

The TEACH Grant Program is a non-need based federal program that provides up to \$3,728 per year to students enrolled in an eligible program and who agree to teach as a high-qualified teacher in a high-need field, at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the TEACH grant was awarded. If the grant recipient fails to complete the required teaching service, the TEACH grant is converted to a Federal Direct Unsubsidized Loan with interest accruing from the date the grant was disbursed. For additional information, please visit <http://www.sacredheart.edu/admissions/financialassistance/full-timeundergraduatestudents/scholarshipsgrants/federalscholarshipsgrants/teachgrant/>

GI BILL/YELLOW RIBBON PROGRAM

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition and fee expenses that exceed the national maximum amount payable under the Post-9/11 GI Bill (\$21,084.89 as of the 2015-2016 academic year). Sacred Heart University and VA will contribute up to the remainder of the tuition and fees not covered by the national maximum. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, they may be eligible if they served

an aggregate period of active duty after September 10, 2001 of at least 36 months; they were honorably discharged from active duty for a service-connected disability; and they served 30 continuous days after September 10, 2001; they are dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above. Active-duty service members and spouses of active duty service members using transferred entitlement are not eligible for the Yellow Ribbon Program. Under transferred entitlement, a child of an active duty service member is eligible for the Yellow Ribbon Program if the service member qualifies for the maximum benefit rate. For additional information please visit <http://www.sacredheart.edu/officeservices/registrar/vabenefits/yellowribbonprogram/>. Applicants are also encouraged to visit <http://explore.va.gov/education-training>.

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 academic or administrative department and often pay a stipend as well as some tuition remission. More information may be obtained from the Office of Student Financial Assistance at 203-371-7980.

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.

FELLOWSHIPS

Department of Physical Therapy (“DPT”) Emergency Fund

This fund provides emergency assistance to students that require monetary assistance with emergency situations such as travel cost associated with clinical education, family emergency travel, rent support, and the unexpected burdensome costs associated with the DPT program student status.

Luxembourg Student Fellowship

Established to assist students participating in the Luxembourg MBA Program.

Thomas G. Pepe Memorial Award

Established in memory of Dr. Thomas G. Pepe, this award provides support to an outstanding graduate student.

College of Arts and Sciences

ROBIN L. CAUTIN, PhD DEAN

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The College of Arts and Sciences is the largest and most diverse of the six colleges at Sacred Heart University. In addition to the Bachelor of Arts, Bachelor of Science, and Associate degrees at the undergraduate level, the College of Arts and Sciences offers several innovative and dynamic graduate programs.

Graduate programs in Applied Psychology, Chemistry, Communication, Computer Science, Criminal Justice, Film and Television Production, Media Literacy and Digital Culture, and Sports Communication and Media offer students an ideal balance of hands-on, practical training and rigorous academic study. These programs of study are supplemented with a robust internship program, which prepares our graduate students for employment in the professional fields. As with all programs of study at Sacred Heart, our graduate students distinguish themselves through their pursuit of the common good and a commitment to high moral character.

CHEMISTRY

EID ALKHATIB, PhD

Program Director
Phone: 203-365-7546
E-mail: alkhatibe@sacredheart.edu

Chemistry Laboratories

There are eight chemistry laboratories and five research 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:

CHROMATOGRAPHY

PE HPLC Binary UV/Vis System with Series 200 Autosampler; Gow Mac 550P and two Gow Mac 69-400 TCD-P Gas Chromatographs; Shimadzu GC/MS 2010 Plus with OI Eclipse Purge-and-Trap

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

SPECTROSCOPY

NMR 400 MHz; Flame and Graphite Furnace Atomic Absorption Spectrometer + Autosampler; Raman Spectrometer; four FT-IR Spectrometers including ATR, Ultraviolet/Visible Spectrophotometers; Near Infrared Spectrometers; Spectrofluorometer; Shimadzu RF-5301 Fluorophotometer

COMPUTERS AND SOFTWARE

Licenses

Hyperchem Molecular Modeling System; ACD proton and carbon-13 NMR software; Wiley 6th edition MS spectral library of 138,000 MS Spectra and NIST Library Chemical Structure Database; Sadtler search software and infrared spectrum library of 3,500 organic and inorganic compounds; MATHCAD; ChemDraw; Chem3D; IR Tutor; Introduction to Spectroscopy; Spectra Deck; Turbochrom

OTHERS

Rudolph Autopol IV Automatic Polarimeter; Johnson Matthey Mark II Magnetic Susceptibility Balance; Jenway PFP7 Flame Photometer; Bio-Rad Experion Automated Electrophoresis System; 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, Shimadzu HPLC, Shimadzu GCMS, access to Shimadzu ICP, Shimadzu TGA-51

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 BS 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 BS 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 BS 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, many graduate courses are offered in the evenings. 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.

COURSELOADS

Both full-time and part-time graduate students are enrolled in the program. Full-time students must enroll in 9 credit hours per semester. This allows them to finish the degree requirements in two years. Part-time students are expected to enroll in 3 to 6 credit hours per semester. This allows them to finish the degree requirements in three years or less. The department normally offers two graduate courses in the summer to expedite students' need to complete their degrees in a timely manner.

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, plus pass the comprehensive exam, in order to obtain an MS 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 BS degree in Chemistry or Chemical Engineering are accepted based on their undergraduate performance in chemistry and other supporting subjects. Applicants with a BS 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.

Students who have obtained their BSc in Chemistry from a university/college outside of the United States (i.e., international students) and students who have a non-chemistry BSc from a U.S. school are required to take an ACS standardized test in general chemistry and organic chemistry

before registering for classes. Students who do not perform satisfactorily on the exam will be required to take undergraduate course(s) in general and/or organic chemistry.

DEGREE REQUIREMENTS

The tracks of study leading to an MS degree in Chemistry are:

- MS in Chemistry, Thesis Option
- MS in Chemistry, Non-Thesis Option
- MS in Molecular Biochemistry, Non-Thesis Option
- MS in Chem-Bioinformatics, Non-Thesis Option—interdisciplinary chemistry and computer science

MS in Chemistry, Thesis Option

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

Required Courses

CH 521	Advanced Organic Chemistry (3 credits)
<i>or</i>	
CH 522	Organic Synthesis (3 credits)
CH 530	Physical Chemistry (3 credits)
<i>or</i>	
CH 531	Advanced Physical Chemistry I: Molecular Structure (3 credits)
<i>or</i>	
CH 532	Advanced Physical Chemistry II: Molecular Dynamics (3 credits)
CH 551	Advanced Analytical Instrumentation I: Spectroscopy (3 credits)
<i>or</i>	
CH 552	Advanced Analytical Instrumentation II: Chromatography (3 credits)
CH 553	Advanced Inorganic Chemistry (3 credits)
CH 599	Thesis (6 credits)

MS in Chemistry, Non-Thesis Option

Thirty-four (34) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete 12 credits of core plus 22 elective credits.

Required Courses

CH 521	Advanced Organic Chemistry (3 credits)
<i>or</i>	
CH 522	Organic Synthesis (3 credits)
CH 530	Physical Chemistry (3 credits)
<i>or</i>	
CH 531	Advanced Physical Chemistry I: Molecular Structure (3 credits)
<i>or</i>	
CH 532	Advanced Physical Chemistry II: Molecular Dynamics (3 credits)
CH 551	Advanced Analytical Instrumentation I: Spectroscopy (3 credits)
<i>or</i>	
CH 552	Advanced Analytical Instrumentation II: Chromatography (3 credits)
CH 553	Advanced Inorganic Chemistry (3 credits)
CH 598	Comprehensive Exam – Oral (1 credit)

MS in Molecular Biochemistry, Non-Thesis Option

Thirty-four (34) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete 16 credits of core courses plus 18 elective credits.

Required Courses

CH 521	Advanced Organic Chemistry (3 credits)
<i>or</i>	
CH 522	Organic Synthesis (3 credits)
CH 533	Biophysical Chemistry (3 credits)
CH 553	Advanced Inorganic Chemistry (3 credits)

CH 563	Biochemical Analysis (3 credits)
CH 597	Computational & Bioanalytical Chemistry & Lab (3 credits)
CH 598	Comprehensive Exam – Oral (1 credit)

MS in Chem-Bioinformatics, Non-Thesis Option

Thirty-six (36) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete 22 credits of core courses plus 14 elective credits. CS 504 Introduction to Programming Using Scripting (3 credits), or equivalent, is an additional program requirement.

Required Courses

CH 521	Advanced Organic Chemistry (3 credits)
<i>or</i>	
CH 522	Organic Synthesis (3 credits)
CH 531	Advanced Physical Chemistry I: Molecular Structure (3 credits)
<i>or</i>	
CH 533	Biophysical Chemistry (3 credits)
CH 545	Bioinformatics (3 credits)
CH 553	Advanced Inorganic Chemistry (3 credits)
CH 590	Chemical Information: Sources & Technology (3 credits)
CH 598	Comprehensive Exam – Oral (1 credit)
CS 603	Database Design (Oracle) (3 credits)
CS xxx	Machine Learning (3 credits)

Note: Students electing the non-thesis options are required to pass a comprehensive exam. Students are required to take electives from graduate-level courses in chemistry and no more than six credits of other approved courses in other related areas of science, mathematics, physics, biology, and computer science.

Elective Courses (for all four tracks)

CH 524	Special Topics in Organic Chemistry (3 credits)	CS 551	Introduction to Object-Oriented Programming with Java (3 credits)
CH 525	Supramolecular Chemistry (3 credits)	CS 615/348	Programming in Unix (3 credits)
CH 526	Medicinal Chemistry & Pharmacology (3 credits)		
CH 529	NMR Spectroscopy & Lab (3 credits)		
CH 533	Biophysical Chemistry (3 credits)		
CH 534	NMR: Organic Structure & Determination (3 credits)		
CH 534L	NMR: Organic Structure & Determination Lab		
CH 539	Special Topics in Physical Chemistry (3 credits)		
CH 545	Bioinformatics (3 credits)		
CH 547	Computation Chemistry & Molecular Modeling (3 credits)		
CH 549	Special Topics in Biochemistry (3 credits)		
CH 554	Special Topics in Electroanalytical Chemistry (3 credits)		
CH 556	Chemical Applications of Group Theory (3 credits)		
CH 559	Special Topics in Inorganic Chemistry (3 credits)		
CH 561	Environmental Chemistry (3 credits)		
CH 565	Environmental Sampling & Analysis (3 credits)		
CH 571	Polymer Chemistry (3 credits)		
CH 590	Chemical Information: Sources & Technology (3 credits)		
CH 597	Computational & Bioanalytical Chemistry & Lab (3 credits)		
CH xxx	Mathematics & Statistics for Bioinformatics (3 credits)		
CH xxx	Special Topics (3 credits)		
CS 550	Dynamic Webpage Development (3 credits)		

BS/MS Combined Degree in Chemistry

(Only for students completing their undergraduate degree in chemistry at SHU)

This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both BS and MS degrees. Students must elect this track in their freshman, sophomore, or junior year and must apply to the graduate school at Sacred Heart University by the end of the first semester of their 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 6 credits of original research.

Course Descriptions**CH 521 Advanced Organic Chemistry**

3 CH

Prerequisite: CH 222 Organic Chemistry II (or equivalent)

Explores the effects of structure and environment on reaction rates and equilibria and the use of statistical and quantum mechanics in organic chemical reactions. Topics include: organic reaction mechanism, Huckel theory, orbital symmetry, photochemistry, and standard concepts of physical organic chemistry.

CH 522 Organic Synthesis

3 CH

Prerequisite: CH 222 Organic Chemistry II (or equivalent)

Surveys three general classes of reactions: reduction, oxidation, and the formation of carbon-carbon bonds. Each reaction is used as a tool in chemical synthesis.

CH 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. Course title is shown on the student's transcript.

CH 525 Supramolecular Chemistry

3 CH

Prerequisite: CH 222 Organic Chemistry II

This course explores the definition and concepts and aims to understand the structure, function, and properties of self-assembled multicomponent supramolecular assemblies of atoms, ions, and molecules.

CH 526 Medicinal Chemistry & Pharmacology

3 CH

A basic neuropharmacology/neurochemistry course in which principles underlying the actions of neural transmission, neurotransmitters, and medications are addressed. Chemicals that affect the CNS are presented, including routes of drug administration, pharmacokinetics, pharmacodynamics drug-receptor interactions, and drug metabolism. In addition, mechanisms of action, therapeutic effects, adverse effects, and therapeutic indications are noted for major classes of drugs and for commonly used drugs within each class.

CH 529 NMR Spectroscopy & Lab

3 CH

The theory and principles of nuclear magnetic resonance and spectroscopy are presented to allow the physical and chemical properties of molecules, particularly organic, to be examined. Detailed information about molecular structure, dynamics, properties, and chemical environment not only in

chemistry but also in biochemical and medical compound synthesis and applications are presented, analyzed, and discussed. The lab is a hands-on introduction to modern NMR spectroscopy. Students will gain experience with a wide range of techniques on a high field (400 MHz) NMR spectrometer. They will also have the opportunity to manipulate NMR data using provided software designed specifically for our spectrometer. By the end of the course the student will be proficient in use of NMR spectrometry as applied to a variety of organic compounds.

CH 530 Physical Chemistry

3 CH

Prerequisite: CH 331 Physical Chemistry I; co- or prerequisite: MA 253 Calculus III (or permission of the program director)

This course explores advanced kinetics and quantum mechanics.

CH 531 Advanced Physical Chemistry I: Molecular Structure

3 CH

Prerequisite: CH 332 Physical Chemistry II

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 Physical Chemistry II

Topics in statistical thermodynamics, collision theory, and reaction dynamics and mechanism.

CH 533 Biophysical Chemistry

3 CH

Prerequisite: CH 331 Physical Chemistry I

Explores the physical processes involved in living systems including molecular thermodynamics and equilibria, kinetics and transport phenomena, and applications of quantum chemistry and spectroscopy. Two 75-minute lectures per week.

CH 534 & 534L Organic Structure Determination

3 CH

Prerequisites: CH 222 Organic Chemistry II (or equivalent) and CH 351 Instrumental Analysis (or equivalent)

This course focuses on identification and structure determination of organic molecules by modern spectroscopic techniques. Emphasis is on IR, NMR, CMR, and mass spectrometry. The course features hands-on work in NMR and FT-IR.

CH 539 Special Topics in Physical Chemistry

3 CH

Topics include: magnetic resonance spectroscopy, statistical mechanics, and mathematical and computer concepts in chemistry. Course title is shown on the student's transcript.

CH 545 Bioinformatics

3 CH

Covers basic computer programming and database design, a basic review of biochemistry, biomolecular sequence comparisons and alignments, biomolecular structure prediction, biomolecular function prediction, and data analysis to solve theoretical problems and application problems using bioinformatics programs.

CH 547 Computation Chemistry & Molecular Modeling

3 CH

This course provides an introduction to computational chemistry that is suitable for graduate students and advanced undergraduate students. Topics covered include a historical introduction to the subject, quantum mechanics, molecular mechanics, a brief introduction to statistical mechanics, and a short review of thermodynamics. Students are required to solve theoretical problems and application problems using computational software (software that students might be required to purchase). Example problems and applications are drawn from organic chemistry and biochemistry.

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, and chemical concepts in genetic engineering. Course title is shown on the student's transcript.

CH 550 Instrumental Analysis

3 CH

Prerequisites: CH 252 Analytical Chemistry and CH 331 Physical Chemistry I (or permission of the program director)

A prerequisite to CH 551

This course 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 Instrumental Analysis

This course focuses on the 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 Instrumental Analysis

This course focuses on the fundamentals and practical aspects of analytical separation and chromatography. Special emphasis is given to theory and instrumentation; methods and applications are covered.

CH 553 (CH 355) 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. A grade of B or better required to earn the 3 credits.

CH 554 Special Topics in Electroanalytical Chemistry

3 CH

Principles and techniques of electrochemistry and electrochemical equilibrium with practical experience in context of electroanalytical chemistry include: potentiometry, amperometry, coulometry, and voltammetry. Course title is shown on the student's transcript.

CH 556 Chemical Applications of Group Theory

3 CH

Prerequisite: CH 331 Physical Chemistry I (or equivalent)

This course 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. Course title is shown on the student's transcript.

CH 561 Environmental Chemistry

3 CH

Prerequisites: CH 221 Organic Chemistry I (or equivalent) and MA 151 Calculus I (or equivalent)

A prerequisite to CH 565

This course 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 563 Biochemical Analysis

3 CH

Prerequisite: CH 351 Instrumental Analysis

Explores theory and methods in analytical spectroscopy, chromatography, and electrochemistry including UV-visible spectroscopy, fluorescence, luminescence, Raman, NMR, GC-MS, HPLC, and voltammetry with special emphasis on applications to biochemistry. Two 75-min lectures per week. Offered every three semesters.

CH 565 Environmental Sampling & Analysis

3 CH

Prerequisite: CH 561 Environmental Chemistry

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 fieldwork include: sampling of surface and groundwater, performing chemical and biological analyses of water, monitoring treated effluent quality control, and detecting hazardous contaminants.

CH 567 Experimental Design

3 CH

Prerequisite: Knowledge of basic statistics

The objective of this course is to teach students the statistical tools used by chemists to design, conduct, and analysis experiments effectively and efficiently, and also to teach students how to obtain information for characterization and optimization of systems. Students will learn how to use Minitab software to conduct their analysis.

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 & 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 597 Computational & Bioanalytical Chemistry & Lab

3 CH

Prerequisite: CH 331 Physical Chemistry I and CH 341 Biochemistry

This course is split into two different but fully integrated sections: (a) a two-hour (in silico) class and (b) a three-hour (in vitro) lab. During the class (in silico) students will study and apply computational methods to molecular biochemical problems, yielding predictions about the structure and activity of various biochemical molecules. During the lab (in vitro), students will test the in silico predictions against empirical reality. Students will then be required to analyze and to provide an integrated and coherent interpretation of their in silico and in vitro results. This format will introduce students to the well-established field of bioanalytical chemistry, the emerging field

of computational biochemistry, and the vital relationship between the two. This class/lab will take advantage of HyperChem software, NMR 400 spectrometer, and available analytical chemistry and biochemistry instrumentation.

CH 598 Comprehensive Exam – Oral

1 CH

Chemistry graduate students (non-thesis track) are required to pass an oral comprehensive test (after the completion of 34 credits in coursework) in fulfillment of the MS degree.

CH 599 Thesis

3+3 CH (6 credits)

Original research under the supervision of faculty member(s) leading to a written thesis.

COMMUNICATION AND MEDIA STUDIES

ANDREW MILLER, PhD

Director of CMS Graduate Programs

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The Department of Communication and Media Studies (CMS) offers four graduate degrees: Master of Arts in Communication, Master of Arts in Film and Television Production, Master of Arts in Media Literacy and Digital Culture, and a Master of Arts in Sports Communication and Media.

Master of Arts in Communication

The Master of Arts in Communication (MACOMM) is a 36-credit program with three certificate options in Corporate Communications and Public Relations (CCPR), Digital Multimedia Journalism (DMJ), and Digital Multimedia Production (DMP). The required courses in theories, methods, and ethics will lay the conceptual and technical foundation for the applied

learning sequence of multimedia production courses. These courses, in turn, prepare the student for internships and the capstone mentorship experience, which culminates in the creation of a digital portfolio (“digifolio”) of the student’s work. By the completion of the degree, students will have compiled a portfolio of materials that demonstrates advanced skill sets for their respective job sectors. MACOMM students’ productions are also consistently distributed, broadcast, and/or published through various media outlets while they are completing their multimedia production, internship, and mentorship coursework. MACOMM students acquire the social, artistic, and technical skills necessary to create substantive and professional multimedia communication projects, presentations, and artifacts. Students gain the necessary skills to succeed in a professional context, including effective communication; time management, teamwork, and problem-solving; and planning, organizing, and leading in a professional context. The MACOMM students learn with industry-standard digital technologies and software used to produce and distribute multimedia content. In addition, students developed a theoretical, historical, and practical understanding of the relationship of media to democracy and society, and the profound ethical and social responsibilities that come with being a professional communicator.

GOALS AND OBJECTIVES

Corporate Communication and PR students will learn how to plan, create, and distribute multimedia productions within organizations and to the public or consumers. CCPR gives students interested in working in a corporate or non-profit environment the professional multimedia skills that are increasingly attractive to a wide range of employers in a competitive job market and in the twenty-first century workplace. The focus of the Digital Media Journalism concentration will be on updating the skill sets of practicing journalists while also training aspiring journalists to be a one-person crew and

“all-platform” news producers in the post-print digital era. The post-print journalism era provides new opportunities for news producers and new media journalists trained in the latest technologies and multimedia techniques. The Digital Multimedia Production option will allow students to gain advanced production skills by completing a broader range of projects than the CCPR and DMJ counterparts. DMP students retain a more general focus, or in close consultation with their faculty advisor, can tailor their production work to concentrate on sport/athletic communication, advertising and promotional multimedia production, or digital filmmaking.

ADMISSION REQUIREMENTS

A bachelor’s degree from an accredited institution and official transcripts from all undergraduate institutions attended are required. A one-page personal statement describing career goals and reasons for interest in the program, along with two letters of recommendation and a professional résumé are also required.

No previous media production experience or communications coursework is required to complete the MACOMM Program. Accepted students will take an online preassessment survey, and the appropriate MACOMM training workshops will be offered to ensure that all students have the necessary technical skills to begin the program.

DEGREE REQUIREMENTS

There are foundational courses in theories, methods, and ethics; a sequence of multimedia production courses; required internships; and a capstone portfolio project completed in close consultation with a faculty mentor or a MACOMM-partnered professional mentor from the student’s field of interest.

MACOMM Required Courses (21 Credits)

CM 501	Media, Culture, & Communication (3 credits)
CM 502	Professional Communication in the Digital Age (3 credits)

CM 503	Media Ethics in a Professional Context (3 credits)
CM 517	Multimedia Production I (3 credits)
CM 518	Multimedia Production II (3 credits)
CM 617	Advanced Multimedia Production (3 credits)
CM 627	Capstone in Communication (3 credits)

One Elective

MACOMM Concentrations (12 Credits)

Corporate Communications & Public Relations (CCPR)

Digital/Multimedia Journalism (DMJ)

Digital/Multimedia Production (DMP)

CM 696	Internship I (3 credits)
CM 697	Internship II (3 credits)
CM 698	Digital Portfolio & Mentorship I (3 credits)
CM 699	Digital Portfolio & Mentorship II (3 credits)

Communication Certificates

In addition to the full master's degree, the MACOMM program also offers three 12-credit graduate certificates consisting of CM 501, CM 502, CM 517, and an internship and portfolio mentorship in the certificate's area of concentration. Courses taken as part of a certificate may be applied to the full MACOMM degree upon admission to the degree program.

Master of Arts in Film and Television Production

The Master of Arts in Film and Television Production (FTMA) is a 36-credit program offered at SHU's Stamford Graduate Center at Landmark Square. FTMA students acquire the artistic and technical skills necessary to

create substantive and professional film and television productions or artifacts using the latest digital technologies, equipment, and software. Students will develop a theoretical, aesthetic, and historical understanding of film and television as narrative media and as industries. Students will learn all of the aspects of film and television production from narrative, screenwriting, cinematography, editing, lighting, and post-production to directing, producing, marketing, and distribution. The degree has a professional focus and a pedagogical approach through which students "learn by doing" in hands-on courses that produce real-world projects and are taught by established film and television scholars and industry professionals. The FTMA program will provide the education necessary for students to compete nationally for jobs in film and television, and to join the region's thriving film and television production industry. Each FTMA student will leave with a portfolio of professional artifacts in her or his area of concentration (film or television).

Our goal is to inspire and empower students to find their independent, artistic, and intellectual visions by creating their own content. Students immerse themselves in the form and techniques of film, television, and transmedia storytelling. FTMA offers small class sizes centered on in-class lectures, workshops, and hands-on productions. Every student works closely with a mentor or industry professional, who also serves as that student's artistic and academic advisor for the entire year-long program.

Students tailor their professional skills based on their individualized goals while our faculty guides them toward completing meaningful projects and developing professional partnerships. FTMA students complete the one-year program with real work experience and a finished professional reel ready for the job market.

GOALS AND OBJECTIVES

Specific learning goals and objectives for students in the MA in Film and Television Production Program include:

- Acquiring the social, artistic, and technical skills necessary to create substantive and professional film and television productions or artifacts.
- Acquiring the skills necessary to succeed in today's job market and work environment, including effective communication and time management, teamwork and problem-solving, and planning, organizing, and leading in a professional context.
- Becoming proficient in the use of the industry-standard digital technologies, equipment, and software used to produce and distribute professional film and television content.
- Developing a theoretical, historical, and practical understanding of the social and ethical dimensions of the film and television as storytelling media and modes of communication.
- Understanding the economics and structure of the film and television industries, from the production process through distribution.

ADMISSION REQUIREMENTS

A bachelor's degree from an accredited institution and official transcripts from all undergraduate institutions attended are required. A personal statement describing career goals and reasons for interest in the program, along with a short creative writing sample, two letters of recommendation, and a professional résumé are also required.

DEGREE REQUIREMENTS

There are foundational course in theories and methods, a sequence of advanced production courses, an internship, and a capstone portfolio project completed in close consultation with a faculty mentor or an FTMA-partnered professional mentor from the student's field of interest.

FTMA Required Courses (36 credits)

CM 505	The Art of Storytelling in Film & Television (3 credits)
CM 515	Directing for Film & Television I (3 credits)
CM 525	Writing for Film & Television I (3 credits)
CM 535	Producing for Film & Television I (3 credits)
CM 594	Capstone in Film Production I (3 credits)
<i>or</i>	
CM 595	Capstone in Television Production I (3 credits)
CM 615	Directing for Film & Television II (3 credits)
CM 620	Special Topics in Film & Television Studies (3 credits)
<i>or</i>	
CM 621	Special Topics in Film & Television Production (3 credits)
CM 625	Writing for Film & Television II (3 credits)
CM 635	Commercial & Promotional Production (3 credits)
CM 694	Capstone in Film Production II (3 credits)
<i>or</i>	
CM 695	Capstone in Television Production II (3 credits)
CM 698	Digital Portfolio & Mentorship I (3 credits)
CM 699	Digital Portfolio & Mentorship II (3 credits)

Master of Arts in Media Literacy and Digital Culture

The Master of Arts in Media Literacy and Digital Culture (MLDC) teaches students the media literacy skills necessary to critically analyze the intersections of media and culture while fostering their creativity and social awareness. This program focuses on a holistic understanding of media, including

production processes and industry practices, critical investigation of content and changing technologies, and the impact of stories and images on audiences.

MLDC offers two different areas of concentration: Children, Health, & Media (CHM) and Media & Social Justice (MSJ). The Children, Health, & Media concentration focuses on media impact on the minds, bodies, and relationships of children, teens, and tweens, while the concentration in Media & Social Justice explores the role of media in reinforcing or challenging power and inequality in social and institutional relationships.

By focusing on the relationship between media and culture, MLDC students become creative and socially aware professional communicators who are able to demonstrate theoretical knowledge and applied skills in a twenty-first century workplace.

ADMISSION REQUIREMENTS

A bachelor's degree from an accredited institution and official transcripts from all undergraduate institutions attended are required. A personal statement describing career goals and reasons for interest in the program, along with two letters of recommendation and a professional résumé are also required.

DEGREE REQUIREMENTS

MLDC students can choose either the Children, Health, & Media (CHM) or Media & Social Justice (MSJ) track. Full-time students can complete the degree in one year by taking two classes each semester, while part-time students typically finish in two years.

MLDC Required Courses (27 credits)

CM 501	Media, Culture, & Communication (3 credits)
CM 503	Media Ethics in a Professional Context (3 credits)
CM 540	Foundations in Media Literacy (3 credits)
CM 541	The Great Debates in Media Literacy (3 credits)

CM 542	Media Literacy: Design & Implementation (3 credits)
CM 692	Capstone I (3 credits)
CM 693	Capstone II (3 credits)
Elective 1 (3 credits)	
Elective 2 (3 credits)	

MLDC Concentration Courses (9 credits)

CHILDREN, HEALTH, & MEDIA (CHM)	
CM 543	Children & Media (3 credits)
CM 544	Teens & Media (3 credits)
CM 545	Health & Media (3 credits)
MEDIA & SOCIAL JUSTICE (MSJ)	
CM 546	Race & Representation (3 credits)
CM 547	Gender, Identity, & Media (3 credits)
CM 548	Media & Social Movements (3 credits)

Media Literacy and Digital Culture Graduate Certificates

In addition to the full Master's degree, the MLDC program also offers two 15-credit graduate certificates as follows:

CHILDREN, HEALTH, & MEDIA CERTIFICATE

CM 540	Foundations in Media Literacy (3 credits)
CM 543	Children & Media (3 credits)
CM 544	Teens & Media (3 credits)
CM 545	Health & Media (3 credits)
Elective (3 credits)	

MEDIA & SOCIAL JUSTICE CERTIFICATE

CM 540	Foundations in Media Literacy (3 credits)
CM 546	Race & Representation (3 credits)
CM 547	Gender, Identity, & Media (3 credits)
CM 548	Media & Social Movements (3 credits)
Elective (3 credits)	

Master of Arts in Sports Communication and Media

With academic and professional tracks in Sports Broadcasting and Athletic Communications & Promotions, the Master of Arts in Sports Communication and Media (SCM) is specifically designed from a humanities tradition to showcase multimedia production and capitalize on Sacred Heart University's ideal geographic location in the heart of the U.S. sports media industry. Students will receive training in the art and craft of digital storytelling across multiple media platforms from traditional television to contemporary social media as they move through a program designed to produce responsible and participatory citizens with well-developed critical thinking skills. Thus, students who move through SCM will acquire the knowledge and technical skills to pursue careers in the digital world of athletic communications and sports broadcasting as they develop a theoretical, aesthetic, and historical understanding of the professional communication field of sports media.

As they complete this 36-credit program, SCM students will have the opportunity to create real-world multimedia productions for NCAA Division I sports teams, for broadcast, and for nationally recognized sports media companies. SCM students will produce in-depth presentations, campaigns, and written work in addition to leaving with practicum and internship experiences that showcase both their production skills and critical thinking ability.

Through the program's emphasis on a hands-on curriculum, graduates of SCM will learn the advanced twenty-first century professional skills necessary to communicate effectively across a variety of media platforms in the specific area of sports media.

ADMISSION REQUIREMENTS

A bachelor's degree from an accredited institution and official transcripts from all undergraduate institutions attended are required. A personal statement describing

career goals and reasons for interest in the program, along with two letters of recommendation and a professional résumé, are also required.

DEGREE REQUIREMENTS

SCM students can choose either the Sports Broadcasting (SB) or Athletic Communications & Promotions (ACP) track. Full-time students can complete the degree in one year by taking two classes each semester, while part-time students typically finish in two years.

SCM Required Courses (36 credits)

CM 550	Sports Communication in the Digital Age (3 credits)
CM 551	Sports, Culture, & the Media (3 credits)
CM 555	Sports Media Production (3 credits)
CM 556	Sports Event Production (3 credits)
CM 561	Studio Sports Broadcasting (3 credits)
CM 562	Sports Journalism (3 credits)
CM 565	Sports Communication & Social Media (3 credits)
CM 566	Sports Media in a Professional Context (3 credits)
CM 656	Sports Communication Practicum I (3 credits)
CM 657	Sports Communication Practicum II (3 credits)
CM 696	Internship I (3 credits)
CM 697	Internship II (3 credits)

Sports Communication and Media Graduate Certificates

In addition to the full Master's degree, the SCM program also offers two 15-credit graduate certificates as follows:

SPORTS BROADCASTING CERTIFICATE

CM 550 Sports Communication in the Digital Age (3 credits)

CM 551 Sports, Culture, & the Media (3 credits)

CM 555 Sports Media Production (3 credits)

CM 556 Sports Event Production (3 credits)

CM 656 (SB) Sports Communication Practicum I (3 credits)

or

CM 696 (SB) Internship I (3 credits)

ATHLETIC COMMUNICATIONS AND PROMOTIONS CERTIFICATE

CM 550 Sports Communication in the Digital Age (3 credits)

CM 551C Sports, Culture, & the Media (3 credits)

CM 565 Sports Communication & Social Media (3 credits)

CM 566 Sports Media in a Professional Context (3 credits)

CM 656 (ACP) Sports Communication Practicum I (3 credits)

or

CM 696 (ACP) Internship I (3 credits)

Course Descriptions for MACOMM**CM 501 Media, Culture, & Communication**

3 CH

An advanced survey of media history, theory, and analysis that examines the impact of communication technologies on U.S. society and global media culture. It also offers an overview of the development of the major media industries and professions, with a particular focus on journalism and public relations.

CM 502 Professional Communication in the Digital Age

3 CH

Students learn the techniques of effective communication within organizational and professional contexts. Students acquire the methods necessary to communicate effectively between organizations and a variety of consumers and publics. The course uses the professions of public relations and journalism as its two comparative case studies. Special attention is given to the ways in which digital media and communication technologies (e.g., social networking, web-based multimedia, blogging/vlogging, mobile Internet) are used by professional communicators in these fields.

CM 503 Media Ethics in a Professional Context

3 CH

Examination of ethical issues in both journalism and public relations through the use of guidelines established by the Society of Professional Journalists (SPJ) and the Public Relations Society of America (PRSA). Students will become familiar with ethical foundations and perspectives and apply those principles using case studies.

CM 517 Multimedia Production I

3 CH

A multimedia production course that teaches students the tools and skills necessary to produce and manage digital content in the contemporary communication environment. Students design and develop regularly updated online content. Students will learn image creation and manipulation, document design, and techniques of publication and distribution as they engage with the world of digital communications.

CM 518 Multimedia Production II

3 CH

A multimedia production course that is focused on delivering to students the tools and skills necessary to produce and manage digital content in the contemporary communications environment. The primary focus of this course is the production of video-based stories and projects. Students will develop, write, shoot, and edit productions in HD video. Projects will include both the construction of original stories and the coverage of live events. In this course, students will learn lighting, sound, cinematography, and editing as they engage with the world of digital communications.

CM 599 Special Topics in Communication

3 CH

An advanced course in the theory and history of communication and media. This course integrates significant production assignments as part of MACOMM's commitment to applied learning. Topics are chosen based on the interests of the MACOMM cohort and in response to changes in the communication and media environment. Course title is shown on the student's transcript.

CM 600 Special Topics in Multimedia Production

3 CH

An advanced course in media production. Topics are chosen based on the interests of the MACOMM cohort and in response to changes in the communication and media environment. Course title is shown on the student's transcript.

CM 617 Advanced Multimedia Production

3 CH

Building on the tools and experiences gained in Multimedia Production I and II, students in this course refine and master their multimedia production skills. In this practicum-based class, projects will include still and moving image creation and manipulation, and the design and management of web-based platforms to

display these sounds and images. The course centers on the creation, organization, and distribution of media artifacts in the service of digital communications.

CM 627 Capstone in Communication

3 CH

An advanced course tailored to students' areas of interest in the communication field. The focus of the class is on acquiring skill sets specific to students' career interests and the latest developments within the industry.

CM 696 & CM 697 Internship I and II

3 CH each

Prerequisites: Completed 6 credits with 3.0 GPA; internship application must be approved by MACOMM director

Faculty-supervised placement with professional media outlet or communications company in student's area of interest.

CM 698 & CM 699 Digital Portfolio & Mentorship I and II

3 CH each

Prerequisites: Completed 24 credits; mentorship agreement must be approved by MACOMM director

Offers qualified students a supervised mentorship experience with a working professional or faculty member in the student's area of interest. Students are required to deliver public presentations of their completed portfolios.

Course Descriptions for FTMA**CM 505 The Art of Storytelling in Film & Television**

3 CH

Examines theories of narrative and explores the historical development of narrative in film and television. Film and television narratives will be grounded historically in relation to other media and storytelling traditions.

CM 515 & CM 615 Directing for Film & Television I and II

3 CH each

In Directing I, students explore the grammatical rules, stylistic techniques, and narrative elements of cinematic and televisual storytelling by completing short, nondialogue exercises and two sound exercises shot and edited in video. In Directing II, students direct a screenplay or script developed by a different student. Students will gain a firm understanding of a director's work on script, floor plans, staging, camera, and storyboards.

CM 525 & CM 625 Writing for Film & Television I and II

3 CH each

Students complete several short screenplays or scripts during the first semester and complete a feature screenplay or a television pilot or spec script during the second semester. Topics include dramatic theory, narrative structure, characterization, dialogue, adaptation, and the unique demands of the specific media, as well as pragmatic matters of format and the marketplace.

CM 535 Producing for Film & Television I

3 CH

Students learn all major aspects of line producing. Students will create a script breakdown and budget for the project they will produce by using industry-standard software. Students will learn the business of film and television distribution, including legal and financial aspects, management of the creative team, and marketing strategies.

CM 594 & CM 694 Capstone in Film Production I and II

3 CH each

Students work collaboratively on each other's projects while also completing an individualized film capstone project. Students will be given the opportunity to focus on their desired area of specialization (e.g., screenwriting, producing, directing, cinematography, post-production).

CM 595 & CM 695 Capstone in Television Production I and II

3 CH each

Students work collaboratively on each other's projects, while also completing an individualized television capstone project. Students will be given the opportunity to focus on their desired area of specialization (e.g., screenwriting, producing, directing, cinematography, post-production).

CM 620 Special Topics in Film & Television Studies

3 CH

Special topics course focusing on a particular historical, theoretical, and/or methodological area or subject within film and television studies. Courses capitalize on timely topics and a faculty member's particular expertise. Course title is shown on the student's transcript.

CM 621 Special Topics in Film & Television Production

3 CH

Special topics course focusing on a particular genre or area of production or post-production. Courses capitalize on timely topics and a faculty member's particular expertise. Course title is shown on the student's transcript.

CM 635 Commercial & Promotional Production

3 CH

An advanced companion course to CM 535, students apply the following practices in commercial and promotional contexts: script breakdowns, budget creation, production agreements, DP reel selection, crew hiring, location and tech scouting, SAG paperwork, and permissions and permits. Legal and ethical issues in relation to producing, shooting ratio, set protocols, shot lists, and scheduling are also covered.

CM 698 & CM 699 Digital Portfolio & Mentorship I and II

3 CH each

Offers students a supervised internship and mentorship experience with a working professional or faculty member in the student's area of interest. By the conclusion of the 6-credit sequence, students will have completed their portfolios.

Course Descriptions for MLDC**CM 540 Foundations in Media Literacy**

3 CH

In this course, students will explore the theoretical foundations of media literacy. This class will provide an overview of the interventionist and cultural studies frameworks that underlie existing approaches to media literacy. Students will examine these approaches for sites of convergence and divergences.

CM 541 The Great Debates of Media Literacy

3 CH

This course introduces students to the seven great debates of media literacy. This course will explore these debates in terms of protectionism and vulnerable populations, the centrality of school-based initiatives and specialized subjects, and the role of media production, popular culture, political and ideological underpinnings, and corporate sponsorship in media literacy initiatives.

CM 542 Media Literacy: Design & Implementation

3 CH

This course will introduce students to the key components of designing and implementing media literacy initiatives. Students will interrogate case studies in terms of population, curricular goals, and measurement. Throughout the course students will be designing and revising their own media literacy initiative and preparing it for implementation.

CM 543 Children & Media

3 CH

This course will explore media consumption by children. This course will examine children as vulnerable audiences, media effects on children, and children's multiplatform use of media. Overall, this course will interrogate the media's impact on the individual and the culture.

CM 544 Teens & Media

3 CH

In this course, students will explore teens and their use of media. Throughout the course we will examine teenagers as a unique audience with a distinctive relationship to media culture. The course will provide an overview of teen media usage, habits, and media effects as well as impact on identity and culture.

CM 545 Health & Media

3 CH

From advertisers marketing a variety of "healthy" lifestyles to the impact media usage can have on our physical and mental health, this course explores the relationship between health and media. In addition to examining key concepts in media and health, students will analyze the ethical implications of media health messages.

CM 546 Race & Representation

3 CH

While race itself is a mythic social construction, the effects of our racial imaginings are all too real. In this course we will explore the history of racial representation in the U.S., ranging from the colonial period to the age of Obama in order to engage in critical analysis of the production, content, and impact of racial representations in media.

CM 547 Gender, Identity, & Media

3 CH

This course introduces students to the intersections between gender, sexuality, and identity. In particular, students will explore how gender and sexuality are portrayed in the media and how these media representations impact the individual and society.

CM 548 Media & Social Movements

3 CH

This course introduces students to social movement theory with special attention given to how media has played a role in social change. Students will explore the representation of social justice initiatives in the media as well as how media technologies are used to foster change.

CM 640 Social Media & Culture

3 CH

Social media has altered how we communicate with each other on the individual and cultural level. This course explores the micro and macro impact of social media on health, identity, consumerism, and democracy.

CM 641 Media Industries

3 CH

In this course, students will interrogate the role of political economy in media literacy. Throughout the course students will review the foundations of media economics such as growth, globalization, integration, and concentration and explore how these factors impact media content. Students will also learn the historical context and cultural impact on media regulation and ownership.

CM 642 Visual Literacy

3 CH

This course focuses on the skills necessary to create and interpret visual images and the key ethical questions facing both producers and consumers of visual messages in the new media age. This course looks back at the

rise of modern visual culture and forward to emergent trends. We will explore theories that address how visual images work along with their impact.

CM 643 Media Aesthetics

3 CH

This course is an introduction to the formal elements of composition and structure in visual media. In this class students will develop the language to articulate what films, videos, photographs, or advertisements look like, what formal or stylistic choices were made in their production, and what distinguishes one media artifact from another.

CM 644 Media & Violence

3 CH

This course invites students to explore the complexities of how violence is represented in the media. Throughout the course students will interrogate the intersections between gender, race, and violence with special attention given to cultivation theory.

CM 645 Media & Body Image

3 CH

We are constantly bombarded by images of beauty and idealized bodies in the media. Students will be introduced to communication, feminist, psychological, and sociological theory in order to deconstruct these images and explore how they contribute to the complex concepts of body image and body satisfaction.

CM 646 Alcohol Advertising

3 CH

In this course, students will learn to analyze alcohol advertisements. Concepts such as rebellion, addiction, disconnection, violence, and consumerism will be studied as they relate to both historical and current advertisements. An emphasis will be placed on the addictive nature of alcohol and other substances including cigarettes, sex, and food.

CM 647 Multimedia Health Promotion

3 CH

This course introduces to the key components of health promotion. Students will explore the sociocultural factors surrounding health issues and the need for public health initiatives. Throughout the course students will analyze health promotion strategies and create their own multimedia health campaigns.

CM 692 & CM 698 Capstone I and II

3 CH each

Faculty-supervised placement in a school, nonprofit, or media organization to implement a media literacy initiative.

Course Descriptions for SCM**CM 550 Sport Communication in the Digital Age**

3 CH

This course teaches effective communication strategies and techniques within an organizational and professional context for the sports industries. The course uses the professions of public relations and journalism as its foundation. Special attention is given to the ways in which digital media and communication technologies are used by professional communicators in these fields with an emphasis on writing and layout for web distribution.

CM 551 Sport, Culture, & the Media

3 CH

Sporting culture impacts the American public through economic and ideological institutions that structure our perceptions of the world. In contemporary society, sport is both big business and personal recreation, and yet, despite its influence on American culture, sport remains a relatively unexplored segment of popular culture. In this class we will pay particular attention to the images and narratives of sporting media

that construct representations of class, masculinity, gender, and nation in and around everyday mass-mediated athletic activities. This course is an examination of sports and media in our everyday lives.

CM 555 Sports Media Production

3 CH

This course is a multimedia production course that teaches students the tools and skills necessary to produce and manage content in the contemporary sports communication environment. In particular this course focuses on building video and audio production skills. Students will develop, shoot, and edit multimedia HD productions.

CM 556 Sports Event Production

3 CH

In this course, students will acquire the fundamental skills needed to produce live multimedia sports events. Students will move through various production roles such as camera operators, technical directors, titles and graphics supervisors, and more as they become proficient in the skills necessary to capture and distribute live video of sporting events.

CM 561 Studio Sports Broadcasting

3 CH

This course will introduce students to basic methods and technologies of sports media television studio production. Students will learn how to operate studio cameras and use lighting instruments, as well as the fundamentals of audio engineering, planning and managing a television studio production, and creating a sports television show from pre-production to post-production.

CM 562 Sports Journalism

3 CH

Students develop the skills to produce both written and multimedia sports stories as they analyze current sporting media and construct their own work. Throughout this course, students will be partnered with specific SHU athletic teams and will cover their games throughout the semester.

CM 565 Sport Communication & Social Media

3 CH

This course explores the role of social media in the sports industry. In this course, students will interrogate the sociological impact of these new media platforms on sports communication and develop the skills necessary to create integrated, ethical, and professional social media campaigns.

CM 566 Sports Media in a Professional Context

3 CH

In this course, students will examine the role of sports media industries and their impact on content and professional advancement through sports organizations. This course explores ethics in a professional context as well as the foundations of the sports media industry and its relation to the communications field.

CM 656 & CM 657 Sport Communication Practicum I and II

3 CH each

Faculty-supervised internal placement with SHU Athletic Communications or SHU sports show based on the student's area of interest.

CM 696 & CM 697 Internship I and II

3 CH

Faculty-supervised external placement with professional sports media outlet, athletic organization, or communications company in student's area of interest.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**DOMENICK J. PINTO, MS**

Program Director

Phone: 203-371-7799

E-mail: pintod@sacredheart.edu**GOALS AND OBJECTIVES**

The University confers Master of Science degrees in Computer Science and Information Technology (MSCIS), with tracks in Computer Science (CS) and Information Technology (IT). It also confers a Master of Science in Cybersecurity. In addition to the two degrees we offer graduate certificates in .NET Technology, Computer Gaming Design & Development, Cybersecurity, Database Design, Information Technology, IT & Network Security, Web Development & Interactive Multimedia, and Big Data & Bootcamp Coding, which are 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 use of software such as VB.net 2013, Flash CS6, Fireworks CS6, Adobe Director 12, Java, C++, C#, ASP.net, and content such as interactive multimedia, data communications, network security, Oracle, Artificial Intelligence (AI), and software engineering. Many classes are held in the evenings or on Saturday mornings in Fairfield, with some IT courses offered in Stamford. Some courses are offered during the day. 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 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. A GPA of 3.0 is required to maintain good standing in the program and for graduation. 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 résumé. Course waivers (to a maximum of 9 credits) are granted based on 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.

Master of Science in Computer Science and Information Technologies (MSCIS): Tracks

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 unless waived by the program director:

CS 500	Introduction to Structured Programming (3 credits)
CS 501	Introduction to Data Structures (3 credits)
Calculus	

Computer Science Master's Degree Track Program

The Computer Science 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 completion of a minimum of 36 credit hours of graduate-level coursework. Students may be required to complete an additional 6 credit hours of prerequisite coursework. Students with an undergraduate degree in Computer or Information Science may receive waivers for up to 6 credits. 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 and 691.

Required Courses (30-33 credits)

CS 551	Introduction to Object-Oriented Programming with Java (3 credits)
CS 603	Database Design (Oracle) (3 credits)
CS 604	Advanced Software Engineering (3 credits)
CS 611	Operating/Multiprogramming Systems (3 credits)
CS 614	Theory of Computation (3 credits)
CS 615	Programming in Unix (3 credits)
CS 622	Network Security I (3 credits)
CS 623	Advanced Network Security (3 credits)
CS 625	Cryptography (3 credits)

- CS 670 Research Project Seminar (3 credits)
or
 CS 690 & 691 Thesis I and II (3 credits each)

Electives (3–6 credits)

See “Information Technology Master’s Degree Track Program” for list of electives.

Degree 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)

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 completion of a minimum of 36 credit hours of graduate-level coursework. Students may be required to complete an additional 6 credit hours of

prerequisite coursework. However, students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Course waivers are not granted for work experience.

Required Courses (27 credits)

- CS 551 Introduction to Object-Oriented Programming with Java (3 credits)
 CS 552 Windows Interface Design (VB.net) (3 credits)
 CS 553 Web Design with JavaScript (3 credits)
 CS 554 Fundamentals of Interactive Multimedia (3 credits)
 CS 601 Assembly Language Programming & Computer Systems (3 credits)
 CS 603 Database Design (Oracle) (3 credits)
 CS 620 Information Analysis & Systems Design (3 credits)
 CS 621 Principles of Data Communication (3 credits)
 CS 670 Research Project Seminar (3 credits)

Elective Courses (9 credits)

A maximum of 6 credits can be an MBA (MGT) 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. The following is a partial list of electives:

- CS 504 Introduction to Programming Using Scripting (3 credits)
 CS 550 Dynamic Webpage Development (3 credits)
 CS 557 Web Programming with ASP.net (3 credits)
 CS 558 Advanced Topics in ASP.net (3 credits)
 CS 559 C# (3 credits)

CS 560	Networking Applications (3 credits)
CS 563	Flash Animation (3 credits)
CS 564	Action Scripting (3 credits)
CS 571	Advanced Computer Gaming (3 credits)
CS 572	OOP with C# and Games (3 credits)
CS 573	Advanced Game Programming (3 credits)
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 626	Cybersecurity (3 credits)
CS 635	Digital Forensics (3 credits)
CS 640	Special Topics in Computer Science (3 credits)

Degree Total: 36 credits

Certificate Programs

CODING BOOT CAMP CERTIFICATE

The Coding Boot Camp Graduate Certificate provides a strategy for graduate students looking to change or accelerate their careers. Students will learn to think like professional coders and write effective, efficient code. Depending on previous coding experience, students will take either 4 or 6 graduate programming courses offered from the actual MSCSIT degree program at Sacred Heart University. The advantage of this certificate is that all courses taken for graduate credit can be applied to the full master's degree. The need for effective programmers is growing rapidly and this certificate can be completed by any student with a bachelor's degree in any field.

Certificate Requirements (12 credits)

The program requires the student to complete a minimum of twelve (12) semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501 (see below).

Prerequisite Courses (6 credits, if required)

CS 500	Introduction to Structured Programming
CS 501	Introduction to Data Structures (pre: CS 500)

Required Courses

CS 504	Introduction to Programming Using Scripting
CS 551	Introduction to Object-Oriented Programming with Java
CS 552	Windows Interface Design (VB.Net)
CS 553	Web Design with JavaScript
CS 559	C#

COMPUTER GAMING DESIGN & DEVELOPMENT CERTIFICATE

The graduate certificate in Computer Gaming Design & Development is designed for the graduate student who has not pursued a computer gaming track or major on the undergraduate level. It will give students an excellent introduction to the field of computer gaming design and development, and courses taken may be applied to a full MSCIS degree. This certificate is NOT designed for those students who have already completed significant coursework in computer gaming.

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's

program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses

CS 571	Advanced Computer Gaming (3 credits)
CS 572	OOP with C# and Games (3 credits)
CS 573	Advanced Game Programming (3 credits)
CS 662	Game Design, Development, & Implementation (3 credits)

Certificate Total: 12–18 credits, depending on prerequisite requirements

CYBERSECURITY CERTIFICATE

The Graduate Certificate Program in Cybersecurity is designed to provide individuals with an introduction to information security, risk, threat management, security architecture, and skills to effectively address the constantly changing threat landscape faced by people, companies, and governments today. The courses in the certificate program will:

- provide a broad knowledge of networking and network security;
- provide an overview of proper technology risk management practices;
- help the individual be able to identify new and existing threats and determining methods to mitigate them;
- provide the individual the skills to handle security incidents; and

- provide the individual with an introduction to building secure and defendable systems.

Certificate 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. There are two prerequisites to the certificate: CS 621 and CS 622. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

CS 621	Principles of Data Communication (3 credits)
CS 622	Network Security I (3 credits)

Required Courses (9 credits)

CS 626	Cybersecurity (3 credits)
CS 627	System Security (3 credits)
CS 628	Security Management (3 credits)

Elective Courses (3 credits)

Choose one:

CS 629	Ethical Hacking (3 credits)
CS 641	Securing the Cloud (3 credits)
CS 642	Securing the Client/Server (3 credits)

Certificate Total: 12–18 credits, depending on prerequisite requirements

DATA ANALYTICS (BIG DATA) CERTIFICATE

The Data Analytics Certificate provides a strategy for graduate students looking to advance in the field of big data analytics. Depending on previous experience, this

certificate is ideal for students of math, computer science, or business academic backgrounds. Courses will introduce the process and products of big data, examining management, and ethical, policy, and technical issues of this complex field. The need for people with data analytics experience is growing rapidly and this certificate can be completed in just twelve credits of coursework.

The Data Analytics Certificate includes coursework delivered primarily through the Department of Computer Science and Information Technology, with some electives offered by the Welch College of Business. At the completion of the Data Analytics graduate certificate, students may apply to the Master of Science in Computer Science, Master of Science Digital Marketing, or Master of Business Administration (MBA). If admitted to one of the degree programs, students may be able to use credits earned in the certificate program toward the degree as electives. Furthermore, candidates who earn a minimum 3.5 GPA in the certificate program are eligible for a GMAT exam waiver when applying to the Digital Marketing or MBA programs.

Prerequisite Courses (3 credits, if required)

Statistics: University-level Statistics course

Required Courses (6 credits)

CS 650	Introduction to Big Data
CS 651	Big Data Infrastructure

Required Elective (3 credits, choose one)

MK 662	Analysis Of Consumer Decisions
CS 652	Algorithms for Statistical Learning

Elective Courses (1 out of the following courses)

CS 631	Data Warehousing
CS 637	Professional Responsibility: Cybersecurity: Policies & Practice

EC 669 Business Forecasting

MK 680 Applied Topics in Digital Marketing

Students who have successfully completed the graduate certificate may apply to the Master of Science in Computer Science, Master of Science Digital Marketing, or Master of Business Administration (MBA). If admitted to one of the degree programs, students may be able to use credits earned in the certificate program toward the degree as electives. Please contact your admissions counselor for additional information. Furthermore, candidates who earn a minimum 3.5 GPA in the certificate program are eligible for a GMAT exam waiver when applying to the Digital Marketing or MBA programs.

Certificate Total: 12 credits

DATABASE DESIGN CERTIFICATE

The Database Design graduate certificate will help prepare the IT professional for a career as a database specialist or aid the newcomer in obtaining a job in this field. It will also prepare someone for one of many other information systems careers in which knowledge of database concepts, the design and implementation of databases, and data warehousing are important. One of the courses available in this program will include project development using Visual.NET-enabled databases or web-enabled databases.

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisites Courses (6 credits, if required)

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

Required Courses (12 credits)

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)

Note: CS 603 will be a prerequisite for CS 631, CS 632, and CS 633

Certificate Total: 12–18 credits, depending on prerequisite requirements

INFORMATION TECHNOLOGY CERTIFICATE

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

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (12 credits)

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 (1) elective from any available electives as approved by the program director (3 credits)

Certificate Total: 12–18 credits, depending on prerequisite requirements

INTERACTIVE MULTIMEDIA CERTIFICATE

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

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (6 credits)

CS 553	Web Design with JavaScript (3 credits)
CS 554	Fundamentals of Interactive Multimedia (3 credits)

Elective Courses (6 credits)

Choose two:

CS 550	Dynamic Webpage Development (3 credits)
CS 552	Windows Interface Design (VB.net) (3 credits)
CS 563	Flash Animation (3 credits)

or other electives as approved by the program director

Certificate Total: 12-18 credits, depending on prerequisite requirements

IT & NETWORK SECURITY CERTIFICATE

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 & 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; and
- 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.

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (9 credits)

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

*Elective Courses (3 credits)**Choose one:*

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

Certificate Total: 12–18 credits, depending on prerequisite requirements

.NET TECHNOLOGY CERTIFICATE

The .NET Technology graduate certificate is a comprehensive and consistent programming model for building applications that can provide visually stunning user experiences and the ability to provide a multiple-tiered approach to creating and delivering a variety of applications for web-based programming. This certificate will allow the student to work with and build projects in several of the most common and widely used .NET applications including VB.net, C#, and ASP.net. All courses taken in this certificate program may be applied to a full MSCIS degree.

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (9 credits)

CS 552	Windows Interface Design (VB.net) (3 credits)
CS 603	Database Design (Oracle) (3 credits)
CS 557	Web Programming with ASP.net (3 credits)

Elective Courses (3 credits)

CS 558	Advanced Topics in ASP.net (3 credits)
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or

CS 559	C# (3 credits)
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Certificate Total: 12–18 credits, depending on prerequisite requirements

WEB DEVELOPMENT CERTIFICATE

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

Certificate 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. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (12 credits)

CS 550	Dynamic Webpage Development (3 credits)
CS 552	Windows Interface Design (VB.net) (3 credits)
CS 553	Web Design with JavaScript (3 credits)
CS 557	Web Programming with ASP.net (3 credits)

Certificate Total: 12-18 credits, depending on prerequisite requirements

MASTER OF SCIENCE IN CYBERSECURITY

Prerequisite Courses (if required)

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 unless waived by the program director:

CS 504	Introduction to Programming Using Scripting (3 credits)
CS 505	Computer Networks (3 credits) (Prerequisite: CS 504)

CYBERSECURITY MASTER'S DEGREE PROGRAM

The Graduate Master's Program in Cybersecurity is designed to provide individuals with an introduction to information security, risk and threat

management, and security architecture. It will give students the skills to effectively address the constantly changing threat landscape faced by people, companies, and governments today. The courses in the program will:

- provide a broad knowledge of networking and network security;
- provide an overview of proper technology risk management practices;
- help the individual to identify new and existing threats and to determine methods to mitigate them;
- provide the individual the skills to handle security incidents;
- provide the individual with an introduction to building secure and defendable systems; and
- respond to the pressing need for cybersecurity professionals in the 21st century.

Requirements

Required Courses (27-30 credits)

CS 604	Advanced Software Engineering (3 credits)
CS 622	Network Security I (3 credits)
CS 625	Cryptography (3 credits)
CS 626	Cybersecurity (3 credits)
CS 627	Systems Security (3 credits)
CS 628	Security Management (3 credits)
CS 635	Digital Forensics (3 credits)
CS 641	Securing the Cloud (3 credits)
or	
CS 642	Securing the Client/Server (3 credits)
CS 670	Research Project Seminar (3 credits)
or	
CS 690 & CS 691	Thesis Work I and/or II (3 credits each)

Elective Courses (6–9 credits)

Choose two or three, depending on thesis work:

CS 629	Ethical Hacking (3 credits)
CS 636	Secure Programming Techniques in Java/.NET/JavaScript/SQL (3 credits)
CS 637	Professional Responsibility: Cybersecurity: Policies & Practice (3 credits)
CS 638	Concepts in Dynamic & Script Programming (3 credits)
CS 639	Vulnerability Management (3 credits)
CS 641	Securing the Cloud (3 credits)
or	
CS 642	Securing the Client/Server (whichever not taken as requirement, see above)
CS 645	Advanced Digital Forensics

Degree Total: 36 credits

Course Descriptions

CS 500 Introduction to Structured Programming

3 CH

A prerequisite to CS 501, 550, 553, and 554

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

CS 501 Introduction to Data Structures

3 CH

Prerequisite: CS 111 Introduction to Structured Programming or CS 500 Introduction to Structured Programming (or equivalent)

A prerequisite to CS 502, 551, 552, 555, 571, 601, 603, 605, 620, 621, 636, and 638

A continuation of CS 500, utilizing a structured programming language and

classes to further implement multidimensional arrays and other data structures including linked lists, stacks, queues, trees, and more.

This course 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

A prerequisite to CS 602, 611, and 654

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 504 Introduction to Programming Using Scripting

3 CH

A prerequisite to CS 505, 636, and 638

This course will provide an introduction to structured programming and elementary data structures using the JavaScript language, or any other scripting or dynamic language such as Python, Perl, PHP, LUA, or Ruby. Topics covered include basic programming concepts, control statements, loops and branching structures, string processing, and debugging.

CS 505 Computer Networks

3 CH

Prerequisite: CS 504 Introduction to Programming Using Scripting (or permission of department)

A prerequisite to CS 635 and 639

Students in this course will study networks and data communication concentrating on the Internet model. This is a laboratory-based course that includes projects implemented on both Unix and Windows machines using Wireshark. Students will review hex and binary number systems. Topics such as network architecture, the Internet protocol

stack, LANs, WANs, and MANs, hardware, software, protocols, routing, circuit-switching and packet-switching networks, wireless networks, compression, and error handling are studied.

CS 550 Dynamic Webpage Development

3 CH

Prerequisite: CS 500 Introduction to Structured Programming

This course enables students to develop low-bandwidth visual effects for webpages. A variety of software is employed to develop websites and media for the web. Topics include: web animation and interactivity using Adobe Flash®, a vector-based animation tool; vector-based graphic construction and digital compression using Macromedia Fireworks®, a graphic optimizing tool; and dynamic webpage construction using Adobe Dreamweaver®, a visual HTML editor.

CS 551 Introduction to Object-Oriented Programming with Java

3 CH

Prerequisite: CS 501 Introduction to Data Structures

A prerequisite to CS 604

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

CS 552 Windows Interface Design (VB.net)

3 CH

Prerequisite: CS 501 Introduction to Data Structures

A prerequisite to CS 557 and 559

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 JavaScript

3 CH

Prerequisite: CS 500 Introduction to Structured Programming

This course shows students 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

A prerequisite to CS 555

Students develop multimedia applications of their own design using Adobe 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. Adobe 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.net

3 CH

Prerequisite: CS 552 Windows Interface Design (VB.net) and CS 603 Database Design (Oracle)

A prerequisite to CS 558

Covers Active Server Pages and how they allow for powerful website 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 website and effective site functionality.

CS 558 Advanced Topics in ASP.net

3 CH

Prerequisite: CS 557 Web Programming with ASP.net

The class will focus on some advanced ASP.NET topics such as AJAX, web services, building custom components, profiles, LINQ, and web parts.

CS 559 C#

3 CH

Prerequisite: CS 552 Windows Interface Design (VB.net)

Introduces the .NET platform using C#, which is a modern object-oriented language to build interfaces with applications for both windows and the web. OLE Automation and Database (ADO.net) development will be introduced.

CS 560 Networking Applications

3 CH

Prerequisite: CS 621 Principles of Data Communication

This hands-on course provides an in-depth introduction to IP addressing, TCP/IP, routing of IP packets, Internet protocol, TCP, DHCP, DNS, and network management, and a brief introduction to network security including use of firewalls, proxy servers, and footprint analysis.

CS 563 Flash Animation

3 CH

A prerequisite to CS 564

This course serves as an introduction to Flash Animation. Students will discover how to produce interactive multimedia. The course covers the Flash interface and tools used to develop Flash animations such as shape and motion tweening, motion guide path, masking, development of scenes, creation of movie clips, and button symbols. These tools are used to create a variety of animations such as interactive presentations, interactive greeting cards, interactive tutorials, websites, puzzles, and small games. Basic ActionScript will be covered in this class.

CS 564 Action Scripting

3 CH

Prerequisite: CS 563 Flash Animation (or permission of department)

This course provides the knowledge to use and write functions in ActionScript, understand the basics of event-driven programming, interact with on-screen objects, use iteration to create objects and define custom classes, and utilize the language's built-in classes.

CS 571 Advanced Computer Gaming

3 CH

Prerequisite: CS 501 Introduction to Data Structures

A prerequisite to CS 572

An object-oriented approach to programming digital objects using Flash and Action Script 3.0. These programming techniques will be applied to both arcade and adventure games.

CS 572 OOP with C# and Games

3 CH

Prerequisite: CS 571 Advanced Computer Gaming

A prerequisite to CS 573

An object-oriented approach to computer graphics using C#. Topics covered will include classes, instantiation, event listeners, polymorphism, encapsulation, event handlers, functions and methods, and basic game logic.

CS 573 Advanced Game Programming

3 CH

Prerequisite: CS 572 OOP with C# and Games

A prerequisite to CS 661 and 662

A game-oriented programming course focusing on advanced graphics techniques using OpenGL and/or DirectX.

CS 583 Theory of Computer Gaming

3 CH

Computer game studies is an emerging field. This course provides a solid, theoretical background in the field of computer gaming to assist students in their pursuit of game development throughout their career.

CS 601 Assembly Language Programming & 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 & Algorithms

3 CH

Prerequisites: MA 151 Calculus I, CS 502 C: Advanced Programming, and CS 241 Advanced Programming Concepts Using "C"

A prerequisite to CS 613 and 646

Explores the relationship between data structures and algorithms with a focus on space and time efficiency. This course will review recursion, data abstraction and complexity analysis, multilists, trees (including balanced binary trees, n-ary trees, and Btrees), hash tables, external sorting, graphs, and algorithm design techniques.

CS 603 Database Design (Oracle)

3 CH

Prerequisite: CS 501 Introduction to Data Structures

A prerequisite to CS 557, 631, 632, 633, and 648

This course 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 551 Introduction to Object-Oriented Programming with Java (or permission of department)

This advanced programming course 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 & Logic

3 CH

Prerequisites: MA 151 Calculus I and CS 501 Introduction to Structured Programming

This course 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

A prerequisite to CS 615 and 648

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 & Algorithms

A prerequisite to CS 650

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: Permission of instructor

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 Programming in Unix

3 CH

Prerequisite: CS 611 Operating/Multiprogramming Systems (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 & System Design

3 CH

Prerequisite: CS 501 Introduction to Data Structures

Discusses the design, analysis, and management of information systems: system lifecycle 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 prerequisite to CS 560, 622, and 624

A survey of modern data communication techniques including data communication and local networking, hardware (e.g., terminals, modems, multiplexors), 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

A prerequisite to CS 623, 624, 625, and 629

Is there a security problem in computing?

How do IT and network managers interface with business managers to create a security system that meets the needs of both sides of the business? How does network security support the business mission, and how many resources is business willing to give to support network security? This course addresses these complex issues. Among the topics covered are 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

Prerequisite: CS 622 Network Security I

This second course in security 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, 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), and packet monitoring (sniffing).

CS 625 Cryptography

3 CH

Prerequisite: CS 622 Network Security I (or permission of instructor)

A prerequisite to CS 626

Designed for CS graduate students, this course covers theoretical and practical aspects of modern applied computer cryptography. Topics include block and stream ciphers; hash functions, data authentication, 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 626 Cybersecurity

3 CH

Prerequisite: CS 622 Network Security I

A prerequisite to 627, 628, and 642

What is cybersecurity? What is a threat and how do you protect against the constantly changing cyberworld? Securing an organization's cyber environment is everyone's responsibility. This course will address cyber-security concepts, cybersecurity threats, cybersecurity attack types, cybersecurity attack history, approaches to securing the organization, and protections from cybersecurity threats.

CS 627 System Security

3 CH

Prerequisite: CS 626 Cybersecurity

A prerequisite to CS 641

How do you secure the critical infrastructure that supports our cybersecurity landscape? What threats and attacks do systems constantly face? This course will address these complex issues in securing the system and applications that run in today's organizations. Among the topics covered are secure system hardening, access controls, security system management, secure administration, security monitoring, secure backups, and application security concepts.

CS 628 Security Management

3 CH

Prerequisite: CS 626 Cybersecurity

All of the new security technologies require good management to maintain effectiveness. With so many new technologies, how do we make the security technology effective? Where do we start? How do we measure and plan to improve a company's security posture? This course will address these complex issues about managing security within an organization. Among the topics covered are policy and information security program development, incident response, identity access management, security governance, security risk management, vulnerability management, and security metrics.

CS 629 Ethical Hacking

3 CH

Prerequisite: CS 622 Network Security I

This course introduces students to the security threat of computer hacking and system vulnerabilities and exploits. The course will introduce techniques and hacking skills that black-hat hackers use to compromise systems. The class will teach students how to perform white-hat hacker and ethical hacking techniques to safeguard a computer network.

CS 631 Data Warehousing

3 CH

Prerequisite: CS 603 Database Design (Oracle)

This course 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

3 CH

Prerequisite: CS 603 Database Design (Oracle)

This course 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. The focus and specific topics covered in this course change to reflect modern trends and the latest technology.

CS 633 Advanced Database Programming

3 CH

Prerequisite: CS 603 Database Design (Oracle)

This course 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 635 Digital Forensics

3 CH

Prerequisite: CS 505 Computer Networks (or permission of department)

A prerequisite to CS 645

In this course, students will learn how to understand and differentiate between file systems and operating systems; explain in detail the FAT file system; be exposed to the NTFS file system; identify Windows artifacts and registry artifacts; understand hashing and its uses in digital forensics; understand

Fourth Amendment considerations when searching and seizing digital evidence (per CT law) chain of custody; use hardware write blockers, varieties, and uses; perform data acquisitions using methods and tools discussed in class; perform basic data recovery; understand file signatures and its uses; and understand risk assessment.

CS 636 Secure Programming Techniques in Java/.NET/JavaScript/SQL

3 CH

Prerequisite: CS 501 Introduction to Data Structures or CS 504 Introduction to Programming Using Scripting.

It all starts with programmers: every computer system today runs some type of software in its core, and as a result is ground zero for all security concerns. Using Microsoft's proven Secure Development Lifecycle as a model, this course will provide an introduction on how to set up a secure development environment, go over best practice models, and secure programming techniques in Java or .NET frameworks, as well as common web application languages such as client-side JavaScript and SQL database programming.

CS 637 Professional Responsibility: Cybersecurity: Policies & Practice

3 CH

This course will examine the issues associated with cybersecurity from business, technical, and ethical perspectives. What does it mean to be a cybersecurity professional? Topics include but are not limited to: network neutrality, corporate and government policies, digital divide, child pornography, intellectual property, hacking and phishing, malware as big business, and treaties and their limits. The course will also examine recent bills under consideration by the U.S. government as well as the EU and other countries. Examples taken from the real world such as how to handle the cybersecurity of installed medical devices, insulin pumps, pacemakers, and the tradeoffs between providing external access for EMTs and keeping out hackers will be explored.

CS 638 Concepts in Dynamic & Script Programming

3 CH

Prerequisite: CS 501 Introduction to Data Structures or CS 504 Introduction to Programming Using Scripting

This course will provide an introduction to dynamic programming and scripting languages using any dynamic language that can also be used for scripting such as Python, Perl, PHP, TCL, or LUA. Topics covered include flow processing, regular expressions, binding, object-oriented concepts, shell scripting, frameworks and design libraries, script debugging, and exception handling.

CS 639 Vulnerability Management

3 CH

Prerequisite: CS 505 Computer Network (or permission of department)

This course will provide lectures on vulnerability and compliance management for multiple systems and perform hands-on experience with Tenable Nessus (one of the industry-leading vulnerability and compliance scanning tools). It will provide students with a working knowledge and understanding of vulnerability and compliance management, and expose students to new system and application vulnerabilities that are identified on a daily basis and demonstrates the techniques for managing them. The purpose of this course is to teach students how to identify vulnerabilities, plan to remediate them, and track to make sure they do not return.

CS 640 Special Topics in Computer Science

3 CH

Prerequisite: Determined at the time of course offering

Presents one-time and first-time offerings of courses on current topics. Course title is shown on the student's transcript.

CS 641 Securing the Cloud

3 CH

Prerequisite: CS 627 System Security

Cloud computing is rapidly becoming a popular choice for hosting everything from entire operating systems and software to service (SaaS) applications such as websites, databases, e-mail, data backup, and so forth. The course will provide an introduction to cloud technologies and their best practices. Learn the unique challenges posed by this type of platform and how to properly configure and secure cloud-based assets.

CS 642 Securing the Client/Server

3 CH

Prerequisite: CS 626 Cybersecurity

A prerequisite to CS 650 and 652

Clients and servers run operating-system (OS) software as well as many applications, each presenting a unique concern from a security perspective. This course provides an in-depth look at how to properly harden today's most popular operating systems: Microsoft Windows, Apple OS X, and Linux. This course covers built-in security features of each OS and how best to utilize these and other third-party applications to set up a secure system. The course will also teach students how to secure services and applications provided with these OSs, such as Sendmail and MS Exchange, MySQL and MS SQL Server, Apache, and MS IIS.

CS 645 Advanced Digital Forensics

3 CH

Prerequisite: CS 635 Digital Forensics

This instructor-led course provides the knowledge and skills necessary to install, configure, and effectively use the AccessData forensic software tool set to conduct digital/computer forensic investigations. There will be a significant amount of hands-on, in-class work. At the completion of this course, each student will have the opportunity to take the AccessData Certified Examiner (ACE) test. Upon a successful completion of the

test, the student will have earned the ACE certification. The AccessData forensic tools covered in this course include Forensic Toolkit (FTK), FTK Imager, Password Recovery Toolkit (PRTK), and Registry Viewer. The platform for this course will be the Windows Operating System.

CS 646 Computer Graphics

3 CH

Prerequisite: CS 602 Advanced Data Structures & Algorithms

This course reviews the principles of design and the 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 Database Design (Oracle) and CS 611 Operating/Multiprogramming Systems

This course explores the problems and opportunities inherent to distributed databases: file allocation, deadlock detection and prevention, synchronization, update consistency, query optimization, fault tolerance, and more.

CS 650 Introduction to Big Data

3 CH

This course introduces the process and product that has come to be known as Big Data. It examines the business, ethical, and technical issues surrounding Big Data and Data Analytics.

CS 651 Big Data Infrastructure

3 CH

Prerequisite: CS 650 Introduction to Big Data

This course provides an overview of the infrastructure of Big Data. In reviewing the state of the practice it examines: Business

Intelligence vs. Data Science, Analytical Architecture, Drivers of Big Data, Big Data Ecosystem, and Roles for Big Data Teams. The Data Analytics Life Cycle, which includes Discovery, Data Preparation, Model Planning, Model Building, Communication, and Operationalization, is studied. Big Data analytic methods provide the student with a gentle introduction to R, Exploratory Data analysis, Statistical evaluation methods, and Data Visualization.

CS 652 Algorithms for Statistical Learning

3 CH

Prerequisite: CS 650 Introduction to Big Data

The course introduces modern methods for statistical learning (prediction). Students learn how to apply these methods using the programming language R (or Python). In particular, the course includes: (1) the subject of statistical learning, prediction accuracy and model interpretability, supervised and unsupervised learning, regression vs. classification; (2) model accuracy, measuring the quality of fit, bias-variance trade-off; (3) linear regression and its extensions, multiple linear regression, qualitative predictors; (4) resampling methods, cross-validation, bootstrap; (5) linear model selection and regularization: subset selection, shrinkage methods (in particular, ridge and lasso), dimension reduction methods; (6) non-linear models, splines; (7) tree-based methods, decision trees, random forests, boosting; (8) support vector machines, maximal margin and support vector classifiers.

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, and more are covered, and comparison with other OOP languages are made, as time permits.

CS 661 Game Design & Development Using 3D

3 CH

Prerequisite: CS 573 Advanced Game Programming

A prerequisite to CS 664

The course will cover Open GL and/or some advanced tools of DirectX or other appropriate software that will facilitate the integration of 3D action and movement in a game designed for the course. The students will work in teams (if appropriate) to complete a 3D game during the course.

CS 662 Game Design, Development, & Implementation

3 CH

Prerequisite: CS 573 Advanced Game Programming

A prerequisite to CS 663 and 664

In this course students work as a team to develop an innovative, original computer game. Group responsibilities include project planning and documentation, teamwork, presentations, and demonstrations. Students learn the technical skills involved in game architecture, including advanced character animation and nesting, game physics, sound syncing and editing, lighting simulation techniques, and game balance. Special attention will be paid to emerging game development opportunities in education, professional training, medicine, advertising, and scientific research.

CS 663 Game Design for Mobile Devices

3 CH

Prerequisite: CS 662 Game Design, Development, & Implementation.

In this course students explore the complex process required to design and build content and games for mobile devices. Students will learn how to structure and optimize code as well as employ user interface controls. Memory-awareness, limited performance, security, and limited resources will be covered.

CS 664 Advanced Topics in Multiplayer Gaming

3 CH

Prerequisites: CS 661 Game Design & Development Using 3D and CS 662 Game Design, Development, & Implementation

The course considers the technical, programming, and creative aspects for developing an effective multiplayer game. Topics covered include virtual machines, connection techniques, live player chat, authoritative client and authoritative server choices, latency and clock simulation, lobby systems, real-time competitive games, cooperative game-play avatars, virtual worlds, and user homes.

CS 670 Research Project Seminar

3 CH

Prerequisite: Determined by faculty advisor

Required for students pursuing the non-thesis option in their program of study, 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

Prerequisite: Determined by faculty advisor
A prerequisite to CS 691

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. 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.

CRIMINAL JUSTICE**PATRICK MORRIS, PhD**

Program Director

Phone: 203-365-7507

E-mail: morrisp@sacredheart.edu**Master of Arts in Criminal Justice****GOALS AND OBJECTIVES**

The Master of Arts in Criminal Justice program provides students with comprehensive knowledge of all components of the criminal justice system. This program is designed to be rigorous and challenging academically, but flexible to meet individual student interests. The program is open to

individuals with undergraduate degrees in any field of study. Thirty (30) credits are required to graduate from the program, which may be completed on a part-time or full-time basis. Students must complete 12 credits of required courses plus an additional 18 elective credits. Students may also choose a 12-credit concentration of their own design. Examples of concentrations in management and national security are shown. The program also awards life-experience credit to eligible students. Up to 6 credits can be earned by students demonstrating substantial experience that is relevant to the educational program. Students are also required to prepare a thesis. The thesis is a 3-credit course and is part of the overall 30-credit requirement. In lieu of the thesis requirement, students may opt for the comprehensive exam plus one additional elective course.

ADMISSION REQUIREMENTS

Although applications are reviewed on a rolling basis, the University has a priority deadline of March 1 for fall admittance and November 1 for spring admittance for financial aid considerations. A Bachelor of Arts or Science with a minimum GPA of 3.0 from a four-year accredited institution and official transcripts from all undergraduate institutions attended are required. Two letters of recommendations and a personal statement, plus the completed graduate application and application fee are also required.

Required Courses (12 credits)

CJ 500	Foundations of Criminal Law & Procedure (3 credits)
CJ 501	Theories & Analysis of Crime Causation & Deviance (3 credits)
CJ 502	Critical Issues in the Administration & Management of the Criminal Justice System (3 credits)
CJ 581	Methods of Research Design & Statistical Analysis (3 credits)

Elective Courses (18 credits)

The program offers a variety of courses covering all aspects of the criminal justice system. Choose six:

CJ 503	Law, Society, & Ethics (3 credits)
CJ 504	Issues in the Administration of the Adult & Juvenile Correctional Systems (3 credits)
CJ 505	Criminal Law (3 credits)
CJ 506	Victimology (3 credits)
CJ 507	Organizational Procedures (3 credits)
CJ 508	Capital Punishment (3 credits)
CJ 509	Criminal Behavior & the Family (3 credits)
CJ 510	Criminal Profiling (3 credits)
CJ 511	Emergency Management (3 credits)
CJ 513	Issues in National Security (3 credits)
CJ 514	Domestic & International Terrorism (3 credits)
CJ 515	Budgetary Planning in Public Agencies (3 credits)
CJ 581	Methods of Research Design & Statistical Analysis (3 credits)
CJ 601	Internship/Practicum Experience in Criminal Justice (3 credits)
CJ 650	Criminal Justice Thesis (3 credits)

Concentration in National Security (12 credits)

CJ 510	Criminal Profiling (3 credits)
CJ 511	Emergency Management (3 credits)
CJ 513	Issues in National Security (3 credits)
CJ 514	Domestic & International Terrorism (3 credits)

Concentration in Criminal Justice Management (12 credits)

CJ 507	Organizational Procedures (3 credits)
CJ 511	Emergency Management (3 credits)
CJ 515	Budgetary Planning in Public Agencies (3 credits)
CJ 601	Internship/Practicum Experience in Criminal Justice (3 credits)

such as the use of force and discretion, and organizational and legal issues related to decision-making within the criminal justice system.

CJ 503 Law, Society, & Ethics

3 CH

This course focuses on constitutional and ethical issues as they affect the operation of the criminal justice system. Topics examined include legal issues related to punishment and the ethical responsibilities of criminal justice agents.

Course Descriptions

CJ 500 Foundations of Criminal Law & Procedure

3 CH

This course provides an in-depth analysis into United States criminal law through the model penal code and an in-depth analysis of the U.S. Supreme Court cases that have shaped criminal justice. Students will apply criminal law and procedural acts of law as practiced throughout the country.

CJ 501 Theories & Analysis of Crime Causation & Deviance

3 CH

This course examines the development and application of theories of crime causation and social deviance. The course includes an assessment of the issues and problems involved in controlling crime and deviance in society. Students learn about the nature of criminal behavior and the impact of this behavior on the victims, and study the development of programs and policies to control crime and assist the victims.

CJ 502 Critical Issues in the Administration & Management of the Criminal Justice System

3 CH

This course examines the current problems and issues facing the American criminal justice system. The course explores the role of the courts and correctional system, access to the justice system, controversial policies

CJ 504 Issues in the Administration of the Adult & Juvenile Correctional Systems

3 CH

This course explores the operation and nature of the American correctional system. The course examines the juvenile justice system as well as the adult correctional system. Theories and philosophies of correctional administration and the conditions that generate delinquent behavior are examined as well as current critical issues such as overcrowding, alternatives to incarceration, and efforts to maintain family cohesion.

CJ 505 Criminal Law

3 CH

This course examines various topics in substantive criminal law as they affect the operation of the criminal justice system. Topics may include standards of evidence, defenses, and punishments.

CJ 506 Victimology

3 CH

This course examines the victim through history. Course explores the victim movement and the nature and extent of criminal victimization and its effect on American society.

CJ 507 Organizational Procedures

3 CH

This course examines the criminal justice

system from an organizational perspective. Students will explore fraud control, risk analysis, and corporate crime control through case studies.

CJ 508 Capital Punishment

3 CH

This course examines the theoretical, legal, and ethical issues involved in capital punishment.

CJ 509 Criminal Behavior & the Family

3 CH

This course studies theories and research concerning the socialization experience and their impact on behavior. Topics examined include child abuse and neglect, parental substance abuse, disciplinary techniques, single parent families, and more.

CJ 510 Criminal Profiling

3 CH

This course studies the process of identifying characteristics associated with individuals who become criminal sociopaths. Sociological theories of crime causation are used in the examination of criminal typology.

CJ 511 Emergency Management

3 CH

This course examines the policies and systems necessary to govern in situations of conflict and uncertainty. Explores appropriate responses to serious incidents and disasters. Evaluates early warning systems and prevention strategies. Students learn the techniques involved in planning and preparing for crises and forecasting potential crisis situations.

CJ 513 Issues in National Security

3 CH

This course examines the changes in American policy fostered by the terrorist attacks of 9/11/01. Students study the organizations and resources developed since 9/11/01 to defend national security. The course explores the role played by all the components of the criminal justice system in providing for the security of

the nation. Also studied are the policies and practices that have been developed for this purpose by the various agencies that represent the criminal justice system. Specifically, students study the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security.

CJ 514 Domestic & International Terrorism

3 CH

This course examines the history, current developments, and responses to both international and domestic terrorism. Emphasis is on the examination of law enforcement response to terrorism and the sociological models of consensus and conflict in an effort to better understand the nature of terrorism. Assesses the strategies, funding, and use of media of terrorists and examines the efforts of terrorist victimization.

CJ 515 Budgetary Planning in Public Agencies

3 CH

Examines the nature of public budgeting and financial management from the perspective of a public manager. Explores public budgeting from an analytical perspective.

CJ 581 Methods of Research Design & Statistical Analysis

3 CH

This course must be taken at the graduate level. An undergraduate course in this subject cannot be substituted for the graduate course. Examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to

appraise empirical studies critically. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics, and sensitivity to populations-at-risk are promoted.

CJ 601 Internship/Practicum Experience in Criminal Justice

3 CH

Prerequisite: Permission of program director

Students use their theoretical knowledge in a practical environment. Students are required to spend 150 hours interning in a criminal justice agency or use their current criminal justice work experience to apply theory. Students must observe and assist in the everyday operations of the agency. They are required to maintain a log of their activities and confer weekly with the faculty advisor to discuss their individual progress. The class meets regularly with the professor so that students may share their internship/practicum experiences. Upon completion of the 150 hours, the student will prepare a two-part paper. Those fulfilling the requirements through their current work experience will also prepare a paper. The first part of the paper will consist of a literature review on a topic related to the internship. The second part of the paper will consist of a description of the work experience including the topics provided by the instructor/advisor.

CJ 650 Criminal Justice Thesis

3 CH

Prerequisite: Completion of 27 seven credits required by the program and the submission of a thesis proposal approved by the department

The student works with a mentor to develop a research project. The research project culminates in a thesis and an oral presentation of the thesis to faculty and students in the program.

CJ 698 Criminal Justice Comprehensive Examination

No credit is awarded for this exam.

Students are eligible to take this exam at the end of the semester in which they complete the required 30 credits for the degree.

PSYCHOLOGY

WILLIAM MAYER, PsyD

Program Director

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Master of Science in Applied Psychology

GOALS AND OBJECTIVES

The Master of Science in Applied Psychology (MSAP) program provides students with the knowledge and skills to apply the science of human behavior to solve practical real-world problems. The program is built on a scientist-practitioner model in which students gain a solid foundation in the science of psychology and learn to apply this knowledge and skill set to practical real-world problems. With its strong foundation in research methods and quantitative reasoning and its numerous connections with community agencies, schools, and corporations, the program provides excellent preparation for a wide variety of careers in today's data-driven economy. Students are particularly well prepared for a variety of leadership positions in governmental, community, and corporate settings. The program offers a unique delivery system of 8-week courses that allows students to complete their degrees in one calendar year by taking courses in our on-campus program. One may also choose to take a more moderate pace by participating in the online aspect of the program. A minimum of 38 credits are required to graduate from the program. Students must complete a 20-credit core curriculum (and may be required to complete an additional 4 credits of prerequisite coursework) and 6 credits of capstone/thesis work. The remaining 12 credits are fulfilled with the completion of four elective

courses. Students may choose to complete those 12 credits by participating in one of two concentrations (industrial-organizational psychology or community psychology) or they may choose to take a combination of the two concentrations to graduate with a general degree. In addition, students may choose to begin by completing a certificate in either industrial-organizational psychology or community psychology.

ADMISSION REQUIREMENTS

Applications are reviewed on a rolling basis. A Bachelor of Arts or Science with a minimum GPA of 3.0 from a four-year accredited institution and official transcripts from all undergraduate institutions attended are required. If the applicant's undergraduate degree is not in psychology, then the completion of a prerequisite psychology course is required. Two letters of recommendations and a statement of professional goals are also required. GRE scores are preferred.

PREREQUISITE REQUIREMENTS

The following prerequisite course will be required for those who wish to pursue the MSAP program. The course must be completed with a grade of B or better. If a candidate has completed sufficient past coursework, this prerequisite requirement may be waived by the director.

PS 450 Foundations of Psychological Science (4 credits)

REQUIRED COURSES (20 CREDITS)

PS 500 Foundations of Applied Psychology (4 credits)

PS 520 Developmental Issues Across the Lifespan (3 credits)

PS 525 Identifying & Managing Psychopathology in Community Settings (3 credits)

PS 550 Applied Research Methods & Statistics (4 credits)

PS 551 Individual Psychological Assessment & Appraisal (3 credits)

PS 552 Program Development & Evaluation (3 credits)

REQUIRED CAPSTONE/THESIS COURSES (6 CREDITS)

Option 1:

PS 590 Comprehensive Exam (3 credits)

PS 595 Capstone Project I (3 credits)

Option 2:

PS 595 Capstone Project I (3 credits)

PS 596 Capstone Project II (3 credits)

Option 3:

PS 600 Thesis I (3 credits)

PS 601 Thesis II (3 credits)

CONCENTRATION IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (12 CREDITS)

PS 530 Personnel Psychology (3 credits)

PS 531 Organizational Behavior (3 credits)

PS 532 Job Analysis, Competency Modeling, & Criterion Development (3 credits)

PS 533 Employee Training & Development (3 credits) (or appropriate BU course)

CONCENTRATION IN COMMUNITY PSYCHOLOGY (12 CREDITS)

PS 540 Foundations of Community Psychology (3 credits)

PS 541 Theories of Counseling & Personality (3 credits)

PS 542 Counseling Methods & Techniques (3 credits)

PS 543 Community Health Psychology (3 credits)

GENERAL TRACK (12 CREDITS)

In consultation with an academic advisor, students choose four electives from the above concentrations, PS 599, or other appropriate graduate courses.

Course Descriptions**PS 450 Foundations of Applied Psychology**

4 CH

This course is designed to provide those that did not major in psychology during their undergraduate study with a scientific foundation of psychology theory. It is a required prerequisite course that may be waived by the director if sufficient past coursework has been completed. A minimum grade of B is required to continue to PS 500.

PS 500 Foundations of Applied Psychology

4 CH

This course focuses applying psychology to the workplace and community setting. There is additional focus on ethical and legal psychological issues, as well as emphasis on multiculturalism.

PS 520 Developmental Issues Across the Lifespan

3 CH

This course will explore human development from childhood to old age, with a focus on developmental milestones and their influence on behavior in applied settings.

PS 525 Identifying & Managing Psychopathology in Community Settings

3 CH

In this course, students learn to identify those at risk of psychopathology in the community and to determine appropriate management and referral of these individuals.

PS 530 Personnel Psychology

3 CH

A prerequisite to PS 532

This course examines the application of psychological research, employment law, and ethical principles to human resource issues. Particular attention is given to hiring practices.

PS 531 Organizational Behavior

3 CH

Explores behavior in organizations at individual, interpersonal, group, intergroup, and organizational levels of analysis. Emphasis is on identifying effective ways to achieve organizational goals.

PS 532 Job Analysis, Competency Modeling, & Criterion Development

3 CH

Prerequisite: PS 530 Personnel Psychology

Students will learn how to conduct job analysis and competency modeling and how to use the results for designing personnel selection systems and performance appraisal instruments.

PS 533 Employee Training & Development

3 CH

Examines theory and techniques used to design, conduct, and evaluate instructional programs based on theories and principles of adult learning.

PS 540 Foundations of Community Psychology

3 CH

This course considers the legal, ethical, and practical issues that arise when providing counseling in community settings and provides an overview of the entire process.

PS 541 Theories of Counseling & Personality

3 CH

This class will cover the major approaches to personality and the schools of psychotherapy that have developed out of each. Students will critically evaluate each approach.

PS 542 Counseling Methods & Techniques

3 CH

This class will teach students to recognize and apply basic counseling responses common across all approaches as well as those specific to each approach studied.

PS 543 Community Health Psychology

3 CH

This course will examine the multidimensional field of community health psychology, developing student skills in advocacy, community organizing, health promotion, and social change regarding health.

PS 550 Applied Research Methods & Statistics

4 CH

A prerequisite to PS 551 and 552

This course provides an overview of the basic principles of applied psychological research with a focus on conducting research in community settings.

PS 551 Individual Psychological Assessment & Appraisal

3 CH

Prerequisite: PS 550 Applied Research Methods & Statistics

This course is designed to improve the knowledge, understanding, and practices of those who take tests, construct tests, and administer tests in applied settings.

PS 552 Program Development & Evaluation

3 CH

Prerequisite: PS 550 Applied Research Methods & Statistics

Students learn how to assess the need for and then design, implement, and evaluate a program that benefits the workplace or community.

PS 590 Comprehensive Exam

3 CH

Prerequisite: Completion of 36 (or 32 if PS 450 is waived) credits in graduate program

In this course, the student completes an applied comprehensive exam that covers material from core and concentration courses.

PS 595 Capstone Project I

3 CH

Prerequisite: Completion of 36 (or 32 if PS 450 is waived) credits in graduate program

A prerequisite to PS 596

This course is dedicated to defining a short research or implementation project in an applied setting.

PS 596 Capstone Project II

3 CH

Prerequisite: PS 595 Capstone Project I and faculty approval

Students either continue Capstone Project I or complete applied written assignments combining psychological theory with fieldwork hours, a case study, or another approved project.

PS 599 Special Topics in Applied Psychology

3 CH

Prerequisite: Completion of 36 (or 32 if PS 450 is waived) credits in graduate program

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on current events or student and faculty interests. Course title is shown on the student's transcript.

PS 600 Thesis I

3 CH

Prerequisite: Completion of 36 (or 32 if PS 450 is waived) credits in graduate program and approval from program director

A prerequisite to PS 601

Students work with a faculty advisor in defining a substantial research or implementation project that gathers data or responds to a particular problem in the community.

PS 601 Thesis II

3 CH

Prerequisite: PS 600 Thesis I

In this course, the students complete the research project begun in PS 600. The final thesis paper must be written and defended before the thesis committee in a forum that is open to other students and faculty.

Jack Welch College of Business

JOHN CHALYKOFF, PhD

Dean

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Mission Statement

The Jack Welch College of Business (WCOB) mission is to foster a continuous and inquisitive 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. We value academic excellence in all of our programs.

What We Do

To fulfill our mission, we teach and advise students. We foster academic rigor. We emphasize ethical dimensions in our curricula, promote active participation by students in the learning process, include experiential learning, and incorporate appropriate technology and teaching techniques in our classes. As faculty, we engage in research to understand and contribute to the development of our discipline, its practice, and the ways in which it is taught. We partner with the business community to improve practice and align our curricula to evolving business needs, and also work collaboratively to ensure that students develop an awareness of and appreciation for the resources and expertise available to them from the faculty and Sacred Heart University community. We give service to our college, university, profession, and the wider community, and emphasize to our students the importance and intrinsic rewards of being good citizens and the responsibilities of being educated persons.

Graduate Programs Offered

The College of Business offers the Doctorate of Business Administration (DBA) in Finance, the Master's in Business Administration (MBA), the Master of Science in Accounting (MSA), the Master of Science in Digital Marketing (MSDM), the Master of Science in Finance and Investment Management (MSFIM), and the Master of Science in Human Resource Management (MSHRM).

DOCTOR OF BUSINESS ADMINISTRATION IN FINANCE

LUCJAN T. ORLOWSKI, PhD

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The DBA in Finance program is an applied research doctoral degree designed for finance executives and advanced business professionals who aspire to reach a higher level of professional development and to make a constructive contribution to their industry. Unlike the traditional PhD model that mainly prepares candidates for academic careers, the DBA in Finance program focuses on developing knowledge with direct global business applications and prepares graduates for high-level careers in financial institutions and other business organizations, consulting firms, government agencies, and academic careers that require an equivalent of a PhD degree from a reputable institution. Our cohort-based DBA in Finance program is highly focused and personalized, as it leads to specialized, original dissertation research projects matching the interests and career aspirations of our students.

The program is devised as an extension of graduate study beyond a master's degree in business and as a supplement to doctoral degrees in non-business fields. It is intended to train high-level critical thinkers and analytical minds who can contribute to the challenges of a complex and dynamic global business world. It can be also completed as a transitional/bridge program. In addition, the program provides doctoral-level education in finance for those who have earned doctorates in other business or quantitative disciplines.

PROGRAM-LEVEL GOALS AND OBJECTIVES

In keeping with the program's mission and vision, five key program-level goals have been determined:

1. Our doctoral program graduates will be prepared for highly specialized careers in financial institutions, consulting firms, government agencies, other business organizations, and academic careers that require a PhD degree.
2. Our doctoral program graduates will acquire advanced, current knowledge in finance and gain research skills for conducting independent, complex financial projects.
3. Our doctoral program graduates will demonstrate creation of new knowledge through original research.
4. Our doctoral program graduates will gain global perspective on issues related to financial markets and institutions.
5. Our doctoral program graduates will comprehend and appreciate the importance of high ethical standards and values for finance professionals.

DEGREE REQUIREMENTS

The DBA in Finance degree requires a student to complete 45 credit hours of graduate coursework after earning a relevant master's degree in business or related area. Students are expected to maintain satisfactory academic progress, pass a comprehensive examination, and write, submit, and defend a doctoral thesis. Only prior qualified doctoral work will be considered for transfer credits, and only in exceptional cases. The transfer authorization decision is made by the DBA in Finance program director in consultation with the chair of the Department of Economics and Finance. Students may be required to enroll in additional master-level courses upon entering the DBA in Finance Program depending on their academic background and area of concentration; however, the credits for these courses do not count toward the DBA in Finance degree.

The length of study in our DBA in Finance program is at a minimum of three and a maximum of seven years. An extension beyond the maximum seven-year period may

be approved by the WCOB dean, but only under special circumstances specified in a student's request. A minimum GPA of 3.0 (B) is required.

The DBA in Finance program curriculum is divided into three sections: business foundation courses, finance courses, and dissertation preparation:

1. Business Foundation Courses

The required courses provide the students with advanced knowledge in business foundations as well as business careers transition strategies (DBF 900 Business Strategy, Ethics, & Research and DBF 901 Career Transition Seminar).

2. Finance Courses

The finance courses reflect unique scholarly expertise of the SHU finance faculty and are taught by using an interactive seminar format and modern pedagogical tools. After successfully passing a comprehensive exam, a student writes an extended research paper under the guidance of a faculty member in preparation for a thesis proposal. Coursework may include independent study projects, research assistantships, and directed readings.

3. Dissertation Preparation

Students are offered assistance at various stages of their dissertation process. The dissertation seminars/advisory sessions help students develop their dissertation topics, design research, write initial drafts of a prospectus, collect data, write chapters, and prepare for the oral examination.

Comprehensive Field Examination

Within six months of the conclusion of required coursework, each student takes a comprehensive examination, which will evaluate the candidate's ability to integrate the program course material. Students are allowed to proceed to dissertation courses (Year III) after successfully passing the comprehensive exam composed of questions from the business foundation and finance

concentration courses. Students who fail the comprehensive exam must wait three months before attempting to pass the failed sections of the examination. A maximum of two attempts are allowed for this exam.

Doctoral Dissertation

Upon completion of the DBA in Finance coursework and passing the qualifying exam, students begin research that will lead to a doctoral dissertation. Since the DBA in Finance is an applied research degree, the doctoral dissertation must reflect original student research on a topic related to applied issues in finance or financial economics. A successful dissertation in our DBA in Finance program has to satisfy the following requirements:

1. It must be written within the context of the field of finance or financial economics and be consistent with the scholarly expertise of our DBA in Finance faculty.
2. It must be based on original research and add new knowledge to the discipline. Case studies and research papers that merely apply the existing knowledge to solving business problems do not qualify for a doctoral dissertation.
3. It must address up-to-date, relevant issues pertaining to financial markets or institutions in order to reflect the applied nature of our DBA in Finance program.

The doctoral dissertation committee consists of the faculty advisor and two other faculty members who will be selected in consultation with the faculty advisor and the DBA in Finance program director. The committee subsequently conducts the dissertation examination (oral defense). The doctoral thesis must be completed within two years of the coursework completion. Only full-time, academically qualified faculty members can chair dissertation committees and serve as thesis supervisors. An academically qualified adjunct faculty may serve as a dissertation committee member.

DELIVERY FORMAT

The delivery method relies predominantly on “executive program style” meetings. The executive-style format encourages a collaborative environment. The weekend residency mode is based on face-to-face classroom instruction during the first two years of the program. The weekend residency requirement entails fifteen (15) two-day sessions each year. At any stage, the program is delivered in the way preserving its academic consistency, integrity, and overall high quality.

ADMISSION REQUIREMENTS

To be admitted to the DBA in Finance program, candidates must have completed a master’s degree in business or the equivalent. Admission to the program is selective. An applicant is required to submit a statement of purpose, academic transcripts from prior studies, a proof of a relevant work experience of at least five years, and three letters of recommendation. Students with relevant doctoral-level degrees may be given credit toward their DBA in Finance degree based on their prior coursework at the discretion of the DBA in Finance program director in consultation with the chair of Department of Economics and Finance.

All applicants are required to submit evidence of the GMAT or the GRE. Waivers are possible and will be considered on a case-by-case basis. Students admitted to the program should have a strong mathematical background. The student’s GRE or GMAT scores may be considered along with other criteria such as evidence of industry experience and prior academic work. A master’s degree in finance, economics, computer science, physics, or mathematics is a plus. Successful candidates for admission to our program must demonstrate a strong academic record (reflected in academic transcripts), appropriate work experience, as well as sound writing skills and research potential (documented by writing samples submitted with the application for admission).

Course Descriptions

DBF 900 Business Strategy, Ethics, & Research

1.5 CH

This DBA orientation seminar introduces students to the requirements of writing research papers. It also elaborates on the nature, uses, and objectives of doctoral-level applied research. Students learn how to construct arguments, devise and test analytical models, and write publishable studies.

DBF 901 Career Transition Seminar

1.5 CH

A program-concluding special seminar that overviews career trajectories for DBA in Finance graduates in both business and academic institutions. It also covers professional networking strategies.

FN 901 Advanced Corporate Finance

3 CH

Prerequisite: DBF 900 Business Strategy, Ethics, & Research

The purpose of this course is to provide a background for understanding the major research directions in corporate finance. Topics include theory of the firm, capital structure, external financing decisions, payout policy, agency problems, corporate control and governance, investment decisions, and the role of financial institutions in corporate transactions.

FN 902 Investment & Asset Pricing

3 CH

Prerequisite: DBF 900 Business Strategy, Ethics, & Research

This course is an advanced treatment of portfolio choice and asset pricing theory. Topics include expected utility maximization, stochastic discount factors, arbitrage, mean-variance analysis, representative investors, and beta-pricing models. Single-period and dynamic models are studied.

FN 903 Quantitative Research Methods I: Advanced Statistics & Mathematical Modeling

3 CH

Prerequisite: DBF 900 Business Strategy, Ethics, & Research

Students learn in this lab-based course mathematical statistics along with applications to business decisions. The main topics include: probability, random variables, normal and non-normal distribution, hypothesis testing, linear and non-linear regressions, analysis of variance, and nonparametric statistics. A special emphasis is on cross-sectional, panel, and stochastic analyses of financial data. The course material is particularly useful to professionals who aim at quantitative positions at financial institutions and consulting firms.

FN 904 Quantitative Research Methods II (Financial Econometrics)

3 CH

Prerequisite: FN 903 Quantitative Research Methods I: Advanced Statistics & Mathematical Modeling

This second lab-based quantitative research methods course covers the analytical material comprised within the growing discipline of financial econometrics. The course material encompasses time-series analyses and their applications to financial processes. Students gain foundations of modeling and forecasting key financial variables, including asset prices, returns, interest rates, financial ratios, defaults, and more. They become familiar with modern, state-of-the-art estimation methods of high-frequency financial data (such as ARCH-class tests, ARMA, Value at Risk models, and impulse response functions).

FN 905 Price Theory

3 CH

Prerequisite: DBF 900 Business Strategy, Ethics, & Research

The course overviews key concepts of microeconomic analysis. It is designed for students with a sound quantitative

preparation. The material delineates the main theories of the firm, the consumer, and the market. It includes modern analytical techniques of general equilibrium and welfare economics, along with their econometric verification. In addition, it examines basic concepts of the economics of information, including price signaling, moral hazard, and multiple equilibria.

FN 906 Global Financial Markets & Institutions

3 CH

Prerequisite: DBF 900 Business Strategy, Ethics, & Research

The course examines equity, fixed income, and derivative markets in the global context. The advanced analytical material focuses on modeling market trends, cycles, and volatility. It examines impact of monetary, fiscal, and regulatory policies on market dynamics. It highlights new research on financial crisis, banking, and credit markets. Major risks faced by financial institutions are thoroughly covered.

FN 907 Doctoral Field Seminar I

3 CH

Prerequisites: FN 901 Advanced Corporate Finance and FN 902 Investment & Asset Pricing

This is an advanced seminar examining modern theories and concepts in several sub-fields of finance. These functional areas include: A.) fixed income securities, B.) investments, C.) market microstructure, D.) derivative securities, E.) international finance, and F.) portfolio management. The course normally covers both seminal and recent literature in one, two, or three of these functional areas. The current selection of the specified areas is consistent with the specific expertise of the departmental faculty and may be expanded in the future. The required readings include a set of appropriate seminal research papers from areas covered in a single course. The seminar will conclude with a specific guided research project conducted in an individual financial institution.

FN 908 Doctoral Field Seminar II

3 CH

Prerequisites: FN 901 Advanced Corporate Finance and FN 902 Investment & Asset Pricing

A continued advanced seminar examining modern theories and concepts in the functional areas of finance other than those selected in FN 907. As in FN 907, the functional areas include: A.) fixed income securities, B.) investments, C.) market microstructure, D.) derivative securities, E.) international finance, and F.) portfolio management, as well as G.) the custom-designed seminar in European financial stability.

FN 909 Research Methods & Dissertation Design in Finance

3 CH

Prerequisites: FN 901 Advanced Corporate Finance and FN 902 Investment & Asset Pricing

The course provides a survey of modern research methodology in the field of finance. The course material focuses on leading models of financial analyses, seminal studies, recent literature, and bibliographical sources. A special emphasis is on writing skills for advanced financial studies. Students learn to formulate motivation and underlying hypotheses; they gain skills for developing advanced analytical models. The course material also emphasizes advanced estimation techniques of financial models. Students learn to test underlying hypotheses and formulate practical policy conclusions.

FN 910 Finance Dissertation Research Seminar I

3 CH

Prerequisites: Comprehensive Field Examination

This seminar features interactive in-class, lab-based instruction leading to formulation of a motivation and hypothesis for a specific finance dissertation project. It concludes with the development of a dissertation proposal.

FN 911 Finance Dissertation Research Seminar II

6 CH

Prerequisite: FN 910 Finance Dissertation Research Seminar I

This seminar features in-class, lab-based, and individualized instruction emphasizing empirical testing and articulation of policy applications of a specific analytical model or a set of models utilized in a DBA dissertation.

FN 912 Empirical Methods in Finance

3 CH

Prerequisite: FN 901 Advanced Corporate Finance

This course is an introduction to empirical research in finance, covering the techniques most often used in the analysis and testing of financial economic theory. The course covers both time-series and cross-section methods. Topics include event studies, empirical tests of asset pricing models, forecasting relationships, return predictability in the time-series and cross-section, asset pricing anomalies, and specification and identification issues in corporate finance.

FN 913 Advanced Financial Risk Management

3 CH

Prerequisite: FN 912 Empirical Methods in Finance

The course provides a comprehensive overview of various types of financial risk and the techniques employed to manage them. The material covers standard risk identification and measurement models as well as alternative models addressing options and structured credit risks. Real-world complexities of risk modeling are discussed, along with the background on financial innovation, liquidity, leverage, and financial crises.

FN 907 AND FN 908: DBA IN FINANCE FIELD SEMINAR COURSES

FN 907A/908A Fixed Income Securities

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

The lecture material in this course provides an analysis of various fixed income products and their trading and pricing. Examined are their applications for achieving financial goals including capital formation, interest rate risk management, and portfolio diversification. Topics covered include treasury, agency, corporate, and municipal bonds, floating rate bonds, mortgage-backed securities, term structure modeling, immunization, credit risk management, credit derivatives, and interest rate derivatives including swaps, caps and floors, and swaptions. The lecture material also includes the valuation of fixed income securities, the management and hedging of fixed income portfolios, and the valuation and usage of fixed income derivatives. Some of the contracts analyzed in the course include pure discount bonds, coupon bonds, callable bonds, floating rate notes, interest rate swaps, caps, floors, swaptions, inflation-indexed bonds, and convertible bonds.

FN 907B/908B Investments

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

The course focuses on risk, return, and the institutional structure of equity, bond, and derivative securities markets. It overviews modern theories of portfolio analysis and performance evaluation, as well as cutting-edge methods employed in managing portfolio choices and asset allocation. Students gain familiarity with analytical methods used in projecting individual stock and bond performance such as discounted

cash flows, factor models, value versus growth, and an analysis of factors affecting the risks and returns of individual securities.

FN 907C/908C Market Microstructure

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

The lecture material in this course reviews the fundamental theories and models of market microstructure such as the inventory model, sequential trading model (e.g., Glosten-Milgrom model, Easley model, O'Hara model), and strategic trading models (e.g., Kyle model) as they apply to markets for equities, currencies, and fixed income securities. The content of the course will also focus on issues related to limit order market, information and price discovery, trading cost and liquidity, and market depth. Using super-high-frequency data, students work with models of the limit-order markets, optimal order execution, optimal order slicing, and maker-versus-taker strategies. Quantitative, technical analyses include stochastic and deterministic trends, momentum, oscillation, arbitrage trading, pair trading, implementation, and methods of back-testing. Students learn to formulate and back-test various trading strategies, developed upon understanding the mechanics of market microstructure.

FN 907D/908D Derivatives Securities

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

The material in this course covers a comprehensive and in-depth treatment of valuation methods for derivative securities. Extensive use is made of continuous time stochastic processes, stochastic calculus, and martingale methods. The main topics to be addressed include A.) European option valuation, B.) exotic options, C.)

multi-asset options, D.) swaps, E.) stochastic volatility, F.) American options, and G.) the role of derivatives in modern financial risk management.

FN 907E/908E International Finance

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

This course features a comprehensive survey of the structure and dynamics of international financial markets and their linkages to domestic markets. Topics include the global profile of capital movements, the Eurocurrency markets and major money markets, international capital markets including bonds and syndicated credits, and the foreign exchange market. An emphasis will be placed on the hedging techniques and tools used to reduce the risks associated with international financial markets.

FN 907F/908F Portfolio Management

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

This course provides an advanced treatment of the theory and practice of modern portfolio management. Topics include quantitative concepts, portfolio analysis, capital asset pricing theory, performance measurement, efficient market hypothesis, portfolio management process, use of derivative securities, ethical and legal considerations, and professional standards. The course will also provide students with a concise introduction to recent results on optimal dynamic consumption-investment problems. Lectures will also cover standard mean-variance theory, dynamic asset allocation, asset-liability management, and lifecycle finance. The focus of this course is to present a financial engineering approach to dynamic asset allocation problems of institutional investors such as pension funds,

mutual funds, hedge funds, and sovereign wealth funds. Numerical methods for implementation of asset allocation models will be presented.

FN 908G European Financial Stability

3 CH

Prerequisites: FN 902 Investment & Asset Pricing, FN 904 Quantitative Research Methods II (Financial Econometrics), and FN 912 Empirical Methods in Finance

This DBA field seminar examines trends and the current regulatory framework of European financial markets and institutions. The background material will be covered in introductory classes at WCOB in Fairfield, followed by a visit to Luxembourg where students will take specialized seminars at the SHU Luxembourg campus and visit high-level officials at the European Stability Mechanism, the European Investment Bank, and the European Parliament. A special emphasis is given to proliferation of sovereign risk in the euro area and the future of the euro.

Master of Business Administration

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

The MBA program is built on the pillars of:

- Leadership
- Commitment to fostering up-to-date, cutting-edge knowledge of business disciplines

- Ethical responsibility
- Global awareness

The MBA program is focused on the development of certain key competencies:

- Executional excellence and continuous improvement through attention to detail, rigorous analysis, and decision-making
- Accountability for decisions and actions of team and self, putting team goals ahead of individual goals, with the focus on contribution to the organization
- Persuasive communication that is articulate, candid, to the point, and leads to action
- Personal and professional interest and the belief that every person deserves space and dignity

Classes are conducted in the evening. The program serves both professionally employed students and accomplished 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.

PROGRAM OBJECTIVES

The Welch MBA program goals:

- Our graduates will have a broad understanding of the business disciplines and functional skills critical to their roles as business professionals.
- Our graduates will explore ethical standards of behavior and develop their own frames of reference and standards to guide their professional behavior.
- Our graduates will have the oral and written communication skills required to compete effectively in the workplace.
- Our graduates will be able to identify factors that affect business practices in the global environment and propose decisions and actions that are appropriate in specific situations.

- Our graduates will be decision-makers and critical thinkers who use analytic and problem-solving skills.
- Our graduates will have an understanding of leadership theory and demonstrate managerial skills with an understanding of the global environment.

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 Jack Welch College of Business.

THE WELCH MBA

The Welch MBA represents a new approach to graduate business education. The multidiscipline approach is structured to enable students to move beyond functional expertise to true leadership skill. In addition to personalized professional planning, the program features an integrated core taught in a "business process" approach. This core combines readings, case studies, and deliverables to provide a content-rich, stimulating learning experience.

ADMISSION REQUIREMENTS

Individuals who hold a bachelor's degree in any academic discipline from an accredited institution will be considered for admission to the MBA program. The applicant's undergraduate and post-graduate studies, GMAT score, essay, work experience, and recommendations are considered in the admission process.

Applicants with an undergraduate degree in business and satisfactory coursework in microeconomics, macroeconomics, and statistics from an accredited institution are generally eligible for the 36-credit program of study. Applicants without an undergraduate degree in business are generally required to complete an additional 6 credits of coursework.

In general, the minimum requirements for admission to the MBA program are an undergraduate GPA of 3.0 on a scale of 4.0, a GMAT score of 400, and two years of full-time professional work experience (excluding internships). The work experience must be significant and demonstrate:

- Oversight responsibility for the work of others, or
- Accountability for the tangible or intangible assets or accounts of others, or
- Responsibility for certifying the successful outcome of the work of others, or
- Acquiring/analyzing data for the benefit of an employer or client

A current résumé and employer reference must be submitted with the application. Meeting the minimum admission requirements is no guarantee of acceptance into the program.

For those applicants without full-time work experience, the minimum GMAT score is generally 500, with an undergraduate GPA of 3.0.

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, or special needs.

GMAT WAIVER POLICY

As a general policy, the Welch College of Business requires the GMAT of all applicants. GMAT waiver requests for the MBA and Masters in Digital Marketing program are considered on a case-by-case basis and are based on a combination of advanced academic credentials with a substantial history of professional achievement. Waivers are not automatic for any candidate.

Eligibility

- Those candidates who hold a graduate degree from an accredited institution and who graduated with an overall grade point average of 3.0 or better (or the equivalent of a “B” average under the system used by that institution). This includes terminal degrees such as JD, PhD, or MD.
- Those candidates who possess a recognized quantitative certification such as a CPA, CFA, CMA, CIA, or CFP.
- Those candidates who complete a graduate business program certificate at Sacred Heart University with a minimum grade point average of 3.5.
- Those candidates who complete an undergraduate degree program at Sacred Heart University with a minimum grade point average of 3.5 within two years of application. Sacred Heart students who have a cumulative grade point average of 3.5 at the end of their junior year will also be considered for the waiver.
- Those candidates who complete an undergraduate degree program at Sacred Heart University with a minimum grade point average of 3.5 within two years of application and those Sacred Heart students who have a cumulative grade point average of 3.5 at the end of their junior year have a high probability of receiving the waiver. Those candidates with a 3.0 cumulative grade point average will be considered for the waiver as part of their application review.
- Those candidates with five or more years of substantive work experience. Factors considered include scale and scope of responsibilities, managerial scope, and accountability for work product. A letter from an employer or supervisor detailing specific work responsibilities is not required but may be included in a letter of recommendation.

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 apply 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 36 credit hours of graduate coursework and a minimum GPA of 3.0 are necessary for completion of the Welch MBA program for candidates who are waived from the foundational coursework. Those who are not waived will need up to 6 additional credit hours of foundational coursework. In all cases, a minimum of 27 credit hours must be taken at Sacred Heart University in the Welch MBA program.

COURSE WAIVER POLICY

Upon application, transcripts will be reviewed for possible course waivers. For students transferring from another accredited graduate program, the MBA director will review transcripts and make a determination of course equivalency. A maximum of 9 credits, plus the foundation courses, can be transferred. The two foundation courses, as well as WGB 602 and WGB 603, have formal waiver requirements. It is important to note that a strong working knowledge of economics, accounting, and finance is required for the integrated core courses (WGB 640 and WGB 641).

WGB 520 can be waived for those who have completed 3 credit hours in microeconomics or macroeconomics and 3 credit hours in statistics with grades of B or better in all.

WGB 521 can be waived for those with an undergraduate degree in business or in exceptional situations upon review of candidate work and academic experience by the MBA director.

For those who have completed an undergraduate degree in accounting within the last two years, WGB 602 can be substituted with either AC 610 or AC 617.

For those who received an undergraduate degree in finance within the last two years, an elective in finance can be substituted for WGB 603.

FOUNDATION COURSES (6 CREDITS)

- WGB 520 Introduction to Economics & Statistics (3 credits)
- WGB 521 Fundamentals of Management (3 credits)

PROGRAM COURSES (24 CREDITS)

Planning and Assessment

- WGB 600 Professional Planning (2 credits)

Breadth Courses

- WGB 602 Financial & Management Accounting (3 credits)
- WGB 603 Financial Management (3 credits)
- WGB 612 Leading & Influencing with Integrity (3 credits)
- WGB 614 Social & Legal Responsibilities in Business (3 credits)

Integrated Core Courses

- WGB 640 Dynamic Business Management I (5 credits)
- WGB 641 Dynamic Business Management II (5 credits)

Electives (9 credits)

- Three 600-level courses (3 credits each)

Capstone Course

- WGB 691 Welch Competency Demonstration & Implementation (3 credits)

MBA CONCENTRATIONS

Students may choose among four concentrations: accounting, finance, management, or marketing. There are some restrictions on available concentrations for students who intend to take their coursework exclusively at the Luxembourg or Stamford campus locations. Students who choose accounting, finance, management, or marketing must take three electives in the respective discipline. MBA students are eligible to take elective courses in the MSHR and MSDM programs. Students who do not meet the elective requirements for a concentration will simply receive an MBA.

MBA FOUNDATION COURSES

WGB 520 Introduction to Economics & Statistics

3 CH

Key topics in statistics and economics will be covered. Economic topics include supply, demand, market equilibrium price and quantity, elasticity, economic cost, economies of scale, perfect completion, monopoly, monopolistic completion, and oligopoly. In addition, macroeconomic terminology of GDP, inflation and unemployment, the basics of the aggregate supply and aggregate demand model, fiscal policy, monetary policy, and the role of exchange rates will be covered. Statistics topics include an introduction to statistical capabilities of excel, graphical descriptive techniques, numerical descriptive techniques, and simple linear regression analysis.

WGB 521 Fundamentals of Management

3 CH

Using a framework of managerial roles and competencies, this course explores what management involves, how it affects people

within an organization, why it is critical to the effective functioning of an organization, and how the accomplishment of management functions may vary in different cultural contexts. The course surveys competencies and knowledge necessary for successfully facing current challenges in the rapidly changing global business environment.

MBA PLANNING & ASSESSMENT COURSES

WGB 600 must be taken as the first course in the 600-level sequence of courses. The 500-level foundation courses can be taken before, concurrent with, or after WGB 600.

WGB 600 Professional Planning

2 CH

Students plan their MBA program based on personal and professional assessments. The course also introduces a management model and managerial thinking. Students review academic, writing, and presentations skills needed to successfully complete the program, complete self-assessments, and develop plans for professional development and program completion. Must be taken as the first course in the MBA program.

MBA BREADTH COURSES: QUANTITATIVE COMPETENCIES

Students without these competencies must take the courses before the core. Students waived from these courses may substitute two approved AC, EC, or FN electives to take at any time during the program.

WGB 602 Financial & Management Accounting

3 CH

Provides an introduction to both accounting and information systems with a focus on the preparation and interpretation of financial statements and the effective planning, implementation, and integration of information technology.

WGB 603 Financial Management

3 CH

Provides an introduction to three key areas in finance—financial markets, financial management, and valuation—focusing on how capital is effectively raised and invested in a value-based management framework. Topics include: analysis of firm performance using financial ratios and other measures, techniques to assess new opportunities including new product lines, projects or corporate investments, an introduction to global capital markets, the relationship between risk and return, determinants of a firm's cost of raising capital, and the basic factors impacting the value of financial securities.

MBA BREADTH COURSES: LEADERSHIP COMPETENCIES

Both courses are required. Students may take at any point in their program but before the capstone.

WGB 612 Leading & Influencing with Integrity

3 CH

Leaders and managers at all levels in organizations must influence others to enable achievement of the organization's objectives. Leading and influencing with integrity requires understanding of one's self, other people, the situational and cultural context, as well as both current and future impacts of actions taken. Through course learning experiences students develop individual and organizational strategies to influence others, shape culture, manage change, negotiate, and facilitate employee engagement and performance so that their organizations can contribute to society in ways that are effective, responsible, and sustainable.

WGB 614 Social & Legal Responsibilities in Business

3 CH

Sustainable organizational practices require managers to pay attention to the economic, environmental and social impact

of organizational strategies and actions. This course focuses on ethical and legal issues that organizations and individual managers face in achieving triple bottom-line sustainability. Ethical decision-making frameworks provide principles for dealing with challenges posed by technology, globalization, and societal changes and for fulfilling personal as well as corporate social responsibility. Legal topics survey business regulation and processes, forms of business organizations, intellectual property, and commercial transactions.

MBA INTEGRATED CORE

Must be taken in sequence.

WGB 640 Dynamic Business Management I

5 CH

Prerequisites: WGB 600 Professional Planning and satisfaction of quantitative competencies

Organizational success relies on effectively leading and managing holistically across many disciplines. The integrated core takes a process-based approach to present fundamental knowledge on accounting, finance, management, marketing, operations, and strategy. Classroom discussions are team taught with multiple professors and senior professional experts using real-life business simulations. This course follows the process of developing new business sources including new products and services. The viewpoint is from the top of the organization and how organizational leaders allocate resources.

WGB 641 Dynamic Business Management II

5 CH

Organizational success relies on effectively leading and managing holistically across many disciplines. The integrated core takes a process-based approach to present fundamental knowledge on accounting, finance, management, marketing, operations, and strategy. Classroom discussions are team taught with multiple professors and senior professional experts using real-life business simulations. This course takes an operational

viewpoint. This includes the examination of processes involving order management, planning and budgeting, performance measurement, and talent management.

MBA Capstone

The capstone should be taken as one of the last two courses in the students' program of study, after students have successfully completed the breadth and integrated core courses.

WGB 691 Welch Competency Demonstration & Implementation

3 CH

Prerequisites: WGB 640 Dynamic Business Management I and WGB 641 Dynamic Business Management II

This is the capstone course of the MBA program. Through the action-learning consulting project, cases, readings, and experiential exercises, students hone their management skills and make presentations to business practitioners, non-profit executives, and faculty. Seminar topics cover corporate strategy, leadership, and sustainability. Students prepare a personal and professional self-development plan.

Elective Courses

Accounting Courses

AC 610 Accounting for Decision-Making & Control

3 CH

Prerequisite: WGB 601 or WGB 602 Financial & Management Accounting

This course explores the essentials of providing relevant and useful cost and managerial information to both multinational and domestic corporate managers. Ethical aspects of each of these areas are examined. Much of the classroom interaction comprises written assignments, case studies, and team presentations.

AC 615 Managerial Controls & Budgeting

3 CH

Prerequisite: WGB 601 or WGB 602 Financial & Management Accounting

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: WGB 601 or WGB 602 Financial & Management Accounting

This course 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 the use of various ratios to analyze income statements, balance sheets, and funds flow.

AC 629 Contemporary Issues in Auditing

3 CH

Prerequisite: WGB 601 or WGB 602 Financial & Management Accounting

This course emphasizes completion of the audit engagement. Includes preparation of various reports, other services offered by CPAs, legal liability, and ethical and professional responsibilities.

AC 699 Contemporary Issues in Financial Accounting

3 CH

Prerequisite: AC 610 Accounting for Decision-Making & Control

Emphasis is on the usefulness of accounting information in financial markets through the study of the accounting conceptual framework. Analyses include the standard-setting process, asset valuation, and income determination. Examines accounting policies,

ethical issues, FASB financial accounting rules, and the impact of international accounting policies, all with a focus on application to current issues.

Finance Courses**FN 661 Global Financial Markets & Institutions**

3 CH

Prerequisite: WGB 603 Financial Management

This course analyzes modern financial markets from the risk/management and risk measurement perspective. Presents overviews of key theories and recent developments in international securities markets. Emphasis is on managing risk on the balance sheet at various financial institutions. Implications of monetary policy decisions by international monetary authorities are also examined.

FN 662 Corporate Finance

3 CH

Prerequisite: WGB 603 Financial Management

This course examines corporate finance topics including working capital management, financial analysis, leverage, capital structure, capital budgeting, and valuation. Emphasis is on creating financial models to analyze issues.

FN 663 Global Investments

3 CH

Prerequisite: WGB 603 Financial Management

This course describes the various theories of investments, the limitations of those theories, and the various types of investments available to individual and institutional investors globally, together with their potential returns and risks. The range of alternative investments is covered as well as newer ways of trading securities (e.g., high frequency trading, front running, and

dark pools). Students are also required to establish and track three separate portfolios and write a research paper on an ethical aspect of the securities market.

FN 665 International Financial Management

3 CH

Prerequisite: WGB 603 Financial Management.

This course features 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, country risk assessment, taxation and regulatory issues of non-U.S. markets, and sources and uses of funds for multinational corporations.

FN 668 Portfolio Management

3 CH

Prerequisites: WGB 603 Financial Management and FN 663 Global Investments

This course 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 Alternative Investments

3 CH

Prerequisite: WGB 603 Financial Management.

This course examines financial concepts applied to current issues in finance such as risk management products and techniques.

FN 670 Mergers, Acquisitions, & Joint Ventures

3 CH

Prerequisite: WGB 603 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 & Risk Management

3 CH

Prerequisite: WGB 603 Financial Management

Featuring 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.

FN 673 Mathematics for Finance Practitioners

3 CH

Risk managers need to have a sound understanding of mathematics and statistics. The course covers important statistical concepts including volatility, regression analysis, and hypothesis testing. Popular models of risk measurement such as Value-at-Risk, factor analysis, Monte Carlo simulations, and stress testing are studied. Functioning of the mathematical/statistical concepts is demonstrated with practical risk management problems (e.g., bond pricing, portfolio credit risk, and optimal hedging).

FN 674 Advanced Risk Management

3 CH

The complexity of the global financial system makes understanding risk management essential for anyone working or planning to work in the financial sector. As the real economy is also exposed to financial risk, risk management has become more important to non-financial corporates and institutions. Students will become familiar with financial risk assessment and management and the regulations applicable for financial institutions. They will learn how important market participants, such as banks,

insurance companies, pension funds, and mutual and hedge funds are looking at risk measurement and management. Risk mitigation strategies are explained. Various risk types such as market risk (interest rate risk, cross-currency risk, etc.), credit risk, operational risk, and systemic risk are covered, and risk management strategies and instruments are analyzed. Recent risk management topics such as counterparty credit risk for derivatives, central clearing, and collateralization will be covered.

FN 675 Financial Regulatory Compliance

3 CH

This course is designed to enable students to understand the laws, regulations, and reporting requirements necessary for financial firms to do business in the United States. It will also serve as an introduction to a career in compliance.

FN 699 Financial Crisis & Risk Management

3 CH

Risk management is becoming more important and more complex, while at the same time being viewed by regulators and investors as an essential and integral part of investment governance. The advent of new investment strategies (e.g., hedge funds and private equity) and new investment vehicles (e.g., CDOs and SIVs) has made risk more difficult to measure and manage. This course reviews and assesses various techniques, both quantitative and qualitative, for the measurement and management of risk including how to price credit default swaps, counterparty credit risk, stress testing, and portfolio risk.

Management Electives

BU 610 Entrepreneurship

3 CH

Prerequisites: WGB 601 Financial & Management Accounting (or equivalent), WGB 603 Financial Management (or equivalent), and WGB 640 Dynamic Business Management I

Students utilize their interdisciplinary business knowledge and creativity to evaluate an entrepreneurial opportunity, whether a new product/service/business or a new application of an existing product or service. In developing a comprehensive business plan, student teams use their knowledge of the market and the competitive landscape, engage in research, develop financial models/forecasts, and gauge the project's financial feasibility, taking into consideration inherent business risk and the likelihood of being able to raise venture capital.

BU 621 Comparative Management & Intercultural Communication

3 CH

Prerequisite: WGB 521 Fundamentals of Management

Sensitivity to different perceptions, values, traditions, and ways of thinking are critically important in today's global workforce as organizations interact across cultures. This course explores how culture affects individuals as well as organizations and introduces frameworks for understanding how cultures may vary. Students develop strategies for effectively communicating, working with, and managing people of different cultural backgrounds.

BU 632 Managing Change

3 CH

Prerequisite: WGB 521 Fundamentals of Management

This course examines strategies and techniques for successfully introducing and managing change in organizations. Explores power, influence, leadership, motivation, and communication in the change process, as well as organization development, organizational learning, and innovation management. Student teams develop a framework for recognizing factors that influence change and a process map to manage change effectively.

BU 635 Human Resources & Career Development

3 CH

Prerequisite: WGB 521 Fundamentals of Management

This course 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 639 Innovation Management

3 CH

Prerequisite: WGB 521 Fundamentals of Management or WGB 612 Leading & Influencing with Integrity

This course will cover the definition of innovation, the barriers and enablers for making innovation real in companies, the core principles for innovation management (foresight, ideation, discovery-driven planning, rapid prototyping, open platforms, wisdom of crowds, and technology adoption and diffusion), and how innovation management is being applied by market leaders and companies in highly competitive industries.

BU 664 Negotiations

3 CH

Negotiation is the art and science of securing agreements between two or more interdependent parties. Hence, the purpose of this course is to develop an understanding of the psychological and strategic dynamics of negotiation. The course is grounded in the major concepts and theories of bargaining, negotiation, and mediation and is designed to use a combination of simulations and analysis to build one's own personal experience in the classroom and in the real world.

BU 665 International Business

3 CH

This course 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 667 Team Management

3 CH

Prerequisite: WGB 521 Fundamentals of Management

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

BU 687 Contemporary Issues in Global Management

3 CH

Prerequisite: WGB 521 Fundamentals of Management

This course explores a variety of current issues and emerging trends affecting global business, utilizing a cross-disciplinary approach to the management of today's global enterprises.

BU 699 Contemporary Topics in Management

3 CH

Prerequisite: Prerequisites will vary according to the specific course topic

This course number is used for courses offered on a one-time basis or for courses being piloted.

Elective Courses

MK 650 Product Development & Management

3 CH

Prerequisite: MK 661 Marketing Management

This course examines product development and innovation process and cycle, including 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

This course 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 and then qualitative and quantitative methodological alternatives are systematically reviewed. Careful attention is paid to how to analyze and present research findings.

MK 652 Intro to Web Design from a Marketing Perspective

3 CH

This course introduces students to web design from a marketing strategy perspective.

MK 656 Advertising Management

3 CH

Prerequisite: MK 661 Marketing Management

This course 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 & Behavior

3 CH

Prerequisite: MK 661 Marketing Management

This course 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 661 Marketing Management

3 CH

This course 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.

MK 662 Analysis of Consumer Decisions

3 CH

This course explores the tools and techniques used by marketers to analyze customer behaviors. It examines databases, analytics, metrics, software, and techniques applied by marketers to transform data into useful formats for the strategic decision-making process. Contents focus on technology tools for segmentation, target marketing and positioning, media selection, market share and estimation, sales forecasting, and other analyses.

MK 668 International Marketing

3 CH

Prerequisite: MK 661 Marketing Management

This course 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.

Master of Science in Accounting**BARBARA E. TARASOVICH, DPS, CPA, CGMA**

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The Master of Science in Accounting (MSA) program at the Jack Welch College of Business is designed to respond to a growing industry demand for professionally trained accountants. Graduates will learn and develop the fundamental concepts of accounting, effective accounting methods, and gain the knowledge and skills essential to pass the CPA exam.

CONCENTRATIONS

The one-year Master of Science in Accounting program offered through the AACSB-accredited Jack Welch College of Business has two concentrations: forensic accounting and international accounting. The forensic accounting concentration will teach students how to apply forensic accounting principles in complex financial transactions such as mergers and acquisitions, bankruptcies, and contract disputes. The international accounting concentration is offered in response to the growing demand for international rules as a result of the globalization of business. Students will learn about the latest activities of the International Accounting Standards Board.

PROGRAM BENEFITS

The MSA program can be completed in one year with hybrid courses taken in a trimester format. Courses will be offered online with

monthly Saturday seminars. Saturday classes will meet at our main Fairfield campus from 9 a.m.-5 p.m. Our faculty members are established scholars in the accounting field and the program content is essential as students prepare for the CPA exam.

ADMISSIONS REQUIREMENTS

The following must be submitted and will be considered when applying:

- Online application and non-refundable application fee
- Official transcripts from all undergraduate institutions attended, with a minimum cumulative GPA of 3.0.
- GMAT*
- One-page personal statement, résumé, and two letters of recommendation

*Students who complete the undergraduate program in Accounting at Sacred Heart University with a 3.0 GPA will be waived from the GMAT requirement.

This program is designed for students with business-related undergraduate degrees. The following conditions must be met to earn a master's in accounting from Sacred Heart University's Jack Welch College of Business:

- Students with a baccalaureate degree in accounting are required to complete 30 credits for the program.
- Undergraduates enrolled in the five-year program are required to achieve an overall "B" average in all accounting courses and an overall GPA of 3.0 or better to remain in the program.

Students with a baccalaureate degree in other business areas but have completed 6 accounting credits (3 credits of financial accounting and 3 credits of managerial accounting) must take the following 12 credits as prerequisites for the program:

- Two intermediate accounting courses (3 credits each)

- Auditing (3 credits)
- Advanced accounting (3 credits)

Students with a baccalaureate degree in a field other than accounting or other business area are required to complete 15 credits of accounting and 15 credits of business prerequisites before an application to the MSA program will be considered.

ACCOUNTING COURSE REQUIREMENTS

The Master of Science in Accounting is a 30-credit degree program with two concentrations to choose from:

- International Accounting
- Forensic Accounting

Required Courses (21 credits)

MSA 600	Financial Accounting Theory & Practice (3 credits)
MSA 610	Advanced Issues in Managerial Accounting (3 credits)
MSA 621	Federal Taxation (3 credits)
MSA 630	Advanced Issues in Financial Accounting (3 credits)
MSA 631	Contemporary Issues in Auditing (3 credits)
MSA 641	Accounting & Information Systems (3 credits)
MSA 690	Financial Statement Analysis (3 credits)

Students will select one of the following concentrations:

INTERNATIONAL ACCOUNTING CONCENTRATION (9 CREDITS)

MSA 625	International Accounting & Reporting (3 credits)
MSA 626	Global Financial Reporting & Analysis (3 credits)
MSA 699I	Master's Capstone (3 credits)

FORENSIC ACCOUNTING CONCENTRATION (9 CREDITS)

MSA 670	Forensic & Investigative Accounting (3 credits)
MSA 671	Understanding Business Valuation (3 credits)
MSA 698F	Master's Capstone (3 credits)

Program Total: 30 credits

Course Descriptions

MS IN ACCOUNTING STUDENTS

MSA 600 Financial Accounting Theory & Practice

3 CH

The series is designed to give the student a basic knowledge of financial accounting theory and practice as well as to develop the analytical skills necessary for careers in corporate or public accounting. The course provides an introduction to the pertinent theoretic and various applications relevant to the analysis of financial statements by applying both finance and accounting principles.

MSA 610 Advanced Issues in Managerial Accounting

3 CH

This course introduces and examines theories and practices of managerial accounting and cost management. Emphasis is given to strategic cost management, product costing systems, cost analysis, cost allocation, responsibility accounting, performance management including balance scorecard for multinational corporations. Ethical issues faced by managerial accountants are also discussed.

MSA 621 Federal Taxation

3 CH

This course 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.

MSA 630 Advanced Issues in Financial Accounting

3 CH

The course will focus on the development of generally accepted accounting principles (GAAP) in the United States. Students will become familiar with the Financial Accounting Standards Board (FASB), the International Accounting Standards Board (IASB), the standard-setting process, and how the two boards interact. In addition, recent standards that have been issued by the FASB and/or the IASB and current issues being addressed by each of those standard-setting bodies will be addressed. The course will also cover the relationship of the U.S. Securities and Exchange Commission (SEC) to the FASB/IASB and the authority of and the role that the SEC plays in the standard-setting process in relation to GAAP. Discussions and analysis of current real-world corporate issues such as Sarbanes Oxley, executive pay, corporate boards, and financial statement quality (earnings management) will also be included.

MSA 631 Contemporary Issues in Auditing

3 CH

Examines advance issues in auditing including in-depth review of the following: forensic accounting and fraud examination, litigation support and expert witness services, the use of statistical sampling in auditing, internal auditing, assurance services, and extending the attestation function. The course makes use of cases, articles, and current pronouncements in the field.

MSA 641 Accounting & Information Systems

3 CH

This course introduces different applications and technologies essential to transacting business within the rapidly developing global Internet

and web. This course also explores issues relating to management information systems that impact the accounting environment. The course makes use of cases, articles, and current pronouncements in the field.

MSA 690 Financial Statement Analysis

3 CH

This course emphasizes the content of corporate financial reports and helps students learn to analyze the information therein. It also includes information for evaluating the financial health, operating performance, and growth prospects of corporation-type companies. The topics to be covered include the corporate financial statements and their relationships, ratio analysis for profitability and risk evaluation, assets/liabilities/owners' equity analysis, intercompany investments, and forecasting financial statements.

INTERNATIONAL ACCOUNTING CONCETRATION COURSES

MSA 625 International Accounting & Reporting

3 CH

This course 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.

MSA 626 Global Financial Reporting & Analysis

3 CH

This course focuses on policy issues of foreign currency translation, global inflation, transnational reporting and disclosure, and international accounting and auditing standards. Financial statements

of multinational and foreign firms are used for financial statement analysis. The course includes case studies, computer-based assignments, and research projects.

MSA 699I Master's Capstone

3 CH

This course is designed to bring together the knowledge gained through the program and permits the student to demonstrate mastery of the various course competencies. The major deliverable in this course is a project that illustrates a graduate student's ability to explore, develop, and organize materials relating to a specific problem or an applied orientation within a field of study. The student must exhibit an ability to pursue research and investigation in a rigorous and perceptive fashion and to present the results in an extended scholarly statement in a clear, direct, and concise manner.

FORENSIC ACCOUNTING CONCENTRATION COURSES

MSA 670 Forensic & Investigative Accounting

3 CH

This course is designed to acquaint the student with the field and practice of forensic accounting. Topics to be discussed include fraudulent financial reporting, employee fraud, indirect methods of reconstructing income, money laundering and transnational financial flows, various courtroom procedures and litigation support, and cybercrime and business valuations.

MSA 671 Understanding Business Valuation

3 CH

This course is designed to acquaint the student with the business valuation process. Topics to be discussed include business valuation overview, valuation standards, various types of reports, appraisal theory, appraisal engagement, market approach, asset approach, income approach, discounts and capitalization, premiums, and completing the engagement.

MSA 699F Master's Capstone

3 CH

This course is designed to bring together the knowledge gained through the program and permits the student to demonstrate mastery of the various course competencies. The major deliverable in this course is a project that illustrates a graduate student's ability to explore, develop, and organize materials relating to a specific problem or an applied orientation within a field of study. The student must exhibit an ability to pursue research and investigation in a rigorous and perceptive fashion and to present the results in an extended scholarly statement in a clear, direct, and concise manner.

Master of Science in Digital Marketing

ANCA MICU, PhD

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The Master of Science in Digital Marketing (MSDM) program prepares students to meet the growing demand from employers for professionals educated in all aspects of digital marketing. Students who complete the new MS in Digital Marketing will:

- Gain foundational marketing knowledge;
- Get an overview of digital marketing's scope and purpose;
- Gain knowledge of today's digital marketing tools and their impact on business;
- Learn about methods for creating synergy and consumer segmentation;
- Learn about the development and use of digital marketing plans;
- Be aware of the ethical dimensions related to the digital marketing realm;

- Gain helpful information on calculating return on digital marketing investment; and
- Learn about online marketing tools and strategies (including display advertising, e-mail marketing, affiliate marketing, social media, copywriting for the web, search engine optimization [SEO], search engine marketing [SEM], and Web analytics).

ADMISSION

In general, the minimum requirements for admission to the MSDM program are an undergraduate GPA of 3.0 on a scale of 4.0, a GMAT score of 400, and two years of full-time professional work experience (excluding internships). The work experience must be significant and demonstrate:

- oversight responsibility for the work of others, or
- accountability for the tangible or intangible assets or accounts of others, or
- responsibility for certifying the successful outcome of the work of others, or
- acquiring/analyzing data for the benefit of an employer or client
- current résumé and employer reference must be submitted with the application
- meeting the minimum admission requirements is no guarantee of acceptance into the program.

For those applicants without full-time work experience, the minimum GMAT score is generally 500, with an undergraduate GPA of 3.0.

GMAT WAIVER POLICY

As a general policy, The Welch College of Business requires the GMAT of all applicants for the Masters in Digital Marketing program. Waivers are considered on a case-by-case basis and are based on a combination of advanced academic credentials with a substantial history of professional

achievement. Waivers are not automatic for any candidate but guidelines are similar to those for the MBA program provided above.

DIGITAL MARKETING COURSE REQUIREMENTS

The Masters in Digital Marketing program requires the completion of 36 credits as outlined below:

MARKETING STRATEGY FOUNDATION (9 CREDITS)

MK 651	Marketing Research (3 credits)
<i>or</i>	
MK 672	Intro to Big Data (3 credits)
MK 658	Consumer Marketing & Behavior (3 credits)
<i>or</i>	
MK 662	Analysis of Consumer Decisions (3 credits)
MK 661	Marketing Management (3 credits)*

*May be waived for students with substantial marketing experience.

WEBPAGE DEVELOPMENT AND DESIGN FOUNDATION (9 CREDITS)

CS 500	Introduction to Structured Programming (3 credits)
CS 550	Dynamic Webpage Development (3 credits)
<i>or</i>	
CS 553	Web Design with Java Script (3 credits)
MK 652	Intro to Web Design from a Marketing Perspective (3 credits)

DIGITAL MARKETING MODULE (15 CREDITS)

MK 670	Digital Marketing (3 credits)
MK 671	Web Analytics (3 credits)
MK 674	Social Media Marketing (3 credits)
MK 680	Applied Topics in Digital Marketing (3 credits)*

*Students will take two “topics” sections to fulfill the required credits.

CAPSTONE PROJECT OR THESIS (3 CREDITS)

MK 688 Capstone Thesis in Digital Marketing (3 credits)

or

MK 689 Capstone Project in Digital Marketing (3 credits)

Candidates with an undergraduate degree other than business will have to take 6 additional credits (two courses) before they start the program. The 6 credits are:

WGB 520 Introduction to Economics & Statistics (3 credits)*

WGB 521 Fundamentals of Management (3 credits)*

*Can be waived with proven coursework in statistics and/or management, respectively.

Program Total: 36–42 credits

Course Descriptions

MK 652 Intro to Web Design from a Marketing Perspective

3 CH

This course introduces students to web design from a marketing strategy perspective.

MK 662 Analysis of Consumer Decisions

3 CH

This course explores the tools and techniques used by marketers to analyze customer behaviors. It examines databases, analytics, metrics, software and techniques applied by marketers to transform data into useful formats for the strategic decision-making process. Contents focus on technology tools for segmentation, target marketing and positioning, media selection, market share and estimation, sales forecasting, and other analyses.

MK 670 Digital Marketing

3 CH

Examines the rapidly evolving dynamics of digital marketing. Emphasis is on consumer behavior and opportunities, problems, tactics, and strategies associated with incorporating digital methods into the marketing function. Internet and mobile marketing tools such as search engine marketing, social media, and viral marketing are addressed.

MK 671 Marketing Analytics

3 CH

Prerequisite: MK 661 Marketing Management

This course explores how companies assess marketing performance. It is a survey course covering a variety of return on investment metrics for marketing investments. The course introduces formulas and ratios used to gauge customer profitability, product portfolio mix, and advertising and web spending effectiveness. Attention is drawn to links between finance and marketing.

MK 672 Intro to Big Data

3 CH

This course will present a practical approach to the process of decision-making using big datasets as a result of acquired or aggregated data.

MK 674 Social Media Marketing

3 CH

This course provides the practical knowledge and insights required to define objectives and strategies of social media marketing, identify and properly select the social media tools to engage consumers and effectively evaluate and measure the results of a firm’s social media strategy.

MK 680 Applied Topics in Digital Marketing

3 CH

Prerequisite: MK 661 Marketing Management

This course explores in-depth coverage of one digital marketing topic from an applied

perspective. The topic is examined from a company's point of view with multiple examples from industry. Students work hands-on to learn what practitioners do within the topic on a day-to-day basis. Topics rotate throughout trimesters.

MK 688 Capstone Thesis in Digital Marketing

3 CH

By arrangement with program director.

MK 689 Capstone Project in Digital Marketing

3 CH

By arrangement with program director.

Master of Science in Finance and Investment Management

KWAMIE DUNBAR, PhD

Program Director, Associate Finance Professor

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The Master of Science in Finance and Investment Management (MSFIM) program at the Welch College of Business is designed for students who have a strong undergraduate background in mathematics or a related field. Our program caters to students in many different situations, including but not limited to:

- Practitioners seeking to enhance analytical and technical skills in investment management;
- Recent graduates interested in pursuing a career in the finance and investment industry;
- Candidates interested in pursuing the CFA designation;
- Those seeking a solid preparation before pursuing a DBA/PhD in Finance

Full-time Sacred Heart University faculty members teach in the master's program, bringing a wealth of expertise to the classroom. The breadth of their specialties, together with their commitment to excellence in teaching and making a difference in individual students' lives, enriches the program and the options available to students. Our faculty prepare students for careers in asset management, credit and market risk management, treasury operations, portfolio management, research and technical analysis, and corporate risk compliance, and are the same individuals who advise and consult with the major global players in the fields of investment banking, risk management, and central banking. Their research is published in some of the leading academic and practitioner research outlets in the world. Students in the Welch College of Business have direct access to these scholar professionals as expert lecturers and mentors.

ADMISSION REQUIREMENTS

- Final transcripts from all colleges and universities attended. A strong academic record is required with a minimum GPA of 3.0 (on a 4.0 scale) normally required.
- Graduate Record Exam (GRE) general test results or the Graduate Management Aptitude Test (GMAT) scores are required for all MSFIM applicants. A minimum GMAT score of 570 is required, but candidates with an outstanding academic record or work experience may be considered with GMAT scores of 500 and above.
- TOEFL or IELTS score. Test of English as a Foreign Language (TOEFL) results are required from all applicants who completed their previous degrees in a country where English is not the official and spoken language. The TOEFL requirement is 80 and the IELTS requirement is 6.5.

FINANCE AND INVESTMENT MANAGEMENT COURSE REQUIREMENTS

Prerequisite Courses (9 credits)*

MFIM 600	Calculus & Linear Algebra (3 credits)
MFIM 601	Probability & Statistics (3 credits)
MFIM 602	Financial Management (3 credits)

*Candidates must demonstrate proficiency in all prerequisite courses. Students not having prior preparation will be required to satisfy these requirements by taking courses within the WCOB prior to commencing the MSFIM.

Foundational Core Courses (27 credits)

MFIM 636	Quantitative Finance I (3 credits)
MFIM 638	Financial Analysis & Firm Valuation (3 credits)
MFIM 639	Business Economics (3 credits)
MFIM 640	Investment Management (3 credits)
MFIM 642	Advanced Derivatives & Risk Management (3 credits)
MFIM 644	Fixed Income Securities & Markets (3 credits)
MFIM 645	Portfolio Management (3 credits)
MFIM 646	Advanced Investment Management (3 credits)
MFIM 647	Financial Regulation & Compliance (3 credits)

Elective Courses (6 credits)

MFIM 641	Quantitative Finance II (3 credits)
MFIM 648	Valuation Models & Practices (3 credits)
MFIM 649	Global Financial Markets & Institutions (3 credits)
MFIM 650	Numerical Methods in Finance (3 credits)

MFIM 700A	Internship (3 credits)
or	
MFIM 700B	Problem-Based Learning Lab (3 credits)
MFIM 703	Seminar/Special Topics in Finance & Investment Analysis (3 credits)
MFIM 704	CFA tutorial (3 credits)
Program Total: 33–42 credits	

Course Descriptions

MS in Finance Courses
(for MSFIN students only)

MFIM 600 Calculus & Linear Algebra

3 CH

This course reviews the basics of mathematics in preparation for advanced courses in the MSFIM program. Topics include multivariate calculus, optimization, integration, differential equations (ODEs and PDEs), linear algebra, and matrix operation.

MFIM 601 Probability & Statistics

3 CH

This graduate-level treatment of the theory of probability and mathematical statistics includes probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables, multivariate distributions, functions and sums of random variables, limit theorems (weak and strong law of large numbers and the central limit theorem), theory of estimators, maximum likelihood techniques, theory of estimation, hypothesis testing theory, decision analysis, and Bayesian methods.

MFIM 602 Financial Management

3 CH

The course is intended to provide an understanding of the role of modern financial theory in investment management and to present a framework for addressing current

issues in the management of financial assets. Topics to be covered include time value of money, stock and bond valuation, project and firm valuations, risk and return measures, portfolio management, basic CAPM and APT, diversification, and hedging.

MFIM 636 Quantitative Finance I

3 CH

Prerequisites: MFIM 601 Probability & Statistics and MFIM 602 Financial Management

This course introduces advanced methodological tools required to do research in finance and investment analysis. Topics include basic theory of statistical inference with linear models, general linear models, Heteroskedasticity models, time series models, analysis of variance, discriminate analysis, factor analysis, and non-parametric tests. Emphasizes modern portfolio theory. This course will also cover asset pricing models (preferences, utility functions, risk aversion, basic consumption model, the mean-variance frontier, factor models, and robust preferences) and options pricing and risk management (arbitrage pricing in a complete market, delta-hedging, risk measure, and Value at Risk).

MFIM 638 Financial Analysis & Firm Valuation

3 CH

Prerequisite: MFIM 602 Financial Management

This course focuses on fundamental analysis and firm valuation. The knowledge and skills required for financial analysis of firms reporting under U.S. GAAP and IFRS are introduced first, followed by techniques for fundamental analysis of an industry and a firm. Techniques to value the enterprise and equity are emphasized with focus on mature firms in developed markets, followed by financial institution, emerging market, and private equity applications. Participants will gain proficiency in spreadsheet analysis, financial models for integrated financial forecast, and valuation. Attention to developing the communication skills needed

to effectively communicate the analysis is embedded through cases and presentations. Technology and data, heavy use of Excel, and Bloomberg will be required.

MFIM 639 Business Economics

3 CH

This course features concepts and analytical techniques from micro- and macro-economics including market structures, fiscal and monetary policy, international trade, international financial markets, spot and forward exchange rates, interest rate parity, and purchasing power parity.

MFIM 640 Investment Management

3 CH

Prerequisites: MFIM 602 Financial Management

The course is intended to provide an understanding of the role of modern financial theory in portfolio management and to present a framework for addressing current issues in the management of financial assets. Topics to be covered during the semester include trading, valuation, active portfolio management, asset allocation, global diversification, performance measurement, financial derivatives, and fixed income securities.

MFIM 641 Quantitative Finance II

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

The course has an emphasis on applications rather than statistical theory, and thus builds on Quantitative Finance I by emphasizing the use of financial data to conduct applied analysis. The aim of the course is to equip students with a working knowledge of important econometric techniques used in financial economics, such as event study, advanced time series analysis, and survival analysis. Substantial emphasis will be placed on the development of programming skills in computer program. The emphasis is on

understanding and learning how to apply the econometric tools used by academics and practitioners working in these areas. The course will be helpful for anyone interested in pursuing a graduate degree in a quantitative field, but equally helpful for students interested in working at research institutions or financial institutions.

MFIM 642 Advanced Derivatives & Risk Management

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

The course emphasizes modern methods of risk management. Lectures cover risk measurement and estimation, management, control, and monitoring of risk positions. The impact of risk management tools such as derivative securities will be examined. Regulatory constraints and their impact on risk management will also be assessed. This course also provides a comprehensive and in-depth treatment of valuation methods for derivative securities. Extensive use is made of continuous time stochastic processes, stochastic calculus, and martingale methods. The main topics to be addressed include A.) European option valuation, B.) exotic options, C.) stochastic interest rate, D.) stochastic volatility, E.) American options, and F.) some numerical methods such as Monte Carlo simulations. Additional topics may be covered depending on time constraints.

MFIM 644 Fixed Income Securities & Markets

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

This course features analyses of U.S. and foreign fixed income markets and describes the various products, where and how they are traded, how they are priced, and how they are used to achieve a variety of

financial goals including capital formation, interest rate risk management, and portfolio diversification. Topics covered include treasury, agency, corporate, and municipal bonds; floating rate bonds; mortgage-backed securities; term structure modeling; immunization; credit risk management; credit derivatives; and interest rate derivatives including swaps, caps and floors, and swaptions. The course also provides an introduction to the valuation of fixed income securities, the management and hedging of fixed income portfolios, and the valuation and usage of fixed income derivatives. Some of the contracts analyzed in the course include pure discount bonds, coupon bonds, callable bonds, floating rate notes, interest rate swaps, caps, floors, swaptions, inflation-indexed bonds, and convertible bonds. The course covers topics such as basic theoretical and empirical term structure concepts, short rate modeling, and the Heath-Jarrow-Morton methodology and market models.

MFIM 645 Portfolio Management

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

This course analyzes the theory and practice of modern investment management. Topics include quantitative concepts, portfolio analysis, capital asset pricing theory model, performance measurement, efficient market hypothesis, portfolio management process, use of derivative securities, ethical and legal considerations, and professional standards. The course will also provide students with a concise introduction to recent results on optimal dynamic consumption-investment problems. Lectures will also cover standard mean-variance theory, dynamic asset allocation, asset-liability management, and lifecycle finance. The main focus of this course is to present a financial engineering approach to dynamic asset allocation problems of institutional investors such as pension funds, mutual funds, hedge funds, and sovereign wealth funds. Numerical

methods for implementation of asset allocation models will also be presented. The course also focuses on empirical features and practical implementation of dynamic portfolio problems.

MFIM 646 Advanced Investment Management

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

This course provides a solid foundation in the investment field. Considers aspects of accounting, economics, finance, strategic management, strategic marketing, and management science relevant to modern investment analysis. Topics include the analysis and understanding of security markets and the economy, industries, companies, and analysis and valuation of corporate securities. The course teaches students how to develop valuation techniques and technical analysis that is later used to value equities in the major industrial sectors. The variety of geographic, industrial, and other specialized circumstances requires a careful selection of the appropriate valuation methods and the interpretation of different standards of financial reporting and disclosure. The course also prepares students to analyze the firm's prospects based on forecasts of the economic environment, industrial activity, and business cycle; measures of performance and value added (EVA, MVA, CFROI); valuation for closely held companies, mergers, acquisitions, and divestitures; technical analysis; and alternative investments such as real estate, venture capital, investment companies, and hedge funds.

MFIM 647 Financial Regulations & Compliance

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment

Management

The course covers ethical issues, professional standards, and the code of conduct related to investment portfolio management and private and public sharing of information. This course will also examine regulations covering business ethics and standards of professional conduct in the financial services industry and include discussions of business leadership and professional conduct in the financial services industry.

MFIM 648 Valuation Models & Practices

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management

This course examines different models and practices for valuing various asset classes ranging from R&D investments to firms, both public and private.

MFIM 649 Global Financial Markets & Institutions

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management

This course studies the flow of funds in the short-term and long-term financial markets. Sources and uses of funds, interest rate theory, and the role of the Federal Reserve System and the U.S. Treasury are studied to provide background for interpretation of current developments.

MFIM 650 Numerical Methods in Finance

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management

This course introduces and applies various numerical and computational

techniques useful to tackle problems in mathematical finance. Among them are different interpolation methods and their consequences during hedge and root solving techniques and their properties. The focus of this course is the pricing of derivative securities. The PDE (partial differential equation) approach is discussed and stability analyzed. Monte Carlo methods are introduced with various variance reduction techniques and theoretical aspects studied. The course will also include applications to credit derivatives and other fashionable topics if time permits. The course is designed to be both theoretical and practical, dealing with theoretical aspects of the numerical techniques (what works, what does not, and what is popular in the industry and why) using tools from pure and/or applied mathematics with spreadsheet experimentations. In this course, students are challenged in both areas: theoretical (theorems, calculations, proofs) and practical (making spreadsheets that are working, easy to use, and understand).

MFIM 700A Internship

3 CH

MFIM 700B Problem-Based Learning Lab

3 CH

MFIN 703 Seminar/Special Topics in Finance & Investment Analysis

3 CH

Prerequisites: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management

This course features in-depth coverage of a selected issue in finance. Subject matter may vary from semester to semester. Enrollment is limited to facilitate a high level of interaction among faculty and students.

Master of Science in Human Resource Management

MICHAEL CARRIGER, MS, DMGT

Faculty Director

Assistant Professor

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The Masters of Science in Human Resource Management (MSHRM) is designed for human resource professionals seeking upward mobility in the HR field and for professionals wishing to enter the HR field. The Human Resource Management program focuses on developing the next generation of senior HR leaders with a focus on HR as a strategic business partner with quantitative skills and high-level critical thinking skills that are necessary to succeed in a global business environment.

In general, the minimum requirements for admission to the part-time MSHRM program are an undergraduate GPA of 3.0 on a scale of 4.0 and three years of full-time professional work experience (excluding internships). The work experience must be significant and demonstrate:

- Oversight responsibility for the work of others, or
- Accountability for the tangible or intangible assets or accounts of others, or
- Responsibility for certifying the successful outcome of the work of others, or
- Acquiring/analyzing data for the benefit of an employer or client.

The minimum requirements for admission to the full-time MSHRM program are an undergraduate GPA of 3.0 on a scale of 4.0 and the completion of 3 credits of internship in the HR field during the program.

A current résumé and employer reference, as well as a personal essay, must be submitted when applying to either the part-time or full-time MSHRM program. Meeting the minimum admission requirements is no guarantee of acceptance into the program.

HUMAN RESOURCE MANAGEMENT COURSE REQUIREMENTS

Students in the part-time program typically take 33 credits. Students without significant full-time professional work experience may be required to take 3 additional credits.

The full-time MSHRM program consists of 39 credit hours and will run on trimesters. It is intended to be completed in 15 months, including an internship. The two additional courses will be:

HR 699	Internship (3 credits)
WGB 521	Fundamentals of Management (3 credits)

REQUIRED COURSES (27 CREDITS)

BU 636	Legal Issues in Human Resources (3 credits)
HR 605	Analytics, Metrics, & Problem-Solving for HR Professionals (3 credits)
HR 607	Introduction to Human Resource Management (3 credits)
HR 610	Performance Management (3 credits)
HR 611	Workforce Management & Talent Development (3 credits)
HR 612	Strategic Human Resources (3 credits)
HR 613	Diversity & Inclusion (3 credits)
HR 615	Finance for HR Managers (3 credits)
HR 689	Capstone & Applied Research Project (3 credits)

Students will also take 6 credits of electives.

Part-Time Program Total: 33 credits

Full-Time Program Total: 39 credits

Course Descriptions

BU 636 Legal Issues in Human Resources

3 CH

Prerequisite: HR 610 Performance Management

This course examines the legal relationship between an employer and an employee in the business environment. The course includes a survey and analysis of the laws that govern the employer/employee relationship. Topics include contract law, anti-discrimination law (Title VII, ADA, ADEA, and related EEOC procedure), family and medical leave law, workers compensation law, wage and hour statutes, collective bargaining, and union organizing. The objective of this course is to offer the student the necessary familiarity with prevailing workplace legal issues to enable the student to help recognize and prevent potential liability and efficiently work with legal counsel. Special attention is given to how these issues are dealt with as companies expand globally.

HR 605 Analytics, Metrics, & Problem-Solving for HR Professionals

3 CH

This course is designed to give students a basic understanding of analytics and metrics that are frequently used in the human resources field. A primary objective of the course is to teach students how to use statistics to make data-driven decisions regarding workplace issues as well as strategic human resource issues. Additionally, coursework will focus on developing students into informed consumers of statistical information and developing skills to manage analytical vendors. The course will include hands-on experience conducting statistical analyses using basic univariate, bivariate, and multivariate statistics and basic modeling skills to solve common problems in the HR field. Focus will be placed on interpretation of data and implementing decisions that are data driven.

HR 607 Introduction to Human Resource Management

3 CH

This course features in-depth exploration of the contemporary human resources function and the fundamental human resources processes. The course provides an introduction to the key areas in human resources and the issues confronting organizations today. Particular emphasis is placed on recruitment and selection, training and development, performance evaluation systems, and compensation and benefits.

HR 610 Performance Management

3 CH

Prerequisite: HR 607 Introduction to Human Resource Management

This course examines systems and processes for evaluation and improvement of employees' performance. Systematic and organizational processes for setting performance standards, monitoring, documenting, and evaluating performance will be reviewed. Performance improvement interventions will also be evaluated. Particular attention will be placed upon performance as a strategic issue and application in the students' work environment. Current best practices will be considered in the discussion.

HR 611 Workforce Management & Talent Development

3 CH

Prerequisite: HR 607 Introduction to Human Resource Management

In an effort to be competitive, organizations of all types must efficiently manage their workforce in order to achieve organizational goals. Human resource professionals need to understand how to manage an organization's human capital needs including workforce planning and forecasting, training and leadership development, succession planning, globalization and diversity of workforce, outsourcing/rightsizing, and the contribution of human capital to organizational development.

This course will focus on how organizations can best manage and develop their workforce in order to achieve short-term and long-term organizational goals.

HR 612 Strategic Human Resources

3 CH

Prerequisites: HR 610 Performance Management and HR 611 Workforce Management & Talent Development

The strategic impact that HR leaders have on their organizations has never been more important given the value of human capital and our changing world economy. It is critical for HR leaders to maintain their competitive edge and bring broad business skill sets to their role. The focus of the class will be the development of critical thinking, strategic planning, and business strategy skills, and the implementation of those processes within the HR organization.

HR 613 Diversity & Inclusion

3 CH

Prerequisite: BU 636 Legal Issues in Human Resources

Diversity in the workforce is a critical issue for all organizations. As organizations become more global in nature, an organization's workforce becomes more ethnically and culturally diverse. This course will explore the strategic issues with managing, motivating, and engaging diverse workforces to meet organizational objectives. Particular emphasis will be placed on developing cultures of inclusion for all members of an organization's workforce.

HR 615 Finance for HR Managers

3 CH

Fundamental education in the use of financial statements and financial management increases business credibility within the organization. This course provides an introduction to the basic financial statements (balance sheet, cash flow, and income statement) from an end user's perspective, not a detailed accounting perspective. Topics

within financial management will include analysis of firm performance and techniques to assess new business opportunities.

HR 620 Personnel Psychology

3 CH

This course examines the application of psychological research, employment law, and ethical principles to human resource problems in organizations. It focuses on applications designed to make employees and organizations more effective and create organizations that are satisfying places to work. Particular attention is given to hiring practices, including recruitment, screening, and selection; training and development; and performance evaluation.

HR 631 Managing a Global Workforce

3 CH

This course focuses on helping the student develop an international perspective of the human resource management (HRM) function. Students will examine the unique demands of global firms and their consequential impact on strategic human resource management issues. Specific focus will be on the role of culture and differences in attitudes in requiring both a localization of practices in different countries/regions and a global integration of business practices across the organization.

HR 634 Training & Development

3 CH

A critical part of maintaining an organization's workforce so that it is uniquely qualified to achieve the organization's short- and long-term goals is to provide training and development opportunities at all levels of the workforce. This course will explore in depth the theories and best practices used in workforce training, skills development, and leadership development. Additionally, students will explore training and development as a retention tool for top performers in the organization.

HR 638 Compensation & Benefits

3 CH

Compensation and benefits is the cornerstone of many human resource strategic plans. This course will give students an in-depth understanding of the design and implementation of compensation and benefit systems. Topics covered will include pay for performance systems, compensation equity across global locations, integrating compensation systems and performance systems, executive compensation, and team-based performance systems.

HR 689 Capstone & Applied Research Project

3 CH

Prerequisite: Completion of core or permission of program director of MSHRM

This course is the final required course in the program. Students should have successfully completed all required courses before enrolling in this course. Students will develop a project plan or research proposal for their final project in this class. The course will cover acceptable project ideas, problem statements, literature reviews, research and project evaluation methodologies, and project plans. Each student is required to complete a proposal ready for consideration of review and approvals.

HR 699 Internship

3 CH

PS 532 Job Analysis, Competency Modeling, & Criterion Development

3 CH

This course covers the fundamental processes of job analysis and competency modeling. Students will learn how to conduct job analysis and competency modeling and how to use the results for designing personnel selection systems, performance appraisal instruments, 360 feedback, training, and career development.

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 graduate professional certificate.

Students who have successfully completed a graduate certificate may apply to the master's program and, upon acceptance, may be able to use credits earned in the certificate program toward the master's degree. Students currently matriculated in the master's program are not eligible for a graduate certificate. Also, an individual course may not be used for multiple certificates. Admission procedures and requirements may vary by graduate certificate program.

Contact the MBA office or Graduate Admissions for further information on the graduate business certificates offered in Accounting, Core Business Skills, Corporate Finance, Digital Marketing, Global Investments, Human Resource Management, International Business, Leadership, and Marketing.

Career Development Office

The Career Development Office offers graduate business 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.

ACCOUNTING (12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 602 Financial & Management Accounting (3 credits)

Required Course (3 credits)

AC 615 Managerial Controls & Budgeting (3 credits)

Elective Courses (9 credits)

Choose three:

AC 610 Accounting for Decision-Making & Control (3 credits)
 AC 617 Financial Statement Analysis (3 credits)
 AC 629 Contemporary Issues in Auditing (3 credits)
 AC 699 Contemporary Issues in Financial Accounting (3 credits)

CORE BUSINESS SKILLS (12 CREDITS)

WGB 520 Introduction to Economics & Statistics (3 credits)
 WGB 602 Financial & Management Accounting (3 credits)
 WGB 603 Financial Management (3 credits)
 WGB 612 Leading & Influencing with Integrity (3 credits)

CORPORATE FINANCE (12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 602 Financial & Management Accounting (3 credits)

Required Courses (6 credits)

FN 662 Corporate Finance (3 credits)
 WGB 603 Financial Management (3 credits)*

Elective Courses (6 credits)

Choose two:

AC 617 Financial Statement Analysis (3 credits)
 FN 661 Global Financial Markets & Institutions (3 credits)
 FN 663 Global Investments (3 credits)

FN 665	International Financial Management (3 credits)	FN 672	Ventures (3 credits)
FN 669	Alternative Investments (3 credits)	FN 675	Derivatives & Risk Management (3 credits)
FN 670	Mergers, Acquisitions, & Joint Ventures (3 credits)	FN 675	Financial Regulatory Compliance (3 credits)
FN 672	Derivatives & Risk Management (3 credits)	FN 699	Financial Crisis & Risk Management (3 credits)
FN 675	Financial Regulatory Compliance (3 credits)		

*If WGB 603 is waived, the student will select a third elective course.

DIGITAL MARKETING (12 CREDITS)

MK 661	Marketing Management (3 credits)*
MK 670	Digital Marketing (3 credits)
MK 671	Web Analytics (3 credits)
MK 680	Applied Topics in Digital Marketing (3 credits)

*For students with substantial work experience in marketing, an additional MK 680 course may be substituted for MK 661 with the consent of the program director.

GLOBAL INVESTMENTS (12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 603	Financial Management (3 credits)*
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Required Course

FN 663	Global Investments (3 credits)
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Elective Courses (9 credits)

Choose three:

FN 661	Global Financial Markets & Institutions (3 credits)
FN 668	Portfolio Management (3 credits)
FN 669	Alternative Investments (3 credits)
FN 670	Mergers, Acquisitions, & Joint

HUMAN RESOURCE MANAGEMENT (12 CREDITS)

Required Courses (12 credits)

BU 636	Legal Issues in Human Resources (3 credits)
HR 610	Performance Management (3 credits)
HR 611	Workforce Planning & Talent Management (3 credits)
HR 615	Finance for HR Managers (3 credits)

Alternative

A customized course of study developed for the individual student's unique needs and interests can be created in collaboration with the faculty director.

LEADERSHIP (12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 521	Fundamentals of Management (3 credits)
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Required Courses (3 credits)

WGB 612	Leading & Influencing with Integrity (3 credits)
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One course from Group 1 (3 credits)

BU 621	Comparative Management & Intercultural Communication (3 credits)
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or

BU 665	International Business (3 credits)
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Two courses from Group 2 (6 credits)

BU 610	Entrepreneurship (3 credits)
BU 632	Managing Change (3 credits)
BU 667	Team Management (3 credits)
BU 687	Contemporary Issues in Global Management (3 credits)
BU 699	Contemporary Topics in Management (3 credits)

MARKETING (12 CREDITS)**Required Course (3 credits)**

MK 661	Marketing Management (3 credits)
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Elective Courses (9 credits)

Choose three:

BU 610	Entrepreneurship (3 credits)
MK 650	Product Development & Management (3 credits)
MK 651	Marketing Research (3 credits)
MK 656	Advertising Management (3 credits)
MK 658	Consumer Marketing & Behavior (3 credits)
MK 669	Contemporary Issues in Marketing (3 credits)

Isabelle Farrington College of Education

JAMES “JIM” C. CARL, PhD

Dean
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Mission

The faculty of the Isabelle Farrington College of Education at Sacred Heart University prepare “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 candidates at initial and advanced levels possess the knowledge, skills, and dispositions to facilitate the learning of all students. The overarching theme of our conceptual framework is “Promoting a Culture of Excellence in a Changing World,” based on our belief that a culture of excellence is promoted through four underlying principles: the educational practitioner possesses a comprehensive, integrated, and context-dependent professional knowledge base; utilizes natural and acquired personal and professional skills; cultivates and consistently demonstrates professional dispositions and commitments; and is responsive to cultural and technological influences that effect change in the educational environment. The Farrington College of Education is committed to meeting the highest state and national standards for educator preparation. All degrees and certifications are approved by the Connecticut State Department of Education. The College follows state and national guidelines in all of its programs.

Horizons at SHU

JEFFREY RUMPF, MS
Executive Director

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that provides academic and cultural support to underserved children in urban areas.

Horizons at SHU serves children and youth from the City of Bridgeport with the purpose of narrowing the academic achievement gap between city and suburban students. The program's mission is to create a dynamic learning environment during the summer and on Saturdays during the school year. The children spend their time honing their literacy and math skills as well as enjoying cultural activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts, and more.

Graduate Education Certificate Programs

- Initial Teacher Preparation: Elementary (005) Certification
- Initial Teacher Preparation: Secondary English (015) Certification
- Initial Teacher Preparation: Secondary Math (029) Certification
- Initial Teacher Preparation: Secondary General Science (034) Certification
- Initial Teacher Preparation: Secondary Biology (030) Certification
- Initial Teacher Preparation: Secondary Chemistry (031) Certification
- Initial Teacher Preparation: Secondary Social Studies (026) Certification
- Initial Teacher Preparation: Secondary Spanish (023) Certification
- Adult TESOL (088) Certification
- Cross-Endorsement in Comprehensive Special Education K-12 (165) Certification

- Intermediate Administrator (092) Certification
- Reading and Language Arts Consultant (097) Certification
- Remedial Reading and Remedial Language Arts (102) Certification
- Speech-Language Pathologist (061) Certification

Graduate Education Degree Programs

- Master of Arts in Teaching (MAT)
- Certificate of Advanced Studies (CAS): Administration (Sixth-Year Degree)
- Certificate of Advanced Studies (CAS): Literacy Specialist (Sixth-Year Degree)

Application Requirements

ADVANCED DEGREE PROGRAMS (MAT, CAS IN ADMINISTRATION, CAS IN LITERACY, AND CAS IN TEACHING)

All applicants to graduate programs in Education must meet the same admissions standards as certification candidates, unless they hold a current teacher's certificate.

INITIAL CERTIFICATION PROGRAMS

Candidates must meet the following entrance requirements:

- Complete online graduation application form
- Complete Applicant Statement of Understanding
- Present transcripts demonstrating an undergraduate GPA of at least 2.67

- Pass the Core Academic Skills for Educators exam or qualify for Connecticut Department of Education waiver
- Provide evidence of having submitted a current state and national criminal history background check
- Present an essay (1–2 pages) discussing a recent experience interacting with children and/or youth and how this experience relates to expectations for a teaching career
- Meet with faculty advisor to complete a transcript review and preliminary plan of study
- Provide evidence of having submitted a current state and national criminal history background check
- Provide a résumé
- Complete an Applicant Statement of Understanding
- Complete a case study essay
- Meet with faculty to complete a preliminary plan of study

REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (102) CERTIFICATION, READING AND LANGUAGE ARTS CONSULTANT (097) CERTIFICATION, AND CAS IN LITERACY

To be eligible for admission, the candidate must meet these requirements:

- Hold a master's degree from a regionally accredited institution with a minimum GPA of 3.0
- Hold or be eligible for a Connecticut teaching certificate
- Have completed 30 months of teaching experience before applying for certification
- Have completed a course in special education (at least 36 hours) before applying for certification.
- All candidates for reading certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation
- Provide evidence of having submitted a current state and national criminal history background check
- Provide a résumé
- Complete an Applicant Statement of Understanding
- Meet with faculty to complete a preliminary plan of study

MASTER OF ARTS IN TEACHING (MAT)

Admission requirements for the MAT are the same as admission requirements to the initial teacher certification programs, with the following exceptions: for those who already hold teaching certification, upon presentation of the certificate, requirements for the Core Academic Skills for Educators Exam are waived; and for those who are not seeking teaching certification, an MAT-only agreement must be signed. All other requirements are the same as for initial certification.

INTERMEDIATE ADMINISTRATOR (092) CERTIFICATION AND CAS IN ADMINISTRATION

To be eligible for admission, the candidate must meet these requirements:

- Hold a master's degree from a regionally accredited institution with a minimum GPA of 3.0
- Hold or be eligible for a Connecticut teaching certificate
- Have completed five years of teaching experience before applying for certification
- Have completed a course in special education (at least 36 hours) before applying for certification

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH-YEAR DEGREE)

This certificate focuses on special education. To be eligible for admission, the candidate must meet these requirements:

- Hold a master's degree from a regionally accredited institution with a minimum GPA of 3.0
- Hold or be eligible for a Connecticut teaching certificate
- Have completed 30 months of teaching experience before applying for certification
- Provide evidence of having submitted a current state and national criminal history background check

GPA GUIDELINES

Candidates applying to a graduate teacher certification program must hold a bachelor's degree from an accredited institution of higher education and have a minimum undergraduate cumulative GPA of 2.67 (with the exception of the Intermediate Administrator Certification, Remedial Reading and Remedial Language Arts Certification, and Reading and Language Arts Consultant Certification, all of which require a 3.0 GPA, as outlined in the previous section). Graduate candidates who apply for entrance into the Intermediate Administrator 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. Applicants for entrance into the Remedial Reading and Remedial Language Arts Certification program must hold or be eligible for a Connecticut teaching certificate.

GPA WAIVER

Graduate applicants who apply for admission to a certification program but who do not qualify because their undergraduate cumulative average falls below a 2.67 may ask for consideration under the Farrington College of Education's GPA Waiver Policy.

To qualify for consideration for a GPA waiver, applicants 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 the following to the chair:

- waive the 2.67 GPA requirement;
- reject the request; or
- invite the candidate to take a specified number of undergraduate courses as described below.

Candidates who choose to take additional coursework must demonstrate "B" level 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 candidate and placed in the candidate'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.

REGISTRATION LIMITS

The graduate Education program offers courses during the following terms: Fall and Spring semesters, Summers I and II, and intensive sessions (late spring and winter). To ensure appropriate academic standards, permit field experience, and facilitate reflective engagement in the education process—and recognizing that most of our graduate candidates are fully engaged in internship or other work responsibilities—the Farrington College of Education has established parameters for appropriate courseloads during these terms. A graduate candidate is permitted to take three 3-credit courses in each 13-week term, two 3-credit courses in each 6-week term, and one 3-credit course in each intensive session. Permission to take more than these limits may be given by Dean of the College of Education after receipt of written request.

TRANSFER GUIDELINES

A candidate may request to transfer up to 6 graduate credits of coursework completed at another regionally accredited university. Only graduate-level courses in which a candidate has received a grade of B or better and that were earned within six years prior to the request and are not part of a previously earned degree will be considered. Transfer of credits to apply to a planned program of study leading to recommendation for certification may occur when an institution whose planned program is similarly approved or which otherwise meets the particular learning objectives and assessments required by the Sacred Heart University planned program. Requests for transfer of credit should be made to the Dean of the College of Education in writing and should be accompanied by official transcripts and supporting documentation (e.g., catalog descriptions or syllabi).

APPLICATION FOR DEGREE COMPLETION

All candidates for graduate degrees are required to complete an online application for graduation via WebAdvisor.

Graduate Teacher Certification Programs

The Graduate Teacher Certification programs enable candidates to meet requirements (36 credits) to become certified as public school teachers while applying some of the earned credits toward an advanced degree. Candidates who have completed bachelors' degrees in fields 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 (1–6) and for the secondary grades (7–12) in the academic areas of English, history and social studies, mathematics, general science, biology, chemistry, and Spanish. Course offerings in the Farrington College of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

REQUIRED COURSES

The graduate program for 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 professional studies may be applied toward fulfillment of the master's degree requirements.

INITIAL CERTIFICATION

Candidates admitted to the elementary- or secondary-school certification program must complete the courses listed below. The courses are grouped in sequentially-ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before

entering student teaching. Candidates must complete the courses in their program with an average grade of B or better. Candidates for initial certification may need to fulfill additional course requirements in the appropriate academic content area.

ELEMENTARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 Credits)

ED 552	Education in the United States (3 credits)
ED 553	Educational Psychology (3 credits)
ED 578	Educational Technology (3 credits) (or an advanced computer technology course)

Block II (12 Credits)

ED 430	Elementary Curriculum & Methods: Social Studies, Health, & Physical Education (3 credits)*
ED 523	Multicultural Education (3 credits)
ED 565	Classroom Management: Elementary (3 credits)
ED 569	Education of Special-Needs Students (3 credits)

Block III (9 Credits)

ED 413	Elementary Curriculum & Methods: Reading, Writing, & Language Arts (3 credits)*
ED 459	Elementary Curriculum & Methods: Mathematics & Science (3 credits)*
EDR 560	Children's Literature (3 credits)

Student Teaching (6 Credits)

ED 491	Student Teaching Seminar: Elementary School (6 credits)**
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General and Course Requirements and Farrington College of Education policies and interpretations of certification regulations are subject to change.

*Credits applicable to MAT degree for five-year program candidates only

**Credits not applicable to MAT degree

SECONDARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 credits)

ED 552	Education in the United States (3 credits)
ED 553	Educational Psychology (3 credits)
ED 578	Educational Technology (3 credits) (or an advanced computer technology course)

Block II (12 Credits)

ED 523	Multicultural Education (3 credits)
ED 566	Classroom Management (3 credits)
ED 569	Education of Special-Needs Students (3 credits)
ED 627	Societal Issues in Adolescence (3 credits)

Block III (9 Credits)

ED 451-458	Secondary Curriculum (3 credits)*
ED 461-468	Secondary Methods in the Content Areas (3 credits)*
EDR 510	Content Area Reading Instruction (Grades 7-12) (3 credits)*

Student Teaching (6 Credits)

ED 471-478	Student Teaching Seminar: Secondary School (6 credits)**
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General and Course Requirements and Farrington College of Education policies and interpretations of certification regulations are subject to change.

*Credits applicable to MAT degree for five-year program candidates only

**Credits not applicable to MAT degree

ACADEMIC MAJOR FOR INITIAL CERTIFICATION

Elementary candidates must achieve an acceptable academic subject-area major as recommended in the Farrington College of Education transcript review. Secondary candidates must achieve a major in their endorsement area (or present the equivalent coursework, as defined by state statutes and the College of Education transcript review).

GENERAL EDUCATION REQUIREMENTS FOR INITIAL CERTIFICATION

All candidates must achieve 39 credits of general education courses including English, math, social studies, science, fine arts, and/or world language. All candidates must present a 3-credit course in American history. Elementary candidates must achieve 6 credits of human growth and development coursework (3 credits are satisfied by ED 553 Education Psychology; the remaining 3 credits must include adolescent development). In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification. Candidates who have completed equivalent coursework meeting certification requirements through previous studies should not repeat the same coursework at the graduate level. The candidate's program is completed with course selections with an advisor's approval.

INTERNSHIP/WORK EXPERIENCE PROGRAM FOR INITIAL CERTIFICATION

The Teacher Internship/Work Experience affords candidates the opportunity to complete teacher certification and master's degree program requirements (total of 48 graduate credits) in a supervised internship/work experience setting in a public school. Tuition costs for 30 credits of this program are supported by the public school system under a contract arrangement with the University and the candidate. Potential candidates 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. A candidate is not permitted to complete all fieldwork and student teaching at the same site as the internship/work experience.

DURATIONAL SHORTAGE AREA PERMIT (DSAP)

Sacred Heart supports the DSAP process for candidates already engaged in the University's planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart's certification programs. Contact the Assistant Dean for Assessment in the College of Education for information and authorization. For DSAP associated with initial certification, the candidate must have completed 12 credits of Sacred Heart's planned program and be admitted to ED 496 and 497. Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

ADULT TESOL 088 ENDORSEMENT

The Isabelle Farrington College of Education offers coursework leading to the Non-English Speaking Adults (088) Connecticut Endorsement. Candidates seeking this certification intend to teach adult English-language learners. Completion of the Praxis I Pre-Professional Skills Tests is required.

Course Requirements for the 088 Endorsement

ED 569	Education of Special-Needs Students (3 credits)
EDU 502	Adult TESOL Methodologies & Materials (3 credits)

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is intended to accommodate the educational goals for three sets of educators: the MAT advanced program for those who have already earned an initial teacher

certification, the MAT Advanced for those holding a bachelor's degree who are also pursuing initial certification, and the MAT for SHU candidates who participate in the bachelor's-to-master's five-year program. The MAT program has the following four components that are designed to build on the applicant's prior academic and school experience.

CORE REQUIREMENTS (12 CREDITS)

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

- **Foundations:** A course in the history or philosophy of education, or social foundations of education (3 credits)
- **Expressive/Receptive Communication:** An advanced reading methods course, a course in content or professional development writing, or a course in personal or professional effectiveness (6 credits)
- **Seminar:** Candidates may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Candidates select from several course options designed to assist them in analyzing and integrating their knowledge of teaching (3 credits). Seminars are designed to bring together small groups of advanced-level candidates who will explore a relevant topic or theme in education and engage in discourse related to assigned readings.

Class Size: Seminars will be limited to 15 students.

Active Participation: The seminar experience is characterized by active participation among all class members, each of whom is responsible for conscientious preparation, regular attendance, and contributing to ongoing dialogue.

Scope: Seminars focus on essential questions related to current research and/or practice utilizing instructional approaches

and formats that include inquiry, class discussion, and written reports, original projects, and/or presentations.

CONCENTRATION (12 CREDITS)

Candidates select courses for focused study in their area of interest. Concentrations are available in Elementary Education, Secondary Education, Reading, Technology, Science, and Professional Enrichment.

ELECTIVES (6 CREDITS)

Subject to faculty advisor's approval.

CULMINATING REQUIREMENT (3-6 CREDITS)

Candidates may select one of the following:

ED 573	Professional Development: Phase I (3 credits)*
ED 574	Professional Development: Phase II (3 credits)*
ED 590	Master's Project/Thesis Seminar (3 credits)
ED 642	Special Projects in Education Technology (3 credits)
ED 657	Reflective Practitioner: Elementary (3 credits)
ED 658	Reflective Practitioner: Secondary (3 credits)

*For MAT-Advanced candidates only

Intermediate Administrator (092) Certification

REQUIRED CURRICULUM—STATE OF CONNECTICUT

A master's degree is required for admission. Applicants for the Intermediate Administrator Certificate (092) must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen (15) credit hours must be taken at the institution providing the recommendation for certification. State of Connecticut regulations [Sec. 10-145d-242 (g)] mandate that the

categories of study for the Intermediate Administrator Certificate listed below be completed during this program.

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

To obtain the Professional Educator Certificate, the candidate must complete no less than 30 semester hours of graduate credit at a regionally accredited institution or institutions in addition to the master's degree.

All applicants for the Intermediate Administrative Certification must pass the Connecticut Administrator Test (CAT).

TWO MODELS FOR DELIVERING THE ADMINISTRATIVE PROGRAMS

Two different models are available for completion of both the Intermediate Administrator (092) Certification and the Certificate of Advanced Study in Administration (Sixth-Year Degree).

The “accelerated weekend cohort” model is delivered to a cohort of students with each course meeting on one Friday and four alternate Saturdays during the first year from September to June. At that point, after only 10 months, students would be eligible to take the Connecticut Administrator Test (CAT) and, if successful, could apply for the Intermediate Administrator (092) Certification. For those choosing to continue on for the CAS in Administration (Sixth-Year Degree), there is an additional summer and fall requirement, resulting in a total of fifteen months of study for both the 092 and CAS. This cohort model is available at the Trumbull and Stamford locations. The application deadline for this fall cohort program is March 1st.

The “traditional” model is delivered according to each candidate's pace. Some courses are also offered on Saturdays. Candidates in the “traditional” model may register for one to two courses per semester, working through the program at their own

pace. The “traditional” model for delivering these programs is available at the Trumbull and Griswold locations.

Applications are reviewed continuously.

REQUIRED COURSES (18 CREDITS)

Curriculum Development (3 credits)

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

Psychological Foundations (3 credits)

EDL 626 Assessment & Evaluation of Learning: Quantitative & Qualitative Analysis (3 credits)

Supervision and Evaluation (3 credits)

EDL 635 Teacher Supervision, Evaluation, & Staff Development (3 credits)

School Administration (3 credits)

Choose one:

EDL 650 Educational Law & Finance (3 credits)

Contemporary Education Problems (3 Credits)

EDL 654 Leadership & Administrative Policy: Contemporary Educational Problems (3 credits)

or

EDL 655 Distinguished Lectures in Education (3 credits)

Administrative Internship (3 credits)

EDL 696 Administrative Certification Program: Internship I (3 credits) (Prerequisite: Two EDL courses)

Certificate of Advanced Studies (CAS): Administration (Sixth-Year Degree)

REQUIRED COURSES (15 CREDITS)

EDL 695	Technology & Information Management for Administrators (3 credits)
EDL 697	Administrative Certification Program: Internship II (3 credits)

Culminating Series (9 credits)*

EDL 689	Review of Educational Leadership Literature (3 credits)
EDL 690	Educational Research Seminar (3 credits)
EDL 691	Thesis Seminar (3 credits)

*Courses in the culminating series must be taken in numerical order.

Connecticut Literacy Specialist Program

102 AND 097 CERTIFICATION AND CERTIFICATE OF ADVANCED STUDIES (CAS) IN LITERACY

The Connecticut Literacy Specialist Program (CLSP) provides professional education to graduate candidates in the area of Reading and Language Arts. The overall goal of the program is to prepare candidates to lead educators and school districts into the best practices of school reform available in the twenty-first century. Candidates become 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 from a variety of positions within a school system. Candidates' 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. Candidates 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, paraprofessionals, and the utilization of community resources. Further, candidates develop competence through a supervised practicum on and off campus, including a university-based reading clinic. Graduates will be prepared to assume the leadership role in any school system seeking expertise in the area of reading and language arts, perform independent research, or pursue doctoral study. The CLSP accommodates part-time candidates who are currently teaching in a school system.

The CLSP program consists of Remedial Reading and Remedial Language Arts (102) Certification, the Reading and Language Arts Consultant (097) Certification, and the CAS in Literacy. The CLSP is a 36-credit program that is developed in collaboration with an advisor. Candidates applying for the CLSP must have a valid teaching certificate and have taken a course in special education. The CLSP accommodates part-time candidates who are currently teaching in a school system.

The program is available to certified teachers with a master's degree and a minimum of 30 months classroom experience as a teacher. Candidates are eligible to apply for state reading certification after the successful completion of program requirements and 30 months classroom teaching under a valid teaching certificate.

TIER I: REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (102) CERTIFICATION

The Remedial Reading and Remedial Language Arts (102) Certification requires 21 credits of study. Candidates may complete these credits as part of a post-baccalaureate degree (MAT or CAS). To be recommended for certification, candidates must provide evidence of meeting 30 months of classroom experience as a teacher.

TIER II: READING AND LANGUAGE ARTS CONSULTANT (097) CERTIFICATION

The prerequisite for admittance into the 097 program is the Remedial Reading and Remedial Language Arts Certificate. Therefore, candidates applying for admittance into the program must have a valid teaching certificate, 30 months of full-time teaching experience, and have completed all program requirements as stipulated within the 102 plan of study.

CAS IN LITERACY

Candidates may complete their CAS (sixth-year degree) in the Connecticut Literacy Specialist Program with the addition of one additional course (3 credits) beyond the 33 credits of requirements listed above.

PROGRAM REQUIREMENTS

Sequences I and II are program requirements for Remedial Reading and Remedial Language Arts (102) Certification.

Sequence I—Classroom Instruction (9 credits)

- | | |
|---------|---|
| EDR 505 | Early Reading & Language Arts Success (PK–Grade 3) (3 credits)* |
| EDR 507 | Developmental Reading & Language Arts (Grades 4–6) (3 credits)* |
| EDR 510 | Content Area Reading Instruction (Grades 7–12) (3 credits)* |

Sequence II (12 credits)

- | | |
|---------|--|
| EDR 540 | Advanced Diagnosis & Remediation I (3 credits)* |
| EDR 545 | Assessment & Evaluation: CT Model* (3 credits) |
| EDR 550 | Clinical Experience I (University Clinic) (3 credits)* |
| EDR 555 | Clinical Experience II (Public School) (3 credits)* |

*Course required for (102) certification.

Upon successful completion of the first seven courses, candidates apply for Remedial Reading and Remedial Language Arts (102) Certification.

Sequence III includes program requirements for Reading and Language Arts Consultant (097) Certification. Prerequisite: Remedial Reading and Remedial Language Arts (102) Certificate.

SEQUENCE III (12 CREDITS)

- | | |
|---------|---|
| EDR 527 | Organization, Administration, & Supervision: Reading Professional (3 credits)** |
| EDR 541 | Advanced Diagnosis & Remediation II (3 credits)** |
| EDR 691 | Practicum in Consulting (3 credits)** |
| EDR 692 | Applied Reading & Language Arts Research** |

**Indicates course required for 097 certification and is available to CLSP students only.

Candidates may then select to complete their sixth-year degree in the Connecticut Literacy Specialist Program with the addition of three more credits in literacy for a total of 36 credits in all.

SEQUENCE IV (3 CREDITS)

Choose one:

- | | |
|---------|--|
| EDR 518 | Reading & Language Arts: Instruction & Assessment (3 credits) |
| EDR 520 | Methods of Teaching & Evaluating the Writing Process (3 credits) |
| EDR 525 | Methods & Materials for English Language Learners (3 credits) |
| EDR 552 | Language Arts Practicum (3 credits) |
| EDR 560 | Children's Literature (3 credits) |
| EDR 562 | Middle School Literature (3 credits) |

EDR 564	Young-Adult Literature (3 credits)
EDR 580	Reading Interventions (3 credits)
EDR 620	Utilizing Technology in Reading Instruction (3 credits)
EDR 690	Practicum: Teaching Fellowship – Staff Development (3 credits)

Course Descriptions

Note: Only those courses numbered 500 and higher apply to the MAT degree. Candidates admitted as Sacred Heart University undergraduates to the five-year program may apply methods courses (see * with course description) to the MAT degree.

ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts

3 CH*

A prerequisite to EDR 505 and 507

A study of methodology in the areas of reading instruction and language arts for elementary education candidates consistent with the National Reading Panel's recommendations for the inclusion of explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension into a research-based literacy framework for beginning teachers. This course addresses ACEI standards for reading, writing, and oral language and prepares the candidate for the CT Foundations of Literacy Exam.

ED 428 Secondary Curriculum (relisted as ED 451-458)

3 CH*

Course is differentiated by subject-content area. Explores national and state curriculum standards for grades 7-12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas (relisted as ED 461-468)

3 CH

Course is differentiated by subject-content area. Examines various methods of instruction applicable to all academic areas. Candidates plan and teach micro lessons 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 & Methods: Social Studies, Health, & Physical Education

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. This course addresses ACEI standards for social studies and health.

ED 451 Secondary Curriculum: Biology

3 CH*

Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7-12. Philosophical, psychological, and practical implementation of biology curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary biology. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 453 Secondary Curriculum: Chemistry

3 CH*

Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7–12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to chemistry. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 454 Secondary Curriculum: English

3 CH*

Explores National Council of Teachers of English (NCTE) and state curriculum standards for grades 7–12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to English. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 455 Secondary Curriculum: General Science

3 CH*

Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7–12. Philosophical, psychological, and practical implementation

of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to general science. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 456 Secondary Curriculum: Math

3 CH*

Explores National Council of Teachers of Mathematics (NCTM) and state curriculum standards for grades 7–12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to math. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 457 Secondary Curriculum: Social Studies

3 CH*

Explores National Council for the Social Studies (NCSS) and state curriculum standards for grades 7–12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to social studies. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content

of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 458 Secondary Curriculum: Spanish

3 CH*

Explores American Council on the Teaching of Foreign Languages (ACTFL) and state curriculum standards for grades 7-12. Philosophical, psychological, and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to Spanish. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

ED 459 Elementary Curriculum & Methods: Mathematics & Science

3 CH*

Candidates 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. This course addresses ACEI standards for math and science.

ED 461 Secondary Methods in Biology

3 CH*

This course explores the methodology of teaching biology in secondary schools including the examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7-12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore biology with peers. This course is intended to bridge the gap between theories of education, biology content area knowledge, and the realities of working in the secondary school environment.

ED 463 Secondary Methods in Chemistry

3 CH*

This course explores the methodology of teaching chemistry in secondary schools including the examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7-12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore chemistry with peers. This course is intended to bridge the gap between theories of education, chemistry content area knowledge, and the realities of working in the secondary school environment.

ED 464 Secondary Methods in English

3 CH*

This course explores the methodology of teaching English in secondary schools including the examination of the standards of the National Council of Teachers of English (NCTE) and state curriculum standards for grades 7-12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures

on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore English with peers. This course is intended to bridge the gap between theories of education, English content area knowledge, and the realities of working in the secondary school environment.

ED 465 Secondary Methods in General Science

3 CH*

This course explores the methodology of teaching general science in secondary schools including the examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7–12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore general science with peers. This course is intended to bridge the gap between theories of education, general science content area knowledge, and the realities of working in the secondary school environment.

ED 466 Secondary Methods in Math

3 CH*

This course explores the methodology of teaching mathematics in secondary schools including the examination of the standards of the National Council of Teachers of Mathematics (NCTM) and state curriculum standards for grades 7–12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore mathematics with peers. This course is intended to bridge the gap between theories of education, math content area knowledge, and the realities of working in the secondary school environment.

ED 467 Secondary Methods in Social Studies

3 CH*

This course explores the methodology of teaching social studies in secondary schools including the examination of the standards of the National Council of the Social Studies (NCSS) and state curriculum standards for grades 7–12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore social studies with peers. This course is intended to bridge the gap between theories of education, social studies content area knowledge, and the realities of working in the secondary school environment.

ED 468 Secondary Methods in Spanish

3 CH*

This course explores the methodology of teaching Spanish in secondary schools including the examination of the standards of the American Council of Teachers of Foreign Languages (ACTFL) and state curriculum standards for grades 7–12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore Spanish with peers. This course is intended to bridge the gap between theories of education, Spanish content area knowledge, and the realities of working in the secondary school environment.

ED 471 Student Teaching Seminar: Biology

6 CH

The student teaching field experience in secondary biology, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teachers Association (NSTA) standards. The application for a field placement is submitted to the Director of

Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 473 Student Teaching Seminar: Chemistry

6 CH

Student teaching field experience in secondary chemistry, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teachers Association (NSTA) standards. The application for a field placement is submitted to the Director of Student Teaching the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 474 Student Teaching Seminar: English

6 CH

Student teaching field experience in secondary English, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council of Teachers of English (NCTE) standards. The application for a field placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 475 Student Teaching Seminar: General Science

6 CH

Student teaching field experience in secondary general science, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teachers Association (NSTA) standards. The application for a field placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 476 Student Teaching Seminar: Math

6 CH

Student teaching field experience in secondary mathematics, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council of Teachers of Mathematics (NCTM) standards. The application for a field placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 477 Student Teaching Seminar: Social Studies

6 CH

Student teaching field experience in secondary social studies, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council for the Social Studies (NCSS) standards. The application for a field

placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 478 Student Teaching Seminar: Spanish

6 CH

Student teaching field experience in secondary Spanish, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses American Council on the Teaching of Foreign Languages (ACTFL) standards. The application for a field placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 491 Student Teaching Seminar: Elementary School

6 CH

Student teaching field experience in elementary school education, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses Association for Childhood Education International (ACEI) standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 495 Student Teaching Seminar: Secondary School (relisted as ED 471–478)

6 CH

Student teaching field experience in secondary education, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a field placement is submitted to the Director of Secondary Education the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is ten weeks for interns/work experience and twelve weeks for non-interns/work experience. A student teaching fee is assessed.

ED 496/497 Durational Shortage Permit Supervision & Seminar (Secondary)

Semester 1: ED 496

6 CH

Semester 2: ED 497

2 CH

Prerequisites: Completion of at least 12 certification credits by the semester when DSAP teaching begins; passing score on applicable Praxis II examination; admission to the DSAP program signed by the Assistant Dean for Assessment.

ED 501 Role of the Teacher

3 CH

An educational foundations course, this course is designed to address the needs, problems, and tasks that confront teachers. Participants explore their unique and changing roles as teachers.

ED 505 (See EDR 564)

ED 510 (See EDR 510)

ED 513 (See EDR 505)

ED 515 (See EDR 560)

ED 517 Learning Stations in the Elementary Classroom

3 CH

Candidates explore 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. Candidates 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 diversity. Candidates 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 15-hour field experience requirement in which candidates interact with persons of different cultural, linguistic, religious, socioeconomic, and ethnic backgrounds.

ED 526 (See EDL 626)**ED 527 Distance Learning: Methods of Instructional Design**

3 CH

Participants develop online lessons for use in professional development training and PK-12 classroom instruction. Methods of instructional design for online settings target the creation and selection of multimedia such as digital lectures, instructional videos, and simulations. Key skills for effective online instruction are explored including learner engagement, discussion management, collaboration, and community building. (Online learning)

ED 541 Irish & American Education in Comparative Perspective

3 CH

Based in the Gaeltacht region of West Kerry, the course compares the education system in Ireland with that of the United States. Topics addressed include curriculum and instruction, funding and governance, teacher preparation, multiculturalism, language policy, and contemporary school reform. Candidates are introduced to the students and teachers of Dingle, Ireland and experience the Irish educational system in an up-close and personal way. Candidates will observe classrooms in action, learn from Irish teachers and administrators, and meet teacher candidates and their professors. Open to all students in FCE teacher preparation programs, the course counts in lieu of ED 523 Multicultural Education, ED 552 Education in the United States, or an MAT elective.

ED 545 Principles & Practices in Bilingual Education

3 CH

This course meets requirements for bilingual certification.

ED 552 Education in the United States

3 CH

This course discusses current issues in education, explores their historical and philosophical roots, and critically examines possibilities for the future of education. This course is offered as a hybrid course with a combination of face-to-face and online classes. Includes a three-hour service-learning experience in a PK-12 educational setting.

ED 553 Educational Psychology

3 CH

This course considers the application of psychological principles to educational theory and practice. Candidates 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. Includes a fifteen-hour service learning experience in a PK-12 educational setting.

ED 557 Human-Computer Interaction for Educators

3 CH

This project-based seminar course introduces game theory and investigates the ways that individuals learn from interactive computer environments. The use of digital games in educational contexts is explored. Participants use Web 2.0 technologies, portable applications, and Game Maker® software to design entry-level games that are aligned with the PK-12 curriculum. No prior computer programming or art skills are required. (Online learning)

ED 562 Computer Art & Desktop Publishing

3 CH

This course introduces the methods for using Photoshop® along with portable applications for creating, editing, and integrating computer graphics and/or digital images into the PK-12 curriculum. Personal marketing materials are also developed through the use of Web 2.0 technologies. No prior art experience is required. (Online learning)

ED 565 Classroom Management: Elementary

3 CH

This course explores teaching strategies for managing an elementary classroom and the standards found in Connecticut's Common Core of Teaching that pertain to classroom management. Candidates learn practical approaches for the establishment of procedures and routines. This course is designed for teachers and candidates in training who are interested in effective classroom management and the promotion of a safe, orderly, and inviting place in which to teach and learn. The course will initially focus on creating a positive learning environment where negative, distracting behaviors are less likely to occur. Candidates will gain the insight, knowledge, and skills that will enable them to cope with classroom disruptions and will incorporate a variety of techniques that are appropriate for the elementary level. Candidates will explore methods and systems of management that will allow them to move beyond traditional rewards, punishments, bribes, and threats. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes. Includes a five-hour service-learning experience in a PK-12 educational setting.

ED 566 Classroom Management: Secondary

3 CH

This course explores teaching strategies for managing a secondary classroom and the standards found in Connecticut's Common Core of Teaching that pertain to classroom management. Candidates learn practical approaches for the establishment of procedures and routines. This course is designed for teachers and candidates in training who are interested in effective classroom management and the promotion of a safe, orderly, and inviting place in which to teach and learn. The course will initially focus on creating a positive learning environment where negative, distracting behaviors are less likely to occur. Candidates will gain the insight, knowledge, and skills

that will enable them to cope with classroom disruptions and will incorporate a variety of techniques that are appropriate for the secondary level. Candidates will explore methods and systems of management that will allow them to move beyond traditional rewards, punishments, bribes, and threats. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes. Includes a five-hour service-learning experience in a PK–12 educational setting.

ED 568 Education of the Gifted

3 CH

This course 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. Candidates explore the changing conceptions of gifted behaviors and investigate issues concerning minority populations and populations with disabilities.

ED 569 Education of Special-Needs Students

3 CH

This course focuses on the identification of exceptional students as well as methods of meeting their educational needs in general education and special education 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. Includes a five-hour service-learning experience in a PK–12 educational setting.

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. Candidates 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 media. Candidates also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

ED 573 Professional Development: Phase I 3 CH

Candidates will create a field-based professional-development plan in which they interview a district's supervisor or other professional responsible for faculty development at the school level. They will participate in analyzing school performance data and reviewing the literature for establishing a research-based intervention that will address a specific need. The candidate will construct a professional-development plan that is connected to improving both teaching and learning at the school level. Schools are at various levels in the staff development process. The process may include the development of school- or grade-level data teams. Candidates will create an action plan and present it to the instructor utilizing a PowerPoint presentation. After receiving departmental and school approval of the professional-development plan, the candidate moves into the Phase II implementation process. This phase will require an additional semester of work. This course serves as part of the culminating requirement for advanced MAT non-licensure candidates—practicing teachers.

ED 574 Professional Development: Phase II 3 CH

Prerequisite: ED 573 Professional Development: Phase I

Candidates will implement the professional-development plan designed in ED 573 through three phases: pre-implementation,

implementation, and post-implementation. Candidates will coordinate and arrange for professionals, paraprofessionals, or community members to participate. Candidates reflect on performance based on feedback from the audience, instructor, and self-reflection. Reflection considers instructional design, instructional delivery, assessment, and integration of technology. This course serves as part of the culminating requirement for advanced MAT non-licensure candidates—practicing teachers.

ED 578 Educational Technology

3 CH

This course emphasizes the integration of technological resources into primary and secondary classroom settings for the purpose of fostering student learning, creativity, and innovation. Legal issues along with the methods for using technology to collect and analyze student data are introduced. A three-hour field experience in a diverse PK-12 educational setting is required. A PC with Microsoft Office® and Internet access is recommended. (Blended or online learning)

ED 588 Curriculum for the Talented & Gifted

3 CH

In this course, students explore comprehensive curriculum for gifted learners including 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

This course is designed for candidates who need to complete the culminating requirement for the Master of Arts in Teaching. Candidates conduct research on a specialized topic and design a project based on this research.

ED 592 Advanced PC Applications in Education: PK-12

3 CH

This course provides participants with an in-depth study of the technological resources currently available for use in educational environments. Participants create inquiry-based learning activities for the classroom. A three-hour field experience is required in this course. (Blended learning)

ED 597 Ideal School Project

3 CH

The course is offered to students as an option for completing the culminating requirement for the Master of Arts in Teaching. The purpose of the course is to provide venues for student to synthesize the content of the MAT program. Students will examine and critique theories, practices, and current issues related to effective design of the American school system and teaching practices therein. Students will read selected books, journal articles, and research. Based on the readings, students will discuss, debate, and analyze topics in depth, leading to the design of an ideal school. These activities will help students to prepare for a final examination in which students will be asked to incorporate what they have learned in other coursework as well as in this course.

ED 599 Education Seminar: Special Topics

3 CH

This course is designed to satisfy the MAT seminar requirement. Content of the seminar and its subtitle will vary. Recent and continuing topics appear below.

Emerging Technologies

This graduate course provides participants with opportunities to collaborate and reflect on the ways mobile technologies such as the iPhone®, iPad®, and iPod Touch® can be used to enhance teaching and learning. Participants will explore these technologies through hands-on activities and the assessment of apps. Instructional materials are also created. (Blended learning)

Learning to Learn

The seminar will examine the latest information on learning theories and how they may be applied to teaching and learning. Through a series of readings, class discussions, and video footage, participants will be engaged in an in-depth study of the following topics: the many facets of learning, cognitive development including information regarding brain structure and function, inquiry-centered learning, conceptual thinking and mapping, multiple intelligences, and the appropriate uses of various kinds of formative and summative assessment models.

Legal Issues for Educators

This course is designed to help participants become aware of legal issues that affect schools, districts, and individuals within a school setting. Most teachers are unaware of the legal precedents that drive school-related decisions, and of the legal burdens implicit in educating and supervising students. This course will examine the legal standards to which teachers are held, and explore areas where teachers often unwittingly fall short of those standards. Participants will learn skills for avoiding problem areas, thereby saving themselves, their students, and their schools legal problems, money, and heartache. The course will also undertake a review of historical and current civil rights and constitutional issues, as well as current cases concerning educating students with special needs.

Public Education as Social Change Agent

Many question society's standards, and some claim that schools must play an important role in improving the moral climate. Students in this seminar address the critical issues facing our country and answer the following questions: What kind of society do I want to help create? How can schools and my discipline contribute to my vision of society? Students will also evaluate various approaches to values education.

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 601 Exploring Teaching in Costa Rica

3 CH

Provides an overview of the teaching profession in Costa Rica through active involvement in K-11 bilingual classrooms. Participants engage in hands-on activities in classrooms under the supervision of a master teacher. Activities include teaching assistance, tutoring, student group work, and school projects based on personal talents and content area. Participants reflect upon the implications of teaching and learning in a multicultural and multilingual environment. Course may serve in lieu of ED 523 Multicultural Education or serves as an MAT elective.

ED 603 Seminar in Education

3 CH

This seminar includes a discussion of the writing of eminent scholars in the field of education. Candidates analyze their thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

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 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 627 Societal Issues in Adolescence

3 CH

Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, and more. Through classroom presentations, speakers, and audiovisual materials, candidates gain practical insight and understanding of contemporary issues in adolescent life. Also offered as a blended option with a combination of face-to-face and online classes.

ED 642 Special Projects in Education Technology

3 CH

Prerequisites: Completion of two advanced-level Sacred Heart University Education Technology courses and instructor permission.

This research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to administration, curriculum, and instruction. A field experience enables participants to conduct action research in a diverse PK-12 classroom setting. Methods for data collection and analysis are introduced. (Online learning)

ED 657 Reflective Practitioner: Elementary

3 CH

This seminar fulfills the culminating activity in the MAT program for students seeking teacher certification. For candidates who will teach at the elementary school level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an

engaging classroom environment, planning and instructing for active learning, and assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM).

ED 658 Reflective Practitioner: Secondary

3 CH

This seminar fulfills the culminating activity in the MAT program for students seeking teacher certification. For candidates who teach at the secondary level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, and assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM). Also offered as a blended option with a combination of face-to-face and online classes.

ED 661 Multimedia Design & Programming for Educators

3 CH

This course provides an overview of current best practices for using the Scratch® programming environment to create twenty-first century learning activities for a diverse elementary and secondary student population. A variety of instructional materials such as lessons, assessments, interactive stories, animations, games, music, and art are developed. No prior computer programming experience is required. (Online learning)

ED 663 Instructional Software & Instruments in Education

3 CH

Provides an overview of educational software for use in PK-12 education. Methods for aligning developmentally appropriate

software with PK-12 content standards are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced. (Online learning)

ED 681 Human Growth & Development

3 CH

This course covers the lifespan from adolescence through late adulthood. It includes readings in psychological theory and literature, videos, discussions, projects, and other assignments, which provide the candidate with theoretical and cultural perspectives in major themes in human growth and development.

ED 686 Robotics

3 CH

This seminar course introduces methods for integrating robotics technologies into P-12 classroom settings. In collaborative groups, participants build and program an educational robot. Instructional materials and student assessments that connect robotics to content standards across the curriculum are developed. No prior computer programming experience is required. (Blended learning)

ED 687 Matter & Energy in Ecosystems for Elementary School Teachers

3 CH

Candidates increase content knowledge of geological and biological evolution and how it has effected energy flow through diverse ecosystems. They become proficient in appropriate technologies necessary for gathering, analyzing, and communicating data and develop three lessons using an inquiry-based learning model, applying their newly acquired content knowledge and technological skills.

ED 689 WWW: Curriculum & Instruction PK-12

3 CH

Examines the role of teacher-created websites in elementary and secondary

school settings. Participants use Google Sites® to develop an educational website that can be used for content delivery, student assessment, and home-school communication. Principles of website design and management are introduced. No prior computer programming experience is required. (Online learning)

EDUCATIONAL ADMINISTRATION PROGRAMS: INTERMEDIATE ADMINISTRATOR (O92) CERTIFICATION AND CERTIFICATE OF ADVANCED STUDY (CAS) IN ADMINISTRATION (SIXTH-YEAR DEGREE)

EDL 605 Advanced Curriculum Development & Program Monitoring

3 CH

This course engages prospective administrators in the investigation of what really matters in a school, the application of concepts and principles 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 principles obtained from different sources and created by instructor and candidates will guide the learning in and from the course.

EDL 626 Assessment & Evaluation of Learning: Qualitative & Quantitative Analysis (formerly ED 526)

3 CH

This course focuses on the use and interpretation of educational assessment data, and the translation of those data into school improvement plans. Current trends and issues, the examination of multiple methods of assessment, and methods of data systems and data analysis are examined. Statistical methods for analyzing and tracking student assessment data, including trend analysis, are utilized. A working knowledge of the basic Microsoft Office Suite

(Word, Excel, and PowerPoint) is beneficial to successful participation.

EDL 635 Teacher Supervision, Evaluation, & Staff Development

3 CH

This course provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The 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 TEAM portfolios are critically analyzed and discussed.

EDL 650 Educational Law & Finance

3 CH

This course 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

This course provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative leadership theories are investigated, discussed, and applied within a case study format. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models in responding to solutions of authentic educational problems.

EDL 655 Distinguished Lectures in Education

3 CH

Students have the opportunity to hear lectures delivered by distinguished guest lecturers, each of whom has particular expertise in an area of school administration. Lecture topics include: the urban principalship, restructuring schools, data analysis for continuous school improvement, teacher fair dismissal, technology and vision building, and more. Readings and assignments are frequently presented in case study format.

EDL 689 Review of Educational Leadership Literature

3 CH

A prerequisite to EDL 690

This course is designed to provide candidates with the knowledge and skills required to conduct a systematic review of educational literature. Candidates will be taught how to perform each step of the review process and will then apply it to a topic of their choosing. Finally, candidates will gain a basic conceptual foundation to research philosophy, terminology, methods, and practices.

EDL 690 Educational Research Seminar

3 CH

Prerequisite: EDL 689

This course is designed to increase candidate awareness and use of educational research techniques, specifically toward the improvement of teaching and learning. Candidates read and critique qualitative and quantitative educational literature. Multiple methods of research designs are examined and statistical techniques are introduced. Candidates identify an authentic school-related problem and develop their own action research proposals that will be implemented during EDL 691.

EDL 691 Thesis Seminar

3 CH

Prerequisite: EDL 690

A formal seminar is utilized to offer

direction and advice to those candidates in the implementation phase of their action research study. Candidates then collect and analyze the resulting data, draw conclusions, and complete their final thesis. EDL 690 and 691 are considered the culmination of the Certificate of Advanced Studies program.

EDL 695 Technology & Information Management for Administration

3 CH

Designed for candidates to investigate, examine, synthesize, and present their findings regarding the three major applications of computer technology in PK-12 school districts. The application areas are administrative, curriculum and instruction, and applied educational research. Individual and team assignments and group discussions provide a platform for developing and constructing understanding of these applications of computer technology. A working knowledge of the basic Microsoft Office Suite (Word, Excel, and PowerPoint) is beneficial to successful participation.

EDL 696 Administrative Certification Program: Internship I

3 CH

This 120-hour administrative internship requirement prepares future administrators with the opportunity to relate theory and practice in administration. Under the 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 092 program. The internship is normally arranged after the candidate has completed 6 credits of the program.

EDL 697 Administrative Internship II

3 CH

Prerequisite: EDL 696

This 120-hour administrative internship requirement prepares future administrators by providing an opportunity to relate theory and practice in administration. Under the direct

supervision of a practicing administrator mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This course is an essential component of the sixth-year degree program.

EDL 698 Administrative Practicum

3 CH

Prerequisite: Two EDL courses in the 092 certification program

Candidates must undertake a practicum for fulfillment of the terminal requirement. Candidates submit a proposal for a district/school-based project that addresses an identified need and implement a school improvement plan. Further details will be available through the candidate's practicum advisor.

CERTIFICATE OF ADVANCED STUDIES (CAS) IN LITERACY (SIXTH-YEAR DEGREE), CLSP REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (102) CERTIFICATION, AND CLSP READING AND LANGUAGE ARTS CONSULTANT (097) CERTIFICATION

*Courses are required for certification.

Courses are restricted to CLSP candidates.

EDR 505 Early Reading & Language Arts Success (PK-Grade 3) (formerly ED 513)

3 CH*

Prerequisite: ED 413

This course examines the fundamentals of a comprehensive literacy program for the diverse learner in today's classroom, focusing on foundations of reading and the integration of writing. This course emphasizes phonemic awareness, phonics, fluency, vocabulary, comprehension, and the integration of writing. Historical trends provide context for exploration of the grand learning theories that have generated evidence-based instructional strategies for teaching reading.

EDR 507 Developmental Reading & Language Arts (Grades 4–6)

3 CH*

Prerequisite: ED 413

This course focuses on models, methods, materials, and best practices in teaching reading in the middle grades, with an emphasis on structural analysis, comprehension, fluency, comprehension, and the integration of writing. Examines current issues and trends in literacy and reading instruction.

EDR 510 Content Area Reading Instruction (Grades 7–12)

3 CH*

Study will focus on evidence-based methods of teaching reading and writing at the middle and secondary levels that will assist teachers in broadening their repertoire of strategies to increase student reading and writing achievement. Additionally, the course provides the participant with techniques for differentiating instruction for diverse learners in implementing a delivery system in the classroom that includes direct and explicit instruction and assessment of comprehension, fluency, vocabulary, and word study skills through best practices. The course features teacher modeling and scaffolding of strategies, and considers the needs of the diverse learner through differentiating instruction at all grade levels. Course participants design an integrated and student-centered unit that combines evidence-based reading research, extensive reading and writing across disciplines through standards-based lessons, and technology, with a deep understanding of a content-specific body of knowledge and motivating assessments.

EDR 518 Reading & Language Arts: Instruction & Assessment (formerly ED 518)

3 CH

This course examines research-based classroom elementary literacy instruction that meets the needs of diverse learners. Emphasis is on the components of

reading instruction, inclusive of phonemic awareness, phonics, fluency, vocabulary, and comprehension, contextualized within best practices for explicit and data-based small group instruction. (Available on Griswold campus only.)

EDR 520 Methods of Teaching & Evaluating the Writing Process

3 CH

This course examines the best practices of teaching at different levels: the emergent writer, preschool to grade 3, the transitional writer expository and narrative instruction, and the fluent to advanced writer. Instructional differences in motivation, evaluation, and state and International Reading Association standards are examined.

EDR 525 Methods & Materials for English Language Learners

3 CH

This course explores the study of language acquisition of students who are English-language learners, whose dominant language is one other than English. Students examine the necessary education support that research indicates is necessary to acquire English literacy. Candidates develop and support personal philosophies after studying models.

EDR 527 Organization, Administration, & Supervision: Reading Professional

3 CH*

Prerequisite: CLSP Candidate and EDR 540, EDR 545, EDR 550

This course focuses on the application of theory, research, and best practices in literacy instruction and coaching in the field. Candidates refine the knowledge and skills acquired from previous CLSP courses by practicing the skills of collaboration, coaching teachers in effective literacy instructional practices, designing professional development, and providing leadership for school-wide change.

EDR 538 Process Writing

3 CH

Candidates 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.

EDR 540 Advanced Diagnosis & Remediation I

3 CH*

Prerequisites: CLSP Candidate and have completed EDR 505, EDR 507, and EDR 510

This course, designed for candidates who are pursuing reading certification, explores the selection, administration, and interpretation of a variety of criterion and norm-referenced assessments that effectively utilize screening, progress monitoring, diagnostic, outcome measures, and the integration of technology to evaluate student reading performance.

EDR 541 Advanced Diagnosis & Remediation II

3 CH*

Prerequisites: CLSP Candidate and EDR 540, EDR 545, and EDR 550

This is the second of two courses that builds on the candidate's understanding of the administration and interpretation of assessment data from multiple sources including screening, diagnostic, progress monitoring, and summative instruments using traditional and online resources. Candidates draw on their understanding of test administration, scoring, and analysis of a variety norm-referenced and criterion-referenced assessments in data analysis and interpretation. They collaborate with other teachers, administrators, and resource personnel for examining student data and performance-based assessments.

EDR 545 Assessment & Evaluation: CT Model

3 CH*

Prerequisite: CLSP candidate

Focuses on teacher interpretation of psycho-educational assessment data and

the translation of those data into remedial instructional plans. Current tests and 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

3 CH*

Prerequisite: EDR 540

Candidates assess struggling readers with a variety of reliable and valid instruments, use data-based instruction to design intervention plans to address the diverse needs of each child, and work with colleagues and communicate with parents to hone the skills of a reading professional.

EDR 552 Language Arts Practicum

3 CH

This elective course affords initial certification and MAT candidates the opportunity to tutor a struggling reader under the supervision of SHU faculty or certified personnel. Candidates learn how to administer a variety of informal literacy assessments and design an intervention plan that meets the diverse needs of each student. Working under the direct supervision of trained faculty, candidates acquire first-hand experience in delivering literacy instruction to diverse populations, while engaging in shared self-reflection. Following tutoring sessions, teacher candidates participate in collaborative problem-solving and shared self-reflection to discuss their practice.

EDR 555 Clinical Experience II

3 CH*

Prerequisite: EDR 550

Candidates provide literacy intervention to small groups of children in a public school setting. Includes multiple opportunities for candidates to discuss their practices through collaborative problem-solving and peer coaching.

**EDR 560 Children’s Literature
(formerly ED 515)**

3 CH

Examines a variety of genres of children’s literature to cultivate students’ interest in books and 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

3 CH

This course examines early chapter books from the works of local author 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)

3 CH

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 website and the utilization of technology within classrooms is paramount.

EDR 580 Reading Interventions

3 CH

Designed to reflect the most current reading research in meeting the diverse needs of students who require intensive intervention, this course begins with an emphasis on current legislation and moves into a model for the implementation of best practices.

EDR 620 Utilizing Technology in Reading Instruction (formerly ED 686)

3 CH

This course examines the processes, programs, and accomplishments of technology in the classroom, featuring a special focus on computer-generated reading instruction and record keeping.

EDR 690 Practicum: Teaching Fellowship – Staff Development

3 CH

Candidates in the Certificate of Advanced Studies undertake this teaching practicum for the opportunity to practice working with colleagues to gain expertise in providing consultation and coaching to colleagues under the mentorship of experienced faculty. The practicum is completed in a faculty member’s course where the faculty member remains the primary instructor for the course. In each instance, evidence is provided to document in-class instruction and a range of supervisory and reflective experiences.

EDR 691 Practicum in Consulting

3 CH*

Prerequisites: CLSP Candidate and EDR 540 Advanced Diagnosis & Remediation I, EDR 545 Assessment & Evaluation: CT Model, and EDR 550 Clinical Experience I (University Clinic)

Candidates analyze district and school student-performance data, and conduct a review of literature in preparation for the design of a professional development plan that addresses an area of need in literacy. The plan is presented to faculty and colleagues for critique and formative feedback as part of an individual capstone project that will be completed in EDR 692.

EDR 692 Applied Reading & Language Arts Research

3 CH*

Prerequisites: CLSP Candidate and EDR 691 Practicum in Consulting

Candidates have the opportunity to

implement the proposal that was designed in EDR 691. Candidates conduct a literacy-based, multimedia presentation within the school or district and present it at SHU's annual literacy conference.

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH-YEAR DEGREE)

Special Education Courses

EDS 572 Identification & Evaluation: Students with Disabilities

3 CH

This course covers assessment concepts and processes including legal, referral, evaluation, and eligibility, as well as assessment for instructional decision-making. Identifying and assessing any student is a complex process mediated by state and federal guidelines, individual rights, cultural issues, and school resources. Assessments emphasize developmentally appropriate education advanced through a holistic, strength-based picture of all learners, including those with disabilities and those from culturally/linguistically diverse backgrounds. Special attention will be placed on working with students who have English language learning needs. Assessments for the course are designed to use relevant assessment data to develop an appropriate Individualized Education Program (IEP). Candidates select and administer both formal and informal assessment tools that are appropriate and exceptionality specific. Candidates also consider the role of the parent or caregiver in assessment and collaboration. Candidates investigate the transition from birth to three (IDEA Part C) to the PK-12 education system.

EDS 573 Program & Educational Planning: Students with Disabilities

3 CH

This course addresses requisite knowledge and skills to plan, implement, and evaluate individualized programs for students with disabilities. Emphasis is on teaching and

supporting students within regular classes and typical school activities. Representative topics include learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills for typical routines, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills, and facilitating peer relationships. Candidates investigate current trends and guiding principles of quality programs, as well as special educator roles and responsibilities. Candidates prepare for conducting IEP meetings and monitoring progress.

EDS 574 Advanced Curriculum: Students with Disabilities

3 CH

This course explores general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasizes approaches and strategies in teaching and learning as well as the role of the special educator in the school community and with families. Participants select, adapt, and develop instructional materials across curriculum areas, student needs, and school environments. Using the Common Core Standards and Smarter Balanced Assessment system, candidates adapt curriculum and use assessment data to identify gaps in subgroup performance—and determine approaches for those struggling to meet grade-level expectations.

EDS 581 Special Education Seminar I

3 CH

This seminar focuses on special education law, ethics, compliance, and mandated practices under the IDEA 2004 as it related to free, appropriate, public education in the least restrictive environment. Candidates also explore and investigate characteristics of and issues pertaining to a disability category.

EDS 582 Special Education Practicum I

6 CH

This practicum accompanies EDS 581 Special Education Seminar I. The full-time placement for six weeks involves practical training in and hands-on experience with special education and related services. The practicum experience permits an in-depth focus on one disability category.

EDS 583 Special Education Seminar II

3 CH

This seminar focuses on collaboration, co-taught classrooms, and other inclusive practices. The seminar explores characteristics of disability deficits across IDEA classification areas. Seminar sessions help the candidate process, synthesize, and reflect on work in the classroom/school setting. Candidates share experiences and ask for critiques on work samples from peers and the professor. Guest speakers range from parents/parent advocates to administrators.

EDS 584 Special Education Practicum II

6 CH

This full-time, six-week summer practicum placement focuses on a second disability category while enabling the candidate to act as a collaborative co-teacher in a special education environment. Candidates participate fully in IEP development, monitoring, and planning, as well as attend IEP meetings. These experiences afford the opportunity to work with a multi-disciplinary team to meet the concerns and needs of children and youth with disabilities. Candidates also work on daily communication skills and collaborative techniques with families leading to development of a parent engagement plan. The practicum supports candidates to address unit, state, and Council for Exceptional Children standards.

Other CAS Teaching Courses**EDU 502 Adult TESOL Methodologies & Materials**

3 CH

This course reviews successful adult ESL teaching methods. Candidates will prepare a portfolio of lessons, perform observations, and practice teaching based on their portfolios. Candidates will learn how to teach grammar, reading, vocabulary, listening skills, business and academic writing, and pronunciation.

EDU 601 Dimensions of Intelligence

3 CH

This course explores the roles, functions, processes, and physical makeup of the brain and how it can be influenced for optimal learning. The major structures and functions of the brain will be identified and their role in the development of academic and meta skills will be discussed. The course will also provide candidates with an awareness of the latest research on short- and long-term memory and identify factors that influence students' ability to remember and understand higher level thinking and effective problem-solving. The course probes how multiple intelligences and learning styles affect curriculum development and learning, and focuses on cognitive and social skills necessary to be successful in the twenty-first century.

EDU 603 Scientific Research-Based Intervention

3 CH

Scientific research-based interventions (SRBI) is the practice of providing scientific, research-based instruction and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. SRBI has emerged as a promising framework for meeting the challenges of today's classroom. While SRBI has emerged from special education legislation, the model's focus on early classroom-based interventions

makes it primarily a general education initiative. In addition, SRBI is designed to ensure rigorous and intentional progress monitoring for all students, not just for those at risk of learning difficulties. Candidates will continue to expand their knowledge of SRBI while learning more about the implementation, instruction, and assessment in their own districts and buildings.

EDU 611 Fluency & Understanding: Numbers Ops.

3 CH

This course centers on the Developing Mathematical Ideas (DMI) number and operations curriculum. Teachers will think through the major ideas of number in K–6 mathematics, how those ideas build upon each other, and examine how children develop those ideas. In addition to case discussions, the curriculum provides opportunities for teachers to explore the mathematics in the lessons and to deepen their understanding of the structure of the number system, computation within the number system, and properties that form the foundation for algebra. Attention is given to interpreting and assessing students' work and learning.

EDU 612 Mathematical Thinking & Problem-Solving

3 CH

Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well. To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their daily teaching. This course builds on the candidate's understanding of how young children learn mathematics and examines deeply the problem solving and communications standards as outlined by the NCTM. Supporting mathematical thinking through problem-solving is essential to the effective teaching and learning of mathematics. Teachers will be exposed to

a broader perspective of mathematics and what it means to do and learn mathematics with skill and understanding and become knowledgeable about structures that support mathematical inquiry and thinking. Enhances teacher professional judgments about teaching and learning mathematics and will ultimately improve student learning outcomes.

EDU 613 Patterns Function & Algebra

3 CH

The course is designed to develop a deep understanding of topics from algebra including variables, patterns, and functions; modeling and interpreting graphs; and linear functions including slope and intercepts. The course is also designed to introduce non-linear functions including quadratics and exponentials. Additionally, participants will connect these concepts to the related concepts that underlie primary- and middle-grade mathematics. Attention will also be given to interpreting and assessing students' work and learning.

EDU 614 Geometry & Measurement

3 CH

Geometric and measurement ideas and concepts are useful in representing and solving problems in many areas of mathematics and in real-world situations. With well-designed activities, appropriate tools, and teacher's support, students can make and explore conjectures about geometry and measurement and can learn to reason carefully about both ideas from the earliest years of schooling. This course is designed to help experienced elementary- and middle-school teachers explore the features of geometric shape and how children develop an understanding of it. It will also examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. It is also designed to help teachers explore the conceptual issues of length, area, and volume as well as the complex interactions among these. At the heart of

the course are sets of classroom episodes (cases) illustrating student thinking about geometry and measurement.

EDU 687 Teaching Life Science

3 CH

This course develops a strong conceptual understanding of life science. Through a series of readings, class discussions, inquiry-based activities, and video clips, candidates acquire an in-depth understanding of major life science concepts and related embedded tasks necessary to teach life science effectively at the elementary school level. Students will also discuss and model various formative and summative assessment models used to measure student performance. Explores and links acquired life science conceptual understandings to NSTA and state content and performance standards.

EDU 688 Teaching Environmental Science

3 CH

The course will engage participants in guided inquiry-based learning practices and effective research-based teaching strategies. Through lectures, discussions, and fieldwork, candidates will be provided with the necessary content to successfully teach ecology and environmental science at the elementary school level. Instructors will also model “best practices” in the teaching of elementary science to provide participants with an increased awareness and knowledge of successful teaching pedagogies. Explores the use of performance-based assessment models. Focuses on two research based elementary science programs—FOSS (Full Option Science System) and STC (Science and Technology for Children).

EDU 689 Teaching Applied Physics

3 CH

This course explores developing teacher knowledge of the physical sciences and strengthens teaching skills with respect to inquiry-based learning and performance-based assessment. Demonstrates models

of inquiry related to applied physics for elementary school teachers with respect to the State of Connecticut elementary and middle school standards. Utilizes two inquiry-based elementary science programs—FOSS (Full Option Science System) and STC (Science and Technology for Children).

College of Health Professions

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The College of Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others, and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Health Professions is committed to providing an education built upon deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society. All professional programs in the college are accredited and approved by the appropriate professional and government agencies.

Specifically, the college strives to teach the skills necessary for developing ethical responses to new and ever-changing circumstances of a future filled with discoveries, technological advancements, and social change.

The college provides opportunities for students to gain knowledge, experience, skills, and values necessary to begin a first career, to advance in an existing career, and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship, and clinical experiences. This collaboration also enriches the education and healthcare endeavors of the community and installs an ethic of community service among students. The college is committed to professional and academic excellence and measures this by the quality of its faculty, programs, resources, and student achievements.

EXERCISE SCIENCE AND NUTRITION

BEAU GREER, PhD, CSCS

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Program Rationale

Exercise Science and Nutrition offers graduate-level study in exercise science with consideration of nutritional applications for patients and clients concerned with athletic performance or chronic disease prevention.

The program offers graduate education for students interested in applying the principles of exercise science and nutrition in hospital settings for individuals working in cardiac and pulmonary rehabilitation and long-term rehabilitation of cancer and immune disease patients, as well as in fitness and sports performance settings. Students applying to this program include current University undergraduate students who are seeking graduate education in the area of exercise science and nutrition, and current practitioners who are pursuing graduate education as a matter of professional development and career advancement.

The MS in Exercise Science and Nutrition program is located within the Department of Physical Therapy and Human Movement Science, along with graduate programs in physical therapy and undergraduate programs in exercise science and athletic training.

Program Description

There are three major components of the graduate exercise science and nutrition curriculum: (1) core courses, (2) major track (clinical or performance), and (3) a graduate project or thesis requirement. Students will complete the core courses and select one of two available tracks depending upon their interest. The full degree program will be 39 credit hours taken over two academic years (full-time model).

Program Goals

CORE OBJECTIVES

The MS in Exercise Science and Nutrition program will prepare graduates to:

- Demonstrate advanced knowledge in exercise physiology, human anatomy, performance/health-field specific research methodology, and nutrition as it relates to chronic disease prevention.
- Appropriately prescribe post-orthopedic rehabilitation resistance training protocols.
- Actively engage the professional literature to demonstrate current, best practice in these work settings.
- Contribute to research activities in clinical exercise settings, sport or clinical nutrition, and fitness/sport-related exercise programming.
- Continue their education in the acquisition of a terminal degree (e.g., PhD, EdD).

TRACK-SPECIFIC OBJECTIVES

The MS in Exercise Science and Nutrition Performance Track will also prepare graduates to:

- Demonstrate advanced knowledge in strength and conditioning concepts, nutritional influences on training adaptation and performance, coaching methodology/philosophy, and biomechanics.
- Participate in research activities investigating adaptations to training, testing methodologies, sports nutrition, injury reduction strategies, and biomechanics.

The MS in Exercise Science and Nutrition Clinical Track will also prepare graduates to:

- Demonstrate advanced knowledge in clinical exercise testing and prescription for cardiac, pulmonary, cancer, diabetic, and osteoporotic rehabilitation settings nutrition as it relates to weight management and concepts in health behavior change.
- Participate in clinical research activities with opportunities in cardiac and pulmonary rehabilitation, nutrition, and fitness.

Admissions Requirements

Students will apply through the Graduate Admissions Office of the University. In addition to application materials, applicants must demonstrate completion of the program prerequisites including:

- Completion of a bachelor's degree in a related clinical science, such as exercise physiology, exercise science, physical education, athletic training, or nutrition.
- Undergraduate prerequisite coursework in the following courses, or their equivalent:
 - Anatomy and Physiology I and II (with labs) (8 credit)

- Exercise Physiology (3-4 credits)
- Nutrition (3 credits)
- Kinesiology (3-4 credits)

If applying with an unrelated major, students must also take an Exercise Prescription course or enroll in either EX 362 Exercise Testing & Prescription (clinical track students) or EX 363 Developing Strength & Conditioning Programs (performance track students) during their first semester.

Program of Study (39 Credits)

Core Courses (20 Credits): EX 401, EX 403, EX 404, EX 411, EX 412, EX 413, EX 414

Clinical Track Courses (19 Credits): EX 521, EX 522, EX 523, EX 524, EX 560 or EX 562, EX 561 or EX 563

Performance Track Courses (19 Credits): EX 531, EX 532, EX 533, EX 534, EX 560 or EX 564, EX 561 or EX 565

Course Descriptions

EX 401 Advanced Applied Physiology

4 CH

This course provides an in-depth overview of work physiology, including cellular respiration, ventilation, cardiovascular dynamics, muscle physiology, the endocrine system, environmental aspects of exercise, and the anthropometric, histologic, and biochemical adaptive response to physical training. The processes of the gastrointestinal tract will be explored as well.

EX 403 Research Methods

4 CH

This course provides an introduction to the fundamental concepts of research design, measurement, statistical analysis, and scientific inquiry as these concepts apply

to understanding and evaluating published research. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their own practice and research.

EX 404 Nutrition & Chronic Disease Prevention

3 CH

This course will investigate the dietary influences on prominent chronic diseases (e.g., cardiovascular disease, cancer, neurodegenerative diseases, osteoporosis). Additional emphases will be placed on understanding disease mechanisms, developing a wide spectrum of food knowledge in order to not provide rigid diets, functional foods, and analyzing various types and fundamental flaws of nutrition research.

EX 411 Professional Seminar

2 CH

This course addresses professionally oriented activities associated with presentation and publication that is peer reviewed or community oriented such as presenting at conferences and administering health-related programming. This course collaborates with the Life and Sport Analysis Clinic/SHU Wellness program.

EX 412 Functional Anatomy

4 CH

This course provides a review of human anatomy and movements. Both computer-based simulations and the cadaver lab will be utilized.

EX 413 Healthcare in the U.S.

1 CH

This course provides an introduction to the U.S. healthcare system, orienting students to its overall structure, functions, and processes. Strengths and weaknesses of the current healthcare environment will be discussed. The U.S. healthcare system will be compared to other healthcare systems around the world. Students will be encouraged to consider strategies for improving access to quality healthcare for all Americans.

EX 414 Exercise Prescription for Endurance Athletes

2 CH

This course covers advanced concepts in exercise prescription for endurance athletes. Consideration for special-case athletes, such as the diabetic or overweight athlete, will also be explored.

EX 521 Advanced Clinical Testing & Prescription I

3 CH

Clinically and field-based assessment tests of neuromuscular fitness and function used prior to exercise prescription and for use in outcomes data collection are reviewed. Physical assessment tests such as functional, assessments of activities of daily living, strength, power, and flexibility tests will be examined. Chronic disease-specific assessments involving analog scales and questionnaires will be practiced.

EX 522 Physical Activity & Behavioral Science

3 CH

Using an ecological approach, theories and studies relative to lifestyle and behavior modification are examined. Best practices for promoting physical activity in communities will be reviewed. Changing physical activity behavior among special populations (e.g., children, older adults, minority populations) will also be examined.

EX 523 Clinical Nutrition

3 CH

The focus of this course includes theories and mechanisms of obesity as well as the efficacy of dietary treatments. Nutritional challenges related to special populations (e.g., children, elderly, pregnant) and selected nutrient deficiencies will be addressed, as well as the efficacy and safety of herbal supplements.

EX 524 Advanced Clinical Testing & Prescription II

4 CH

Clinically and field-based assessment tests of cardiovascular fitness, pulmonary function, and metabolic or immune disorders used prior to exercise prescription and for use in outcomes data collection are reviewed. Clinical diagnostic tests such as EKGs, blood lipids, and stress tests will be examined as well chronic disease-specific assessments including analog scales and questionnaires.

EX 531 Nutrition & Performance

3 CH

This course studies the effects of acute and chronic exercise on nutrient requirements and fluid needs. Macronutrient metabolism, the influence of nutrient timing, and the ergogenic efficacy of dietary supplements receive substantial attention.

EX 532 Coaching Methods

3 CH

This course investigates effective coaching methods from a physiologic, psychological, and administrative framework. Students will be guided through an analysis of contemporary research and critical evaluation of current practices resulting in the development of an applied personal coaching methodology. In the process, this course addresses the promotion of interpersonal skills and the understanding of individual differences as they relate to human performance.

EX 533 Advanced Concepts in Strength & Conditioning

4 CH

This course examines advanced concepts, theory, controversies, and techniques utilized in strength and conditioning program design. Validity and reliability of common performance tests and training techniques will be explored. The laboratory portion of the course will include performance test administration as well as program design and technique instruction.

EX 534 Applied Biomechanics

3 CH

This course provides a thorough evaluation of the mechanical basis of human movement. Fundamental mechanical principles affecting human movement during locomotion and a variety of daily activities are considered. Techniques and methods of mechanics, quantitative video analysis, isometric and isokinetic muscle force, electromyography, and research evaluation are incorporated into laboratory projects.

EX 560 Thesis Preparation

3 CH

Issues in research design and statistical analysis within the context of a proposed thesis are explored. A prospectus including a full review of literature and study design will be the end product of the course. Receiving a grade in the course will be contingent upon submitting an IRB application.

EX 561 Thesis Completion

3 CH

Data collection and analysis will be performed, culminating in the results and discussion sections of the thesis.

EX 562 Clinical Graduate Project I

3 CH

The graduate project includes initiation or continuation of 500 clinical hours in a clinical exercise setting and preparation for track-specific certification exams. The supporting online course specifically addresses best practice via review of research, position stands, and anecdotal clinical experiences among students and faculty during the semester.

EX 563 Clinical Graduate Project II

3 CH

The continuation of the graduate project includes completion of clinical hours and continued preparation for track-specific certification exams. The supporting course provides an overview of the hospital

environment and allied health professions and includes projects associated with attendance at a related professional meeting selected by the student.

EX 564 Performance Graduate Project I

3 CH

The graduate project includes initiation or continuation of 500 hours in a performance-oriented setting(s) and preparation for track-specific certification exams. The supporting course focuses on organization and administration issues within the context of an exercise facility. Facility and personnel management, safety issues, and finance will be discussed.

EX 565 Performance Graduate Project II

3 CH

The continuation of the graduate project includes completion of internship hours and continued preparation for track-specific certification exams. The supporting online course will provide continued exploration of periodization and strength/power/speed training program design. Students will explore current trends in strength and conditioning and gain experience through internships.

HEALTHCARE ADMINISTRATION GRADUATE CERTIFICATE

The certificate in Healthcare Administration has been developed to provide the knowledge and skills required to manage organizations in the rapidly evolving field of healthcare. It is designed for individuals who seek a career in healthcare administration, who already have a graduate degree but need to develop specific healthcare management skills, or those who want to increase their skill set and position themselves for advancement within management.

Students completing the certificate program coursework will have knowledge and skills in the following areas: healthcare operations, finance and budgeting,

effective management of individuals and organizations, and strategies and techniques for successfully introducing and managing change in organizations.

Program of Study (12 credits)

REQUIRED COURSES (9 CREDITS):

HINF 504	Business of Healthcare Information Technology (3 credits)
HINF 505	Healthcare Operations (3 credits)
WGB 612	Leading & Influencing with Integrity (3 credits)

ELECTIVE COURSES (MINIMUM 3 CREDITS):

Select 1 of the following courses:

AC 610	Accounting for Decision-Making & Control (3 credits)
BU 632	Managing Change (3 credits)
BU 639	Innovation Management (3 credits)

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

Course Descriptions

AC 610 Accounting for Decision-Making and Control

3 CH

Explores the essentials of providing relevant and useful cost and managerial information to both multinational and domestic corporate managers. Ethical aspects of each of these areas are examined. Written assignments, case studies, and team presentations compose much of the classroom interaction. Prerequisite: Granted permission

BU 632 Managing Change

3 CH

Examines strategies and techniques for successfully introducing and managing change in organizations. Explores power, influence, leadership, motivation, and communication in the change process, as well as organization development, organizational learning, and innovation management. Student teams develop a framework for recognizing factors that influence change and a process map to manage change effectively.

BU 639 Innovation Management

3 CH

This course will cover the definition of innovation, the barriers and enablers for making innovation real in companies, the core principles for innovation management (foresight, ideation, discovery-driven planning, rapid prototyping, open platforms, wisdom of crowds, and technology adoption and diffusion) and how innovation management is being applied by market leaders and companies in highly competitive industries.

HINF 504 Business of Healthcare Information Technology

3 CH

Introduces the student to the business of healthcare at both an industry and individual business level. Includes department design, management of capital and operating budgets, budget planning process, strategic planning, and concepts necessary for the preparation and interpretation of financial statements. Additionally, the vendor identification and selection process as well as contract management will be discussed as it pertains to the healthcare environment.

HINF 505 Healthcare Operations

3 CH

Health care organizations face numerous challenges, including rising costs, increasing complexity, and quality issues, all while confronting an increase in demand for limited

resources. This course examines the operations of the entire healthcare organization and its management, including the role of strategic planning and governance, clinical and non-clinical support services, quality improvement, environment-of-care and facilities management, personnel and staffing, finance, information technology, and marketing.

WGB 612 Leading & Influencing with Integrity

3 CH

Leaders and managers at all levels in organizations must influence others to enable achievement of the organization's objectives. Leading and influencing with integrity requires understanding of one's self, other people, the situational and cultural context, as well as both current and future impacts of actions taken. Through course learning experiences, students develop individual and organizational strategies to influence others, shape culture, manage change, negotiate, and facilitate employee engagement and performance so that their organizations can contribute to society in ways that are effective, responsible, and sustainable

HEALTHCARE INFORMATICS

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Program Rationale and Description

This interdisciplinary master's degree program is designed to prepare individuals for successful careers in the complex and dynamic field of healthcare information technology (HIT). Graduates of this master's program will be well versed in the technical and professional knowledge, concepts, and skills required to excel in today's technologically oriented healthcare world.

This program is designed for healthcare professionals (nurses, physicians, physician assistants, pharmacists, technologists, and others) currently working in an HIT setting and information technology (IT) professionals. Students will gain the knowledge and skills to make an impact through the use of HIT.

Program Objectives

The Healthcare Informatics program will prepare its graduates to:

- Emerge as leaders of healthcare teams by utilizing leadership skills that prioritize, strategize, manage, and advocate for solutions tailored to organizational needs.
- Effectively advocate for the use of technology in all healthcare settings.
- Engineer innovative solutions with positive and lasting effects on the future of healthcare information technology.
- Create a vision for technology's use and lead successful projects using best practice approaches.
- Have a positive impact on the quality and efficiency of healthcare delivery.
- Evaluate healthcare organizations' technology needs and formulate solutions within clinical, operational, and financial constraints.
- Synthesize at leadership and managerial levels the privacy, security, legal, ethical, and social challenges inherent to the HIT industry.
- Act as mediator among clinical, information technology, research, and administrative stakeholders in healthcare settings.
- Acquire practical knowledge and skills.
- Gain an understanding of how information technology, people, health, and the healthcare system interrelate.
- Learn how to use information technology and information management concepts and methods in healthcare delivery.

- Develop the capacity to facilitate communication among healthcare practitioners, administrators, and IT professionals—and recognize the needs and constraints of all sides.
- Collaborate and exchange ideas with other students from a variety of professional backgrounds.

Admissions Requirements

Students will apply through the Graduate Admissions Office of the University and are admitted to the MSHI Program upon review and recommendation of the Admissions Committee based on the academic, course prerequisite, and professional requirements listed below.

Admission criteria include:

- A bachelor's degree or its equivalent from an accredited institution with a minimum GPA of 3.0 and official transcripts from all institutions attended.
- A minimum of two years of experience in the field of either healthcare, healthcare information technology, or information technology. This requirement may be waived by the program director if other relevant professional or academic experience is demonstrated.
- A one-page personal statement describing career goals and reasons for interest in the program, two letters of recommendation, and a current curriculum vitae or résumé highlighting relevant experience.
- Personal interview.
- GRE scores are not required but may be submitted as additional evidence of admissions eligibility.

Degree Requirements

A total of 36 credit hours of graduate coursework are necessary for completion of the program. Those who require the prerequisite courses will need up to three additional credit hours of foundational coursework.

Prerequisite and Foundations Waiver Policy

Students will be evaluated as to their knowledge and experience of information systems and the healthcare industry. Review of transcripts from accredited institution(s) and curriculum vitae for relevant experience will determine whether the student can be waived from the program prerequisites.

Course Waiver Policy

Upon application, transcripts will be reviewed for possible course waivers. For students transferring from another accredited graduate program, the program director will review transcripts and make a determination of course equivalency. A maximum of 6 credits, plus the foundation courses, can be transferred.

Course Requirements

PREREQUISITES (3 CREDITS)

HINF 410	Information Technology Overview (3 credits)
HINF 412	Introduction to Healthcare Information & Technology (1–3 credits)
HINF 415	Convergence of Healthcare & Information Technology (3 credits)
HINF 420	Introduction to the Language & Culture of Healthcare (3 credits)

CORE COURSES (27 CREDITS)

HINF 501	Foundations in Healthcare Informatics (3 credits)
HINF 502	Healthcare Industry & Policy (3 credits)
HINF 503	Effective Communications (3 credits) (required for in-person students)
HINF 504	Business of Healthcare Information Technology (3 credits) (required for online students)
HINF 505	Healthcare Operations (3 credits)
HINF 550	Workflow Design & Reengineering (3 credits)
HINF 551	Leading & Influencing with Integrity (3 credits)
HINF 552	Evidence-Based Practice & Clinical Decision Support (3 credits)
HINF 602	Clinical & Business Intelligence (3 credits)
HINF 625	Field Experience I (3 credits) (required for full-time students only)
HINF 660	Capstone Project (3 credits)

ELECTIVE COURSES (9 CREDITS)

HINF 600	Special Topics in Healthcare Informatics (3 credits)
HINF 601	Healthcare Information Exchange (3 credits)
HINF 610	Electronic Health Records (3 credits)
HINF 611	Project Management (3 credits)
HINF 612	Emerging Technologies (3 credits)
HINF 613	Legal Aspects of Healthcare Information Technology (3 credits)
HINF 614	Strategic Application of Information Technology in Healthcare (3 credits)

HINF 615	Population Health (3 credits)
HINF 616	Consumer Health Informatics & Technologies (3 credits)
HINF 621	Database Design (3 credits)
HINF 622	Information Analysis & System Design (3 credits)
HINF 626	Field Experience II (3 credits)

HEALTHCARE INFORMATICS GRADUATE CERTIFICATE

The certificate in Healthcare Informatics has been developed to provide the knowledge and skills required to use information technology to improve healthcare delivery and outcomes and to advance in this growing field.

Coursework is designed for individuals who seek a career in healthcare informatics, who already have a bachelor's degree but need to develop specific healthcare informatics skills, or those who want to increase their skill set and position themselves for advancement.

Students completing the certificate program will have knowledge and skills in the following areas:

- Configure, implementation, and support of healthcare software
- Workflow design
- Understanding best practices and their integration into healthcare software
- Capture, manage, and analysis of healthcare data

Program of Study (12 credits)**REQUIRED COURSES (9 CREDITS):**

HINF 501	Foundations in Healthcare Informatics (3 credits)
HINF 550	Workflow Design & Reengineering (3 credits)

HINF 602 Clinical & Business Intelligence
(3 credits)

ELECTIVE COURSES (MINIMUM 3 CREDITS):

Select one of the following courses:

HINF 504 Business of Healthcare
Information Technology
(3 credits)

HINF 552 Evidence-Based Practice &
Clinical Decision Support
(3 credits)

HINF 610 Electronic Health Records
(3 credits)

HINF 611 Project Management
(3 credits)

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

Course Descriptions

HINF 410 Information Technology Overview

3 CH

An overview of technologies that support healthcare information systems. This includes system software, system analysis and design, data management, networks and data communication, information processing distribution schemes, information systems architecture, system standards, and security.

HINF 412 Introduction to Healthcare & Information Technology

1–3 CH

Technology is transforming how healthcare is delivered and in the process bringing together disparate groups of people to work together collaboratively. This course will provide an overview of information technology including system analysis and design, data and network management, and information systems architecture and how each directly impacts clinical healthcare personnel. The students will also be introduced to the terminology, practices, and processes found in clinical and

business operations. Communication between direct patient care individuals and technology personnel will be explored and appropriate methods fostered.

This course has two areas of focus. Topic I will focus on information technology in healthcare. Topic II will focus on healthcare delivery in the United States.

HINF 415 Convergence of Healthcare & Information Technology

3 CH

Technology is transforming how healthcare is delivered and in the process bringing together disparate groups of people to work together collaboratively. This course will provide an overview of information technology including system analysis and design, data and network management, and information systems architecture and how each directly impacts clinical healthcare personnel. The students will also be introduced to the terminology, practices, and processes found in clinical and business operations. Communication between direct patient care individuals and technology personnel will be explored and appropriate methods fostered.

HINF 420 Introduction to the Language & Culture of Healthcare

3 CH

Introduction to organization, economic, culture, policy, and terminology of healthcare for non-health professionals. This also introduces the students to fundamental terminology, practices, and processes found in clinical and business operations.

HINF 501 Foundations in Healthcare Informatics

3 CH

Prerequisite: Permission of program director

This course features a high-level overview of healthcare informatics. Overviews of the following topics will be included: administrative and clinical software

applications, healthcare systems acquisition, leadership skills, electronic health records, change management and organizational behavior, workflow design and reengineering, communications specific to the information systems leaders, healthcare information exchanges, and evidence-based medicine. A high-level look at the healthcare industry and recent government mandates will also be explored.

HINF 502 Healthcare Industry & Policy

3 CH

An in-depth view of the major players such as hospital, insurance, government, pharmaceutical, and support vendors and information systems role will be discussed. Patient safety, medical error, and healthcare quality improvement will be major topics. A portion of this class will deal with current government healthcare policies and mandates (e.g., healthcare reform) and the complexities of application in the current healthcare information systems environment. The class will take an in-depth look at the HIPAA regulations such as entity definitions, information disclosures, and privacy notices. Government mandates that affect privacy, security, and electronic health records will also be discussed.

HINF 503 Effective Communications

3 CH

In addition to a formal study of various forms of communications, this course will focus on developing oral and written communication skills needed to educate and influence organizational stakeholders and decision-makers to adopt healthcare information systems. Students will hone their communication skills via simulations, in-class presentations, and case studies. Various management methods via Skype, teleconference, and e-mail will also be practiced.

HINF 504 Business of Healthcare Information Technology

3 CH

Introduces the student to the business of healthcare at both an industry and individual business level. Includes department design, management of capital and operating budgets, budget planning process, strategic planning, and concepts necessary for the preparation and interpretation of financial statements. Additionally, the vendor identification and selection process as well as contract management will be discussed as it pertains to the healthcare environment.

Prerequisite: HINF 501

HINF 505 Healthcare Operations

3 CH

Healthcare organizations face numerous challenges, including rising costs, increasing complexity, and quality issues, all while confronting an increase in demand for limited resources. This course examines the operations of the entire healthcare organization and its management, including the role of strategic planning and governance, clinical and non-clinical support services, quality improvement, environment of care and facilities management, personnel and staffing, finance, information technology, and marketing.

Prerequisite: HINF 501

HINF 550 Workflow Design & Reengineering

3 CH

This course introduces process mapping and workflow management. The intricacies of observing, recording, analyzing, and improving processes within the healthcare setting will be discussed and analyzed. Issues arising from the development, dissemination, implementation, and use of health information technologies (information systems, monitoring systems, etc.) on individuals and organizations will be explored. The concepts of usability, learnability, likeability, ergonomic, and universal design of solutions will also be

discussed in depth. Social and ethical issues will also be introduced.

Prerequisite: HINF 501

HINF 551 (WBG 612) Leading & Influencing with Integrity

3 CH

Leaders and managers at all levels in organizations must influence others to enable achievement of the organization's objectives. Leading and influencing with integrity requires understanding of one's self, other people, the situational and cultural context, as well as both current and future impacts of actions taken. Through course learning experiences students develop individual and organizational strategies to influence others, shape culture, manage change, negotiate, and facilitate employee engagement and performance so organizations can contribute to society in ways that are effective, responsible, and sustainable. Course also known as WBG 612.

HINF 552 Evidence-Based Practice & Clinical Decision Support

3 CH

A prerequisite to HINF 601

In this course, evidenced-based practice (EBP) qualitative and quantitative methodologies will be analyzed within the scope of the healthcare industry. Topics include identification, interpretation, and evaluation of research information sources, research design, data collection, computer-based data analyses, and privacy and protection of human subjects. Clinical decision support (CDS) technologies, which provide tools for the healthcare providers' decision-making, will be examined and debated. Data warehouses will also be discussed as they relate to facilitating and optimizing the research methodologies.

HINF 600 Special Topics in Healthcare Informatics

3 CH

This course represents 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.

Prerequisite: Permission of program director

HINF 601 Healthcare Information Exchange

3 CH

This course explores evaluation and management of health information between healthcare facilities, government agencies, and consumer health records (PHR) including issues, standards, technologies, and system configurations. Electronic health records will be covered conceptually to understand their impact on HIEs. Technical components (data exchanges, interoperability, data mining, and warehouse) as well as policy issues will be discussed and debated. Privacy and security aspects regarding electronic health information exchange will be explored. Current legal requirements driving policies and procedures as well as business and best practices regarding the creation, storage, processing, access, auditing, and utilization of clinical data will be explored.

Prerequisites: HINF 502 and HINF 552

HINF 602 Clinical & Business Intelligence

3 CH

Utilization and leveraging of healthcare data can drive improvements in our nation's entire healthcare system as well as in the medical and economic wellness of patients through sharing practical guidance and unbiased information on how to harness these healthcare data and facilitating problem-solving, solution sharing, and education through the collection and analyzing of healthcare data.

Prerequisite: HINF 501

HINF 610 Electronic Health Records

3 CH

This course is designed to provide an understanding of specific skills required to collect and maintain electronic health data in our current technical and political environment. Examines overviews and

issues specific to various types of hospital systems, methods used to interface between systems, and operational issues typical of hospital systems. The course also includes a study of controlled medical vocabularies typically used to define various types of health data as well as a survey of existing and evolving government-driven standards and regulations.

Prerequisite: HINF 550

HINF 611 Project Management

3 CH

This course serves as an introduction to managing healthcare information projects, including the development of the project charter and scope with emphasis on developing the competencies and skills required to successfully lead teams of technical, clinical, and professional specialists through workflow and work process redesign activities within a healthcare organization or system. Topics also include project initiating, planning and development, project management tools, budgeting, human resource management, project monitoring, and controlling and project closure. Advanced-level skills in using PM methodologies to create realistic project plans, schedule tasks and resources effectively, appropriately communicate with all stakeholders, and derive meaningful milestone deliverables to track and report progress for both simple and complex projects.

Prerequisites: HINF 503 and HINF 501

HINF 612 Emerging Technologies

3 CH

The concepts and latest progress on emerging technologies such as health exchanges, biometrics, wireless, mobile, and web technologies will be discussed. Biomedical technologies will also be explored. Examines trends and drivers of innovation both generally and in healthcare and how emerging technologies are adapted and evaluated. Introduces how emerging technologies are applied to improve health records, computerized provider order entry (CPOE) systems, regional health information organizations, personal

health records, telemedicine, new imaging systems, robotic surgery, pharmacogenomics, and national-level biosurveillance.

Prerequisite: HINF 550

HINF 613 Legal Aspects of Healthcare Information Technology

3 CH

This course explores the extent to which law can implement or facilitate sound healthcare policy. The course will cover the following major areas: employment and contract law, patient rights (e.g., provider disclosure), healthcare accountability (e.g., medical error liability), and healthcare access (e.g., universal coverage). Particular attention will be paid to the balancing act between the patient's desires for available information over the internet with IT security that ensures patient privacy. Topics such as informed consent, electronic records over the internet, remote patient monitoring, and wireless technology privacy concerns will also be discussed.

Prerequisites: HINF 501 and HINF 502

HINF 614 Strategic Application of Information Technology in Healthcare

3CH

This course examines the strategic application of information technology in healthcare organizations. The course focuses on the challenges facing the healthcare informatics administration with respect to organizational structure, alignment with enterprise strategy, portfolio management, and regulatory compliance. In addition the course looks at how the application of IT can transform healthcare delivery in the current environment.

HINF 615 Population Health

3CH

Population health focuses on the health and well-being of entire populations. Populations may be geographically defined, such as neighborhoods, states, or countries, or may be based on groups of individuals who share common characteristics such as age, gender, race-ethnicity, disease status, employee

group membership, or socioeconomic status. With roots in epidemiology, public health, and demography, a key component of population health is the focus on the social determinants of health and “upstream” collaborative interventions to improve population health and variance, identify and reduce health disparities, and reduce healthcare costs. Given the shifting health care environment—from fee-for-service to value-based care—health administrators and managers who are able to apply epidemiological and demographic tools to measure, analyze, evaluate and improve population health will be well positioned for positions in healthcare as the field continues to evolve.

HINF 616 Consumer Health Informatics & Technologies

3CH

Consumer health informatics (CHI) is rapidly expanding and aims to give individual health care consumers, their families, and communities the information and tools that they need to become more engaged in their health and health care. In this course, students become familiar with a range of CHI applications, including the needs/problems that the applications address, their theoretical bases, their technical architectures, and relevant evaluation results. Students acquire an ability to evaluate existing applications intended to help individuals adopt and maintain health-protective behaviors and to generate theory-informed design and implementation strategies for CHI applications.

HINF 621 (CS 603) Database Design (Oracle)

3 CH

Prerequisite: Granted Permission of program director

HINF 622 Information Analysis & System Design

3 CH

This course discusses the design, analysis,

and management of information systems: system lifecycle 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.

Prerequisite: Permission of program director

HINF 625 Field Experience I

3 CH

This field experience/internship is a practical learning experience arranged with a variety of healthcare organizations to provide a supervised short-term educational experience for students in the Healthcare Informatics program. An internship allows a student to develop professionally through a work experience under the guidance of leaders in the fields of healthcare informatics and healthcare information technology. As an extension of the curriculum, the internship experience affords the student an opportunity to apply her/his theoretical knowledge and technical skills in a practical manner gaining valuable training, which will better enable her/him to perform with a higher level of skill and confidence. Required for full-time students.

HINF 626 Field Experience II

3 CH

This field experience/internship is a practical learning experience and is a continuation of HINF 625. Arranged with a variety of healthcare organizations, it provides a supervised educational experience for students in the Healthcare Informatics program. An internship allows a student to develop professionally through a work experience under the guidance of leaders in the fields of healthcare informatics and healthcare information technology. As an extension of the curriculum, the internship experience affords the student an opportunity to apply his/her theoretical knowledge and technical skills in a practical manner gaining valuable training, which will

better enable him/her to perform with a higher level of skill and confidence.

Prerequisite: HINF 625 Field Experience I

HINF 660 Capstone Project

3 CH

The capstone project involves practical work and research in a major area of healthcare information systems through student-led projects. This course provides an opportunity to integrate knowledge gained in the classroom with a real-world problem. All projects require a weekly seminar and are guided by faculty members who serve as mentors. Projects may be completed on-site within a healthcare facility. Students who currently work in the healthcare industry may develop a capstone at their current place of employment with the approval of the employer. Capstone will be taken as one of the last two courses in the students' program of study, after students have successfully completed the required core courses.

OCCUPATIONAL THERAPY

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Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy (MSOT) is for candidates with an earned bachelor's degree in a field other than occupational therapy. The program prepares graduates for entry-level practice and to serve as dynamic leaders, responsive to the needs of the human and professional communities. Graduates will draw from diverse perspectives to collaboratively solve ethical and clinical problems and engage in occupation-based, family-centered practice and scholarship that is guided by

the principles of occupation, compassionate service, occupational justice, and the profession's core values and ethics. The full time, two-year program consists of four academic semesters plus two semesters (24 full-time equivalent weeks) of supervised clinical fieldwork. Upon completion of the program, graduates are prepared for the national certification exam for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT) and for entry-level clinical practice.

WHAT MAKES OUR PROGRAM UNIQUE?

With a growing need for occupational therapists nationwide and increasing public interest in the profession, our program has made a commitment to personal attention and forging learning partnerships between faculty and students. This allows our faculty and students to get to know each other, create a learning community, engage in collaborative scholarship, and support continual learning for members of our occupational therapy community.

The faculty of Sacred Heart University's Occupational Therapy program believes that learning emerges from interactions between students, faculty, and clients and engagement in learning pedagogies that actively reflect real practice. With these beliefs in mind, our program is structured to encourage and nurture active engagement, collaboration, and interactions. The program uses a wide variety of teaching/learning methods to accommodate the diverse learning styles of students including seminars, laboratories, community-based projects, field visits, clinical fieldwork, small-group and individual work, lectures, and problem-based learning. The primary pedagogical method for our program is problem-based learning (PBL) in which small groups of students and a faculty facilitator work through a case to foster clinical reasoning and clinical decision-making. Problem-based learning facilitates learning of educational content while simultaneously creating a forum for engaging in interactions and clinical decision-making typical of team-

based healthcare. Group interactions also support the development of professional behaviors critical to practice.

Our department's mission, vision, philosophy, and curriculum design reflects the values of the University as a whole as well as the educational philosophy of the American Occupational Therapy Association (AOTA). The acronym PRIDE, adopted by our program, reveals our commitment to excellence in ourselves, our program, and our students. PRIDE stands for:

Principled

- We expect and ensure ethical behavior.
- We make decisions with integrity.
- We are respectful of others.

Responsive

- We are caring, attentive, and present in interactions with others.
- We value and engage in service to meet needs.
- We identify learning needs and share our knowledge and expertise.

Innovative

- We encourage creativity, originality, and innovation.
- We use innovative strategies and new technologies to promote learning.

Dynamic

- We are actively engaged in learning and teaching.
- We accept and support change.
- We take initiative.
- We seek and consider diversity of opinion.
- We gather and use feedback to promote growth and change in ourselves and others.

Excellent

- We excel in our areas of practice.

- We seek to exceed standards of competence.
- We engage in evidence-based practice and life-long learning.
- We support and encourage curiosity.
- We are globally focused.
- We are committed to our professional organizations.

Our curriculum design is portrayed by the circular tree of life, with its roots consisting of the foundational knowledge students need in order to become exemplary practitioners; its trunk symbolizing the teaching and learning processes that supports and scaffolds knowledge and critical thinking; and its branches symbolizing the skills, abilities, and professional behavior outcomes of the entry-level practitioners graduating from our program. The tree's branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice.

CURRICULUM OBJECTIVES

Consistent with our vision of PRIDE, by graduation our students will:

- Practice in a safe, legal, and ethical manner.
- Respond to unmet needs in underserved communities through leadership, advocacy, or service.
- Identify areas for creativity and innovation in practice and scholarship.
- Demonstrate self-reflection.
- Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.
- Engage in professional activities.

PROGRAM ACCREDITATION

The Occupational Therapy program is fully accredited under the "Standards for an

Accredited Educational Program for the Occupational Therapist—2006” by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The faculty have refined the curriculum to meet the revised 2011 ACOTE Standards that went into effect July 31, 2013. The program is scheduled for its ACOTE reaccreditation site visit in 2016–2017. For information about accreditation, contact ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; phone: 301-652-6611 x2914; web address: <http://www.acoteonline.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, most initial state licenses are based on the results of the NBCOT certification examination.

ADMISSIONS REQUIREMENTS

For those applying for fall 2017 and 2018:

Students entering the program must have completed their undergraduate degree in a discipline of their choice; however, the Bachelor of Science in Health Science (BSHS) is preferred, as it offers students a solid foundation in aspects specific to healthcare. Sacred Heart University undergraduates interested in completing their undergraduate study in three years may do so only if they major in Health Science (BSHS), providing that they complete all required prerequisites and meet all enrollment criteria by the end of the summer prior to enrollment. Refer to the Health Sciences website for the 3 + 2 plan of study. Students must have earned a bachelor’s degree and completed all prerequisite courses from a university accredited by a United States Department of Education—recognized regional

accrediting authority. All prerequisites must be successfully completed by the summer semester prior to fall enrollment. Students educated outside the U.S. will need to have their transcripts evaluated by World Education Services (www.wes.org) for equivalency and must meet University established scores for the TOEFL exam. Provisional acceptance may be offered to students requiring the spring and/or summer prior to enrollment to complete the baccalaureate degree or prerequisite requirements. All applicants are required to successfully complete the bachelor’s degree and prerequisite requirements and maintain a 3.0 cumulative and 3.2 prerequisite GPA with no individual prerequisite grade below a C. The baccalaureate degree and all prerequisite courses must be successfully completed prior to enrollment. Eligible early- and regular-decision applicants must complete an onsite interview with a problem-based learning experience upon invitation as an admission requirement. Students admitted directly into the program as freshmen are not required to interview.

All of the following prerequisite courses must be completed, with grades entered with the University Registrar, by the application deadline published by the Office of Graduate Admissions to determine admission status and eligibility for enrollment in the program: biology with laboratory, human anatomy and physiology I with laboratory, human anatomy and physiology II, psychology, and statistics.

Only official transcript grades submitted by the application deadline can be considered in determining whether or not a student maintains his or her admission status, seat in the program, and eligibility for enrollment. The program cannot hold seats beyond the application deadline to allow for students to take or retake any of the above-listed prerequisite courses. Students who have additional outstanding prerequisites may be considered provisional pending successful completion of all prerequisite courses. Additional admission criteria include:

- A baccalaureate degree with a 3.0 or better cumulative GPA and official transcripts from all institutions attended.
- 3.2 or better prerequisite course GPA with no individual prerequisite course grade below a C. Required prerequisite courses are: biology with laboratory*, human anatomy and physiology I with laboratory*, human anatomy and physiology II*, a lifespan development course with content covering the entire lifespan, psychology, abnormal psychology, sociology or anthropology, and statistics* (*must be taken within past five years).
- Essay/writing sample completed online with the application.
- Two letters of recommendation.
- Relevant volunteer, observation, and/or work experience in the healthcare field with specific knowledge of occupational therapy is highly recommended.
- All applicants, except students admitted directly into the program as freshman, must successfully complete an onsite interview including the group problem-based learning experience with the Occupational Therapy Admissions Committee upon invitation.

Students accepted provisionally must maintain all GPA and admission requirements as a condition for enrollment.

Students are required to have a laptop computer inclusive of professional-level Microsoft Office Suite, high-speed Internet access, a printer, proficiency in word processing, and e-mail at the time of enrollment and throughout the program.

For those applying for fall 2019 entry and beyond: Students entering the program must have completed their undergraduate degree in a discipline of their choice; however, the Bachelor of Science in Health Science (BSHS) is preferred, as it offers students a solid foundation in aspects specific to healthcare. Sacred Heart University undergraduates

interested in completing their undergraduate study in three years may do so only if they major in Health Science (BSHS), providing that they complete all required prerequisites and meet all enrollment criteria by the end of the summer prior to enrollment. Refer to the Health Sciences website for the 3 + 2 plan of study. Students must have earned a bachelor's degree and completed all prerequisite courses from a university accredited by a United States Department of Education—recognized regional accrediting authority. All prerequisites must be successfully completed by the summer semester prior to fall enrollment. Students educated outside the U.S. will need to have their transcripts evaluated by World Education Services (www.wes.org) for equivalency and must meet University established scores for the TOEFL exam. Provisional acceptance may be offered to students requiring the spring and/or summer prior to enrollment to complete the baccalaureate degree or prerequisite requirements. All applicants are required to successfully complete the bachelor's degree and all required prerequisites and maintain a 3.2 cumulative and 3.2 prerequisite GPA with no individual prerequisite grade below a C. A maximum of one prerequisite course may be repeated only one time. The baccalaureate degree and all prerequisite courses must be successfully completed prior to enrollment. All applicants, internal and external to Sacred Heart University, including students directly admitted as freshman, must submit GRE scores with the application. GRE Analytical Writing scores of 3.5 or above are required, and combined Verbal and Quantitative Reasoning scores of 300 or above are desired. Eligible early- and regular-decision applicants must complete an onsite interview with a problem-based learning experience upon invitation as an admission requirement. Students admitted directly into the program as freshman are not required to interview.

All of the following prerequisite courses must be completed, with grades entered with the University Registrar, by the application deadline published by the Office of Graduate

Admissions to determine admission status and eligibility for enrollment in the program: biology with laboratory, human anatomy and physiology I with laboratory, human anatomy and physiology II, psychology, and statistics.

Only official transcript grades submitted by the application deadline can be considered in determining whether or not a student maintains his or her admission status, seat in the program, and eligibility for enrollment. The program cannot hold seats beyond the application deadline to allow for students to take or re-take any of the above listed prerequisite courses. Students who have additional outstanding prerequisites may be considered provisional pending successful completion of all prerequisite courses. Additional admission criteria include:

- A baccalaureate degree with a 3.2 or better cumulative GPA and official transcripts from all institutions attended.
- A 3.2 or better prerequisite course GPA with no individual prerequisite course grade below a C. Only one prerequisite may be re-taken one time. Required prerequisite courses are: biology with laboratory*, human anatomy and physiology I with laboratory*, human anatomy and physiology II*, a lifespan development course with content covering the entire lifespan, psychology, abnormal psychology, sociology or anthropology, and statistics* (*must be taken within past five years).
- GRE scores with Analytical Writing scores of 3.5 or better are required and combined Verbal and Quantitative Reasoning scores of 300 or better are desired.
- Essay/writing sample completed online with the application.
- Two letters of recommendation.
- Relevant volunteer, observation, and/or work experience in the healthcare field with specific knowledge of occupational therapy is highly recommended.
- All applicants, except students admitted

directly into the program as freshman, must successfully complete an onsite interview including the group problem-based learning experience with the Occupational Therapy Admissions Committee upon invitation.

Students accepted provisionally must maintain all GPA and admission requirements as a condition for enrollment.

Students are required to have a laptop computer inclusive of professional-level Microsoft Office Suite, high-speed Internet access, a printer, and proficiency in word processing and e-mail at the time of enrollment and throughout the program.

APPLICATION MATERIALS

Internal Sacred Heart University students apply online at www.sacredheart.edu or through the Office of Graduate Admissions' webpage. External students complete the national occupational therapy common application online at www.OTCAS.org. Please refer to the Office of Graduate Admissions' website for details on the internal Sacred Heart University and OTCAS application process.

Applications must include the following materials:

- A graduate admissions application form and supplemental prerequisite sheet;
- A nonrefundable application fee (waived for Sacred Heart University students);
- Official transcripts from all previous college or university studies;
- GRE scores (for fall 2019 entry and beyond);
- Two letters of recommendation (one from an academic source and one from an employer or volunteer supervisor)
- Relevant volunteer, observation, and/or work experience in the healthcare field with specific knowledge of occupational therapy is highly recommended.

APPLICATION DEADLINES FOR FALL ENROLLMENT

Internal Sacred Heart University students admitted as freshman must complete the online application by June 30 following the junior year for 4 + 2 students or following the sophomore year for 3 + 2 students. Application materials are used to verify the student's continued eligibility for enrollment in the Occupational Therapy program. The application fee is waived for Sacred Heart University students.

Internal Sacred Heart University students not admitted as freshman may apply competitively for early-decision admission by the June 30th deadline following the junior year for 4 + 2 students or following the sophomore year for 3 + 2 students. The application fee is waived for Sacred Heart University students.

- For students external to Sacred Heart University, October 31 is the deadline for early-decision admission (or the date published by the Office of Graduate Admissions) and December 15 is the deadline for regular admission (or the date published by the Office of Graduate Admissions).

If applying through OTCAS, please allow a minimum of two months for OTCAS to verify your application and send it to the Office of Graduate Admissions. OTCAS and Sacred Heart University will review applications only when they are complete and all required materials have been submitted.

FRESHMAN ADMISSION FOR QUALIFIED FRESHMAN ENTERING SACRED HEART UNIVERSITY

Refer to Sacred Heart University's Undergraduate Catalog for freshman admission requirements.

Sacred Heart University freshmen who were admitted into the Graduate Occupational Therapy program as freshman must meet ALL of the program's admission standards as a condition for keeping their seat and

enrolling in the Graduate Occupational Therapy program. Students admitted into the program as freshman who do not meet ALL of the criteria at the time of application will forfeit their seat and admission status to the Occupational Therapy program and will be ineligible for continued enrollment into the Graduate Occupational Therapy program.

Sacred Heart University students who were not admitted into the Graduate Occupational Therapy program as freshman may apply competitively to the program for early-decision admission.

- All applicants must meet ALL of the program's admission standards at the time of application.

EARLY DECISION

Early decision is for highly qualified applicants who have completed prerequisite courses in biology with laboratory, human anatomy and physiology I and II with laboratories, psychology, and statistics, with grades entered with the University Registrar, and who meet or exceed the program's admission requirements. Sacred Heart University and external students who have not completed these requirements should apply regular decision.

Applicants who meet the early-decision criteria will have the option of early acceptance into the Occupational Therapy program contingent upon maintenance of all admission GPA requirements, a 3.0 cumulative (3.2 cumulative GPA required for fall 2019 program entry and beyond) and 3.2 prerequisite GPA throughout their University tenure, successful completion of the baccalaureate degree and all program prerequisites, GRE requirements (for fall 2019 program entry and beyond), and a successful interview with the Occupational Therapy Admissions Committee upon invitation.

REGULAR APPLICATION

For students who do not wish to apply for early-decision admission or who do not meet the criteria, the application deadline

is December 15 (or the date published by Graduate Admissions) for the incoming fall class. All applicants must have successfully completed prerequisite courses in biology with laboratory, human anatomy and physiology I and II with laboratories, psychology, and statistics, with final course grades entered with the University's Registrar, meet GRE requirements (for fall 2019 program entry and beyond), and complete a successful interview with the Occupational Therapy Admissions Committee upon invitation.

Refer to "Admissions Requirements" above.

TRANSFER OF CREDITS

Students interested in transferring into the Graduate Occupational Therapy program from another occupational therapy program may do so at the discretion of the program director and faculty admissions committee, depending on the student's qualifications, reason for transfer, and available seats. Transfer students must adhere to Sacred Heart University's course grade requirements for transferring into graduate programs (See "Transfer Credits and Residency Requirements" in the Graduate Admissions section of Sacred Heart University's Graduate Bulletin). Only courses taken within the past six years at the graduate level from a regionally accredited college or university with a minimum grade of B are eligible for transfer credit. Students interested in transferring into the Graduate Occupational Therapy program must meet all admission criteria and complete an application with the Office of Graduate Admissions.

The Occupational Therapy curriculum reflects its philosophy, problem-based learning pedagogy, PRIDE vision, mission, and objectives to prepare reflective practitioners. Transfer students, therefore, are required to take all courses rooted in these philosophies and problem-based learning pedagogy regardless of the number of credits that may qualify for transfer. These courses include: OT 504 Therapeutic Use of Self; OT 525 Health & Wellness: Personal Journey; OT 526 Topics in Mental Health; OT 527 Problem-Based

Learning in Mental Health; OT 528 Clinical Lab in Mental Health; OT 529 Level I FW & Seminar: Mental Health; OT 542 Health, Prevention, & Well-Being; OT 578 Capstone I: Planning, Permissions, & Approvals; OT 545 Topics in Pediatrics & Adolescence; OT 547 Clinical Lab: Pediatrics & Adolescence; OT 548 Level I FW & Seminar: Pediatrics & Adolescence; OT 549 Problem-Based Learning: Pediatrics & Adolescence; OT 574 Topics in Adults & Geriatrics; OT 575 PBL in Adults & Geriatrics; OT 576 Clinical Lab: Adult & Geriatrics; OT 577 Level I Fieldwork & Seminar; OT 608 Capstone II: Implementation; OT 609 Portfolio; OT 691 Level II Fieldwork; and OT 693 Level II Fieldwork.

PREREQUISITE COURSES

- Biology I with Lab (4 credits)*
- Human Anatomy & Physiology I with Lab (4 credits)*
- Human Anatomy & Physiology II with Lab (4 credits)*
- Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Lifespan Development or Developmental Psychology (3-9 credits) (content must include the study of the entire lifespan, from birth to old age)
- Sociology, Anthropology, Social Psychology, or Diversity/Multicultural Studies (3 credits)
- Statistics, or Psychological Statistics, or Social Statistics, or Biostatistics (content must include descriptive statistics, probability, confidence intervals, correlation, and hypothesis testing) (3 credits)*

Only prerequisite course grades of C or better meet prerequisite requirements. Only one prerequisite course may be repeated only one time.

*Must have been completed within the past 5 years.

DEGREE REQUIREMENTS

The program is full time consisting of four academic trimesters followed by two trimesters of two 12-week experiences of full-time supervised clinical fieldwork. Coursework during the academic trimesters is completed with full time classes scheduled during the day and/or evening. The supervised clinical fieldwork is full-time with the hours determined by the clinical site. The full-time program sequence is completed in two calendar years including summers. Successful completion of all coursework, level I and II fieldwork, a completed portfolio, and the capstone project with professional poster presentation and defense are required for graduation. Level II fieldwork experiences must be successfully completed within 24 months of completion of coursework.

Note: A criminal background or felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. Additionally, all graduate programs in occupational therapy require the successful completion of level I and level II supervised clinical fieldwork. The majority of clinical fieldwork sites require students to complete a criminal background check, fingerprinting, and/or drug testing prior to clinical education placements. Additionally, states may restrict or prohibit those with criminal backgrounds from obtaining a professional license, and NBCOT may deem persons with criminal backgrounds as ineligible to sit for the NBCOT certification examination. Therefore, students with criminal backgrounds may not be able to obtain the required clinical education experience(s), thus failing to meet the Occupational Therapy program's academic requirements. It is therefore the program's policy that all admitted students planning to enroll must consent, submit to, and satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the program director or academic fieldwork coordinator.

All expenses associated with the CBC, fingerprinting, and/or drug screening are the responsibility of the applicant. Applicants who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check may be subject to disciplinary action up to and including refusal of matriculation or dismissal from the program.

Some fieldwork placements may require an additional background check, fingerprinting, and/or drug screening prior to beginning the fieldwork experience, which must be completed at the student's expense. The University and or the Occupational Therapy program will have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or fieldwork. Please see the Occupational Therapy program's Student Manual for complete information on criminal background checks and policy regarding adverse information in a CBC report. Students who are twice denied a fieldwork placement based on the results of a background check, fingerprinting, and/or drug screenings will be considered ineligible for placement and unable to complete the program and, therefore, will be dismissed from the program.

REQUIRED COURSES

Fall Semester, PY1

OT 501	Introduction to Occupational Therapy (3 credits)
OT 504	Therapeutic Use of Self I (2 credits)
OT 505	Health Policy & Law (2 credits)
OT 523	Applied Functional Anatomy & Neuroscience (4 credits)
OT 524	Physical & Mental-Health Conditions Across the Lifespan (3 credits)

- OT 525 Health & Wellness: Personal Journey (0.5 credits)
- OT 546 Human Occupation & Activity Analysis (3 credits)

Spring Semester, PY1

- OT 503 Research I: Introduction to Research (2 credits)
- OT 526 Topics in Mental Health (2 credits)
- OT 527 Problem-Based Learning in Mental Health (3 credits)
- OT 528 Clinical Lab in Mental Health (5 credits)
- OT 529 Level I FW & Seminar: Mental Health (0.5 credits)
- OT 530 Groups (2 credits)
- OT 543 Needs Assessment & Program Development (3 credits)

Summer Semester, PY1

- OT 531 Research II: Single-Subject Design (2 credits)
- OT 542 Health, Prevention, & Well-Being (2 credits)
- OT 574 Topics in Adults & Geriatrics (2 credits)
- OT 575 PBL in Adults & Geriatrics (3 credits)
- OT 576 Clinical Lab: Adults & Geriatrics (5 credits)
- OT 577 Level I Fieldwork & Seminar: Adults & Geriatrics (1 credit)
- OT 578 Capstone I: Planning, Permissions, & Approvals (1.5 credits)*

Fall Semester, PY2

- OT 545 Topics in Pediatrics & Adolescence (2 credits)
- OT 547 Clinical Lab: Pediatrics & Adolescence (5 credits)
- OT 548 Level I FW & Seminar: Pediatrics & Adolescence (1 credit)

- OT 549 Problem-Based Learning: Pediatrics & Adolescence (3 credits)
- OT 607 Leadership & Management (3 credits)
- OT 608 Capstone II: Implementation (1.5 credits)*

Spring Semester, PY2

- OT 609 Portfolio (1 credit)*
- OT 691 Level II Fieldwork (4 credits)

Summer Semester, PY2

- OT 693 Level II Fieldwork (4 credits)

*Note: The capstone project, professional poster presentation and defense, and completed portfolio are graduation requirements. Special mandatory presentations and events are scheduled between the two level II fieldwork experiences and prior to the May graduation ceremony. All level I and II fieldwork requirements must be completed within 24 months of completed coursework.

Course Descriptions

FALL SEMESTER PY1

SUCCESSFUL COMPLETION OF ALL PY1 FALL COURSES ARE PREREQUISITE TO ALL SUBSEQUENT TRIMESTERS

OT 501 Introduction to Occupational Therapy as a Profession

3 CH

This course will introduce Occupational Therapy students to the foundations of professional practice. Students will develop a historical and philosophical perspective of the profession, explore what it means to be a professional, and understand the theories and models that guide occupational therapy practice. Both the national and international view of practice will be promoted.

OT 504 Therapeutic Use of Self I

2 CH

This first semester course is designed to promote reflection on the educational process and the individual student's future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their therapeutic personality traits and modes necessary for developing a professional identity and skill base. Understanding the nature of the therapeutic relationship as an intentional process is taught for successfully developing client and group dynamics. Course formats will include seminars, discussions, and in-class and online course activities.

OT 505 Health Policy & Law

2 CH

This course examines national and state health and education policies, legislation, and laws that affect occupational therapy practice. Access, quality, and cost factors (classification and reimbursement) are examined in relation to service delivery models in health and education with a particular emphasis on policy and legislation affecting populations with needs and conditions that fall within the domain of occupational therapy practice. Course delivery includes lecture, discussion, web-based resources, and classroom learning activities.

OT 523 Applied Functional Anatomy & Neuroanatomy

4 CH

This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, and immune and lymphatic systems of the human body. The course will examine the relationship between these systems in terms of their function on occupational performance across the lifespan. The course will emphasize neuroscience, kinesiology, and how these concepts apply to occupational therapy practice. Course content will be delivered in the context of experiential and human anatomy labs, seminars, and self-directed learning.

OT 524 Physical & Mental Health Conditions Across the Lifespan

3 CH

This course will explore the characteristics and implications of major categories of mental and physical health conditions that occupational therapists may encounter when working with clients across the lifespan. The course is designed to build a common language and foundation for future coursework, requiring occupational therapy assessment choices and intervention strategies for clients with mental and physical conditions (disability/deficits/pathology) across the lifespan. Human conditions will be examined in the context of the human systems affected by the condition, epidemiology, prognosis, mental and/or physical deficits/disability associated with the condition, and medical and pharmacological interventions and their impact on function and research.

OT 525 Health & Wellness: Personal Journey

0.5 CH

This course consists of the personal pursuit of one's well-being: mind, body, and spirit. Students will reflect on different dimensions of wellness, health literacy, and the biological and environmental (physical and social) forces, both controllable and uncontrollable, that affect health and well-being.

OT 546 Human Occupation & Activity Analysis

3 CH

In this course the term "occupation" is defined and examined broadly. Students will untangle the concepts of occupation and activity, purposeful-activity function, and health. They'll explore their understanding of occupation used in purposeful and meaningful ways as they facilitate the health and well-being of clients. Students will examine their professional heritage, occupation, and activity, and review the historical development of activity analysis as a valuable tool of occupational therapy across all clients and contexts. Students will learn ways to internalize the values of occupational therapy such as client-centered care.

SPRING SEMESTER PY1**OT 503 Research I: Introduction to Research**

2 CH

A prerequisite to OT 531

This course will provide students with a thorough understanding of the importance of research to the profession of occupational therapy and with the ability to read the research of their profession. Students will be able to converse with others about basic research principles, explain their use of research to others, and be able to understand and critique the research of occupational therapy and other professions. Topics covered in this course include basic concepts of research, an overview of research designs and methods, and concepts of examining research evidence critically. Course formats include seminar, lecture, and workshops.

OT 526 Topics in Mental Health

2 CH

This course will examine the evidence that serves as a foundation of occupational therapy interventions in current practice for clients with mental health conditions. Current theories will be examined and analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Spirituality and the meaning of occupations for an individual will also be considered in the context of evaluation and intervention.

OT 527 Problem-Based Learning in Mental Health

3 CH

This course will utilize problem-based learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis of the acquired knowledge for evidence-based practice in occupational therapy mental health. Students will practice clinical decision-making while applying their knowledge of the OT foundational theories and principles to the evaluation and intervention process and to clients with mental health conditions.

OT 528 Clinical Lab in Mental Health

5 CH

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands-on" learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation, individual and group interventions, as well as professional behaviors and team collaboration skills within the contexts of the daily lives of clients with mental illness and their families.

OT 529 Level I FW & Seminar: Mental Health

0.5 CH

The purpose of this course is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with mental health clients with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of this course. Students will engage in fieldwork seminar during the semester. Each student will attend a six- or eight-week mental health experience during this semester.

OT 530 Groups

2 CH

Students will study the elements of groups to understand how they operate and how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. The format of the course includes lecture, online material, discussions, and experiential learning activities.

OT 543 Needs Assessment & Program Development

3 CH

This course examines occupational therapy theory and present-day practice in the context of the community and builds on knowledge acquired in OT 542. Students are given the opportunity to complete a health promotion/prevention population-based needs assessment and community-based program for a community population/site of their choosing, subject to instructor approval. This experience is designed to give the skills needed to identify needs and work in a community.

SUMMER SEMESTER PY1**OT 531 Research II: Single-Subject Design**

2 CH

This course will apply concepts and content learned in OT 503 to actual research activities using single-subject research design. Students will engage in a review of the literature and will develop a proposal for a study using single-subject research design. Additionally, students will examine the methods of procuring funding for research activities related to their research proposal. In-class activities will develop data collection, data analysis, and data reporting. Class formats will include lectures, discussions, workshops, and online activities.

Prerequisite: OT 503 Research I: Introduction to Research

OT 542 Health, Prevention, & Well-Being

2 CH

This course offers specific knowledge for the development of a deep understanding of occupational therapy's role in health promotion practice and disease or disability prevention. Students will develop an understanding of conceptual models in relation to health and wellness and explore approaches as well as the evidence regarding how physical, mental, and spiritual health are critical to a person's overall health, well-being, disease prevention, and the ability to participate meaningfully in their daily occupations.

OT 565 Problem-Based Learning: Adults & Geriatrics

3 CH

This course utilizes problem-based learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in occupational therapy with the adult and geriatric populations, and builds on knowledge acquired in the previous two trimesters. Students will learn to consider the diversity within these age groups in relation to physical, social, lifestyle, and cognitive factors and investigate the multidisciplinary and contextual support systems available to enable occupational performance. The format for this course will be PBL.

OT 566 Clinical Lab: Adults & Geriatrics

5 CH

In this lab-format course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands-on" learning experiences and build on knowledge acquired in the previous two trimesters. The focus will be on developing the basic knowledge and clinical and documentation skills of occupational therapy for effective evaluation, intervention, and discharge within the contexts of the daily lives of adult and geriatric clients while maintaining professional behaviors and team collaboration. Course format will include lectures, discussions, and in-class community laboratory activities.

OT 574 Topics in Adults & Geriatrics

2 CH

This course will examine current topics and trends and occupational therapy's role when working with adult and geriatric populations, building on knowledge acquired in the previous two trimesters. This course will supplement the lab and PBL components of the program's adult and geriatric curriculums and require students to reflect on lab and the PBL scenarios, and apply that knowledge to other 'like' cases. The intention is for students

to consider theories and evidence to make informed decisions about evaluation and intervention strategies and to develop sound clinical reasoning and decision-making skills.

OT 575 PBL in Adults & Geriatrics

3 CH

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in occupational therapy with the adult and geriatric populations and builds on knowledge acquired in the previous two trimesters. Students will learn to consider the diversity within these age groups in relation to physical, social, and cognitive factors and lifestyle and investigate the multidisciplinary and contextual support systems available to enable occupational performance. The format for this course will be PBL.

OT 576 Clinical Lab: Adults & Geriatrics

5 CH

In this lab-format course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during “hands-on” learning experiences and builds on knowledge acquired in the previous two trimesters. The focus will be on developing the basic knowledge and clinical and documentation skills of occupational therapy for effective evaluation, intervention, and discharge within the contexts of the daily lives of adult and geriatric clients while maintaining professional behaviors and team collaboration. Course format will include lectures, discussions, and in-class/community laboratory experiences.

OT 577 Level I Fieldwork & Seminar: Adults & Geriatrics

1 CH

The purpose of this course is for students to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge

from previous educational and work experiences with current courses and weekly fieldwork experience. Fieldwork in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with adult populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of this course. Students will engage in this fieldwork seminar during the semester. Each student will attend a six- to eight-week fieldwork experience in adult and geriatric settings.

OT 578 Capstone I: Planning, Permissions, & Approvals

1.5 CH

A prerequisite to OT 608

The capstone experience consists of two courses, OT 544 and OT 608, which includes the content, knowledge, and skills students need to plan and prepare, obtaining access and permissions, their projects for implementation before OT 608, in which they will complete the project and professional poster presentation. This course will include in-class seminars and project mentoring to build the content, knowledge, and psychomotor skills needed to complete their projects. Completion of a scholarly literature review paper is a course requirement.

FALL SEMESTER PY2

OT 545 Topics in Pediatrics & Adolescence

2 CH

This course will examine the evidence that serves as a basis of occupational therapy assessment and intervention in current practice with clients from birth through adolescence. Current theories will be examined and critically analyzed relating to areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Spirituality and the meaning of occupations for an individual will also be considered in the context of evaluation and intervention. Students will

actively participate in discussion and debate regarding the work done in their PBL groups, to describe and defend the theoretical and research basis for their clinical decisions. The format for this course will be presentation, discussion, and collaborative work.

OT 547 Clinical Lab: Pediatrics & Adolescence

5 CH

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during hands-on learning experiences within the contexts of the daily lives of families of infants and children through early adulthood while maintaining professional behaviors and team collaboration. Documentation, evaluation, planning, and the development of intervention plans through the use of clinical cases will be emphasized.

OT 548 Level I FW & Seminar: Pediatrics & Adolescence

1 CH

The purpose of this course is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other issues for pediatric and adolescent populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning and class participation are essential aspects of the course. Students will engage in fieldwork seminar during the semester. Each student will attend a six- or eight-week fieldwork experience in a pediatric or adolescent setting.

OT 549 Problem-Based Learning: Pediatrics & Adolescence

5 CH

This course will utilize problem-based learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in pediatric occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of occupational therapy theories and principles to the evaluation and intervention process with clients from birth to adolescence. This course will focus on the affective and cognitive domains of learning within Bloom's taxonomy. Students will develop the ability to think like an occupational therapist in considering the child's natural environment while also beginning to internalize the values of occupational therapy such as client-centered care. Cases and assignments will encourage students to adopt a family-centered perspective. Additionally, students will learn the team skills required of an occupational therapist on the healthcare team, sharing information appropriately while listening to others' views respectfully and with thoughtful consideration. The format for this course will be small PBL tutorials and independent small-group work.

OT 607 Leadership & Management

3 CH

This course uses the formats of lecture, seminar, collaborative group work, and presentations to study leadership, supervision, and management in healthcare contexts and organizations. This course provides the knowledge and opportunities to practice critical and ethical reasoning, and skills for organizational analysis, leadership, management, and supervision. Theories including aspects such as leadership, management, budgeting, marketing, and strategic planning will be examined in detail. Evidence-based processes will be used to find and evaluate research evidence to determine the best course of action in management, supervisory, and leadership situations.

OT 608 Capstone II: Implementation

1.5 CH

Prerequisite: OT 578 Capstone I: Planning, Permissions, & Approvals

This capstone course consists of the content, knowledge, and skills students need to implement and complete their capstone projects, complete a proposal for presentation to a professional conference, and complete a professional poster, presentation, and defense. Project mentoring, content knowledge, and psychomotor skill-building exercises will occur during in-class time. The capstone project is a culminating project of the Occupational Therapy curriculum incorporating the knowledge, skills, professional behaviors, AOTA's code of ethics, core values, and attitudes.

SPRING SEMESTER PY2**OT 609 Portfolio**

1 CH

Students will build a portfolio that documents learning in a variety of content areas as well as professional behaviors and clinical reasoning skills. The portfolio provides students with an opportunity to prepare for practice, the NBCOT exam, and eventual employment. The portfolio is a graduation requirement. This is a self-paced, online course including discussions and video chat with the course instructor.

OT 691 Level II Fieldwork

4 CH

Students will engage in fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity, and leadership during a twelve-week, full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of an entry-level therapist for a particular site by the conclusion of this experience.

SUMMER SEMESTER PY2**OT 693 Level II Fieldwork**

4 CH

Students will engage in fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity, and leadership during a twelve-week, full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of an entry-level therapist for a particular site by the conclusion of this experience.

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 chair and director. A maximum of one 12-month leave of absence may be granted upon review by the chair and faculty Professional Performance Committee at 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 a student fails 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, and the University may charge a continuous enrollment fee each trimester he or she is not enrolled to maintain matriculation.

PHYSICAL THERAPY

KEVIN CHUI, PT, DPT, PhD, GCS, OCS, FAAOMPT

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Doctor of Physical Therapy

The University's Doctoral Program in Physical Therapy (DPT) 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 summer following the first year and during the fall and spring of the third year. Clinical education totals thirty-eight (38) weeks of full-time work and approximately twelve (12) to sixteen (16) hours per semester of part-time work.

EXPECTED STUDENT OUTCOMES

A graduate of the Doctoral Program in Physical Therapy at Sacred Heart University is prepared to:

- Practice in a safe manner that minimizes risk to patients, self, and others.

- Demonstrate professional behavior in all situations.
- Practice in a manner consistent with established legal and professional standards and ethical guidelines.
- Communicate in ways that are congruent with situational needs.
- Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- Participate in self-assessment to improve clinical and professional performance.
- Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another healthcare professional.
- Perform a physical therapy patient examination using evidenced-based tests.
- Evaluate data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- Determine a diagnosis and prognosis that guides future patient management.
- Establish a physical therapy plan of care that is safe, effective, patient centered, and evidence based.
- Educate others (patients, caregivers, staff, students, other healthcare providers, business and industry representatives, school systems) using relevant and effective teaching methods.
- Produce quality documentation in a timely manner to support the delivery of physical therapy services.
- Collect and analyze data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.

- Participate in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
- Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.
- Present an in-service or case presentation on a topic relevant to the clinical setting.
- Utilize effective self-assessment skills to provide input to the clinical instructor regarding strategies to strengthen clinical performance

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 biology, exercise science, or psychology 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 December 15 (or as published by the Graduate Admissions Office) for the incoming fall class.

Application materials must include:

- A graduate admissions application form and nonrefundable application fee;
- Official transcripts of all previous college or university studies; and
- Two letters of recommendation (one from an academic source and one from an employment/volunteer source).

Admission criteria include:

- Undergraduate GPA of 3.2 or higher;
- Physical therapy prerequisite courses GPA of 3.2 or higher;
- Letters of recommendation;
- Relevant activity in the healthcare field; and
- Personal 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 thirty weeks in the third year) 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 (45 credits)

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 & Physiology I and II (6 credits)
BI 133/134	Human Anatomy & Physiology Laboratory I and II (2 credits)
CH 151/152	General Chemistry I and II (6 credits)
CH 153/154	General Chemistry Laboratory I and II (2 credits)
MA 131	Statistics for Decision-Making (3 credits)
MA 140	Precalculus (4 credits) (or above)
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)

Required Courses*Year 1, Semester 1 (17 credits)*

PT 611	Structure & Function I (7 credits)
PT 621	Examination & Documentation I (4 credits)
PT 631	Evaluation & Intervention I (6 credits)

Year 1, Semester 2 (16 credits)

PT 612	Structure & Function II (7 credits)
PT 622	Examination & Documentation II (5 credits)
PT 632	Evaluation & Intervention II (4 credits)

Summer I (5 credits)

PT 651	Clinical Experience I (4 credits)
PT 740	Professional Practice (1 credit)

Year 2, Semester 1 (18 credits)

PT 713	Structure & Function III (7 credits)
PT 723	Examination & Documentation III (4 credits)
PT 733	Evaluation & Intervention III (3 credits)
PT 741	Professional Practice II (2 credits)
PT 743	Grand Rounds I (2 credits)

Year 2, Semester 2 (18 credits)

PT 714	Structure & Function IV (6 credits)
PT 724	Examination & Documentation IV (4 credits)
PT 734	Evaluation & Intervention IV (4 credits)
PT 744	Grand Rounds II (3 credits)
PT 760	Special Project I (1 credit)

Summer II (17 credits)

PT 825	Contemporary Practice in Physical Therapy (9 credits)
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PT 845	Professional Practice III (4 credits)
PT 861	Special Project II (4 credits)

Year 3, Semester 1 (11 credits)

PT 752	Clinical Experience II (5 credits)
PT 853	Clinical Experience III (6 credits)

Year 3, Semester 2 (6 credits)

PT 854	Clinical Experience IV (6 credits)
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Program Total: 108 credits

Clinical Education

The curriculum includes 21 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summer following the first year and during the fall and spring of the third year. 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 700 clinical facilities representing a wide range of practice settings, located predominantly in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student performance evaluations, and on-site visits as 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 directors of clinical education (DCEs). 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 DCEs.

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 2004, and reaffirmed again in 2014. 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 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 2014 with the next CAPTE accreditation review occurring in 2023.

Course Descriptions

YEAR 1, SEMESTER 1

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 uses the patient cases from the 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, corequisite 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 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. These structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description.

PT 611 Structure & 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: two three-hour tutorials and two large-group discussions (75 minutes each), plus one two-hour laboratory per week.

PT 621 Examination & Documentation I

4 CH

This course presents conceptual models for clinical 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: two 2.5-hour laboratories and one large-group discussion (75 minutes) per week.

PT 631 Evaluation & Intervention I

6 CH

This course includes interpretation and implications of patient history, patient goals, and examination data including diagnostic imaging, and the evaluation of the patient with musculoskeletal problems, diagnosis of movement dysfunction, formulation of a prognosis, and 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: two large-group discussions (75 minutes each) and two three-hour labs per week.

YEAR 1, SEMESTER 2

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 the 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, corequisite 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 & 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: two three-hour tutorials and three large-group discussions (75 minutes each) per week.

PT 622 Examination & Documentation II

5 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 measurement 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 healthcare 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: two 2.5-hour laboratories and two large-group discussions (75 minutes each) per week.

PT 632 Evaluation & Intervention II

4 CH

This course includes interpretation and implications of patient history, patient goals, and examination data, including diagnostic imaging, evaluation of the patient with neurologic problems, diagnosis of movement dysfunction, formulation of a prognosis, and 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 is 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: one large-group discussion (75 minutes) and two 2.5-hour lab/seminars per week.

YEAR 1, SUMMER**PT 651 Clinical Experience I**

4 CH

This eight-week, full-time supervised clinical experience takes place in an environment that has a predominant caseload of patients with musculoskeletal and/or neurologic problems.

PT 740 Professional Practice

1 CH

This three-day, all-day retreat provides students with the opportunity to explore fundamental issues of professionalism in physical therapy, patient communication and interaction, and professional ethics through readings, discussions, and small group activities. This seminar prepares students to enter full-time clinical education later in the summer.

YEAR 2, SEMESTER 1

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 uses the patient cases from the 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, corequisite 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 & 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 considered. Format: two three-hour tutorials per week and three large group discussions (75 minutes each) per week.

PT 723 Examination & 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 healthcare practitioners are also included. Development of a mini-proposal builds skills in applying evidence to practice. Format: two three-hour labs/seminars per week and one large-group discussion (75 minutes) per week.

PT 733 Evaluation & 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 multisystems 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 healthcare 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 4–6 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: two two-hour labs/seminars per week and one large-group discussion (75 minutes) per week.

PT 741 Professional Practice II

2 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 healthcare team, responsibilities in referral to other healthcare 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: one large-group discussion (150 minutes) per week.

PT 743 Grand Rounds I

2 CH

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the cardiovascular, pulmonary, integumentary systems, and immune systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

YEAR 2, SEMESTER 2

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 uses the patient cases from the 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, corequisite 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 is used to facilitate achievement of the goals of the experience and to work on writing competence. This semester also includes the introduction of the special project that will serve as the summative capstone experience for the patient-based components of the curriculum. The special project continues into Year 3, Semester 1.

PT 714 Structure & 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. Format: two three-hour tutorials and two large group discussions (75 minutes) per week.

PT 724 Examination & Documentation IV

4 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: two two-hour labs/seminars and one large group discussion (75 minutes) per week.

PT 734 Evaluation & Intervention IV

4 CH

This course includes interpretation and implications of patient history and examination data, including diagnostic imaging; evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems; diagnosis of movement dysfunction; formulation of a prognosis; and 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: two two-hour labs/seminars and one large group discussion (75 minutes) per week.

PT 744 Grand Rounds II

3 CH

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the musculoskeletal and neurological systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the

semester is a professional presentation of the case and evidence-based findings to students and faculty.

PT 760 Special Project I

1 CH

A prerequisite to PT 861

This is a two-semester (PT 760 and PT 861) 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 have a faculty advisor. In the second semester of the project (PT 861), each group will present for approximately 60 minutes once during the semester (3–4 presentations per class session). Student will be required to attend all presentations.

YEAR 2, SUMMER

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 the tutorial as the context for learning.

The courses will be substantially interrelated and are, therefore, corequisite to each other. Students also work with a faculty member and preceptor to complete their special project.

PT 825 Contemporary Practice in Physical Therapy

9 CH

This tutorial-based course focuses on the healthcare 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 healthcare finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in healthcare and healthcare 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, healthcare providers, or a community are discussed. 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 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. Format: two three-hour tutorials, three large-group discussions (75 minutes) per week, and one two-hour seminar per week.

PT 845 Professional Practice III

4 CH

This course prepares students for community outreach, implementation of wellness programming, and advanced or specialized intervention programs. 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. Professional presentations by the students are used as the teaching/learning medium for a substantial segment of this course. The course also includes a practice or community project with a faculty advisor and clinical preceptor. Format: one 2.5-hour seminar per week and one large group discussion (75 minutes) per week.

PT 861 Special Project II

4 CH

Prerequisite: PT 760 Special Project I

This is the continuation of the special project described in PT 760. This semester includes the completion and presentation of the project. Format: one three-hour seminar/presentation session and one three-hour field work period per week.

YEAR 3, SEMESTER 1

PT 752 Clinical Experience II

5 CH

This ten-week, full-time (40 hours/week) supervised clinical experience 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.

PT 853 Clinical Experience III

6 CH

This ten-week, full-time time (40 hours/week) 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 2

PT 854 Clinical Experience IV

6 CH

This ten-week, full time (40 hours/week) supervised clinical experience takes 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.

PHYSICIAN ASSISTANT STUDIES

TERESA THETFORD, DHSC, MS, PA-C
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MASTER OF PHYSICIAN ASSISTANT STUDIES

Sacred Heart University's College of Health Professions offers a Master in Physician Assistant Studies (MPAS) degree as a full-time, 27-month, 123-credit program.

The MPAS program will prepare individuals to practice medicine with the supervision of a licensed physician, in compliance with the PA profession competencies described and accepted by the profession. For more information on the PA profession competencies, visit the NCCPA website.

The SHU MPAS program is designed to prepare future professionals to work as generalist PAs. MPAS graduates will be educated to provide compassionate, respectful, high-quality healthcare, and have proficiency in the competencies as described by the profession PA competencies. After successfully passing the PA National Certification Exam, graduates of the SHU MPAS program will qualify to work in any of the fifty states as a certified PA (PA-C). The

PA-C must then apply for and obtain state licensure in the state they wish to work.

ACCREDITATION STATUS

The ARC-PA has granted Accreditation-Provisional status to the Sacred Heart University Physician Assistant Program sponsored by Sacred Heart University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

For information about accreditation, please visit the ARC-PA website at www.arc-pa.org.

WHAT MAKES OUR PROGRAM UNIQUE

- Join a university rich in the tradition of service, learning, and commitment to community service
- Learn alongside world-class physicians and clinicians in preeminent medical facilities in a variety of clinical settings
- New classroom facilities that include a patient-assessment suite
- Interprofessional educational experiences with students in other SHU College of Health Professions programs
- Experienced PA educators
- Faculty involvement in national PA organizations
- Student-centered learning environment
- Innovative curriculum that includes specific courses offered in a hybrid online/on-campus format
- First-year clinical integration experiences
- Primary-care, patient-centered focus
- Small class size
- Located in Stamford, a culturally diverse community in southwest Connecticut, within 40 miles of New York City

PHYSICIAN ASSISTANT STUDIES MISSION

Our mission is to provide students with engaging experiences that facilitate lifelong learning, enhance diverse perspectives, emphasize primary care and collaborative practice, and foster a spirit of service with a commitment to continuously improve the health of our communities.

To achieve our mission, we are committed to the following core values:

Excellence

Our program is dedicated to promoting critical thinking, evidence-based practice, integrity, and professionalism as hallmarks of the PA profession. We foster in our students a desire to contribute to the growth of medical knowledge and continuous advancement of PA practice, integrating quality improvement and patient safety, and to become leaders in our profession and communities.

Diversity

Our program is committed to diversity and global awareness. We are dedicated to advocating inclusion and to appreciating and embracing the diversity of the human community.

Compassion

We value the dignity of those we teach, work

with, and the communities we serve. We recognize that caring must be the foundation of our professional and personal interactions, and believe that each person deserves health, wellness, equity, and respect.

PROGRAM GOALS

To work toward achieving our mission, our program goals are to:

- Prepare graduates to practice in primary-care and other healthcare settings by providing them with the skills to promote health, wellness, and safety in their patients and communities as professional, caring providers of high-quality medical care.
- Educate highly qualified individuals from diverse backgrounds and experiences who are committed to our mission.
- Prepare graduates to work collaboratively as members of an interprofessional team, advocating a culture of teamwork and fostering compassionate patient-centered care in a mutually respectful community.
- Promote ethical and professional behavior in all interactions.
- Equip graduates to be lifelong, self-directed learners who assess and improve patient care outcomes by utilizing current evidence-based practice and information exchange systems.
- Encourage students and graduates to make a contribution to the community, acknowledging and respecting social and cultural influences on population health outcomes, by providing opportunities and encouraging on-going participation in community service.
- Support personal and professional growth of students, faculty, and staff by providing development and leadership opportunities.

Admissions requirements

The Master of Physician Assistant Studies program seeks students who are mature, possess excellent communication skills, are team-oriented, and demonstrate intellectual capacity and integrity.

The Physician Assistant (PA) Studies program uses a holistic admissions process. This is a process by which applicant's cognitive skills, such as GPA, are balanced with non-cognitive variables including but not limited to commitment to service, cultural sensitivity, empathy, capacity for growth, emotional resilience, strength of character, and interpersonal skills. This approach encourages diversity and the equitable evaluation of well-rounded applicants. Witzburg, R. A., & Sondheimer, H. M. (2013). Holistic review: Shaping the medical profession one applicant at a time. *New England Journal of Medicine*, 368, 1565–1567.

Applicants must use the Central Application Service for Physician Assistants (CASPA). All prerequisites and requirements must be completed by the SHU admissions deadline of October 1.

All applicants, including graduates from foreign institutions, must hold either U.S. citizenship or permanent residence status at the time of application. Applicants with pending citizenship or temporary residency will not be considered.

Sacred Heart University Physician Assistant Studies does not participate in rolling admissions.

DEGREE PREREQUISITES

An earned baccalaureate degree from a regionally accredited college or university, or an equivalent institution as determined by Sacred Heart University, is required to be conferred by the SHU admissions deadline (October 1).

Applicants educated outside the U.S. must utilize a transcript evaluation service to verify their degree and coursework. The academic record must show credits and grades equivalent to those given by U.S. institutions of higher learning.

COURSEWORK PREREQUISITES

The following courses must be completed at a regionally accredited institution in the United States with a grade of C or better.

16 semester units of biological science courses*, which must include:

- Microbiology with Lab
- Human Anatomy with Lab
- Human Physiology with Lab
- Remaining units can be any upper division college-level human biological science course with lab

One course of EACH of the following:

- Organic Chemistry I with Lab or Biochemistry with Lab (Biochemistry preferred)
- Statistics (Biostatistics preferred)
- General Psychology

Advanced Placement (AP) credits will be accepted for Psychology and Statistics.

Highly recommended but not required courses:

- Human Genetics
- Abnormal Psychology
- Biostatistics
- Biochemistry
- Sociology or Cultural Anthropology

The PA Studies program accepts prerequisite lecture courses completed online but does not accept labs completed online. PA Studies requires that all labs be completed in a classroom setting. Virtual labs are not

considered an acceptable format. Some online courses offer an online lecture with labs completed in a classroom setting; this is an acceptable format.

PA Studies does not accept transfer credits, and does not accept applications for challenge examinations. We do not accept previous experience or medical training for advanced placement in the PA Studies program. All students are expected to complete all didactic and clinical elements of the PA Studies program.

MINIMUM REQUIREMENTS

- Overall GPA of 2.8 and prerequisite cumulative GPA of 3.0
- A minimum of 1,000 hours of verifiable, paid, hands-on (direct) patient care experience in the U.S. healthcare system. Healthcare experience will be evaluated based on the type of work and level of patient interaction

Examples of paid, hands-on (direct) patient experience include but are not limited to:

- Back Office Medical Assistant (MA)
- Certified Nursing Assistant (CNA) or Patient Care Assistant (PCA)
- Emergency Department Technician
- Emergency Medical Technician (EMT)
- Licensed Practical Nurse (LPN/LVN)
- Medical Scribe
- Military Medic or Corpsman
- Paramedic
- Physical Therapy Aide
- Radiology Technician
- Respiratory Therapist

The highly competitive applicants will also possess the following:

- Participation in community service or volunteer work

- Greater than 2,000 hours of paid, hands-on (direct) patient care experience completed in the U.S. healthcare system
- Overall GPA of 3.0 or greater
- Completed college-level science course credit hours of 80 hours or more

Additional consideration will be given to applicants with current Connecticut resident status or applicants with verifiable military service. SHU participates in the Yellow Ribbon Program: <http://www.sacredheart.edu/officeservices/registrar/vabenefits/yellowribbonprogram/>.

Applicants with an earned bachelor's or master's degree from Sacred Heart University or a current Stamford Health employee who meet all minimum requirements and Technical Standards will be granted an in-person interview.

ADDITIONAL REQUIREMENTS:

- Application through the Central Application Service for Physician Assistants (CASPA) including a personal statement and supplemental SHU essay questions
- Official college transcripts
- Three letters of reference must include at least one letter from a work supervisor
- Successful interview, by invitation only
- Must meet all Technical Standards
- Completion of criminal background check is required prior to starting the PA program

TEST SCORES

- Scores from the Graduate Records Examination (GRE) are NOT required for admission to the PA Studies program.
- Applicants who have not earned a baccalaureate degree from a regionally accredited institution in the U. S. must also submit official scores from the Test of English as a Foreign Language (TOEFL)

regardless of the official language of the country in which the education took place or the predominant language of the degree-granting institution.

Minimum TOEFL scores accepted are:

Reading: 22/30

Listening: 22/30

Speaking: 26/30

Writing: 24/30

Technical Standards

A Physician Assistant (PA) must have the knowledge and skill to practice in a variety of clinical situations and to render a wide spectrum of care based on the patient's needs. In addition to academic achievements, exam results, and recommendations, physician assistant students must possess the physical, emotional, and behavioral capabilities requisite for the practice of medicine as a PA. In order to successfully complete the PA clinical training program, students must demonstrate proficiency in academic and clinical activities with regard to the competencies described below.

OBSERVATION

Candidates and PA students must have sufficient sensory capacity to observe in the classroom, the laboratory, the outpatient setting, and at the patient's bedside. Sensory skills adequate to perform a physical examination are required including functional vision, hearing, smell, and tactile sensation. All these senses must be adequate to observe a patient's condition and to accurately elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

COMMUNICATION

Candidates and PA students must be able to:

- Communicate effectively and sensitively

with patients and others in both academic and healthcare settings

- Speak clearly
- Communicate effectively and efficiently in oral and written English with faculty and staff, patients, and all members of the healthcare team. Communication includes not only speech, but also reading and writing skills
- Demonstrate reading skills at a level sufficient to accomplish curricular requirements, provide clinical care for patients, and complete appropriate medical records, documents, and plans according to protocol in a thorough and timely manner
- Perceive and describe changes in mood, posture, activity, and interpret non-verbal communication signs

MOTOR COORDINATION AND FUNCTION

Candidates and PA students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures, and to execute motor movements reasonably required to provide basic medical care and emergency care to patients, including but not limited to:

- Cardiopulmonary resuscitation
- Administration of intravenous medication
- Application of pressure to stop hemorrhage
- Opening of obstructed airways
- Suturing of simple wounds
- Performance of simple obstetrical maneuvers
- Negotiate patient care environments and ability to move between settings, such as clinic, classroom, laboratory, and hospital
- Maintain sufficient physical stamina to complete the rigorous course of didactic and clinical study. Long periods of sitting, standing, or moving are required in classroom, laboratory, and clinical settings

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. Candidates and PA students must be able to:

- Measure, calculate, reason, analyze, and synthesize
- Interpret dimensional relationships and understand the spatial relationships of anatomical structures
- Search, read, and interpret medical literature

The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential. To complete the Physician Assistant Studies program, candidates and PA students must be able to demonstrate proficiency of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

BEHAVIORAL AND SOCIAL ATTRIBUTES

Compassion, integrity, ethical standards, concern for others, interpersonal skills, and motivation are all personal qualities important to providing compassionate and quality patient care.

Candidates and PA students must:

- Possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the completion of all academic and patient care responsibilities
- Develop mature, sensitive, and effective relationships with patients, faculty, and other members of the healthcare team
- Function in the face of uncertainties inherent in clinical practice and adapt to changing environments

- Possess flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified for the Master of Physician Assistant Studies (MPAS) program with the use of reasonable accommodations. Students requesting accommodations will be required to provide documentation in the form of testing and/or medical opinions. After reviewing that documentation, the university may require the student to submit to our own testing and/or medical evaluations. To be qualified for the MPAS program, candidates and students must be able to meet both our academic and technical standards, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.

The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities who are provided with reasonable accommodations may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the MPAS curriculum. No disability can be reasonably accommodated with an intermediary that provides cognitive support, substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the MPAS curriculum.

DEGREE REQUIREMENTS

The program is full time consisting of seven academic trimesters. Coursework during the academic trimesters is completed with full-time classes. Classes are scheduled during the day and/or evening. The supervised clinical rotations are full-time with the hours determined by the clinical site. The full-time program sequence is completed in 27 months including summers. Successful completion of all coursework, clinical rotations, and the Capstone project are required for graduation.

STUDENT WORK POLICY

Students are discouraged from working while in the PA Studies program due to the robust nature of the program. In the event a student chooses to work, they are not permitted to miss or reschedule lectures, lab sessions, journal clubs, seminar sessions, or any part of their didactic or clinical educational requirements. The program has the right to recommend termination of employment based on academics that fall below the minimum University and program requirements.

BACKGROUND CHECK

Successful completion of the MPAS program includes satisfactory completion of the clinical education component of the curriculum. The majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. State licensure laws may also restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Thus, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s) thereby failing to meet the academic standards of the program.

It is therefore the policy of PA Studies program that all admitted students planning to enroll in the MPAS program

must consent, submit to, and satisfactorily complete a criminal background check before registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the program director or MPAS Director of Clinical Education.

All expenses associated with the criminal background check are the responsibility of the student. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check will be subject to disciplinary action up to and including refusal of matriculation or dismissal from the program.

Criminal background information is strictly confidential, for use only by authorized MPAS Program faculty and/or administrative staff, and shall be retained only until the student graduates or is dismissed from the program.

CURRICULUM

Curriculum integration is used throughout the program to bridge the gaps between subject areas in order to provide students with better learning opportunities that will facilitate the development of knowledge that is relevant and meaningful to clinical practice. The curriculum is based on body systems and follows a systematic, stepwise approach to build on the depth and breadth of knowledge.

Didactic Year (65 credits)

Fall Semester:

PA 501	Medical Science I (4 credits)
PA 503	Infectious Disease/Clinical Microbiology (3 credits)
PA 504	Principles of Medicine I (5 credits)
PA 507	Pharmacology I (2 credits)
PA 510	Patient Assessment & Clinical Reasoning I (2 credits)
PA 512	Diagnostic Medicine I (2 credits)

PA 514	Professional Practice (2 credits)
PA 515	Population Health & Wellness (1.5 credits)

Spring Semester:

PA 502	Medical Science II (4 credits)
PA 505	Principles of Medicine II (7 credits)
PA 508	Pharmacology II (2 credits)
PA 511	Patient Assessment & Clinical Reasoning II (2 credits)
PA 513	Diagnostic Medicine II (2 credits)
PA 516	Evidence-Based Practice (3 credits)
PA 517	Clinical Integration I (2.5 credits)

Summer Semester:

PA 506	Principles of Medicine III (7 credits)
PA 509	Pharmacology III (2 credits)
PA 518	Clinical Integration II (2.5 credits)
PA 519	Behavioral/Mental Health Medicine (2 credits)
PA 520	Primary Care Medicine (2 credits)
PA 521	Clinical Skills & Procedures (2 credits)
PA 522	Healthcare Delivery (1.5 credits)
PA 523	Medical Spanish (2 credits)

Clinical Phase (58 credits)

PA 601	Internal Medicine I (5 credits)
PA 602	OB-GYN/Women's Health (5 credits)
PA 603	Pediatrics (5 credits)
PA 604	General Surgery (5 credits)
PA 605	Orthopedics (5 credits)
PA 606	Mental/Behavioral Health (5 credits)

PA 607	Emergency Medicine (5 credits)
PA 608	Family Medicine (5 credits)
PA 609	Family Medicine/Primary Care (5 credits)
PA 610	Clinical Rotation Elective (5 credits)
PA 611	Masters Capstone Project Seminar (1 credit)
PA 612	Masters Capstone Project (6 credits)
PA 613	Graduate Seminar (1 credit)
PA 614	Summative Evaluation (Pass/Fail) (0 credits)

Course Descriptions

SUCCESSFUL COMPLETION OF ALL COURSES (OR PERMISSION OF PROGRAM DIRECTOR) IS PREREQUISITE TO ALL SUBSEQUENT TRIMESTERS.

DIDACTIC PHASE

PA 501 Medical Science I 4 CH

Prerequisite: Admission to the Physician Assistant Studies Program

This is the first of two courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in the first trimester in PA 504 Principles of Medicine I. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

PA 502 Medical Science II

4 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second of two courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in the second trimester in PA 505 Principles of Medicine II. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

PA 503 Infectious Disease/Clinical Microbiology

3 CH

Prerequisite: Admission to the Physician Assistant Studies program

This course is designed to introduce students to the concepts of medical microbiology and the principles of infectious disease. The focus will be on epidemiology, virulence, and pathogenicity of selected organisms, pathophysiology, clinical presentation, and general management of infectious disease states. These topics will be explored through lecture, discussion, and case studies.

PA 504 Principles of Medicine I

5 CH

Prerequisite: Admission to the Physician Assistant Studies program

This is the first in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms,

differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include dermatology, otolaryngology, ophthalmology, pulmonary, and hematology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 505 Principles of Medicine II

7 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include cardiovascular, neurology, endocrinology, gastroenterology/nutrition, nephrology and genitourinary, orthopedics, and obstetrics and gynecology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 506 Principles of Medicine III

7 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the third in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Modules covered include

rheumatology, mental health, pediatrics, oncology, human sexuality, surgery, and emergency medicine. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

PA 507 Pharmacology I

2 CH

Prerequisite: Admission to the Physician Assistant Studies program

This is the first in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Through lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 508 Pharmacology II

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology,

pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 509 Pharmacology III

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the third in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

PA 510 Patient Assessment & Clinical Reasoning I

2 CH

Prerequisite: Admission to the Physician Assistant Studies program

This is the first of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skills, and documentation skills will be developed through lecture and structured small group workshop exercises.

PA 511 Patient Assessment & Clinical Reasoning II

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skill, and documentation skills will be developed through lecture and structured small group workshop exercises.

PA 512 Diagnostic Medicine I

2 CH

Prerequisite: Admission to the Physician Assistant Studies program

This is the first of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies, and radiographic interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. Skills will be developed through lecture and structured small-group workshops.

PA 513 Diagnostic Medicine II

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies, radiographic interpretation, and electrocardiographic interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. Skills will be developed through lecture and structured small-group workshops. This course will be a hybrid course of digital and on-campus learning.

PA 514 Professional Practice

2 CH

Prerequisite: Admission to the Physician Assistant Studies program

This course is designed to discuss the role of the physician assistant in the context of the healthcare system, as well as issues pertaining to the physician assistant's practice of medicine within an interprofessional team. This course will include interpersonal skills and communication, history of the physician assistant profession, introduction to PA

professional organizations, patient safety, and medical and professional ethics.

Instruction for this course will consist of lectures, case studies, and small-group discussions. This course will be a hybrid course of digital and on-campus learning.

PA 515 Population Health & Wellness

1.5 CH

Prerequisite: Admission to the Physician Assistant Studies program

This course will reference leading health indicators for population health. Students will identify the most significant preventable threats to health, and will learn strategies for integrating risk reduction into patient care. Students will develop skills in the area of patient communication, patient education, interprofessional healthcare teams, and cultural diversity to address concepts of health promotion and disease prevention, and will focus on developing clinical skills toward maintaining or improving the wellness of patients and communities. Principles of public health and current issues will be addressed. Evidence-based recommendations for health promotion and disease prevention will be emphasized. Lectures and structured small-group workshops will discuss the application of strategies for reducing health-risk behaviors.

PA 516 Evidence-Based Practice

3 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course will focus on evidence-based practice methodology including the necessary skills to search and critically analyze the medical literature. Included in the course material are fundamental concepts in sampling, study design, sample size and power estimates, bias, validity, confounding, hypothesis testing, and an overview of data types and statistical tests appropriate for clinical studies. Quantitative epidemiology approaches are presented such as incidence, prevalence, relative risk and odds ratio to determine evaluation of patient risk

relative to medical conditions, and the efficacy of potential therapeutic approaches. Course will also cover analysis, interpretation, and application of various types of clinical articles to develop proficiency in utilizing current evidence-based practice to answer clinical questions relative to diagnosis and therapy. Instruction for this course will consist of lectures, structured faculty-led small groups, and journal clubs. This course will be a hybrid course of digital and on-campus learning.

PA 517 Clinical Integration I

2.5 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the first of two courses to introduce the student to the clinical setting. Students meet in small groups with clinical preceptors to discuss various aspects of patient care including obtaining histories, physical findings, pathophysiology of disease, developing a differential diagnosis, formulating management plans, and practicing oral patient presentations. Students will practice history-taking and physical exam skills, document histories and physical examination, and present findings to their clinical preceptors. Periodic classroom lectures will also be scheduled to review and develop clinical skills in addition to early clinical experiences.

PA 518 Clinical Integration II

2.5 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This is the second of two courses to provide the student with supervised experiential learning in the clinical setting and will build on experiences in PA 517 Clinical Integration I. Students meet in small groups with clinical preceptors to discuss various aspects of patient care including obtaining histories, physical findings, pathophysiology of disease, developing a differential diagnosis, formulating management plans, and practicing oral patient presentations.

Students will practice history-taking and physical exam skills, document histories and physical examination, and present findings to their clinical preceptors. Periodic classroom lectures will also be scheduled to review and develop clinical skills in addition to early clinical experiences.

PA 519 Behavioral/Mental Health Medicine

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course is designed to provide the study of human disease and disorders associated with mental and behavioral diseases, and introduces the special needs and care of the mental health patient with an emphasis on disease management with the ultimate goal of improving the functional status of individuals with mental health diseases. The student will also consider social, personal, and cultural attitudes toward mental illness. Course will be taught using lecture, case study, interviewing, and problem-based approach.

PA 520 Primary Care Medicine

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course is designed to provide the study of primary care, which is defined as the comprehensive first contact and continuing, coordinated care for persons with any undiagnosed sign, symptom, or health concern, not limited by problem origin (biological, behavioral, or social), organ system, or diagnosis. The focus will be on patient-centered, interprofessional, and cost-effective care, with an emphasis on disease processes and management common to primary care medicine. Course will be taught using lecture, case study, and a problem-based learning approach.

PA 521 Clinical Skills & Procedures

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course will prepare the student for the upcoming clinical year. The focus will be on procedures including sterile technique, venipuncture, IV placement, injections, airway management and endotracheal intubation, nasogastric tube placement, lumbar puncture, urinary bladder catheter insertion, bandaging, casting and splinting, local anesthesia, and wound management and closure. Instruction for this course will consist of lectures and structured small-group clinical skills exercises.

PA 522 Healthcare Delivery

1.5 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course is designed to expose the student to current trends in the U.S. healthcare system. The focus of instruction will be given to healthcare delivery systems and policy, healthcare information systems, interprofessional healthcare teams, patient-centered medical homes, and healthcare outcomes. As the student transitions from the didactic to the clinical year, topics on patient safety, prevention of medical errors, risk management, and quality improvement germane to clinical practice will be discussed. Instruction on reimbursement, coding, and billing will also be taught in this course. Instruction for this course will consist of lectures and small-group discussions. This course will be a hybrid course of digital and on-campus learning.

PA 523 Medical Spanish

2 CH

Prerequisite: Successful completion of prior trimester of PA coursework or program permission

This course is designed to improve students'

communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversational skills in order to elicit clinical histories, conduct physical examinations, and give instructions to Spanish-speaking patients. Instruction for this course will consist of lectures and class discussion.

CLINICAL EDUCATION WILL NOT BEGIN FOR THIS PROGRAM UNTIL FALL 2017**CLINICAL ROTATIONS: EACH STUDENT WILL HAVE VARIED ROTATION SEQUENCE AND A VARIED MASTERS CAPSTONE PROJECT MONTH.****PA 601 Internal Medicine I**

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course provides the PA student with in-patient experience in internal medicine. The student will gain in-depth knowledge of a variety of medical problems and learn the skills necessary for providing patient care in an in-patient (hospital) setting. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 602 OB-GYN/Women's Health

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course provides the PA student with experience in managing common gynecologic care and the maintenance of gynecologic health. Obstetric experience will include routine prenatal care. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 603 Pediatrics

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course will provide the PA student with experience in outpatient and/or in-patient management of pediatric patients. The student will have the opportunity to perform well baby and child exams, problem-oriented exams, evaluate common pediatric illnesses, and experience care of newborns, children, and adolescents. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 604 General Surgery

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course will provide the PA student with experience in the evaluation and management of pediatric, adult, and geriatric surgical patients in the preoperative, intraoperative and postoperative environments. The PA student will evaluate and participate directly in the care of surgical patients before, during, and after their procedures. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 605 Orthopedics

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week course will provide the PA student with experience in the out-patient and/or in-patient evaluation and management of common orthopedic problems. Students will gain experience in the preoperative, intraoperative and postoperative assessment and management of orthopedic conditions, their complications, and sequelae. Students

will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 606 Mental/Behavioral Health

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course will provide the PA student with a mental/behavioral medicine experience in caring for ambulatory and/or hospitalized patients with behavioral/mental health conditions. The student will perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 607 Emergency Medicine

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course provides the PA student with experience in triage, evaluation, and management of patients in the emergency department setting. The student will have the opportunity to learn skills necessary for appropriate triage, stabilization, evaluation, diagnosis, and management of patients with traumatic injuries and acute medical and surgical illnesses, as well as management of lower acuity health disorders. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 608 Family Medicine

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course provides the PA student with outpatient experience in evaluation of pediatric, adult, and geriatric patients, including preventive medicine/health and wellness promotion, and acute and chronic illness in a family-medicine setting. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 609 Family Medicine/Primary Care

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course provides the PA student with experience in outpatient evaluation of pediatric, adult, and geriatric patients, including preventive medicine/health and wellness promotion, and acute and chronic illness in a primary-care setting. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 610 Clinical Rotation Elective

5 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This five-week clinical course is selected by the student from a variety of surgical or medicine specialties, or subspecialties, such as oncology, cardiology, dermatology, hospitalist medicine, etc. The student will be able to recognize conditions treated in these specialties and become aware of medical or surgical indications requiring referral to specialty care. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

PA 611 Masters Capstone Project Seminar

1 CH

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission

This seminar will focus on preparing the student to begin the Masters Capstone Project (MCP). Development of a topic of interest for a real-life/actual community issue and development of a research question for the Service Learning Project is the primary objective of MCP Seminar. In small groups, students will meet with the Director of Research and/or their faculty research advisor and select a community service learning project and question, as well as identify and meet with an appropriate external/community advisor for their topic.

PA 612 Masters Capstone Project

6 CH

Prerequisites: Completion of courses PA 515, PA 516, PA 522, PA 611, and the pre-clinical year of Physician Assistant Studies or program permission

This course builds on first-year courses (Evidence-Based Practice, Healthcare Delivery, and Population Health & Wellness) and is designed to allow the PA student to complete a Masters Capstone Service Learning Project in the community under the guidance of the research advisor and approved community advisor. The Masters Capstone project is two-fold: (1) Community Project: In small groups, students will develop a community service learning project based on a real-life community need. Using evidence-based practice and population health promotion, students will develop a research question, conduct a literature search, analyze the literature, then develop and implement the community service learning project. Students will present a scholarly poster on their topic, and submit their poster to state and national PA organizations (ConnAPA or AAPA); and (2) Scholarly Paper: Student will identify an evidence-based clinical, global health, or PA education question, conduct a literature

search, analyze the literature, and develop a scholarly paper of publishable quality for a peer-reviewed journal (i.e., JAAPA, Clinical Review, PA Professional, Journal of PA Education, etc.).

PA 613 Graduate Seminar

1 CH

Prerequisite: Completion of the clinical phase of Physician Assistant Studies or program permission

This seminar will focus on specific requirements for entering professional clinical practice. Professional practice issues will address PA Scope of Practice in Connecticut, laws and licensure regulation, preparing for, acquiring, and maintaining national certification, patient risk management, medical-legal issues, and medical malpractice. Through guided discussion in lecture and small seminar settings, students explore and discuss requirements and competencies for the physician assistant profession, as well as leadership and growth within the profession.

PA 614 Summative Evaluation

Prerequisite: Completion of the preclinical year and clinical phase of Physician Assistant Studies

Pass/Fail 0 CH

The purpose of this course is to evaluate the student completing the physician assistant program to ensure the student has both broad and specific clinical knowledge, and is able to apply the skills and knowledge acquired in the classroom setting to the care of the patient. Within the final four months of the PA program, students must demonstrate integration of knowledge and skills obtained from coursework into the needed competencies for PA clinical practice. The student is evaluated with (1) a multiple choice written examination, (2) a final evaluation in the clinical setting, and (3) an application of clinical knowledge and skills examination in the form of an Objective Structured Clinical Examination (OSCE). Additionally, completion of the

Masters Capstone Project is a component of the summative evaluation to demonstrate proficiency in evidence-based practice.

CONTINUOUS ENROLLMENT POLICY

Graduate students in the Master of Physician Assistant Studies program must maintain continuous enrollment. Students who need to take a leave of absence (LOA) from the Program must apply in writing and be approved by the program chair and director and by the Student Progress Committee. Due to the robust and lock-step integrated curriculum, a LOA will not be granted in the didactic year. Students with unexpected absences due to illness or injury who miss more than two consecutive weeks in the didactic year will be suspended from the program. Students may return to the program in the next matriculating class, which must be within 12 months from date of suspension. A student may request a LOA in the clinical phase of the program for extenuating personal reasons or illness for a minimum of five weeks to a maximum of one year (12 months). The student should be aware that taking a LOA may affect his/her financial aid. Students who take a LOA will be delayed in graduating from the program. Only one LOA will be granted during the student's tenure in the PA Studies program. For updated program information, please visit <http://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/physicianassistant/>.

SPEECH-LANGUAGE PATHOLOGY

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Master of Science in Speech- Language Pathology

The Speech-Language Pathology (SLP) graduate program at SHU is designed to prepare students to meet the requirements for the Certificate of Clinical Competence in Speech-Language Pathology set by the Council for Clinical Certification in Audiology and Speech-Language Pathology, for Connecticut Licensure as a speech-language pathologist from the Connecticut Department of Public Health, and for Connecticut teacher endorsement.

Students who wish to practice as speech-language pathologists will need to complete all undergraduate prerequisites (or their equivalents), including 25 hours of observation of ASHA-certified speech-language pathologists' practice and pass all three subtests of the Praxis Core Academic Skills test (<https://www.ets.org/praxis/ct/requirements>) or be granted a waiver by the Connecticut State Department of Education (<http://www.sde.ct.gov/sde/lib/sde/pdf/cert/praxis/praxiswaivercriteria.pdf>), then complete a master's degree in SLP. Graduate study in SLP requires two calendar years, including one to two summers, of graduate-level coursework and 400 hours of supervised clinical practicum, all of which will be provided as part of SHU's graduate program.

SHU's graduate SLP program has two tracks:

- Two-year track for students with completed prerequisite coursework in communication disorders

- Three-year track for students without prerequisite coursework in communication disorders

PROGRAM ACCREDITATION

SHU's graduate program in SLP has been licensed by the State of Connecticut Department of Higher Education and has been awarded "candidacy," the first stage of accreditation awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA's Standards Compliance Continuum for an initial period of five years. It allows the program to matriculate and graduate students who, upon successful completion of the program, will be eligible for national certification and state licensure as speech-language pathologists. Program approval from the Connecticut State Department of Education for teacher endorsement as a school-based SLP has been awarded.

WHAT MAKES OUR PROGRAM UNIQUE?

SHU's SLP graduate program is the only one in Connecticut in which SLP students have the opportunity to study and work with physical therapy, occupational therapy, nursing, and education students, providing unique interprofessional preservice experiences. In addition, SHU's SLP program utilizes an innovative model of clinical education, in which students work in real field settings from their first semester under the supervision of SHU clinical faculty. Unlike most SLP programs, which use on-campus clinics for initial clinical experiences, SHU's model enables students to practice in teams and learn in authentic work environments throughout their educational program. Finally, SHU offers three areas of optional advanced study, which can be achieved by matriculating for one additional summer following the master's program. Choosing one of these advanced study

electives will prepare students for practice in (1) autism spectrum disorders, (2) language and literacy for English-language learners, or (3) medical settings.

EXPECTED STUDENT OUTCOMES

Graduates of the SLP program will:

- Demonstrate knowledge of basic biological, physical, and social sciences as well as statistics.
- Demonstrate the ability to integrate information pertaining to normal and disordered human development across the lifespan.
- Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
 1. fluency
 2. articulation
 3. voice and resonance
 4. receptive and expressive language in speaking, listening, reading, writing
 5. hearing
 6. swallowing
 7. cognitive aspects of communication
 8. social aspects of communication
 9. augmentative and alternative communication modalities
- Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
- Demonstrate knowledge of standards of ethical conduct.
- Demonstrate knowledge of the integration of research principles

into evidence-based clinical practice, contemporary professional issues, and professional credentialing.

- Demonstrate skills in oral and written communication sufficient for professional practice.
- Demonstrate skills in evaluation, intervention, and interaction with people with communication disorders and their families.
- Successfully complete a minimum of 400 clock hours of supervised clinical experience (including 25 observation hours) in the practice of speech-language pathology.

ADMISSIONS REQUIREMENTS: ALL STUDENTS

To be admitted to the graduate program in SLP, all students must:

- Successfully complete all required prerequisites (or their equivalents) for the appropriate track by the end of the summer prior to enrollment in a graduate program. No more than one of the prerequisite courses may be repeated.
- Hold a bachelor of science or arts degree from an accredited college or university.
- Have an undergraduate cumulative 3.0 GPA or higher and a prerequisite GPA of 3.3 or higher, with no individual prerequisite course grade below a C.
- Submit Graduate Record Examination (GRE) scores.
- Connecticut state statutes and regulations require that all candidates seeking admission to an educator preparation program must meet the essential skills test requirement. To do so, candidates for the SLP master's program must meet one of the following conditions:
 - Pass all three subtests of the Pre-Professional Skills Test (Praxis 1 PPST) with minimum scores of

172 on reading, 171 on writing, and 171 on math) prior to September 1, 2014, which will be accepted through August 31, 2019

OR

- Pass all three subtests of the Praxis Core Academic Skills test. See assessment guide for minimum passing scores at: http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess_for_cert.pdf. (Current passing scores for the PCAS are: Reading: 156, Writing: 162, Math: 150)

OR

- Apply for and be granted a waiver by meeting the minimum or higher qualifying scores on the ACT, SAT or GRE (see http://www.sde.ct.gov/sde/lib/sde/pdf/cert/certalert_january2015.pdf).
- It is also strongly recommended that all students applying for the SLP graduate program complete the following courses or their equivalents prior to matriculation, in order to fulfill requirements of the State of Connecticut for endorsement as a school SLP:
 - PS 252 Child Development
 - ED 152/552 Education in the U.S.
 - ED 205/569 Education of Children with Special Needs

Other admissions requirements for all students include:

- Applications submitted online through www.CSDCAS.org by external two-year track applicants

OR

- Applications submitted through graduate admissions at www.sacredheart.edu by current SHU students and three-year track applicants
- Two letters of recommendation from academic sources (e.g., former professor)

- Admissions essay describing interest in the field of speech-language pathology
- Official transcripts from all colleges and universities attended.
- No more than one SLP prerequisite or SLP graduate course may have been repeated by any applicant (two- or three-year tracks).
- Nonrefundable \$60 application fee

Please note: ALL prior schools' transcripts MUST be submitted for review, regardless of whether or not transferred courses appear on the current school transcript.

Applicants will be invited for interviews at the discretion of the SLP department once applications are reviewed.

ADMISSIONS REQUIREMENTS: TWO-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the two-year track must provide documentation of:

- Bachelor of science or arts degree with an overall GPA of at least 3.0.
- Twenty-five (25) hours of observation of speech-language pathology practice by an ASHA-certified SLP documented on SHU form (available from the Graduate Admissions Office)
- Successful completion of the following courses or their equivalents with no grade below C and a GPA of at least 3.3:

Biological sciences (3 credits) (for example, BI 111 or BI 030)

Physical sciences (3 credits) (for example, PY 103 or CH 030)

Statistics (3 credits) (for example, MA 131)

Social/behavioral sciences (6 credits) (PS 110 and PS 252 are highly recommended)

SLP 200	Introduction to Communication Disorders (3 credits)
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SLP 210	Phonetics (3 credits)
SLP 300	Anatomy & Physiology of Speech & Swallowing (3 credits)
SLP 310	Introduction to Audiology & Hearing Science (3 credits)
SLP 320	Speech Science (3 credits)
SLP 330	Development of Language (3 credits)
SLP 340	Neurological Bases of Communication & Swallowing (3 credits)
SLP 350	Introduction to Clinical Methods & Observation (3 credits)

ADMISSIONS REQUIREMENTS: THREE-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the three-year track must provide documentation of:

- Bachelor of science or arts degree with an overall GPA of at least 3.0.
- Successful completion of the following courses or their equivalents with a GPA of at least 3.3 and no grade below C:

Biological sciences (3 credits)

Physical sciences (3 credits)

Statistics (3 credits)

Social/behavioral sciences (6 credits)

No more than 6 credits of SLP courses required for the two-year track may be taken prior to applying for the three-year track.

Students in the three-year track must complete the first year of preclinical coursework with a GPA of at least 3.3 in order to advance to the next level of the graduate program.

CLINICAL EDUCATION

Graduate students will enroll for at least 4 credits of clinical education each term of the clinical program. Students will be assigned to a clinical practicum setting or settings

each term, and will spend between 12 and 40 hours per week at each setting, depending upon the placement of the practicum in the program. Each practicum assignment will be accompanied by a clinical seminar, in which students will practice clinical skills, discuss cases, and engage in clinical learning activities. During the first year of the clinical program, students will be placed in field settings in teams, accompanied by a supervisor from SHU. During the first two semesters, students with some previous clinical experience (for example, those who completed practica experiences as an undergraduate) may be assigned a one-on-one experience with a clinician at a field site, at the discretion of the Director of Clinical Education. Field placements later in the program will involve assignment of each student to a clinician at the field site. The typical sequence of clinical practica is given below; however, individual placements will be made on the basis of availability, clinical hours, and student interest.

CLINICAL PRACTICUM SEQUENCE

Fall Semester I

- Two to three half-days per week at educational or rehabilitation settings
- Speech, language, and hearing screenings and evaluations

Spring Semester I

- Two to three half-days per week at educational or rehabilitation setting

Late Spring, Summer Semester A & B

- Intensive clinical workshops: two- to four-week intensive, interprofessional programs for clients with aphasia, Parkinson's, TBI, dysfluency, etc.
- Extended school-year placements: five- to six-week daily placements
- Eight- to twelve-week adult or child externship in medical or private practice settings

Fall/Spring Semester II

- Student teaching
- Field placement in medical setting or specialty pediatric/educational setting

Optional Summer II

Three-day per week placement in autism, English-language learner/literacy, or medical SLP setting, complemented by advanced coursework in specialty area, leading to an optional advanced study certificate.

DEGREE REQUIREMENTS

All students will need to have successfully completed the following undergraduate foundation coursework prior to matriculation in a graduate program in SLP:

- Biological sciences (3 credits)
- Physical sciences (3 credits)
- Statistics (3 credits)
- Social/behavioral sciences (6 credits)

Both the two- and three-year tracks of the SLP program are offered only on a full-time basis to allow for professional socialization, clinical placements, and the integration of clinical and academic work. The programs lead to national certification and state licensure as a speech-language pathologist. All students must complete all academic and clinical coursework required for their track with no grade below B- and successfully complete 400 hours of supervised clinical practicum with no grade lower than B-.

PRECLINICAL COURSEWORK

To be completed at the undergraduate level for students on the two-year track, and at the graduate level during the first preclinical year for students on the three-year track.

SLP 200/400 Introduction to Communication Disorders (3 credits)

SLP 210/410 Phonetics (3 credits)

SLP 300/411 Anatomy & Physiology of Speech & Swallowing (3 credits)

SLP 310/412 Introduction to Audiology & Hearing Science (3 credits)

SLP 320/420 Speech Science (3 credits)

SLP 330/430 Development of Language (3 credits)

SLP 340/440 Neurological Bases of Communication & Swallowing (3 credits)

SLP 350/450 Introduction to Clinical Methods & Observation (3 credits)

It is also strongly recommended that all students applying for the SLP program complete requirements for endorsement as a school SLP, including:

PS 252 Child Development (3 credits)

ED 152/552 Education in the U.S. (3 credits)

ED 205/569 Education of Children with Special Needs (3 credits)

Passing score on Praxis Core Academic Skills Examination

REQUIRED GRADUATE COURSEWORK

Coursework will be taken in five semesters by students on the two-year track, and following successful completion of preclinical coursework by students on the three-year track.

To graduate from the SLP master's program, each student is required to complete all coursework and clinical practica listed as "required" below as well as one course listed as "elective." The following is the typical sequence of graduate coursework for the two clinical years of the graduate program in SLP:

Fall Semester I (17 credits)

SLP 500 Speech Sound Disorders (3 credits)*

SLP 501 Practicum Seminar I: Managing Behavior & Service Delivery (1 credit)*

SLP 502	Clinical Practicum I (4 credits)*
SLP 510	Language Disorders in Children Birth-Five (3 credits)*
SLP 540	Adult Neurogenic Disorders I (3 credits)*
SLP 570	Introduction to Research & Evidence-Based Practice (3 credits)*

*Required for SLP program

Spring Semester 1 (17 credits)

SLP 503	Practicum Seminar II: Eligibility & Evaluation (1 credit)*
SLP 504	Clinical Practicum II (4 credits)*
SLP 530	Speech-Language Pathology Practice in Schools (3 credits)*
SLP 550	Dysphagia (3 credits)*
SLP 580	Dysfluency (3 credits)*
SLP 585	Voice & Velopharyngeal Disorders (3 credits)*

*Required for SLP program

Late Spring/Summer 1 (11 credits)

Each student is required to complete ONE of the three Intensive Clinical Workshops offered during the Late Spring/Summer terms.

Late Spring I

SLP 511	Intensive Clinical Workshop in Adult Neurogenic Disorders (3 credits)
SLP 512	Intensive Clinical Workshop in Adult Speech and Voice Disorders (3 credits)

Summer Semester 1

SLP 505	Practicum Seminar III: Recordkeeping & Documentation (1 credit)*
SLP 506	Clinical Practicum III (4 credits)*
SLP 520	Aural Rehabilitation (3 credits)*

Summer Semester 2

SLP 513	Intensive Clinical Workshop in Fluency Disorders (3 credits)
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*Required for SLP program

Fall Semester II (11–17 credits)

SLP 560	Adult Neurogenic Disorders II (3 credits)*
SLP 600	Autism, AAC, & Severe Disorders of Communication (3 credits)*
SLP 610	Special Topics in Communication Disorders I (3 credits) ¹
SLP 507/508 ²	Practicum Seminar IV (1 credit) and Clinical Practicum IV (4 credits)*

or

SLP 601/602 ²	Practicum Seminar V (1 credit) and Student Teaching (6–9 credits)*
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*Required for SLP program

Spring Semester II (11–16 credits)

SLP 525	Topics in Cultural & Linguistic Diversity (3 credits) ¹
SLP 610	Special Topics in Communication Disorders I (3 credits) ¹
SLP 680	Education of Students with Autism Spectrum Disorders (3 credits) ¹
SLP 690	Speech-Language Pathology Capstone (3 credits)*
SLP 507/508 ²	Practicum Seminar IV (1 credit) and Clinical Practicum IV (4 credits)*
or	
SLP 601/602 ²	Practicum Seminar V (1 credit) and Student Teaching (6–9 credits)*

*Required for SLP program

ELECTIVE Summer Semester II (3–6 credits)³

SLP 509	Specialty Practicum VI (1–3 credits)
SLP 699	Special Topics in Communication Disorders II (3 credits)

¹ Every graduate student is required to complete ONE of the electives offered during the fall or spring semesters of the final year of graduate study.

² Students will complete SLP 507/508 and SLP 601/602 during their second clinical year. Those doing SLP 507/508 in the fall will complete SLP 601/602 in the spring; those doing SLP 601/602 in the fall will complete SLP 507/508 in the spring.

³ Elective second summer coursework may be taken to complete advanced study option. This term is not required for the Master's degree.

Course Descriptions

PRECLINICAL COURSES TO BE COMPLETED BY STUDENTS IN THREE-YEAR TRACK ONLY, DURING FIRST YEAR OF GRADUATE STUDY (STUDENTS IN THE THREE-YEAR TRACK MUST COMPLETE THE FIRST YEAR OF PRECLINICAL COURSEWORK WITH A GPA OF AT LEAST 3.3 IN ORDER TO ADVANCE TO THE NEXT LEVEL OF THE GRADUATE PROGRAM):

SLP 400 Introduction to Communication Disorders

3 CH

This course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. It reviews normal development of communication behavior, the nature of communication disorders, and addresses the various conditions associated with communication disorders. Ethical standards for the practice of speech-language pathology, contemporary professional issues, and

information regarding certification, specialty recognition, licensure, and professional credentials in speech-language pathology will be presented. Lecture/discussion format.

SLP 410 Phonetics

3 CH

Students will be introduced to the articulatory properties of the sound systems of human languages. The International Phonetic Alphabet will be presented, and students will learn to record speech in broad phonemic transcription. Variations among regional and cultural US dialects, as well as notation and practice of narrow phonetic transcription will be introduced. The implications of cultural and linguistic differences on speech production will be discussed. Lab/lecture format.

SLP 411 Anatomy & Physiology of Speech & Swallowing

3 CH

Students will become familiar with the anatomical and physiological bases of human communication and swallowing, including the respiratory, articulatory, phonatory, and swallowing systems, and the identification and function of structures in these systems. Lab/lecture format.

SLP 412 Introduction to Audiology & Hearing Science

3 CH

This course presents an introduction to the psychophysics of sound, the anatomy and physiology of the hearing mechanism, and the practice of audiology. It covers the common pathologies of the auditory system, impact of hearing loss, types and characteristics of hearing impairment, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. Lab/lecture format.

SLP 420 Speech Science

3 CH

This course presents an introduction to the physics and psychology of human speech production and perception. It covers basic acoustics, the glottal sound source, resonance and acoustics of the vocal tracts acoustic features of vowels, consonants, and suprasegmentals of speech, as well as the physics and biomechanics of phonation, articulation, and resonance and the instruments, applications, and programs used to assess speech production. Principles and models of speech perception, with special emphasis on categorical perception, will also be discussed. Lab/lecture format.

SLP 430 The Development of Language

3 CH

This course will introduce students to the social, biological, perceptual, and cognitive bases of language. A range of theories of language acquisition will be presented and the impact of nature and nurture on children's development will be discussed. The typical sequence of language acquisition in the areas of phonology, semantics, syntax, and pragmatics will be presented. The relations between oral language development and the acquisition of literacy will be emphasized. Dialectical variations in language development and second language learning will be highlighted. Lecture/discussion format.

SLP 440 Neurological Bases of Communication & Swallowing.

3 CH

This course describes the development, anatomy, and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language, and swallowing disorders. Lab/lecture format.

SLP 450 Introduction to Clinical Methods & Observation

3 CH

This course will orient students to clinical practicum, including the scope of assessment and intervention across the lifespan. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of speech-language pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. Lecture/discussion format.

COURSES TO BE COMPLETED BY ALL GRADUATE STUDENTS:**SLP 500 Speech Sound Disorders**

3 CH

The purpose of this course is to provide focused study of disordered speech-sound production including functional articulation disorders, phonological processing, and developmental apraxia of speech. Methods of assessment of articulation and phonological production, as well as a range of approaches to improving speech sound accuracy and intelligibility will be presented. Relations of phonological development to literacy will be emphasized. The impact of a range of genetic, motor, and cognitive disorders on speech sound production will be addressed. The impact of cultural and linguistic differences on speech sound development and disorders will be highlighted. Lecture/discussion/problem-based learning format.

SLP 501 Practicum Seminar I: Managing Behavior & Service Delivery

1 CH

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 502, apply concepts from academic coursework to their clinical practice, master

skills involved in clinical assessment and intervention, and focus on acquisition of skills in managing challenging behavior, writing appropriate short- and long-term objectives, participating in IEP and PPT processes, and communicating with paraprofessionals, colleagues, and families. A range of service delivery models for each clinical setting will be discussed. Seminar format.

SLP 502 Clinical Practicum I

4 CH

This course will provide supervised clinical experience in basic intervention procedures for children and/or adults. Discussion will focus on methods of addressing challenging behaviors, enhancing client motivation, and exploring the range of service delivery options for each clinical setting. Students will obtain approximately 40 clock hours of supervised clinical experience. Fieldwork format.

SLP 503 Practicum Seminar II: Eligibility & Evaluation

1 CH

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 504, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, and focus on the process of establishing eligibility for services and using tests and other assessment tools to evaluate client present level of performance and progress in intervention. Seminar format.

SLP 504 Clinical Practicum II

4 CH

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and/or swallowing disorders. Students will obtain approximately 40 clock hours of supervised assessment and intervention experience. Fieldwork format.

SLP 505 Practicum Seminar III: Recordkeeping & Documentation

1 CH

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 506, apply concepts from academic coursework to their clinical practice, and master skills involved in clinical assessment and intervention. Discussion will focus on point of service and other models of documentation as well as electronic methods of clinical recordkeeping. Seminar format.

SLP 506 Clinical Practicum III

4 CH

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and swallowing disorders of adults and/or children in a variety of settings. Students will obtain approximately 80–100 clock hours of supervised experience. Fieldwork format.

SLP 507 Practicum Seminar IV: Advanced Clinical Topics

1 CH

This practicum seminar will introduce topics including the specialized roles of the speech-language pathologist. Clinical and professional issues in speech-language pathology will be discussed, including ethical considerations, reimbursement issues, interprofessional collaboration, family-centered practice, and cultural and linguistic differences. Resume writing and interviewing skills will also be discussed. Students will present clinical cases for input and discussion. Seminar format.

SLP 508 Clinical Practicum IV

4 CH

Students will participate in supervised clinical practice in the assessment and management of speech, language, and swallowing disorders, in a variety of specialized settings with children and/or adults. The course will provide approximately 100+ clock hours of supervised clinical practice. Fieldwork format.

SLP 510 Language Disorders in Children Birth-Five

3 CH

This course provides theoretical and clinical information regarding the development, assessment, and treatment of spoken phonological, morphological, semantic, syntactic, and pragmatic disorders in infants, toddlers, and preschoolers. The impact of a range of medical conditions on communicative development will be discussed. Differences in approaches to infants/toddlers vs. preschoolers will be highlighted. Interprofessional activities regarding treatment of infants in the newborn intensive care unit will be included. The impact of cultural and linguistic differences will be discussed. The role of language development in literacy acquisition will be highlighted. Lecture/ seminar/ problem-based learning format.

SLP 511 Intensive Clinical Workshop in Adult Neurogenic Disorders

3 CH

This intensive fieldwork experience will provide students with supervised clinical experience of intensive, daily treatment for aphasia and related disorders, including individual work, group therapy and support, interprofessional service, and family counseling. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.

SLP 512 Intensive Clinical Workshop in Adult Speech & Voice Disorders

3 CH

This intensive fieldwork experience will provide students with the opportunity to work with clients with voice, resonance, articulation disorders, or foreign accents in an interprofessional clinical experience. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide family counseling, and engage in interprofessional clinical activities. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.

SLP 513 Intensive Clinical Workshop in Fluency Disorders

3 CH

This intensive fieldwork experience will provide students with the opportunity to work with clients with disorders of fluency. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide client and family counseling, and develop generalization activities. This course will provide approximately 15 clock hours of supervised clinical practice. Fieldwork and seminar format.

SLP 520 Aural Rehabilitation

3 CH

The purpose of this course is to provide information regarding students who are deaf or hard of hearing in the educational setting and to discuss current methods used to identify and treat hearing loss in the pediatric population. Topics covered include the identification and diagnosis of childhood hearing loss, pediatric aural rehabilitation technologies and strategies, and the impact of cochlear implants on communication and learning. Lecture format.

SLP 530 Speech-Language Pathology Practice in Schools

3 CH

This course focuses on curriculum and methods of determining eligibility and providing clinical services to children and adolescents with communication impairments in school settings (students in grades K-12 and those transitioning out of school). It presents an evidence-based exploration of language and learning, including the development of reading, writing, and spelling, defining their relationship to oral language. Methods of assessment and intervention of language and literacy problems and their impact on academic achievement for school-aged children and adolescents will be presented and applied. The course emphasizes the role of the school SLP in collaborating in scientific research-based interventions

(SRBI), the Planning and Placement Team (PPT), and individualized education program (IEP) processes, as well as the integration of curriculum (e.g., CT Common Core State Standards) in SLP intervention. The roles of cultural, ethnic, gender, and linguistic differences will be highlighted. Lecture/discussion/problem-based learning format.

SLP 540 Adult Neurogenic Disorders I

3 CH

Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment of adult neurogenic language disorders including aphasia and motor speech disorders will be addressed. The impact of cultural and linguistic differences will be highlighted. Lecture/seminar/problem-based learning format.

SLP 550 Dysphagia

3 CH

The course will review normal anatomy and physiology of swallowing as well as pediatric neurodevelopment. Etiologies of dysphagia in pediatric and adult populations will be presented, including the role of respiratory and digestive systems and abnormalities in each that may cause dysphagia. Specific information on ways to evaluate and manage adults and infants with dysphagia will be stressed. Emphasis will be placed on current research as it relates to each of these areas. Oral motor assessment for speech and swallowing will also be presented. Lecture/seminar/problem-based learning format.

SLP 560 Adult Neurogenic Disorders II

3 CH

This course continues the study of adult neurogenic language disorders, focusing on traumatic brain injury and cognitive communication disorders. Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment will be addressed. Ethical issues

in the treatment of neurogenic disorders will be discussed. Lecture/discussion/problem-based learning format.

SLP 570 Introduction to Research & Evidence-Based Practice

3 CH

The purpose of this course is to familiarize students with the research process in the behavioral sciences and specifically the field of communication sciences and disorders. The goal is for students to become informed consumers of research in order to enhance their clinical practice, with an understanding of the issues of research design, methodology, data analysis, and interpretation of results. The integration of research principles into evidence-based clinical practice will be highlighted. Lecture/seminar format.

SLP 580 Disorders of Fluency

3 CH

This course aims to provide the knowledge and clinical skills necessary for speech-language pathology practice in the area of fluency disorders. Course content will include the genetic, behavioral, affective, and cognitive components involved in the development of dysfluency; differential diagnosis among stuttering, cluttering, and neurogenic fluency disorders; assessment protocols for fluency disorders in children, youth, and adults; age-appropriate treatment approaches for individuals who stutter; and an understanding of the impact of cultural and linguistic differences as well as the effects of dysfluency upon human communication. Lecture/seminar/problem-based learning format.

SLP 585 Voice & Velopharyngeal Disorders

3 CH

This course presents the anatomy, physiology, and embryology of the head and neck involved in the onset, development, and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children

and adults. Assessment procedures for speech, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech treatment procedures are covered in detail. Consideration will be given to laryngectomy rehabilitation with emphasis on surgical voice restoration. Lecture/laboratory/problem-based learning format.

SLP 600 Autism, AAC, & Severe Disabilities of Communication

3 CH

This course addresses the assessment and treatment of severe disorders affecting communication, including autism, cerebral palsy, and genetic syndromes, with and without intellectual disability. The use of a range of assistive technologies including voice output communication aids and consumer electronic devices will be emphasized. The impact of cultural and linguistic diversity on these disorders will be highlighted. Relations to literacy will be emphasized. Lecture/discussion/problem-based learning format.

SLP 601 Practicum Seminar V: Team-Based Practice in School Settings

1 CH

The purpose of this course is to provide students with an opportunity to review and reflect on their student teaching experiences in SLP 602, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, explore evidence-based approaches to their clinical work, reflect on issues of teaching and learning in schools for children with communication disorders, and to develop independence in planning and implementing programs for school-aged children. A primary focus of this course will be on developing team-based practice patterns for school settings. Seminar format.

SLP 602 Student Teaching

6-9 CH

The purpose of this course is to provide students with an SLP student clinical experience in a public school placement. Students are expected to apply coursework to their clinical practice, master skills, and gain experience involved in being an SLP in a public school setting. The focus of the clinical practicum is working directly with school-aged children who have communication disorders, as well as clinical experience being an interactive member of a school staff and PPS team. Fieldwork format.

SLP 690 Speech-Language Pathology Capstone

3 CH

Students will participate in a seminar project in which they identify a clinical case from their experience, identify a relevant intervention for this case, research the evidence base for the intervention, and prepare a detailed written report of the evidence for the intervention in which they discuss their evaluation of the level of evidence—both external and internal—available for the practice, describe additional research that would be needed to increase the level of evidence, and discuss what their review of the evidence would lead them to do about their original client, and others with similar strengths and needs that they may encounter in their practice. Students will give “grand rounds” oral presentations of their findings and submit a written account of their research in the format of a scholarly paper.

ELECTIVE GRADUATE COURSES

Students must complete one of the following elective courses. Students may, in addition, choose to take 10 elective credits within a special focus area in order to earn an advanced study certificate following graduation. Completing this 10-credit elective certificate of advanced study requires matriculation during the summer following graduation from the master's program.

SLP 509 Specialty Practicum VI

1–3 CH

Prerequisites: SLP 610 Special Topics in Communication Disorders I and SLP 611 Special Topics in Communication Disorders II

Candidates complete a supervised clinical experience working in an educational, medical, or clinical setting, focusing on a specialty area of advanced study. This course will provide 20+ clock hours of supervised clinical practice. Fieldwork format.

SLP 525 Topics in Cultural & Linguistic Diversity

3 CH

The course aim is to develop intercultural clinical competence in providing services to clients and families with varying cultural and linguistic backgrounds. Content focuses on intercultural communication, cultural diversity, bilingualism, language variation across the lifespan, and assessment and intervention challenges associated with patterns of language and literacy learning for bilingual individuals. Seminar format.

SLP 610 Special Topics in Communication Disorders I

3 CH

A prerequisite to SLP 509

This course allows students to pursue individualized study of a topic chosen to pursue the certificates of advanced study. Topics available include autism, medical speech-language pathology, and English-language learners' literacy. Course will be tailored to the interests of participating students. Seminar format.

SLP 611 Special Topics in Communication Disorders II

3 CH

A prerequisite to SLP 509

This course allows students to pursue in-depth, advanced study of a topic chosen to pursue the certificates of advanced study. Topics available include autism, medical

speech-language pathology, and English-language learners' literacy. Course will be tailored to the interests of participating students. Seminar format.

SLP 680 Education of Students with Autism Spectrum Disorders

3 CH

This course focuses on understanding the unique needs of learners with autism, the identification, as well as methods of meeting their education needs in classroom settings, with interprofessional input from several disciplines that work with children with ASD. Issues surrounding inclusion are considered, as well as inclusive practices, models, and strategies. Additional aims of this course are to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals, as well as to lay a strong foundation for interprofessional practice in educational settings for students from the participating disciplines. Seminar format.

SLP 699 Special Topics in Communication Disorders II

3 CH

This course serves as the capstone for the certificate of advanced study. Students will participate in a participant-led seminar in which emerging topics in the field of advanced study are researched and presented, and evidence-based practice strategies are identified and demonstrated. Seminar format.

College of Nursing

MARY ALICE DONIUS, EdD, RN

Dean

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Focusing on the Catholic Intellectual Traditions of Sacred Heart University, the College of Nursing offers a comprehensive philosophy embracing spirituality, ethics, diversity, and community. Immersed in the liberal arts tradition, the College of Nursing is committed to providing a well-rounded education built upon the deep respect for the dignity of the patient. All our Nursing programs are accredited by the American Association of the Colleges of Nursing's national accreditation agency, the Commission on Collegiate Nursing Education, as well as the State of Connecticut's Board of Nurse Examiners.

The College of Nursing offers graduate students the opportunity to earn their Master's degree in an online setting focusing on three different tracks: Clinical Nurse Leader, Nurse Management & Executive Leadership, or Nurse Educator. In addition, we offer the RN a specialized program: RN-MSN, allowing the student to progress through our College earning their baccalaureate on their way to the master's level.

Our master's degree for Family Nurse Practitioner is presented in a hybrid format including online classes and onsite intensives. The Doctor of Nursing Practice is offered as two different formats: hybrid and 100% online. These programs are designed to advance nursing careers to best meet the healthcare needs of our communities.

The College of Nursing proudly focuses on service learning and campus-community partnerships, as well as interprofessional education with other colleges within the University. The College's cooperation with professional partners in the community ensures that students benefit from an

integration of academic and clinical experiences. Hands-on clinical practice at many area hospitals, as well as simulated learning in state-of-the-art lab rooms contribute to the latest technology for Nursing Education. We have quality nursing faculty with a history of successful change and innovation.

Doctor of Nursing Practice Program

The Post-Master's Doctor of Nursing Practice (DNP) program infuses practice-focused doctoral education with innovation and practical clinical research and scholarship designed to serve academically talented nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, nurse executives, clinical nurse leaders, and educators. Graduates of this program are prepared to teach, lead, and engage in practical, clinically focused scholarship and research. The Doctor of Nursing Practice degree is a practice doctorate requiring the completion of a DNP project focusing on translation of evidence to clinical nursing practice. This cohort program is 39 credits and is designed to be completed in a 3-year, part-time sequence. The DNP program is licensed and accredited by the Connecticut Department of Higher Education. The DNP 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 website: www.aacn.nche.edu.

DNP PROGRAM TRACKS

The Doctor of Nursing Practice (DNP) program is designed for the nurse leader who seeks a career in nursing management, with a strong connection to clinical practice, as well as for the advanced practice nurse who wants to remain in clinical practice and have influence on healthcare outcomes at multiple levels. Students may take additional nursing education courses as electives if they aspire to have a career in academia.

COURSE DELIVERY METHOD

Two options exist for the student to choose from. The unique hybrid/intensive program offers classes that are held during two Friday, Saturday, and Sunday on-campus intensives per semester and supplemented with online activities. The other option is 100% online with a required on-campus orientation and one required residency over the duration of the program.

DOCTOR OF NURSING PRACTICE ESSENTIALS

The Essentials of Doctoral Education for Advanced Nursing Practice is the framework for the DNP program curricula.

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare
- V. Healthcare Policy for Advocacy in Healthcare
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

ADMISSION REQUIREMENTS

Admission to the DNP program is competitive. Students are admitted to the DNP program upon review and recommendation by the admissions committee based on academic, course prerequisite, and professional requirements listed below.

The criteria for admission include:

- Master of Science in Nursing or its equivalent from a college accredited by the appropriate accrediting association, with a minimum GPA of 3.2
- Current U.S. licensure as a Registered Nurse
- Current advanced practice nursing licensure and certification documents
- Statement of professional goals
- Articulation of a focal area of clinical nursing practice or research interest that can be supported by the Sacred Heart University doctoral nursing faculty
- Letters of recommendation (one clinical and one academic)
- Professional portfolio with graded writing sample
- Interview with the program director
- Undergraduate/graduate statistics course within the last 6 years

DEGREE REQUIREMENTS

DNP students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed, with a minimum GPA of 3.0, to earn the degree. The plan of study varies depending on the track the student pursues.

Prerequisite Courses

DNP applicants must have successfully completed a basic statistics course at the undergraduate or graduate level within the past 6 years. For students admitted without the prerequisite statistics course, a prerequisite 500-level statistics course will be completed by students admitted to the DNP program as determined by the program director. This graduate-level statistics course is required prior to registering for NU 730. Students that have a master's degree in a field other than nursing may be required to take an additional 6 credits of master's level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses

All DNP students are required to take the following:

NU 700	Theoretical Components of Nursing Science (3 credits)
NU 710	Healthcare Policy, Advocacy, & Ethics (3 credits)
NU 720	Leading Quality Initiatives & Information Systems in Healthcare (3 credits)
NU 721	DNP Project Topic Development (1 credit)
NU 722	DNP Project Methodology Development (1 credit)
NU 723	DNP Project Proposal Presentation (1 credit)
NU 724	Responsible Conduct of Research (1 credit)
NU 725	DNP Project Implementation & Data Analysis (1 credit)

NU 726	DNP Project Presentation, Dissemination, & Evaluation (1 credit)
NU 730	Advanced Biostatistics & Research Design (3 credits)
NU 740	Epidemiology & Population Health (3 credits)
NU 750	Clinical Scholarship & Analytical Methods for Evidence-Based Practice (3 credits)
NU 760	Strategic Leadership & Collaboration in Healthcare Organizations (3 credits)
NU 770	Advanced Care of Special Populations (3 credits)
NU 780	Leadership in Chronic Disease Management & Aging Populations (3 credits)
NU 810	DNP Scholarship & Advanced Practice I (3 credits)
NU 820	DNP Scholarship & Advanced Practice II (3 credits)

Total: 33 credits

EDUCATION ELECTIVES

In addition to the core requirements and DNP scholarly project, students in the DNP program are offered the option to complete 6 credits of elective courses:

NU 741	Teaching Learning Principles & Curriculum Design in Nursing Education (3 credits)
NU 742	Leadership in Advanced Nursing Education (3 credits)

DOCTOR OF NURSING PRACTICE PROJECT

The DNP project focuses on an endeavor consistent with the student's identified clinical research interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. The lead DNP mentor will act as mentor and facilitator of the student's scholarship. A minimum of 360 clinical practice residency hours will be used to collect and evaluate data on a specific population in a practice setting. Each student will identify a clinical practice mentor who will assist the student with the requirements of the practice dissertation.

Master of Science in Nursing

The University offers a Master of Science in Nursing (MSN) in four tracks: Nursing Management and Executive Leadership, Family Nurse Practitioner, Clinical Nurse Leader, and Nursing Education. 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 visit their website: www.aacn.nche.edu.

TRACKS

Nursing Management and Executive Leadership

The Nursing Management and Executive Leadership (NMEL) track prepares nurses who hold baccalaureate degrees for positions of administrative responsibility in healthcare organizations. Graduates of this program are prepared to be professional leaders and creatively advance the practice of nursing and facilitate the delivery of cost-effective care through the application and testing of administrative knowledge and skills. Emphasis is placed on the integration of

finance, business management, information management, and program evaluation. There is also an accelerated RN to MSN program for registered nurses without a baccalaureate degree.

Family Nurse Practitioner

The Family Nurse Practitioner (FNP) track is designed to prepare students to successfully pass the American Nurses Association or the American Academy of Nurse Practitioner's National Certification Examination as a Family Nurse Practitioner. In addition, a 30-hour advanced 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 across the lifespan, and to deliver care in numerous healthcare settings. The College of Nursing offers a Post-Master's Certificate in the Family Nurse Practitioner program. The Post-Master's Certificate program is for applicants holding a graduate degree in nursing.

Clinical Nurse Leader

The Clinical Nurse Leader (CNL) track prepares nurses who hold baccalaureate degrees for the newly designed and evolving role of Clinical Nurse Leader. Graduates of this program are prepared to be professional leaders with advanced skills in patient assessment and management along with leadership and health systems skills to promote safe, high-quality, and cost-effective care in any healthcare system. Students will be prepared to pass the American Association of Colleges of Nursing's CNL Certification Examination. The major roles of the CNL are clinical-care coordinators, outcome managers, patient advocates, educators, information managers, and care team leaders. The Clinical Nurse Leader track may be done in an accelerated RN-to-MSN program as well.

Nursing Education

The Nursing Education track prepares nurses to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, in staff-development roles, and in continuing- and community-education programs. The role practicum will develop the student's knowledge and skills to apply to a teaching role in a focal area of expertise.

PROGRAM FORMATS

Many of the courses in all four tracks in the MSN program are offered online. Nursing Management and Executive Leadership, Clinical Nurse Leader, and Nursing Education tracks can be taken exclusively online, with the exception of the clinical experience or role practicum in each track. Sacred Heart also offers a contracted MSN Onsite Program at selected hospital/organization sites, which combines online and onsite classes at these sites. For the Family Nurse Practitioner track, students must come to campus for four courses. Campus-based courses may also include online components to foster access to study materials and flexibility for students.

MASTER OF SCIENCE IN NURSING PROGRAM COMPETENCIES

Practice Based on the Arts and Sciences

Analyze and integrate scientific evidence across disciplines to influence healthcare needs for diverse individuals, groups, and communities.

Practice Using Leadership and Organization Skills in a Variety of Healthcare Settings Within the Healthcare Systems

- Support safe, high-quality, cost-effective healthcare based on the application and evaluation of organizational and systems leadership models.
- Assume a leadership role to effectively implement patient safety and quality-improvement initiatives within the context of the interprofessional team.

Practice Based on Evidence

- Appraise, integrate, and translate current evidence and clinical guidelines to improve practice and associated health outcomes for patient aggregates.

Practice Utilizing Technology and Information

- Analyze and evaluate clinical information management systems, outcome data, and patient-care technology to coordinate safe and effective care to optimize patient safety, cost effectiveness, and health outcomes.

Practice and Policy

- Advocate for, analyze, and integrate knowledge of healthcare policy, finance, and regulatory factors that influence healthcare delivery and nursing practice.

Practice as a Member of an Inter-professional Team

- Lead interprofessional patient-centered healthcare teams by fostering open communication, mutual respect, and shared decision-making.

Practice to Prevent Disease and Promote Health

- Analyze and integrate clinical prevention and population health concepts in the development of culturally relevant clinical prevention interventions and strategies to promote health.

Practice Based on Professional Standards and Values

- Advocate for the characteristics of professionalism including altruism, excellence, human dignity, integrity, social justice, autonomy, and respect.

Practice at the Level of Educational Preparation

- Integrate value-based nursing care and skills with knowledge of biopsychosocial, public health, and organizational sciences to practice competently.

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.

Admission criteria include:

- Bachelor of Science in Nursing from an accredited college or BA/BS in related field, with a minimum GPA of 3.0
- Current Connecticut RN license (or for online students, RN licensure in the state of professional practice)
- Proof of liability insurance
- Completed application, statement of professional goals, résumé, two letters of recommendation (one from a current supervisor and one from a professional peer), and official copies of transcripts of all prior nursing and academic work
- Interview with graduate nursing faculty (FNP Program)
- Undergraduate statistics course required
- Undergraduate research course recommended
- Undergraduate health assessment course (30 hours or greater required)

DEGREE REQUIREMENTS

MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed with a minimum GPA of 3.0 to earn the degree. The plan of study varies depending on the track the student pursues. The Nursing Management and Executive Leadership track requires 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 39 credits. The Nursing Education track requires 39 credits.

Prerequisite Courses

MSN applicants must have successfully completed an undergraduate statistics course, and a nursing research course is recommended. Applicants for all four tracks must also have successfully completed a basic health assessment course.

Required Graduate Core Courses

All MSN students are required to take the following:

NU 501	Healthcare Policy & Ethics for Contemporary Nursing Practice (3 credits)
NU 530	Theory & Professional Roles for Contemporary Nursing Practice (3 credits)
NU 601	Principles of Healthcare Research for Contemporary Nursing Practice (3 credits)
NU 602	Evidence-Based Practice for Quality Care (3 credits)
NU 603*	Principles of Healthcare Research for Evidence-Based Nursing Practice (3 credits) For FNP students only in lieu of NU 601 and NU 602*

Total: 9–12 credits dependent on track

GRADUATE CAPSTONE

The graduate capstone project is a culminating experience beyond the specified coursework 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 student's selected master's track and the ability to work independently and to present the results of his or her investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 672, 673, 680, 681, 631, 690, 691 for the NMEL, CNL, FNP, and EDU students.

NURSING MANAGEMENT & EXECUTIVE LEADERSHIP TRACK

In addition to the core requirements and capstone, students in the MSN program in the Nursing Management and Executive Leadership track are required to complete the following plan of study:

Required Courses

NU 511	Role Development for Nursing Management & Executive Leadership (3 credits)
NU 521	Creating a Professional Work Environment (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 576	Management of Financial Resources (3 credits)
NU 617	Healthcare Delivery Systems (3 credits)
NU 665	Quality & Safety in Practice (3 credits)
NU 672	Nursing Management & Executive Leadership Practicum (3 credits)
NU 673	Capstone: Nursing Management & Executive Leadership (3 credits)

Practicum Hours: Minimum of 120

Total Specialty Hours: 24 credits

FAMILY NURSE PRACTITIONER TRACK

In addition to the core requirements and capstone, students in the MSN program in the Family Nurse Practitioner track are required to complete the following plan of study:

Required Courses

NU 550	Family & Community Context for Healthcare (3 credits)
NU 551	Advanced Pharmacology (3 credits)
NU 552	Advanced Health Assessment for the Nurse Practitioner (3 credits)

NU 561 Primary Care I: Comprehensive Primary Care of the Adult (6 credits)

NU 566 Advanced Pathophysiology for the Nurse Practitioner (3 credits)

NU 621 Primary Care II: Advanced Primary Care of Families in Complex Systems (7 credits)

NU 631* Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (8 credits)

*Capstone incorporated into NU 631

Clinical Hours: Minimum of 550

Total Specialty Hours: 33 credits

CLINICAL NURSE LEADER TRACK

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

Required Courses

NU 550	Family & Community Context for Healthcare (3 credits)
NU 553	Advanced Pathophysiology (3 credits)
NU 554	Application of Comprehensive Health Assessment Methods (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 605	Advanced Pharmacology for the Nurse Leader (3 credits)
NU 611	Care Management & Resources Across the Continuum (3 credits)
NU 612	Disease Management & Outcomes Assessment (3 credits)
NU 680	Clinical Nurse Leader Role Practicum (3 credits)
NU 681	Capstone: Clinical Nurse Leader (3 credits)

Role Immersion Hours: Total of 400 clinical hours across 6 courses

Total Specialty Hours: 27 credits

NURSING EDUCATION TRACK

In addition to the core requirements and capstone, students in the MSN program in the Nursing Education track are required to complete the following plan of study:

Required Courses

NU 553	Advanced Pathophysiology (3 credits)
NU 554	Application of Comprehensive Health Assessment Methods (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 588	Theoretical Basis of Teaching & Learning in Nursing Education (3 credits)
NU 589	Curriculum Development & Evaluation in Nursing Education (3 credit)
NU 605	Advanced Pharmacology for the Nurse Leader (3 credits)
NU 619	Principles of Patient & Staff Education (3 credits)
NU 690	Nursing Education Role Practicum (3 credits)
NU 691	Capstone: Nurse Educator (3 credits)

Education Role Practicum Hours: Minimum of 120

Total Specialty Hours: 27 credits

Accelerated RN-to-MSN Program

This program is for registered nurses who currently have a diploma or associate degree in Nursing. The program provides an accelerated path into the Master of Science in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirements of

the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the Bachelor of Science in Nursing (BSN). Students are awarded a BSN after completion of 120 credits at the 300–400 level. Students progress to 500-level courses once a BSN is awarded.

ADMISSION REQUIREMENTS

The program is limited to academically talented students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice. Students apply through online Admissions directly for the RN-to-MSN program.

The criteria for admission include:

- A minimum undergraduate GPA of 3.0
- RN license in state of practice
- One (1) year of nursing experience preferred
- Proof of liability insurance
- Completed application, statement of professional goals, résumé, two letters of recommendation (one from a current supervisor and one from a professional peer), and official copies of transcripts of all prior nursing and academic work
- Interview with an admissions representative for faculty review

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. However, many requirements may be completed through challenge exams.

VALIDATION OF PRIOR LEARNING

Students may be awarded 30–36 Nursing credits through the State of Connecticut Nursing Articulation Plan. Students who graduate from schools in other states can be awarded 30 credits through endorsement of these courses. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

ADDITIONAL REQUIRED COURSES FOR THE BS IN NURSING

Foundational Core — University and Nursing Requirements

Academic Writing: FS 103 Freshman Seminar (3 credits)

Art/Design/Comm.: Can Choose From Various Courses (3 credits)

History: HI 100 Western Civilization (3 credits)

Literature: ENG 260 Literature of Illness & Healing (3 credits)

Logic: FLO 125 The Art of Thinking (3 credits)

Math: MA 101 Modern College Mathematics I (3 credits) (or a higher-level Math course)

Natural Science: BI 161 and BI 162 (Microbiology and Lab) (4 credits)

Philosophy: PH 221 Historical Survey of Philosophy (3 credits)

Religion: TRS 265 Intro to World Religions (3 credits) or TRS 266 Understanding Religion (3 credits)

Social Science: Anthropology, Economics, Political Science, Psychology, or Sociology (3 credits)

Total: 30 to 31 credits

Required Supporting Courses:

Social Science: Anthropology, Economics, Political Science, Psychology, or Sociology (3 credits)

BI 128 & BI 129: Anatomy & Physiology II and Lab (4 credits)

Chemistry: CHEM 020 or 030 (3 credits)

MA 131: Statistics for Decision-Making (3 credits)

Total: 13 credits

CATHOLIC INTELLECTUAL TRADITION SEMINARS

CIT 201 The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (3 credits)

CIT 202 The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (3 credits)

Total: 6 credits

THEMATIC LIBERAL ARTS CORE

Humanities: Ethics (3 credits)

Social Science: Anthropology, Economics, Political Science, Psychology, Sociology (e.g., Lifespan Development, Child Development, Global Health, Health Psychology) (3 credits)

Natural Science: BI 126 and 127 Anatomy and Physiology I and Lab (4 credits)

Total: 9 to 10 credits

FREE ELECTIVES

For RN-MSN students, free electives may include:

NU 315 The Human Journey in Nursing (3 credits)

NU 335 Information Technology for Nursing Practice (3 credits)

NU 355 Leadership in Contemporary Nursing Practice (3 credits) and/or

NU 382 Management of Home Healthcare Agencies (3 credits)

or transfer courses

Total: 6 credits

REQUIRED BSN COURSES FOR ACCELERATED DEGREE RN–MSN —ALL TRACKS

NU 290	Validation of Prior Learning (30 to 36 credits)
NU 325	Health Assessment for RNs (3 credits)
NU 376	Care Management: Individuals & Families (4 credits)
NU 387	Populations & Global Health Nursing (5 credits)
NU 401	Healthcare Policy & Ethics for Contemporary Nursing Practice (3 credits)
NU 430	Principles of Healthcare Research for Contemporary Nursing Practice (3 credits)
NU 431	Evidence-Based Practice for Quality (3 credits)
NU 433	Theory & Professional Roles for Contemporary Nursing Practice (3 credits)

Total: 54 credits

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. NU 401, 430, 431, and 433 must be taken before NU 376 or 387. Students are encouraged to review the University Catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

a) Students who have completed and received SHU credit for an academic writing course are exempt from Freshman Seminar.

b) MA 131 must be completed before NU 431

c) The Validation of Prior Learning is awarded upon admission and validation of courses.

REQUIRED COURSES FOR MSN IN NURSING MANAGEMENT AND EXECUTIVE LEADERSHIP

Required Courses

NU 511	Role Development for Nursing Management & Executive Leadership (3 credits)
NU 521	Creating a Professional Work Environment (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 576	Management of Financial Resources (3 credits)
NU 617	Healthcare Delivery Systems (3 credits)
NU 665	Quality & Safety in Practice (3 credits)
NU 672	Nursing Management & Executive Leadership Practicum (3 credits)
NU 673	Capstone: Nursing Management & Executive Leadership (3 credits)

Practicum Hours: Minimum of 120

Total Specialty Hours: 24 credits

REQUIRED COURSES FOR MSN IN CLINICAL NURSE LEADER CLINICAL NURSE LEADER TRACK

Required Courses

NU 550	Family & Community Context for Healthcare (3 credits)
NU 553	Advanced Pathophysiology (3 credits)
NU 554	Application of Comprehensive Health Assessment Methods (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 605	Advanced Pharmacology for the Nurse Leader (3 credits)
NU 611	Care Management & Resources Across the Continuum (3 credits)

NU 612	Disease Management & Outcomes Assessment (3 credits)
NU 680	Clinical Nurse Leader Role Practicum (3 credits)
NU 681	Capstone: Clinical Nurse Leader (3 credits)

Role Immersion Hours: Total of 400 clinical hours across 6 courses

Total Specialty Hours: 27 credits

REQUIRED COURSES FOR MSN IN NURSING EDUCATION

NURSING EDUCATION TRACK

In addition to the core requirements and capstone, students in the MSN program in the Nursing Education track are required to complete the following plan of study:

Required Courses

NU 553	Advanced Pathophysiology (3 credits)
NU 554	Application of Comprehensive Health Assessment Methods (3 credits)
NU 575	Healthcare Information Systems (3 credits)
NU 588	Theoretical Basis of Teaching & Learning in Nursing Education (3 credits)
NU 589	Curriculum Development & Evaluation in Nursing Education (3 credit)
NU 605	Advanced Pharmacology for the Nurse Leader (3 credits)
NU 619	Principles of Patient & Staff Education (3 credits)
NU 690	Nursing Education Role Practicum (3 credits)
NU 691	Capstone: Nurse Educator (3 credits)

Education Role Practicum Hours: Minimum of 120

Total Specialty Hours: 27 credits

Post-Master's Certificate in Family Nurse Practitioner

The Family Nurse Practitioner Post-Master's Certificate program consists of 33 credit hours of study. It is designed to prepare the student with a Master of Science 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

The criteria for admission include:

- Master of Science in Nursing, with a minimum GPA of 3.0
- Connecticut RN license
- Proof of liability insurance
- Completed application, statement of professional goals, résumé, two letters of recommendation, and official copies of transcripts of all prior nursing and academic work
- Successful completion of a basic health assessment course (30 hours or greater)

REQUIRED COURSES

NU 550	Family & Community Context for Healthcare (3 credits)
NU 551	Advanced Pharmacology (3 credits)
NU 552	Advanced Health Assessment for the Nurse Practitioner (3 credits)
NU 561	Primary Care I: Comprehensive Primary Care of the Adult (6 credits)
NU 566	Advanced Pathophysiology for the Nurse Practitioner (3 credits)
NU 621	Primary Care II: Advanced Primary Care of Families in Complex Systems (7 credits)

NU 631 Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (8 credits)

Total: 33 credits

Course Descriptions

NU 501 (NU 401) Healthcare Policy & Ethics for Contemporary Nursing Practice

3 CH

This core course focuses on history, policy, and ethics in nursing and healthcare. It examines healthcare policy, including global health considerations, healthcare financing, quality and safety in healthcare, and the ethics of healthcare. Current practices in nursing and healthcare are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and healthcare.

NU 511 Role Development for Nursing Management & Executive Leadership

3 CH

This course introduces the student to contemporary theories of leadership, change, complexity science, and organizational structure and design. The underlying framework of the course is transformational leadership and complexity science. Concepts such as clinical microsystems, nursing care innovations, strategic planning, and change are covered. Students will be introduced to the concept of evidence-based management and encouraged to support their ideas with evidence. Students will complete an assessment of their leadership strengths and weaknesses and develop a professional leadership plan to guide their progress throughout the rest of the program.

NU 521 Creating a Professional Work Environment

3 CH

In this course, the students will appreciate the rationale and strategies for creating a positive work environment in nursing and the interprofessional team. Topics will include organizational culture, structural empowerment, shared governance, and the adoption of Magnet Hospital tenets, among others. Human resource management principles such as selection, development, performance appraisal, and nurse satisfaction will be considered within the framework of creating an environment of professional practice. In addition, how a positive work environment supports the quality and safety will be discussed based on evidence. Fostering high performance from individuals as well as the team will be stressed.

NU 530 (NU 433) Theory & Professional Roles for Contemporary Nursing Practice

3 CH

This course is one of the core that provides the foundation graduate-level nursing. The role of the master's prepared nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological, and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and the minimization of health disparities.

NU 550 Family & Community Context for Healthcare

3 CH

This course addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. 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. Particular emphasis is

placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

NU 551 Advanced Pharmacology for the Nurse Practitioner

3 CH

Focus is on the pharmacotherapeutic principles of drugs most commonly used by the FNP in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is placed 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 for the Nurse Practitioner

3 CH

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the lifespan by obtaining a complete and accurate health history and by performing a thorough physical examination, and by using acquired data to formulate a working medical diagnosis. 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. Integration of common medical testing

is addressed. The course assists in the socialization of the learner into the role of the advanced practice nurse in the current healthcare delivery system. The laboratory component enables the learner to develop advanced assessment skills.

NU 553 Advanced Pathophysiology

3 CH

This course further prepares each student to assess in depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of the master's prepared nurse with the preparation to assess clients across the lifespan.

NU 554 Application of Comprehensive Health Assessment Methods

3 CH

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the lifespan by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and to refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse educator in the current healthcare delivery system. The laboratory component enables the learner to develop comprehensive assessment skills.

NU 561 Primary Care I: Comprehensive Primary Care of the Adult

6 CH

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to a systematic approach to understanding the delivery of primary healthcare to the well adult. Various principles of illness prevention and health maintenance are introduced, as well as methodologies used to diagnose and treat common primary care problems. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care and health promotion. In addition to classes, students participate in clinical experiences.

NU 566 Advanced Pathophysiology for the Nurse Practitioner

3 CH

This course assists FNP students to have a comprehensive understanding of the pathophysiological disease processes most commonly seen afflicting patients across the lifespan. Clinical pathology content addresses alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process.

NU 575 Healthcare Information Systems

3 CH

An introduction to health information systems as tools for decision-making and communication in healthcare. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage, and evaluate healthcare information. Emphasis is also on the ability to utilize information systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care.

NU 576 Management of Financial Resources

3 CH

An overview of the budgeting process in the healthcare setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the healthcare system and the multiple payers and their impact on the financial picture of healthcare organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

NU 588 Theoretical Basis of Teaching & Learning in Nursing Education

3 CH

This course covers research-based educational theory and evidence-based teaching/learning strategies. The theories will be examined for their application in a variety of settings, levels of education, and for the adult learner. It will introduce the impact of diversity, and emphasis is placed on who the learner is and how he/she learns. External issues and trends impacting on nursing education will be explored including ethical/legal considerations in course curriculum design and implementation, and virtual environments for teaching/learning.

NU 589 Curriculum Development & Evaluation in Nursing Education

3 CH

This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content, and student evaluation. The role of the faculty in program evaluation of the curriculum is explored.

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 Healthcare Research for Contemporary Nursing Practice

3 CH

This course studies the field of research and its relationship to problems related to nursing and healthcare. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of healthcare research. Emphasis is on understanding the research process through proposal development.

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

3 CH

This course builds on the content of Principles of Healthcare Research for Contemporary Nursing Practice (NU 601) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the prospective of application and critique, research utilization, and issues in nursing and healthcare research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

NU 603 Principles of Healthcare Research for Evidence-Based Nursing Practice (*for Family Nurse Practitioner students only)

3 CH

This course studies the field of research and its relationship to problems related to nursing and healthcare. Each step of the research process is explored in depth to develop the skills to apply research to practice. Students will apply critical analysis to relevant research literature to appraise its usefulness and application. Use of statistical methods and concepts are reviewed and integrated throughout the course to promote understanding. Emphasis is placed on evaluating various types of research evidence for advanced practice nursing. Ethical and legal implications of conducting research are also reviewed.

NU 605 Advanced Pharmacology for the Nurse Leader

3 CH

This course will focus on the pharmacotherapeutic principles of drugs most commonly used and evaluated by clinical nurse leaders, nurse educators, and nurses in advanced leadership positions across healthcare settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, as well as the principle classification of drugs in clinical use today are discussed in relation to physiologic and psychologic concepts. The role of nurse leaders in teaching patients safe and effective medication administration and assessment of medication management and patients with chronic disease is emphasized.

NU 611 Care Management & 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 healthcare 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 & 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 617 Healthcare Delivery Systems

3 CH

This course focuses on the current healthcare delivery system and the impact on patient care. An evaluation of the healthcare delivery system will incorporate the impact of social issues, economics, policies, culture, education, and technology on the healthcare system. Past, future, and contemporary trends in healthcare delivery will be incorporated into the analysis of organizational micro- and macrosystems.

NU 619 Principles of Patient & Staff Education

3 CH

The focus of the course is to explore the master's prepared nurse's role in education in a hospital or clinical setting, specifically focusing on both patient and nursing education in that role. This course will include a range of topics including: roles of the nurse educator in a clinical setting, leading and managing change, patient education and health literacy, educating special populations in the clinical setting, laws and regulations relating to patient education, impact of the nurse practice act and state regulation on nursing education. The course is designed to

prepare the master's prepared nurse to be a leader in the development of educational programs in the clinical setting.

NU 621 Primary Care II: Advanced Primary Care of Families in Complex Systems

7 CH

The second of three clinical courses designed to enable graduate FNP students to learn problem-solving skills and clinical strategies necessary to diagnose and treat common and complex primary care problems found in adult families and their members. Emphasis is on the leadership role component of the nurse practitioner as well as on the direct provision of primary care. In addition to classes, students participate in clinical experiences.

NU 631 Primary Care III: Advanced Primary Care & Health Promotion of Special Populations

8 CH

This final clinical course enables FNP 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 emerging and aging families. Emphasis is on pediatrics, women's health, and geriatrics. 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. Students complete the final clinical experiences to fulfill the required 550 hours. The capstone project is completed in this final course.

NU 665 Quality & Safety in Practice

3 CH

In this course, students will proceed in a step-by-step progression through the continuous quality improvement (CQI) process. This approach prepares students

with the necessary skills to complete a CQI capstone project in the practicum courses. The student will review the historical background in theory of quality improvement and apply it to the current healthcare environment. After a review of the national and regulatory issues of patient safety, the student will identify one issue to use in the course to apply CQI methods.

NU 672 Nursing Management & Executive Leadership Practicum

3 CH

This is the first course in the nursing sequence for the Nursing Management and Executive Leadership practicum. This course will focus on the larger organization's macro-system level. Students will apply and analyze the theories, competencies, and concepts from previous courses in a designated role practicum experience using a preceptor. The core role competencies for the nurse manager and executive leader frame the course activities and include assessing the following areas: client needs and expectations, marketing, financial resources, quality and safety, visioning and strategic planning, care management systems, operational plans for accountability, and ethical practice. Current issues and trends in healthcare, nursing management, and executive leadership are covered in course readings and integrated into the course assessment/project. In this course, the student will begin the organizational assessment and evaluation and complete Part I of the capstone project.

NU 673 Capstone: Nursing Management & Executive Leadership

3 CH

This is the final course in the nursing sequence for the Nursing Management and Executive Leadership practicum. This course will focus on the larger organization's macro-system level. Students will apply and analyze theories, competencies, and concepts from previous courses in a designated role practicum using a preceptor. The core role

competencies for the nurse manager and executive leader frame the course activities and include assessing the following areas: human resource management, workforce development, succession planning, culture of safety, the Joint Commission national patient safety goals, public reporting and accountability, automation in healthcare and redesign of workflow, meaningful use, accountability care organizations, healthcare reform, care across the continuum, and learning from excellence. Current issues and trends in healthcare, nursing management, and executive leadership are covered in course readings and integrated into the course assessments/project. In this course, students will complete the organizational assessment and Part II of the capstone project.

NU 680 Clinical Nurse Leader Role Practicum

3 CH

This is the first course in the nursing sequence for the clinical nurse leader role practicum, providing the opportunity for in-depth analysis of the CNL role within various healthcare 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, evidence-based practice, and healthcare systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide 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.

681 Capstone: Clinical Nurse Leader

3 CH

This is the final course in the nursing sequence for the clinical nurse leader role practicum, providing the opportunity for in-depth analysis of the CNL role within various healthcare 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, evidence-based practice, and healthcare systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide 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 690 Nursing Education Role Practicum

3 CH

This is the first course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts from the two previous courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence-based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in healthcare and nursing are integrated within each topical area.

NU 691 Capstone: Nurse Educator

3 CH

This is the final course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts from the previous nurse educator courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence-based teaching proposal. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in healthcare and nursing are integrated within each topical area.

NU 700 Theoretical Components of Nursing Science

3 CH

This course involves the study of knowledge shared among members of the nursing discipline, the patterns of knowing and

knowledge development, criteria for evaluating knowledge claims, and the philosophy of science. The nature of theory, theory development in nursing, and significant conceptualizations of nursing will be discussed. Through guided search and discussion, doctoral students will become knowledgeable about the utilization of middle range theory to guide nursing practice.

NU 710 Healthcare Policy, Advocacy, & Ethics

3 CH

This course will explore the interrelationship between policy, advocacy, and ethics on clinical practice and healthcare/nursing administration. The nurse's role in healthcare policy and planning will be examined. An overview of issues in healthcare policy and planning, including the sociopolitical and economic context of health and health-seeking behaviors will be provided. Healthcare policy and planning at the local, state, and federal levels will be considered. Recurring issues in clinical practice will be examined for how legislation and regulation impacts care. This course will examine the structure and function of legislative and regulatory organizations, governance, public relations, and global healthcare issues. Broader social issues common to the care of underserved and vulnerable populations will be examined. Ethical dimensions of public policy formulations and implementation will be highlighted.

NU 720 Leading Quality Initiatives & Information Systems in Healthcare

3 CH

This course will introduce the fundamentals of patient safety and quality improvement (QI) in a variety of healthcare settings. Emphasis will be placed on the development, implementation, and evaluation/ measurement of evidence-based healthcare QI practices. Management of complex system change within the healthcare environment will be reviewed as part of the QI process.

Patient safety will be an important concept throughout this course in which key issues will be examined. Information Systems (IS) will also be addressed throughout this course for best application to the QI process along with daily practice needs. This course will allow the learner to identify key processes involved in optimal patient safety, outcomes, and the overall delivery of healthcare services.

NU 721 DNP Project Topic Development

1 CH

In the first of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP-lead faculty mentors, nursing faculty, and external advisors—synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. This first seminar will assist DNP students in developing the abstract, problem statement, evidence review plan, and evaluation.

NU 722 DNP Project Methodology Development

1 CH

In the second of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP-lead faculty mentors, nursing faculty, and external advisors—synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. This second seminar will assist DNP students in developing the methodology including but not limited to: setting, sample size, description of measures with reliability and validity, procedures for implementation, and plans for data analysis or evaluation.

NU 723 DNP Project Proposal Presentation

1 CH

In the third of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP lead faculty mentors, nursing faculty, and external advisors—

synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. During the semester, students will present their proposals in an oral format for the three members of their DNP project team.

NU 724 Responsible Conduct of Research

1 CH

In the fourth of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP-lead faculty mentors, nursing faculty, and external advisors—synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. During this fourth seminar, DNP students will be required to complete research ethics education through the Collaborative Institutional Training Initiative (CITI). The lead faculty mentor will guide the students in Institutional Review Board (IRB) policies, procedures, and approval process both at Sacred Heart University and from all institutions where they are conducting data collection and analysis.

NU 725 DNP Project Implementation & Data Analysis

1 CH

In the fifth of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP-lead faculty mentors, nursing faculty, and external advisors—synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. During this fifth seminar, DNP students will be in the implementation phase of the research, including data collection and data analysis. Students will report results of the DNP project using appropriate statistics and analysis.

NU 726 Final DNP Project Presentation, Dissemination, & Evaluation

1 CH

In the last of six clinical seminars, Doctor of Nursing Practice students will—under the guidance of DNP lead faculty mentors, nursing faculty, and external advisors—synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project over the course of the DNP program. During this sixth seminar, DNP students will be summarizing the conclusions of the DNP project. Students will conclude with recommendations for future research and a final summary. Lastly, during this final semester, students will publically present their DNP projects in an oral format for the three members of their DNP project team.

NU 730 Advanced Biostatistics & Research Design

3 CH

This course is designed for doctoral students to develop an understanding of advanced biostatistics and research design. Students will learn key concepts forming the basis of inferential statistics. They will also learn about commonly used statistical tests in nursing and healthcare literature. Lastly, students will learn about quantitative research designs.

NU 740 Epidemiology & Population Health

3 CH

The primary focus of this course is to equip students with a foundation in clinical prevention and population health. This course introduces students to the methods used by epidemiologists to assess factors associated with the distribution and determinants of health and disease in populations and to read, interpret, and apply literature using epidemiologic and statistical methods. Topics include a discussion of the historical background as well as practical applications of epidemiology, methods for identifying and evaluating sources of health applications of epidemiology, methods

for identifying and evaluating sources of health information, calculation of key epidemiologic measures and investigation techniques, and an evaluation of the strengths and weaknesses of different study designs. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity are integrated throughout the course. Specifically, this course examines methods for describing disease rates and other vital statistics; cohort, case-control, and cross sectional studies; odds ratios, relative risks, their confidence intervals, and tests of significance; and concepts of confounding, effect modification, and bias. A basic understanding of introductory biostatistics is required for this course. This foundation will enable students to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.

NU 741 Teaching Learning Principles & Curriculum Design in Advanced Nursing Education

3 CH

The purpose of this elective course is to provide students the opportunities to examine research-based educational theory and evidence-based teaching/learning strategies to design and implement instruction for diverse learners and evaluate the quality and effectiveness of instruction. In addition, analysis and synthesis of theories and concepts related to curriculum development and evaluation in education are emphasized. A practicum experience is a required component of the course.

NU 742 Leadership in Advanced Nursing Education

3 CH

The purpose of this elective course is to engage students in an analysis and synthesis of concepts and theories basic to the nurse

educator in a leadership role in academia. Emphasis is on current issues and trends in nursing education, the role of the DNP nurse educator, knowledge necessary for success in a leadership role such as the accreditation process and the relationship between the school/department of nursing and state board of nursing. In addition, relevant topics such as leadership theory, policy, and legal and ethical issues will be discussed. A practicum experience is a required component of the course.

NU 750 Clinical Scholarship & Analytical Methods for Evidence-Based Practice

3 CH

This course will introduce graduate students to doctoral nursing scholarship. Scholarship involves the translation and synthesis of research findings and their application into clinical or organizational practice, affecting and influencing specific outcomes. Scholarship includes the integration and dissemination of new knowledge. This course will prepare the doctoral student to evaluate the most current and highest levels of evidence—evidence that is designed to improve clinical or organizational outcomes related to an identified topic of interest—and to translate the evidence into individual practice environments. This course will use analytic methods to critically appraise the evidence from a variety of sources. Based on these analyses the doctoral student will be given the tools to evaluate a randomized control trial, a meta-analysis, and a review of clinical practice guidelines. This course will review the dissemination of knowledge and will include discussion on grant application submission. This course will provide the foundation to support the doctor of nursing practice project.

NU 760 Strategic Leadership & Collaboration in Healthcare Organizations

3 CH

In this course, organizational and systems leadership skills for advanced leadership practice to improve clinical healthcare systems and promote excellence in care are enhanced.

Focus is on transformational leadership, strategic visioning and planning, collaboration with the healthcare team to make data-driven decisions at both the micro- and macrosystems level. Understanding of how healthcare is financed and the implications for healthcare organizations is applied. In this course students will identify and build their terminal doctoral projects.

NU 770 Advanced Care of Special Populations

3 CH

This course is designed to enable the doctoral student to refine and expand the diagnostic and management skills necessary to care for vulnerable and disenfranchised populations. The elimination of health disparities has been identified as an area of research emphasis by the National Institute of Nursing Research. This course examines health determinants and health disparities within the United States as well as in the global community. The student will examine health disparities and the burden of disease within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach. Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, this course will prepare the student to fill the growing societal need for expert clinicians. This course focuses on the complex management of healthcare problems experienced by special populations across the lifespan. Emphasis is placed on content specific to the special populations in the areas of infectious disease, psychiatric care, and care of medically underserved populations such as the homeless, refugee populations, and the incarcerated. Case examples and clinical experiences are provided that allows students to become increasingly independent in their own clinical practice with respect to critical thinking and problem-solving. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

NU 780 Leadership in Chronic Disease Management & Aging Populations

3 CH

This course is designed for graduate students in the DNP program who seek to gain leadership skills and knowledge in the management of chronic disease and aging populations. Doctoral students will synthesize knowledge from physiological, psychological, and sociological/cultural perspectives that are important to the aging person and their families. Evidence-based practice guidelines are used to support clinical management plans and optimal patient outcomes for geriatric clients in both inpatient and primary care settings. Ethical principles will be used to guide clinical decision-making when complex problems or issues create a dilemma in the delivery of care to elderly populations (i.e., elder abuse, reimbursement-driven care, and advanced directives). The application of advanced nursing practice theory into supervised clinical practice will be included and emphasized.

NU 810 DNP Scholarship & Advanced Practice I

3 CH

Under the guidance of their DNP Project Lead advisor and clinical mentor, students will synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Seminars will focus on guiding the student through all aspects of implementation and evaluation of their DNP project. Critique and peer review will be a major focus of the seminars. A role transition colloquium will assist the student in preparing for expanded roles and self-reflection. Clinical residency experiences will be individually designed within the context of the focus of the student's track selection and scholarly interests.

NU 820 DNP Scholarship & Advanced Practice II

3 CH

Under the guidance of their DNP project dissertation advisor and clinical mentor, students will continue to synthesize, integrate, and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Seminars will focus on guiding the student through all aspects of evaluation. Critique and peer review will be a major focus of the seminars. A role transition colloquium will assist the student in preparing for expanded roles and self-reflection. Clinical residency experiences will be individually designed within the context of the focus of the student's track selection and scholarly interests.

Directions to Sacred Heart University

Main Campus, Fairfield, CT
5151 PARK AVENUE
FAIRFIELD, CT 06825-1000

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only):

Take Exit 47. At end of the 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.

Oakview Campus
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 Parkway/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. Stay in the left lane for about one mile on White Plains Road, then 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. This road is a dead end. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

**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. Follow directions above.

**From Merritt Parkway NORTHBOUND
 (passenger vehicles only):**

Take Exit 48 (Main Street). At end of the ramp, turn right onto Main Street. At the second traffic light, turn left onto Old Town Road. At the third stop sign, turn left onto Oakview Drive (beginning of office park area). Oakview Drive is a dead end. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

Cambridge Campus
7 CAMBRIDGE DRIVE
TRUMBULL, CT 06611

**From Merritt Parkway (Route 15) NORTH
 OR SOUTH (passenger vehicles only):**

Take Exit 48. Take left from southbound direction or right from northbound onto Main

Street (Route 111). Take left onto Old Town Road. At third stop sign, continue straight on Cambridge Drive. Proceed to first building on the left.

Stamford Campus
**STAMFORD GRADUATE CENTER AT
 LANDMARK SQUARE**
3 LANDMARK SQUARE
STAMFORD, CT 06901

From Connecticut Turnpike (I-95) SOUTH:

Take Exit 7 (toward CT-137 N/Atlantic St.). Merge onto N. State Street. Take the second right onto Atlantic Street. Turn right onto Broad Street. Take first right onto Landmark Square.

From Connecticut Turnpike (I-95) NORTH:

Take Exit 8 (Atlantic Street). Turn left onto Atlantic Street. Turn right onto Broad Street. Take first right onto Landmark Square.

Tandet Building, Stamford Hospital
146 WEST BROAD STREET
STAMFORD, CT 06901

From Connecticut Turnpike (I-95) SOUTH:

Take Exit 8 (Atlantic Street). Turn left onto Atlantic Street. Turn left onto Broad Street. Broad Street becomes W. Broad Street. Turn left into Stamford Hospital entrance at 146 West Broad Street. Parking for Tandet Building will be on the left.

From Connecticut Turnpike (I-95) NORTH:

Take Exit 7 (toward CT-137 N/Atlantic St.). Merge onto N. State Street. Take the second right onto Atlantic Street. Turn left onto Broad Street. Broad Street becomes W. Broad Street. Turn left into Stamford Hospital entrance at 146 W. Broad Street. Parking for Tandet Building will be on the left.

Procedures for Individuals Claiming Unlawful Discrimination or Harassment

Claims of harassment or discrimination are: (1) claims of violation of the University's nondiscrimination policy and (2) claims of violations of the University policy in opposition to harassment.

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination or harassment.

An individual who believes that he/she has been discriminated against, including being harassed, may report the situation to the Executive Director for Human Resources who serves as the primary University officer responsible for Title VI, Section 504 of the Rehabilitation Act and the Age Discrimination Act. In the absence of the Executive Director or if the complaint is against the Executive Director, the report may be made to the Vice President for Human Resources or any vice president of the University. For Title IX complaints, reports should be made to the Title IX Coordinator, Leonora Campbell. Reports/complaints are to be filed within ninety (90) calendar days of the incident or within ninety calendar days of the time that the individual reasonably becomes aware of the incident (note: this filing period may be extended for good cause).

The report can be written or oral and should consist of the following:

- the specific conduct objected to,
- the date(s) and time(s) such conduct took place,
- the name(s) of the alleged harasser(s) or person(s) believed to be discriminating against the filer,

- the location(s) where the conduct occurred,
- the name(s) of any witness(es),
- action sought to remedy the situation,
- and any other details or information requested by the Executive Director or his/her designee.
- In addition, the individual should provide any documentation (e-mails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

INFORMAL PROCEDURE

Any individual who believes that he/she has been unlawfully harassed or discriminated against may, if he/she chooses to, attempt to resolve the situation through a discussion with the other party. If that is not practical, the individual should consult with the Executive Director for Human Resources, who serves as the officer responsible for such complaints, or his/her designee. The purpose of this consultation is multifold.

The Executive Director or his/her designee will provide information and assistance to help the individual assess whether or not the behavior is harassing or discriminatory, will explain the University's grievance procedure, and provide guidance regarding the investigative procedure. There is no requirement that an informal resolution must be attempted by the complainant.

The individual may also request the Executive Director or his/her designee to attempt to facilitate a resolution of the grievance informally after investigating the matter. If the individual desires an informal resolution, the Executive Director or his/her designee will attempt to provide an informal resolution within twenty (20) working days of the receipt of the request.

INVESTIGATION OF COMPLAINTS

Upon receipt of a complaint or report, a prompt investigation will take place in a confidential manner so as to disclose information only to those who have a need to know or those who may have pertinent information. The respondent and witnesses will be interviewed. Disclosure of the complainant's name will be made if in the judgment of the investigator it is necessary to the investigation. The investigation will be kept as confidential as possible without compromising the investigation.

The Executive Director or his/her designee (the investigator) will determine whether there is a reasonable basis for the complaint. At the conclusion of this stage of the investigation the investigator will report his/her conclusions to the complainant in writing with the resolution of the complaint. The investigation should be completed within thirty (30) working days of the complaint filing unless extended for reasonable cause.

The investigation may be delayed during the period of an attempted informal resolution should the complainant desire it.

If it is determined that discrimination or harassment has occurred, the University will take action to stop the violation, prevent a reoccurrence, and correct any discriminatory effect. Such action may include counseling, warning, disciplinary action, termination of employment, or expulsion.

A confidential record of the proceedings will be maintained in a private file in the office of the investigator.

If a complainant is dissatisfied with the resolution because the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation, he/she may request a review by the vice president of the University division within which the discrimination was claimed to have occurred. If the complaint involves that vice president,

the President of the University or his/her designee shall conduct the review.

The request for review must be made within ten (10) working days of the notice of the result of the investigation. The review by the vice president must be completed within thirty (30) working days and submitted in writing either sustaining the investigation result or reopening the investigation for further consideration if the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation. The decision on the review shall be final.

STATE AND FEDERAL RIGHTS

The complainant may at any time file a complaint with the Department of Education, Office for Civil Rights, or other applicable federal or state agency for the enforcement of federal or state laws within the jurisdiction of such agency.

TIMELINES

Working days are days when the administrative offices of the University are regularly open for business; weekends, holidays, snow days, and days the University is closed shall not be counted as working days.

PERSONNEL

EXECUTIVE DIRECTOR FOR HUMAN RESOURCES

Ms. Julia Nofri, 203-365-4837

Coordinator for Section 504 of the Rehabilitation Act and the Age Discrimination Act

TITLE IX COORDINATOR

Ms. Leonora Campbell, 203-396-8386

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Rupendra Paliwal, 203-371-7851

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AND ADMINISTRATION**

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