

2014-2015

UNDERGRADUATE CATALOG



Sacred Heart
UNIVERSITY

2014–2015

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CATALOG



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UNIVERSITY

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Welcome from the President



Dear Friends,

On behalf of our 6,800 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 378 Colleges – 2014 Edition, Best in the Northeast and Best 295 Business Schools – 2014 Edition, and U.S. News & World Report ranks us among the best master's universities in the North. The second-largest Catholic university in New England, Sacred Heart offers more than 50 undergraduate, graduate and doctoral programs on its main campus in Fairfield, Conn., and 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; University College; and the John F. 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 31 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 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, Ph.D.

University Telephone Numbers

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

Undergraduate Calendar

Fall Semester 2014

Classes Begin	Mon., Aug. 25
Labor Day - No Classes	Mon., Sept. 1
Last Day to Add/Drop	Tues., Sept. 2
Early Warnings for Undergraduates Due	Tues., Sept. 16
Last Day to Convert Incomplete Grades for Spring & Summer	Wed., Oct. 8
Columbus Day Weekend - No Classes	Sun. - Tues., Oct. 12 - 14
Faculty Institute Day - No Classes	Tues., Oct. 14
Undergraduate Mid-Term Grades/Warnings Due	Wed., Oct. 15
Undergraduate Advising for Spring 2015 begins	Mon., Oct. 20
Last Day to Withdraw from a Course*	Mon., Oct. 27
Assigned Online Registration Begins for Spring 2015	Wed., Oct. 29
Thanksgiving Holiday - No Classes	Wed. - Sun., Nov. 26 - Nov. 30
Last Day of Classes	Mon., Dec. 8
Final Exams	Tues. - Sat., Dec. 9 - 13
Final Exams Snow Date	Mon., Dec. 15

*See Course Withdrawal Policy on Registrar's Website.

Spring Semester 2015

Classes Begin	Mon., Jan. 12
Martin Luther King Day - No Classes	Mon., Jan. 19
Last Day to Add/Drop	Tues., Jan. 20
Early Warnings for Undergraduates Due	Tues., Feb. 3
Last Day to Convert Incomplete Grades for Fall & Winter	Wed., Feb. 25
Spring Break	Sun. - Sun., Mar. 1 - 8
Undergraduate Mid-Term Grades/Warnings Due	Tues., Mar. 10
Undergraduate Advising for Fall 2015 begins	Wed., Mar. 18
Last Day to Withdraw from a Course*	Mon., Mar. 23
Assigned Online Registration Begins for Fall 2015	Mon., Mar. 23
Easter Break - No Classes	Wed. - Mon., Apr. 1 - Apr. 6
Faculty Institute Day - No Classes	Tues., Apr. 7
Last Day of Classes	Mon., May 4
Final Exams	Tues. - Tues., May 5 - 12
Undergraduate Commencement	Sun., May 17

*See Course Withdrawal Policy on Registrar's Website.

Fall AHEAD Term 1 2014

AHEAD 1: MON., AUG. 25 - SAT., OCT. 18

Saturday Classes (consecutive)

Aug. 30, Sept. 6, 13, 20, 27,
Oct. 4, 11, 18
Thurs., Aug. 28
Mon., Sept. 1
Fri., Sept. 26
Mon., Oct. 13
Tues., Oct. 14

Last Day to Add/Drop

Labor Day - No Classes

Last Day to Withdraw*

Columbus Day Holiday - No Classes

Faculty Institute Day - Classes Held

*See Course Withdrawal Policy on Registrar's Website.

Fall AHEAD Term 2 2014

AHEAD 2: MON., OCT. 20 - SAT., DEC. 13

Saturday Classes (consecutive)

Oct. 25, Nov. 1, 8, 15, 22,
Dec. 6, 13
Thurs., Oct. 23
Fri., Nov. 21
Wed. - Sun., Nov. 26 - 30

Last Day to Add/Drop

Last Day to Withdraw*

Thanksgiving Holiday - No Classes

*See Course Withdrawal Policy on Registrar's Website.

Spring AHEAD Term 3 2015

AHEAD 3: MON., JAN. 12 - SAT., MAR. 14

Saturday Classes (consecutive)

Jan. 17, 24, 31, Feb. 7, 14, 21, 28
Mar. 14
Thurs., Jan. 15
Mon., Jan. 19
Fri., Feb. 13
Sun. - Sun., Mar. 1 - 8

Last Day to Add/Drop

Martin Luther King Day - No Classes

Last Day to Withdraw*

Spring Break

*See Course Withdrawal Policy on Registrar's Website.

Spring AHEAD Term 4 2015

AHEAD 4: MON., MAR. 16 - WED., MAY 13

Saturday Classes (consecutive)

Mar. 21, 28, Apr. 11, 18, 25,
May 2, 9
Thurs., Mar. 19
Wed. - Tues., Apr. 1 - 7
Wed., Apr. 22

Last Day to Add/Drop

Easter Holiday

Last Day to Withdraw*

*See Course Withdrawal Policy on Registrar's Website.

Modules

MODULE TERM 1: MON., AUG. 25 - FRI., OCT. 17

Last Day to Add/Drop
Last Day to Withdraw*

Sun., Aug. 31
Fri., Sept. 26

MODULE TERM 2: MON., OCT. 20 - FRI., DEC. 12

Last Day to Add/Drop
Last Day to Withdraw*

Sun., Oct. 26
Fri., Nov. 21

MODULE TERM 3: MON., JAN. 5 - FRI., FEB. 27

Last Day to Add/Drop
Last Day to Withdraw*

Sun., Jan. 11
Fri., Feb. 6

MODULE TERM 4: MON., MAR. 2 - FRI., APR. 24

Last Day to Add/Drop
Last Day to Withdraw*

Sun., Mar 8
Fri., Apr. 3

MODULE TERM 5: MON., APR. 27 - FRI., JUNE 19

Last Day to Add/Drop
Last Day to Withdraw*

Sun., May 3
Fri., May 29

MODULE TERM 6: MON., JUNE 22 - FRI., AUG. 14

Last Day to Add/Drop
Last Day to Withdraw*

Sun., June 28
Fri., July 24

*See Course Withdrawal Policy on Registrar's Website.

Late Spring 2015

Classes Begin
Last Day to Add/Drop
Last Day to Withdraw from a Course*
Memorial Day - No Classes
Last Day of Classes (Including Finals)

Mon., May 18
Wed., May 20
Fri., May 22
Mon., May 25
Fri., May 29

*See Course Withdrawal Policy on Registrar's Website.

Summer Session 1 2015

Classes Begin
Last Day to Add/Drop
Last Day to Withdraw from a Course*
Independence Day - No Classes
Last Day of Classes (Including Finals)

Mon., June 1
Wed., June 3
Fri., June 19
Fri., July 4
Wed., July 8

*See Course Withdrawal Policy on Registrar's Website.

Summer Session 2 2015

Classes Begin

Thurs., July 9

Last Day to Add/Drop

Mon., July 13

Last Day to Withdraw from a Course*

Thurs., July 30

Last Day of Classes (Including Finals)

Fri., Aug. 14

*See Course Withdrawal Policy on Registrar's Website.

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 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 also on the Sacred Heart University's website. The Executive Director for Human Resources, Julia Nofri, 203-365-4837, serves as the coordinator for Title VI, Title IX, section 504 of the Rehabilitation Act and the Age Discrimination Act is the primary University Officer responsible for such matter. Students claiming discrimination for handicap or disability may also contact the Director of Special Services at the University's Jandrisevits Learning Center or the Dean of Students.

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, the contact information for the New England Association of Schools and Colleges 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

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Don Hamerman

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 has achieved national accreditation by NCATE (now CAEP). The elementary teacher certificate program is nationally recognized by the Association for Childhood Education International (ACEI) and the Intermediate Administrator program is nationally recognized by the Educational Leadership Constituent Council (ELOC). The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education. The Master of Arts in Teaching and Certificates of Advanced Study in Teaching. Literacy and Education Leadership are accredited by the Connecticut State Department of Higher Education (now the Office of Higher Education). The Education programs for Initial Teacher Certification at the Elementary and Secondary levels;

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 (CCNE); National League for Nursing; the Master of Science in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy (ACOTE); the Doctor of Physical Therapy is accredited by the Commission on Accreditation of PT Education (CAPTE); the Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education; and the John F. Welch College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

MEMBERSHIPS

AACSB, the Association to Advance Collegiate Schools of Business
 Accreditation Council for Occupational Therapy Education (ACOTE)
 Alpha Sigma Lambda Honor Society (ASL)
 American Accounting Association
 American Alliance of Health, Physical Education and Recreation
 American Association for Higher Education
 American Association of College Baseball Coaches (AACBC)
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers (AACRAO)
 American Association of 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 (EASFA)
- Eastern Athletic Trainers' Association (EATA)
- Eastern College Athletic Conference (ECAC)
- Eastern Intercollegiate Volleyball Association
- Educational and Institutional Cooperative Purchasing (E&I)
- Entrepreneurship Institute
- European American Chamber of Commerce in the US
- European Council of International Schools (ECIS)
- Fairfield Chamber of Commerce
- Fairfield County Business Council
- Fairfield County Library Administrators Group
- 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 for International Education
- Institute of Management Accounts

Institute of Management Consultants
 Intercollegiate Association for Marriage and Family Therapists
 Intercollegiate Bowling Association
 Intercollegiate Tennis Association (ITA)
 International Consortium of the National Council of Teachers of English
 Kiwanis Club of Bridgeport
 Lilly Fellows Program (LFP)
 Luxembourg American Chamber of Commerce (LACC)
 Massachusetts Higher Education Consortium (MHEC)
 Massachusetts School Counselor Association (MSCA)
 Mathematics Association of America
 Metro Atlantic Athletic Conference (MAAC)
 Metro New York College Placement Officers Association (MNYCPOA)
 Modern Languages Association (MLA)
 NAFA: Association of International Educators
 National Academic Advising Association (NAAA)
 National Association for College Admission Counseling (NACAC)
 National Association for Developmental Education
 National Association of Educational Buyers (NAEB)
 National Association for Lay Ministry
 National Association for Pastoral Musicians
 National Association of Athletics Compliance Coordinators (NAACC)
 National Association of Campus Activities (NACA)
 National Association of Catholic Colleges Admissions Counseling (NACCAC)
 National Association of Church Personnel Administrators
 National Association of College Admissions Counselors
 National Association of College and University Attorneys
 National Association of College and University Business Officers
 National Association of College Athletic Directors
 National Association of College Auxiliary Services (NACAS)
 National Association of College Basketball Coaches (NACBC)
 National Association of Colleges and Employers (NACE)
 National Association of Collegiate Directors of Athletics (NACDA)
 National Association of Collegiate Marketing Administrators (NACMA)
 National Association of Foreign Student Advisors
 National Association of Graduate Admissions Professionals (NAGAP)
 National Association of Independent Colleges and Universities
 National Association of International Educators
 National Association of Schools of Art and Design
 National Association of Social Workers
 National Association of Student Financial Aid Administrators (NASFAA)
 National Association of Student Personnel Administrators (NASPA)
 National Athletic Trainers' Association (NATA)
 National Athletic Trainers' Association Board of Certification (NATABOC)
 National Board for Certified Counselors (NBCC)
 National Career Development Association (NCDA)
 National Catholic Educational Association
 National Catholic Student Coalition
 National College of Sports Medicine
 National Collegiate Athletic Association (NCAA)

National Collegiate Licensing Association (NCLA)
 National Conference of Catechetical Leadership
 National Council for Accreditation of Teacher Education (NCATE)
 National Council for Teachers of English
 National Council for Teachers of Math
 National Fastpitch Coaches Association (NFCA)
 National Intramural and Recreational Sports Association (NIRSA)
 National League for Nursing
 National Organization of Nurse Practitioner Faculties
 National Orientation Directors Association (NODA)
 National Society of Experiential Education (NSEE)
 National Strength and Conditioning Association (NSCA)
 New England Affiliate of College and University Residence Halls (NEACURH)
 New England Association of College Admissions Counseling (NEACAC)
 New England Association of College and University Housing Officers (NEACUHO)
 New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
 New England Association of Schools and Colleges
 New England Intercollegiate Softball Coaches Association (NEISCA)
 New England Occupational Therapy Educational Council
 New England Resource Center for Higher Education (NERCHE)
 New England Transfer Association (NETA)
 New Haven Chamber of Commerce
 New Jersey Association of College Admissions Counseling (NJACAC)
 New York Association of College Admissions Counseling (NYACAC)
 Northeast Association of Student Employment Administrators
 Northeast Conference (NEC)
 Northeast Conference Baseball Committee
 Overseas Association of College Admissions Counseling (OACAC)
 Pennsylvania Association of College Admissions Counseling (PACAC)
 Phi Delta Kappa, International Religious Educational Association
 Sigma Xi Scientific Research Study
 Society for Industrial and Applied Mathematics
 Society for the Scientific Study of Religion
 Society of University Planners
 Stamford Chamber of Commerce
 Strategic Enrollment Management (SEM)
 Teachers of English to Speakers of Other Languages (TESOL)
 The Business Council of Fairfield County (BCFC)
 The Tuition Exchange
 The World Affairs Forum (WAF)
 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)
 Western, Rockland, Putnam Counselors Association (WRPCA)
 Western Suffolk Counselors Association (WSCA)
 World Criminal Justice Library Network

Mission and History

MISSION STATEMENT

Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community. The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence. Sacred Heart University is Catholic in tradition and spirit. As a Catholic university, it seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the Godgiven freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, Sacred Heart University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom, and the betterment of human society. It values religious diversity as enhancing the University community and creating opportunities for dialogue in the common search for truth. Through its curricular and co-curricular activities and campus ministry programs, the University provides the context in which students have the opportunity to appropriate in a critical fashion their own religious traditions. Sacred Heart University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion, and convey conclusions in an intelligible and articulate fashion. The University provides the environment in which its students can develop the aesthetic dimension of life by

nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family. As a community of teachers and scholars, Sacred Heart University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged to participate in the wider community through service to others, especially the poor. From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person in the University shares in common goals and a common commitment to truth, justice, and concern for others.

HISTORY

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a 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 5,700 full- and part-time undergraduate and graduate students in Fall 2006. Correspondingly, the faculty has increased from 9 to over 190

full-time professors and a cadre of dedicated affiliate faculty members. The University has grown and has enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the “residential” experience. It now has ten residence halls, and 66% of the full-time undergraduate students live in University housing. New degree programs and majors in relevant disciplines are consistently added to our curriculum. The University offers Division I athletics with 32 varsity teams. The 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 provides all undergraduate students with a laptop computer. The University campus is a wireless environment. The University consists of five colleges: College of Arts and Sciences, John F. Welch College of Business, Isabelle Farrington College of Education, the College of Health Professions, and University College. The latter is committed to the adult learner and provides continuing education programs. Its evening, weekend and accelerated courses earn praise for their diversity and relevance to changing lifestyles. An ever-widening outreach to the community balances the University’s commitment to academic excellence. The Center for Spirituality and Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. The Center for Christian-Jewish Understanding, which earned the personal endorsement of Pope John Paul II, has become a global leader in fostering interreligious dialogue. Closer to home, hundreds of students, faculty and staff volunteer their services in the community each year. The Center for Strategic Planning for Not-for-Profit Organizations provides business assistance to qualified groups at no cost. Through the Sacred Heart University–St. Charles Health and Wellness Center, faculty and students from Nursing, Physical Therapy, Psychology, Occupational Therapy and related disciplines bring the assets of contemporary health care practices and services to an at-risk

population to the multicultural communities of St. Charles Church and neighborhood residents on Bridgeport’s East Side. The administration, faculty and staff, and students are proud to carry the Founder’s vision and the University’s mission into the third millennium.

LOCATIONS

Located on 56 suburban acres 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

Griswold

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

Luxembourg

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

Stamford

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

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 or 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 (M.S.)
- Applied Psychology (M.S.)
- Business Administration (M.B.A.)
- Chemistry (M.S.)
- Computer Science and Information Technology (M.S.)
- Clinical Nurse Leader (M.S.N.)
- Criminal Justice (M.A.)
- Communications (M.A.)
- Cyber Security (M.S.)
- Digital Marketing (M.S.)
- Environmental Science and Management (M.S.)
- Exercise Science and Nutrition (M.S.)
- Family/Nurse Practitioner (M.S.N.)
- Film and Television Production (M.A.)
- Healthcare Informatics (M.S.)
- Human Resource Management (M.S.)
- Nursing Education (M.S.N.)
- Master of Arts in Teaching M.A.T.)
- Occupational Therapy (M.S.)
- Patient Care Services Administration (M.S.N. or M.S.N./M.B.A.)
- Religious Studies (M.A.)
- Teaching (M.A.T.)

Professional certificates (Sixth Year) in administration, CT. Literary Specialist and advanced teaching are also offered.

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

Admissions

Admissions Process For Full-Time Study

The Office of Undergraduate Admissions coordinates the admission of prospective students interested in full-time study (12 credits or more per semester). The different categories of full-time admission and the appropriate application requirements are described below.

FRESHMAN ADMISSIONS

A candidate for full-time admission to Sacred Heart University as a freshman should submit to the Office of Undergraduate Admissions a completed application (the University uses the Common Application) with the application fee, a high school transcript, one letter of recommendation, and an essay. A visit to campus and an interview is strongly recommended to complement the required credentials.

TRANSFER ADMISSIONS

The University accepts full-time students transferring from other regionally accredited colleges on a rolling basis. Prospective transfer students are required to submit to the Office of Undergraduate Admissions an application for transfer admission (the University has its' own) along with their proof of completion of a high school diploma (official high school transcript or GED) or the receipt of an Associate's Degree (posted on official college transcript), if applicable, additional official college or university transcripts, one letter of recommendation, an essay, and the application fee. An interview on campus is strongly recommended. If you have completed less than 12 credits, please submit a mid-semester grade report during the application process.

A student who has left Sacred Heart University for 2 consecutive semesters or longer is required to reapply for full-time

admission to the University through the transfer admissions process.

INTERNATIONAL ADMISSIONS

Sacred Heart University welcomes students from around the world. International students are eligible to apply to the undergraduate program for full-time study at Sacred Heart University if they have completed the equivalent of a United States secondary school education (approximately twelve years of formal education) and have the appropriate diploma or satisfactory results on leaving examinations.

Sacred Heart University classifies an international student as a student who does not hold U.S. citizenship or U.S. Permanent Residency (U.S. Resident Alien) or Deferred Action for Childhood Arrivals (DACA) and one who must obtain an F1 student visa to study in the United States. This includes students who are living and/or studying outside the U.S. and students who are living and/or studying in the U.S. at the time of their application for admission.

Sacred Heart University prefers that international students submit the following information to the Office of Undergraduate Admissions before November 1 for January entrance and before March 1 for September entrance.

A completed undergraduate admissions application must include:

- Complete Online Application for International Students.
- A non-refundable application fee of \$50 USD.
- Official scholastic records from all secondary schools and college/ universities attended which may include 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. In addition, an explanation of the secondary/university/college grading system must be provided along with transcripts.

- One letter of recommendation.
- A course-by-course credential report from World Educational Services, or a similar company, is required for all students who wish to transfer and receive academic credit for coursework taken at another college or university outside the U.S.
- For all non-native English speakers, an official English language proficiency examination is required. The following examinations and minimum scores are accepted:
 - TOEFL score of 550 on the paper-based test or 80 on the TOEFL iBT
 - IELTS – 6.5
 - SHU ELI online placement exam – 96
 - SHU ELI CaMLA EPT 70
 - SHU ELI MELAB – 80 (proctored on-site at SHU)
 - PTE – 62
 - iTEP – 5
 - Cambridge Certificate in Advanced English (CAE) – 5.5
 - Cambridge Certificate in Proficiency in English (CPE) – 5.5
- Official SAT or ACT test scores (optional)
- Copy of passport, specifically the page(s) containing identification data and signature of bearer.
- An official certified bank statement or government financial guarantee in English and U.S. dollar figures, signed by a bank or government official and dated within six months of enrolling at Sacred Heart University verifying the student's, the student's family and/or sponsor's ability

to pay the full cost required to attend SHU for one year (tuition, room, board, books, travel expenses, health insurance).

- The Immigration I-20 form (the form needed to obtain a student F1 visa from a U.S. embassy or consulate) will be issued by SHU after the student has been accepted to the University, and proof of financial support in the form of an official bank statement or financial guarantee is submitted. The issuance of an I-20 and subsequent F-1 visa constitutes a legal agreement with the U.S. government binding the student to maintain full-time enrollment (at least 12 credits per semester) at all times except during the summer session. Employment in the U.S. is only allowed if authorized by the Immigration and Naturalization Service.

NOTE: Materials that are received by fax (203-365-7607) 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.

TRANSFER, ADVANCED PLACEMENT AND COLLEGE EQUIVALENT CREDIT

Transfer Credit

Credit is awarded for courses that carry grades of C or better and that parallel Sacred Heart University offerings. The University reserves the right to examine selected courses to determine whether or not their content and quality fit the University's purpose and goals. Sacred Heart University will accept a maximum of 66 credits from two-year colleges and 90 credits from four-year institutions.

THE ADVANCED PLACEMENT PROGRAM

Beginning with academic year 2008-2009, credit will be given for scores of 4 or 5 on the College Entrance Examination Board Advanced Placement Examination. A grade of T is assigned for these credits. When Advanced Placement credit is awarded, as determined by the Academic Department, for work that is the equivalent of specific Sacred Heart University courses (e.g., Biology 111), students may not take those courses for credit.

All requests and applications for Advanced Placement should be made to the Office of Undergraduate Admissions before classes begin in the year of entrance to the University. Receipt by the Office of Undergraduate Admissions of an Advanced Placement score report, directly from the College Board, will be considered an application for Advanced Placement and college credit.

INTERNATIONAL BACCALAUREATE PROGRAM

Sacred Heart University considers the International Baccalaureate outstanding for its integrated curriculum and rigor. A student awarded the International Baccalaureate Diploma will be granted the option of sophomore standing and will have his or her individual diploma examinations recorded as transfer credit. If a student does not attain the International Baccalaureate Diploma but presents individual Higher Level examinations with scores of 4, 5, 6 or 7, he or she will receive 6-8 credits per examination (depending on the Sacred Heart University course equivalency), up to a total of 30 credits. These individual credits may be applied to general education/core, a major or an elective. No credit will be awarded for Subsidiary examinations. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject. Students should have their International Baccalaureate Diploma or International Higher Level examination scores sent to the Office of the Registrar.

ACCEPTANCE PROCESS

Sacred Heart University enrolls full-time students in undergraduate programs of study in August and January.

The University accepts full-time, first-year students through the Early Action program (fall terms), Early Decision program (fall term) or the Regular Admission program. Transfer applicants are reviewed on a rolling basis.

A student who is denied full-time admission is not allowed to begin classes on a part-time basis.

EARLY ACTION PROGRAM

Students who consider Sacred Heart University one of their top choices, and wish to learn of their admission early in senior year, may apply through the Early Action Program. Students who choose to apply Early Action should feel they can present the strongest application possible by the end of first term senior year. Prospective students wishing to apply for Early Action should reference the undergraduate admissions website for deadline information. Students who are accepted and who choose to enroll at the University are required to submit a nonrefundable acceptance deposit. The University observes a May 1 deposit deadline for all students accepted prior to April 15. Deposits received or postmarked after May 1 will be accepted on a space-available basis.

EARLY DECISION PROGRAM

Students who consider Sacred Heart University their first choice and have demonstrated above-average academic performance may apply under the Early Decision program. Contact the Office of Undergraduate Admissions for the Early Decision program application deadline. In addition, all Early Decision candidates are required to interview with an Admissions Counselor in the Office of Undergraduate Admissions prior to the Early Decision deadline. The University's Early Decision program is binding; therefore, students

accepted to the University under the Early Decision program are required to submit a nonrefundable acceptance deposit. Those who apply for Student Financial Assistance will have the opportunity to preview a financial assistance package in advance of making the binding commitment with the enrollment deposit. To be considered for a financial assistance package in our early decision program, the CSS Profile must be completed. Students deferred through the Early Decision program will be considered through the Rolling Admissions process.

REGULAR ADMISSIONS PROCESS

All other candidates for admission will be evaluated through the Regular Admissions process. Decision letters for completed applications will begin to be sent in February. If financial assistance and housing are a consideration, students should submit their applications no later than March 1 for September enrollment and December 1 for January enrollment.

Students who are accepted and who choose to enroll at the University are required to submit a nonrefundable acceptance deposit. The University observes a May 1 deposit deadline for all students accepted prior to April 15. Deposits received or postmarked after May 1 will be accepted on a space-available basis.

Correspondence should be directed to:

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

Connecticut law requires that students born after December 31, 1956, provide proof of measles immunization: www.sacredheart.edu/download/27_2008_shu_uc_student_health_services_form.pdf

VISITING STUDENTS

Visiting students are required to complete a registration form and make sure that they have completed any prerequisites for the course(s). Students are responsible for checking with their home institution if they are planning to transfer the credits.

Connecticut law requires that students born after December 31, 1956, provide proof of measles immunization: www.sacredheart.edu/download/27_2008_shu_uc_student_health_services_form.pdf

Registration is ongoing.

Although not required, it is recommended that students meet with an advisor from their major periodically to ensure completion of the program in a timely manner. Students seeking admission to University College do not need prior college experience to begin their studies, and standardized tests are not required.

Correspondence should be directed to:

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

WEEKEND UNIVERSITY

The Weekend University offers University core curriculum courses that facilitate the pursuit of a degree. There are two sessions offered in an alternating weekend schedule, allowing students to take two courses per semester.

TASTE OF COLLEGE FOR HIGH SCHOOL SENIORS AND SENIOR CITIZENS

The Taste of College program is a special admissions program to encourage currently enrolled high school juniors and seniors who show exceptional academic accomplishments to participate in college-level courses.

Students need to present an application, a letter of recommendation from their high school guidance counselor and a high school transcript. Students will receive three college credits after successful completion of the course. Also, adults 62 years or older may take college courses on a seat-available basis. Selected course offerings vary each semester. High school seniors must be recommended by their high school counselor and should contact the Undergraduate Admissions Office at 203-371-7880 for information. Senior citizens should contact University College at 203-371-7830 for more information.

OTHER INTERNATIONAL EXAMINATIONS

Students who wish to receive credit for international school leaving examinations other than the International Baccalaureate should have copies of their results sent to the Office of International Admissions who, in consultation with the Registrar and respective academic departments, will determine the amount of credit to be given and the distribution of such credit. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject.

For the most commonly presented international/ foreign examinations, the guideline of acceptance of college credit is:

- French Baccalaureate—scores of 12–20
- German Abitur—scores of 7–15 (“befriedigend” or better)
- Swiss Matura—scores of 5 or 6
- United Kingdom “A” Level General Certificate Examinations—grade of A, B or C

Other international/foreign examinations presented are evaluated for credit by the University Registrar, in consultation with appropriate departments and appropriate international evaluation credential agencies, such as the World Education Services, Inc., located in New York City.

Admissions Process for Part-Time Study

All part-time undergraduate students, (summer and winter intersession students) are admitted through University College.

If an individual is a first-time student, he/ she must submit a high school transcript or its equivalent and meet with an academic advisor to discuss educational goals.

After receiving acceptance into a degree program, the student will review the individualized plan of study with an advisor, and use this worksheet when registering for future classes.

New students should follow these easy steps to become students at Sacred Heart University:

Complete an application and make an appointment to meet with a part-time admissions advisor. The application form is available online at www.sacredheart.edu/applyuc.cfm. Whenever possible, transfer students should fax a copy of their college transcript(s) to University College at 203-365-7500 prior to their appointment. The advisor will perform a preliminary evaluation of any transfer credits, and during the initial meeting will answer any questions, discuss program requirements, and help students register for a class.

If transcripts have been reviewed, but an acceptance has not yet been issued, students may register for up to 12 credits. Registration forms are available on our website: www.sacredheart.edu/uhealth.cfm.

COLLEGE CREDIT BY EXAMINATION—NATIONAL TESTING PROGRAMS

EXCELSIOR, CLEP and DANTES

These are national programs awarding college credit by examination. CLEP exams are administered at the Stamford campus.

The University awards credit for CLEP,

DANTES, and certain EXCELSIOR exams. College credit is awarded when a student successfully passes an exam, see www.sacredheart.edu/cleptransfer.cfm. Credit is awarded only in areas where the student does not have prior credit applied toward a degree.

Students may not take exams in a graduating semester.

Sacred Heart University offers the nursing student the opportunity to take EXCELSIOR exams in Anatomy and Physiology I and II, and the National League for Nursing (NLN) challenge exam in Microbiology. For additional information concerning these exams, contact the Nursing Programs Office at 203-371-7715.

ASSESSMENT OF PRIOR LEARNING PROGRAM

Recognizing that higher education also occurs outside the classroom, the University awards academic credit to students for what they have learned through life and/or work experience in very exceptional circumstances. This experience can be the result of self-education, professional certification, in-service training programs, volunteer work or management work.

In order to apply for credit, the student must be enrolled at the University in the semester in which the portfolio is submitted. Credit is awarded only for experience that parallels the University's courses and programs. This credit can be used in the core curriculum, in the major or as free electives, as long as the student completes at least 30 credit hours in the classroom, with one-half of the major taken in the classroom at Sacred Heart University. No more than 60 credits can be awarded for prior learning and CLEP, DANTES and EXCELSIOR combined. This credit is not awarded in areas where National Testing Programs are applicable.

University College will assist the student in assembling the portfolio. The portfolio should include a brief work resume, a

detailed description of the individual's experience tailored to particular courses offered by the University and supporting documentation. Supporting documentation may include certificates, awards, letters of recommendation, job descriptions and samples of work. As the portfolio is being composed, the student should be reflecting on the learning that has been derived from his or her experience.

The portfolio and application form are submitted to University College, along with the application fee. The portfolio is referred to the appropriate faculty for a determination of any credit award. Some academic departments review the portfolio as a committee, while other departments prefer to test the student in the particular subject matter.

After the faculty committee has evaluated the portfolio, it is then reviewed by the department chairperson. A letter of award is prepared.

For additional information on the Assessment of Prior Learning program, contact University College at 203-371-7830.

Withdrawals from courses must be made in person through the Office of the Registrar. Official withdrawal is necessary.

Expenses and Student Financial Assistance

Tuition and Fees

Subject to approval by the Board of Trustees (Academic Year 2014-2015)

GENERAL INFORMATION

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.

FULL-TIME STUDENT*

Tuition (12-18 credits): \$17,750/semester
Athletic and Recreation Fee: \$125/semester
Overload (19 or more credits): \$975/credit
Audit Tuition: \$815/course

Room and Board*

Housing fee varies per residential hall
Room: \$4,737 to \$4,891/semester
Board: \$900 to \$2,400/semester

All residential dorms require meal plans. Refer to Student Accounts webpage at www.sacredheart.edu for additional information/requirements.

PART-TIME STUDENT*

Tuition (1-11 credits): \$545/credit
Registration Fee (nonrefundable): \$115/semester

OTHER FEES*

Auditors Registration Fee (nonrefundable): \$115/term

Lab (per course, nonrefundable): \$20-\$190/course

Exercise Science Program Fee: \$575

Athletic Training Program Fee: \$575

Nursing Assessment Fee: \$430 Private

Nursing Program Fee: \$570

Nursing Verification Fee: \$40

Music Lessons:

MU 131 (1 credit): \$265

MU 132 (2 credits): \$530

John F. Welch College of Business Fee: \$750/semester

Credit Card Reject Fee: \$50

Guaranteed Payment Plan:

Credit Card Reject Fee: \$90

Credit Card Reject Fee: \$50

Returned Check Fee: \$40

Study Abroad Fee: \$700/\$250/semester

Taste of College: \$133/credit (Max 6 credits)

Senior Citizen Program: \$100/credit (Max 6 credits)

Health Insurance - Full-time Undergraduate: \$1,483/year

Health Insurance - Part-time Undergraduate: \$1,713/year

Transcript**: \$8/transcript

Graduation Fee Part-time Undergraduate: \$155

*For more detailed tuition and fees information, refer to the Student Accounts Web page at www.sacredheart.edu.

**Transcripts, diplomas, and employee verifications are not released if any balance is due the University.

It is the sole responsibility of the student to maintain a current mailing address with the Registrar's Office to update their mailing address. Go to WebAdvisor to update your Personal Information.

HEALTH INSURANCE

All full-time undergraduate students are required to have Health Insurance, therefore, students are automatically enrolled in the University's Health Insurance Plan. Students already covered by health insurance may waive the University plan by going to www.kostergallagher.com.SHU. All full-time Undergraduate International Students are enrolled in the University insurance program and cannot waive out. For further information, contact Health Services at 203- 371-7838.

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. Cash payment must be made in person at the Cashiers Window (SC100) in the Academic Building.

For online payments, go to www.sacredheart.edu.

Monthly Payment Plan Options

A monthly payment plan is available during regular terms (Fall and Spring). For additional information and/or to enroll, go to 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 online at www.sacredheart.edu.

WITHDRAWALS/REFUNDS

Withdrawals from courses must be made through the Office of the Registrar. Full-time students withdrawing from the University must see the Assistant Dean, College of Arts and Sciences or the Director of Advisement for an exit interview.

Part-time students withdrawing from the University or from individual classes must obtain a course withdrawal form from the Registrar's Office.

Official withdrawal is necessary to ensure the proper entry of grades on the transcript and the determination of any refund, if applicable.

Withdrawal from the University within four weeks from the beginning of a semester entitles the candidate to a proportional refund of tuition. Refunds are granted only if the candidate complies with the withdrawal procedures as prescribed by the Registrar's office.

Tuition refunds based on full tuition charges are:

100% Before start of first week of classes
80% Before start of second week of classes
60% Before start of third week of classes
40% Before start of fourth week of classes
20% Before start of fifth week of classes
0% After start of fifth week of class

Tuition refund for Weekend University charges are:

Tuition refund for SHU Online programs is 100% prior to start of First week, 80% during First week of class, and 0% after First week.

All 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.

Pioneer Plus Card

To set up electronic refund preference, go to PioneerPlusCard.com.

Refund Allocation Policy for Federal Financial Aid Funds

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

of the semester you have completed. The formula for calculating this percentage is:

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

RETURNING AID

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

Refunds to Federal Title IV programs are made in this order:

- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Graduate PLUS Loan
- Federal Parent Loan for Undergraduate Students PLUS
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Other federal sources of aid
- Other state, private, or institutional aid

Refund examples are available in the Office of Student Financial Assistance. 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.

STUDENT FINANCIAL ASSISTANCE

The University is committed to helping students plan financially for their college education. The Office of Student Financial Assistance advises students in their effort to locate appropriate financial resources.

Financial assistance is generated from

a variety of sources including federal, state, university and other private or local resources. These sources provide

grants, loans, scholarships and part-time employment to assist students with the cost of their education.

Students who need assistance in formulating a financial plan for college should contact the Office of Student Financial Assistance at 203-371-7980. Confidential appointments can be arranged to discuss personal financial situations and all possible avenues of financial assistance.

FAMILY DISCOUNT PLAN

The Family Discount Plan offers a reduction in undergraduate tuition costs when two or more individuals from the same family are enrolled as full-time undergraduates at the University. Each full-time undergraduate student must take at least 12 undergraduate credits during the period of the award.

Family discount forms can be obtained from the Office of Student Financial Assistance prior to registration, or go to the Financial Assistance webpage www.sacredheart.edu

ELIGIBILITY

Undergraduate students are eligible for financial assistance provided they are citizens or permanent residents of the United States and are enrolled in the University on at least a half-time basis working toward a degree.

In addition, students must maintain satisfactory academic progress and be in good standing in their course of study.

For purposes of determining student eligibility for financial assistance under Title IV, HEA programs, the University establishes, publishes and applies Satisfactory Academic Progress (SAP) standards that meet all federal requirements. To be eligible to receive federal financial aid, a student is required to maintain satisfactory academic progress in his or her course of study according to

the University's published standards. SAP standards are based on cumulative measures of a student's progress toward degree completion. The Office of Student Financial Assistance is responsible for ensuring that all students who receive financial aid meet these standards. To be eligible to receive institutional funds, a student is also required to maintain satisfactory academic progress toward degree completion.

For more information and the complete policy please visit www.sacredheart.edu/SAP

Students in default on any loan made from a student loan fund at any university or in default on a loan made, insured or guaranteed under the Federal Direct, Perkins or Stafford Loan or Federal PLUS Program are not eligible for assistance.

APPLICATION PROCEDURES

To be considered for financial assistance at Sacred Heart University each year, the student must meet the requirements outlined below:

- All students must complete a Free Application for Federal Student Aid (FAFSA) to be considered for federal or state financial aid. Sacred Heart University's Title IV Code is 001403.
- New full-time undergraduate student financial assistance applicants must also complete the PROFILE Application with the College Scholarship Service (CSS) to be considered for university or private financial assistance. Returning students who want a re-evaluation for additional university or private financial assistance must also complete the Profile Application. To have an official report sent directly to Sacred Heart University, use the University's CSS code number 3780.
- Returning students must submit a confidential information form available online through SHU Awards.

Priority deadline to apply for financial assistance is:

New full-time undergraduate students:
February 15

Returning undergraduate students: March 15

Additional verification and documentation may be required each year according to individual circumstances, such as parent and student federal income tax transcripts, social security card, citizenship verification, driver's license and others. You will receive instructions from the Office of Student Financial Assistance regarding submission of the required documents.

NOTIFICATION AND ACCEPTANCE OF FINANCIAL AID AWARDS

All students will be notified of the status of their financial assistance applications and the amount of their awards in writing and/or via our online inquiry system—SHU Awards access is through the University website at www.sacredheart.edu. If satisfied with the award package, the student must accept the award package online within two weeks

of notification. Students have the right to request a review of their awarded assistance.

FEDERAL PROGRAMS

Several federally funded programs are available to qualified students who are U.S. citizens.

Federal Pell Grants

Pell Grants are funded by the federal government and are designed to provide financial assistance to undergraduate students who exhibit financial need pursuing their first undergraduate degree. Pell awards range from approximately \$400 to \$5,730 a year.

Federal Supplemental Educational Opportunity Grant (SEOG)

SEOG awards are provided by federal and institutional funds and are restricted to undergraduate students who demonstrate exceptional financial need. Grants range in amounts from \$100 to \$4,000 a year.

Federal College Work-Study (CWS)

Work-Study is funded by federal and institutional sources. Students who qualify for this program may be assigned a part-time job on campus. Earnings assist in meeting the cost of attending college. Students are paid weekly at a rate established in accordance with federal and University standards.

Federal Perkins Loan

The Perkins Loan is a low-interest loan that students may borrow to assist in meeting the cost of a college education. No interest accrues while the student is enrolled on at least a half-time basis. Payment of the loan begins nine months after graduation, or after a change in enrollment to less than half-time or withdrawal from the University.

Federal Teach Grant

The TEACH Grant Program is a non need based federal program that provides up to \$4,000 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.

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 expenses that exceed the highest public in-state undergraduate tuition rate. Sacred Heart University will contribute up to the remainder of the tuition and expenses not covered by the national maximum of \$20,235.05 that is provided by the VA. 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 a 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. For additional information please visit www.sacredheart.edu/pages/27541_yellow_ribbon_program.cfm.

Federal Direct Stafford Loan (Subsidized and Unsubsidized)

The Subsidized Stafford Loan is available to students who demonstrate financial need. The government pays the interest on the loan while the student is in school.

The Unsubsidized Stafford Loan is available to students regardless of financial need (i.e., regardless of family income). Students are responsible for interest payments on the loan while attending college, or they may choose to have the interest capitalized.

Students start repayment of the loan(s) (plus interest) six months after they graduate, withdraw or change to less than half-time status. Repayment of principal and interest is spread over a 10-year period. Undergraduate freshmen may borrow up to \$3,500 per year; sophomores, up to \$4,500 per year; and juniors and seniors, up to \$5,500 per year.

Additional Unsubsidized Stafford Loan limits to undergraduate students increased by

\$2,000 for loans disbursed on or after July 1, 2008. Independent undergraduate students and dependent students whose parents cannot borrow a PLUS Loan can receive an additional \$4,000 for their freshman and sophomore and \$5,000 for their junior and senior years.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

PLUS is a loan for parents with good credit histories who have dependent students in school. The federal government requests that a student complete a FAFSA before the parent can receive a Direct PLUS Loan.

The yearly loan limit is the cost of education minus financial assistance. Parents begin making payments 30 to 60 days after they receive the loan and must make payments of at least \$50 per month. Parents also may take up to 10 years to pay back the loan.

STATE PROGRAMS

Financial assistance programs are available to qualified students from the state of Connecticut, including the Governor's Scholarship Program. Many other states also have scholarship programs for residents of their state. For more information, contact your state's agency for higher education.

Connecticut Governor's Scholarship Program

The State of Connecticut offers assistance under the Governor's Scholarship Need and Merit-Based Award for Connecticut residents who graduate high school with a class rank of 20% or better and / or SAT scores of at least 1800 or ACT score of at least 27. Recipient must attend a Connecticut public or non-profit private college and must demonstrate financial need by filing the FAFSA. Or a CT resident who attends a Connecticut public or non-profit private college may be a recipient of the Governor's Scholarship Need-Based Award. The recipient must have a federal Expected Family Contribution (EFC) within the allowable range determined by filing the FAFSA.

UNIVERSITY FINANCIAL ASSISTANCE PROGRAMS

Sacred Heart University's personal approach and strong commitment to financial aid helps our students achieve their educational goals. To provide further access to families as they invest in a Sacred Heart University education, a variety of university financial assistance programs have been designed which recognize students' academic and extracurricular achievements as well as the financial needs of our families.

Merit Scholarship Programs

All new students are considered for merit scholarships as part of the admission application review process (a separate scholarship application is not required). Merit scholarships are awarded by the Scholarship Review Committee and are based on the review of each student's high school transcript, class rank, extracurricular achievements and financial aid. Course selection and overall grade point average are weighed heavily in the review process. Sacred Heart University's Test-Optional Admissions Policy does apply to the review for merit scholarships. However, if candidates feel their test scores provide further evidence of academic ability and potential, or to be considered for the honors program, they may wish to submit them to the Office of Undergraduate Admission. Merit scholarships are renewable for four years (eight semesters) of undergraduate study provided the student is enrolled full time each semester and maintains satisfactory academic progress and / or the cumulative GPA established for each program. Merit scholarships are only awarded at the time of admission, and there should be no expectation that the amount will increase in subsequent years. Scholarships are limited and offered on a first-come, first-served basis; we recommended that students complete their applications for admission by February 1 in order to receive the maximum possible scholarship.

The merit scholarship categories include the following: President's Excellence Award, Trustee Scholarship, College Scholarship and Conley Award ranging from \$5,000 to \$15,500.

Students who are accepted into the Honors Program are eligible to receive an additional Thomas More Honors Scholarship of \$2,000.

Students transferring to Sacred Heart University may be eligible for academic scholarships based on academic achievements at their previous post-secondary institutions. Programs include: Phi Theta Kappa, Transfer Achievement Award, and Connecticut Community College Scholarship.

Note: Scholarship programs, criteria and amounts are subject to change.

Activity-Based Programs

Sacred Heart University offers activity-based grant and scholarship programs for full-time undergraduate students who participate in various student life programs on campus. Awards are based on level of activity and participation, and include programs such as Intercollegiate Athletics, Community Service, Pioneer Bands, University Choir, Theatre Arts, University Dance, Catholic Social Thought Scholars, Student Leadership, Undergraduate Research Assistants, Classroom Learning Assistants (CLA), Resident Assistants (RA) and others. Award ranges vary and annual renewal of these grants requires continued participation in the grant-awarding program.

Need-Based Programs

In our continued effort to assist families in their educational investment, Sacred Heart University offers need-based grants that provide students with affordability and access, through the Sacred Heart University Grant-In-Aid, Bishop Curtis Award and Pioneer Grant programs. Consistent with our historical mission, the University has maintained its commitment to the surrounding area by offering the following:

Endowed Scholarships

Endowed scholarships established by private organizations, corporations and individuals are offered in varying amounts to academically worthy students. At the time of publication of this catalog, the scholarships described therein were available. Awards are made at the discretion of the University as funds are available.

Alumni Associaton Endowed Scholarship Fund

Established for incoming or continuing full-time undergraduate students who demonstrate academic achievement, financial need, and involvement and leadership in community service and/or extracurricular activities.

George I. Alden Trust Endowed Scholarship

A scholarship program for full-time undergraduate students who are economically-disadvantaged, who have academic promise, who possess certain characteristics known to correlate with success at Sacred Heart University, and for whom this University can "open doors." Indicators for success at the University include such factors as academic performance in high school, extracurricular activities, leadership qualities, and the ability to engage in University activities (e.g. through athletics, community service, or other student activities). This endowed scholarship program was made possible by the generous support of the George I. Alden Trust.

Julius Andrasi Memorial Scholarship

Preference is given to students interested in the theatrical field or related fields of writing and media studies. The award was established in honor of Julius Andrasi, a deceased member of the class of 1969.

Dorothy I. Anger Scholarship

Dorothy Anger, deceased director of alumni relations and student activities, founded the Gold Key Club, an organization whose members represent the University at its events.

Michael Arnold Memorial Scholarship

Established in 1994 in memory of Michael Arnold, deceased director of the Stamford Campus at Sacred Heart University, this award assists Bridgeport students who are pursuing pre-med or nursing studies.

John T. Balamaci Memorial Scholarship

Established in 1972 in honor of John T. Balamaci, an English major who died in his third year at Sacred Heart University, this award is given to a full-time student with a minimum 3.0 GPA and upon recommendation by an instructor.

Dr. Daniel T. Banks Scholarship

This award is given to a deserving student majoring in science. The recipient must have a minimum GPA of 3.0. Preference is given to students interested in a career in medicine. Dr. Banks was a prominent Bridgeport physician.

Arthur J. Brissette Memorial Scholarship

This scholarship, in memory of a deceased member of the University community, is available to undergraduates majoring in accounting or business. It is based on the student's academic excellence or financial need.

John W. Brookes Memorial Scholarship

This is an award for any student who demonstrates academic excellence and financial need. The scholarship was established in the memory of Dr. John W. Brookes, a member of the math and computer science faculty at Sacred Heart University.

Scott Browning Memorial Scholarship

This scholarship was established by James Browning and his family in memory of his brother Scott Browning and their parents, George and Judy Browning. Preference is given to a full-time undergraduate student majoring in computer science and/or a qualified incoming freshman from Notre Dame High School in Fairfield, Connecticut, or another Catholic high school in the

Diocese of Bridgeport. Candidates may be full-time students experiencing hardship.

Bullard Scholarship

This scholarship, established by the Bullard Company, is given to a full-time business major.

Lou Cerminara Memorial Endowed Scholarship

Established in 2002 by the family of Lou Cerminara, deceased member of the University's Public Safety staff, this scholarship benefits "solid" students exhibiting the potential to excel. Recipients will demonstrate community service and/or student life involvement. Preference is given to, but not limited to, candidates who are Criminal Justice majors. Preference is given to, but not limited to, candidates of Italian-American heritage. Candidates must be Connecticut residents who have financial need or special circumstances.

Philip And Anne Cernera Endowed Scholarship Fund

Established in honor of Philip and Anne Cernera, this scholarship provides support to students who are active in the Campus Ministry Program, are academically qualified and demonstrate financial need.

Ruth and Anthony Cernera Scholarship

This scholarship honors Dr. and Mrs. Cernera and is endowed by Michael C. Dailey '75, University alumnus and former member of the University's Board of Trustees. The objective is to identify full-time undergraduate students who are economically disadvantaged, who have academic promise, who possess certain characteristics known to correlate with success at Sacred Heart University, and for whom the University can "open doors." Awards are made from the yield of the fund according to the University spending policy.

Class of 1994 Endowment

This scholarship, founded by the senior class of 1994, is designed to recognize a student entering his or her senior year who has made contributions through community service.

Evelyn M. Conley Scholarship Fund for the Study of Law

This award, made annually, provides one scholarship to a student (full-time or part-time) in his or her senior year at Sacred Heart University, who has applied to and has been accepted at a law school. The award is based solely on academic achievement. Financial consideration will only be applied if more than one qualified candidate exists. This award, founded to honor the memory of Evelyn Conley, wife of former University President William Conley, was established by Mrs. Karin Douglas '84.

Patricia H. Cook Endowment Scholarship

Established to recognize and honor Patricia Hemenway Cook, this scholarship supports students enrolled in the performing arts programs.

Bishop Curtis Scholarship Fund

Established to honor the University's founder, Bishop Walter Curtis and provides need-based scholarships for undergraduate students.

Mary M. Donahue Scholarship

This award, established by Donald J. Donahue in memory of his wife, supports deserving minority students.

Charles T. Eby Memorial Scholarship

This award, given to a full-time history major entering senior year, requires high academic standing. The scholarship is in memory of Charles T. Eby, an associate professor of history at the time of his death.

Douglas Edwards Memorial Scholarship

Established in memory of renowned newscaster Douglas Edwards, this scholarship is awarded to students majoring in media studies or broadcast journalism.

Jonathan T. Evanish Scholarship

This scholarship provides support for a deserving nursing student.

Isabelle T. Farrington Endowed Scholarships

Established in 2002 by Mrs. Isabelle Farrington, this scholarship is available to a student in the junior or senior class who, during the previous year, demonstrated (1) superior academic performance and potential by ranking in the top 10 percent of his or her class, and (2) a sincere interest in, and practice of, the principles of citizenship and religion for which Sacred Heart University has been established as a Catholic university.

Babu George Endowed Scholarship

A scholarship program for full-time undergraduate Chemistry majors, in memory of Professor of Chemistry, Dr. Babu George, who was a long-time faculty member and Chair of the Chemistry Department.

iFun "Incidental Fund for Undergraduate Nursing"

This fund provides monetary support for undergraduate nursing students for small, but essential necessities, to allow them to continue in the program.

Julia Sugrue Gorman Memorial Scholarship

Established in 2002 by the generosity of alumnae Maureen Gorman '68 and Kathleen Gorman Crapanzano '68 in honor of their mother, the scholarship assists students with a solid academic record who demonstrate community service and/or student-life involvement.

Hans J. Gram Endowed Scholarship

Founded to honor Hans J. Gram, this scholarship provides financial assistance to academically promising students.

Gary Hanna Memorial Scholarship

Established in 2001, this scholarship memorializes Gary Hanna, deceased member of the class of 1974. It will benefit entering

freshmen from Westhill High School in Stamford showing a high school senior year GPA of at least 3.0.

Preference is given to candidates of Lebanese or Lebanese-American descent. Candidates must be from a Christian background.

Alexander Hawley Memorial Scholarship

This award is made in memory of Alexander Hawley, a long-time Trustee and honorary degree recipient at Sacred Heart University.

William Randolph Hearst Endowed Scholarship

A scholarship program for full-time undergraduate students with need. Its purpose is to help economically-disadvantaged, underserved students to gain access to a quality education. This endowed scholarship program was made possible by the generous support of the William Randolph Hearst Foundation.

Eric Hernandez '05 Memorial Scholarship

Established in 2006 by his family, friends and teammates, this scholarship honors Eric Hernandez '05, deceased alumnus and former member of the University's football team. It will be given to a qualified member of the football team who, as a student-athlete, has demonstrated Eric's qualities of sportsmanship, leadership and love of the game of football. Eric Hernandez was a member of the 2001 1-AA Mid-Major National Champions team that completed an undefeated 11-0 season. He went on to star on the New York Police Department Football Team.

Joan M. Heybruck Community Service Scholarship

Awards scholarships to junior or senior students majoring in social work, having a 3.0 GPA and demonstrate engagement in community service.

Anne S. Jandrisevits Scholarship

Provides scholarship support to students based on demonstrated financial need.

James Joy Scholarship

Established through the estate of James Joy, this award is made to a deserving student with financial need.

James River Corporation Scholarship

Established by the James River Corporation of Norwalk, this award assists minority students.

John Katona Memorial Scholarship

This scholarship was established in memory of John "Chubby" Katona, a former employee of the University.

Keating Family Scholarship

Established by the estate of Loretta M. Keating of Bridgeport, this scholarship is awarded to deserving students with financial need.

John J. And Stella M. Kraieski Memorial Scholarship

Awarded to an academically talented student, the scholarship was established by an estate gift of John Kraieski.

Laborer's Local 665 Scholarship

Founded by Laborer's Local 665 in Bridgeport, Connecticut, this scholarship is given to full-time undergraduate students at Sacred Heart University who are members of Local 665 and/or the sons or daughters of members.

Dorothy P. Lansdale Scholarship

This award is given to a nursing student who demonstrates outstanding academic and professional abilities.

Cynthia Jean Lynch Endowed Scholarship

Established by Betty S. Lynch, in memory of her daughter, Cynthia Jean Lynch, the fund provides assistance to students enrolled in the College of Arts and Sciences who are

declared Criminal Justice majors and who demonstrate academic achievement and financial need.

Stephen and Mary Marcinko Fund

Established by an estate gift in 2002, this fund will benefit Slovak American or native Slovak students at Sacred Heart University showing the highest standard in scholarship and leadership

La Flor Silvestre: the M. Theresa Martinez Endowed Scholarship

To recognize and honor deceased alumna M. Theresa Martinez's commitment to making a difference in the lives of others. The recipient must be Hispanic female, must maintain at least a 3.0 GPA, shall major in the Arts & Sciences, Education or Health Professions. Shall engage in meaningful community service. Must show financial need and will receive a letter of recommendation by the Committee formed to represent the donors to the fund and family of M. Theresa Martinez.

Mechanics & Farmers Scholarship

Established in 1971, this scholarship is awarded to an academically talented full-time student.

Lucy Medaglia Memorial Scholarship

This scholarship, established by former University President Anthony J. Cerna in memory of his grandmother, supports students preparing to be teachers.

Beatrice T. Pace Endowed Scholarship

Established through the estate of Ms. Pace, the scholarship provides aid for students who are in the top ten percent of their class and demonstrate financial need.

Thomas P. Melady Leadership Award

Established in honor of Thomas P. Melady, fifth president of Sacred Heart University, this award is given to full-time students through the Presidential Internship Program. Recipients must demonstrate leadership, academic potential and community involvement.

Harold and Ann Miller Scholarship

Established in 1988 by Harold and Ann Miller, this award is given to adult undergraduate, part-time students who have completed at least two semesters at the University and have demonstrated financial need.

Near and Far Aid Association Scholarship

Established by the Near and Far Aid Association, this scholarship supports a full-time female student with a cumulative average of 3.0. Instructor's recommendation and demonstrated financial need are necessary for consideration of award.

Sandra Lynn Nobili Memorial Scholarship

This award is given to a Catholic student entering senior year and planning a career in elementary education. Selected by members of the Education Department, the recipient must have a cumulative average of 3.0 or better.

Oaklawn Foundation Endowed Scholarship

A scholarship program for full-time undergraduate students who have a demonstrated record of and commitment to community service. This endowed scholarship program was made possible by the generous support of the Oaklawn Foundation.

William P. O'Boy Family Scholarship

This scholarship is given to a deserving student with financial need. Preference is given to students from the Danbury-Bethel area.

Dr. Margaret Palliser Endowment for Physical Therapy

This endowment was established in 2001 by Mrs. Karin Douglas '84 to fund Physical Therapy Scholarships and Special Projects. The fund has been set up to honor Dr. Margaret Palliser, former University Assistant Vice President for Mission.

Michael J. Passariello Scholarship

Recipients of this scholarship, given by Mrs. Ann Passariello in memory of her son Michael, a member of Sacred Heart University's alumni, are selected through demonstrated past performance showing that they are capable of succeeding at the University. Preference is given to qualified parishioners of Holy Infant Church in Orange, Connecticut, or residents of the town of Orange.

Robert M. Paul Scholarship

Recipients of this scholarship, given by Mr. and Mrs. William H. Paul of Trumbull in memory of their son, Robert, are selected on scholastic achievement and demonstrated financial need. Candidates must be full-time undergraduate students, Diocese of Bridgeport Catholic High School graduates and/or experiencing hardship.

Elizabeth M. Pfriem Scholarship

Mrs. Elizabeth M. Pfriem has established this scholarship to benefit qualified students from the inner-city schools of Bridgeport, Connecticut.

Bette Pinder Memorial Scholarship

This award, in memory of former staff member Bette Pinder, is given to an incoming freshman from the greater Bridgeport area who demonstrates financial need.

Charles Plohn Art Scholarship

Established in memory of Charles Plohn, this award is given to an art major above the freshman level who has completed a minimum of 12 credit hours of art studio courses and has a GPA of 3.0 or better.

Polish Studies Scholarship Awards

These awards are made to students who have studied Polish for at least one semester and are continuing their studies in this area. Recipients must have a grade of B or better.

William V. Roberti Scholarship

Established by the Tom James Company in honor of William V. Roberti, a former University

Trustee, this scholarship is given to children and grandchildren of employees of the Tom James Company and its subsidiaries and the Southwestern Company.

Jeannette Rohn Scholarship

Established in 1988 by Jeannette Rohn, this award is given to an outstanding student majoring in finance with great financial need.

John Rycenga Scholarship

Named in memory of John Rycenga, the University's first chairman of the English Department, this award is given to an English major entering their senior year. The recipient must demonstrate academic excellence with a GPA of 3.4 or better, and an exemplary character. English Department faculty select qualified recipients.

Earl And Eloise Savage Endowment Fund

Established to provide financial support to students with cognitive limitations.

Leonard A. Schine Memorial Scholarship

Established in 1982 in memory of Leonard A. Schine, a former University Trustee, this annual award is given to a full-time senior with superior grades in need of financial assistance.

Robert Sendar Scholarship

This scholarship was established by the family of Robert M. Sendar in his memory. Robert was a student at Sacred Heart University majoring in chemistry. The recipient, chosen by a team of three Chemistry Department faculty members, must be a chemistry major at the second-year level or higher who has demonstrated academic achievement and financial need.

SNET Scholarship

Awarded to deserving students.

Anthony Spetrino Scholarships

Established by Anthony Spetrino, this scholarship is awarded to an outstanding student in each of the three romance languages...French, Spanish and Italian.

Carmen Tortora Scholarship

Awarded to a deserving nursing student.

George Joseph Voynick Scholarship

This scholarship, established by Irene M. Voynick and her family in memory of her father, is awarded to a deserving full-time student, majoring in the basic sciences and maintaining a B average or better.

John F. Welch Endowed Scholarship

Established to provide scholarships to full-time undergraduate students enrolled in the John F. Welch College of Business with demonstrated academic achievement and financial need.

Jill Wright Scholarship

This scholarship, bequeathed to the University through the trust of William R. Wright to honor the memory of Jill Wright, his deceased wife, benefits a qualified graduating senior at Central High School who will matriculate as part of Sacred Heart University's entering Freshman class.

University Life

A complete college education extends beyond the walls of the classroom and outside the pages of the textbook. Sacred Heart University's Student Life, Intercollegiate Athletics and Career Development departments are committed to the holistic growth of students through both co-curricular and extracurricular programming. The University's goal is to provide the support services and life skills that will help students succeed in the classroom as well as in their pursuits after graduation.

Bookstore

The newly renovated bookstore is located on the first floor of the new Linda E. McMahon Commons building 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 web site at www.sacredheart.edu/campuslife/bookstore.

Campus Ministry

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

Campus Ministry responds to student needs for worship, integration, 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.

The Career Development and Placement Center

The Career Development and Placement Center provides unlimited guidance and preparation to full-time and part-time students who have matriculated towards a degree from freshman year until graduation four years later and throughout their lives as alumni. Career Development programs and services include:

- Major in Success program assists students in gaining self-knowledge, selecting a major, and researching compatible career options;
- Career testing including the FOCUS2 self-directed career planning system, the Strong Interest Inventory, and the Myers-Briggs Personality Type Indicator (MBTI);
- Assistance finding paid and unpaid internships for which students may be able to earn academic credit;
- One-on-one career counseling for career-related issues;
- Help finding part-time and summer employment;
- Resumé writing and interviewing skills workshops;
- Career panel discussions, networking and etiquette events, employer on-campus interviewing, and job fairs;
- Online job postings: the office maintains an online job bank (PioneerLink) and job search management web site exclusively for Sacred Heart University students.
- Guidance in conducting a senior-year job search for a full-time position after graduation; and planning for and researching graduate school options.

The Career Development and Placement Center is located in the Linda E. McMahon Commons building and can be reached by phone at 203-371-7975 or via e-mail at careerdev@sacredheart.edu.

Commuter Students

The University is committed to providing commuter students a comprehensive college experience—keeping in mind the special needs and concerns of commuter students. Commuter students are encouraged to participate in Commuter Student Roundtable discussions and become part of Commuter Assistants, a peer-matching program.

Commuter students are also urged to join the Commuter Connections, a student-run organization dedicated to providing programs and services for commuters.

The Commuter Life Office is part of the University's Student Life Department and can be reached at 203-371-7956.

Dining Services

The University has contracted with Chartwell's, a professional food service corporation, to provide meals for students. The Dining Service Director works closely with students and staff to ensure the dining needs of the University community are met.

The University's meal plan is a hybrid declining balance "all you can eat" program. Prepaid plans are available to resident, commuter, faculty, or staff members.

Points in this program can be used for many purchases, ranging from entrees to snacks and ice cream to grocery items to convenience items such as toiletries and necessities.

All first-year residents are required to be on a "Big Red" meal plan. All other students are required to be on a meal plan, a level which is determined by their resident hall.

Information concerning the meal plans is available through the Student Life Office.

Points may also be used in 63'S Dining Hall in the main Academic Center, the Food Ocurt in McMahon Commons, Outtakes (a convenience-style store), , Holy Grounds Café featuring Mondo Subs located in the Christian Witness Commons, and the Cambridge Café located in the College of Education and Health Professions on Cambridge Drive, Trumbull, and at all home football and basketball games.

Health Insurance

All full-time students must show proof of health insurance coverage or else enroll in the University's Health Insurance Plan at www.kosterweb.com. Undergraduate students who attend at least half-time (six credits per term) are eligible to enroll in the University's student health insurance program. All international students are required to participate in the insurance program. Information regarding specific coverage under student health insurance should be directed to the Health Services Office at 203-371-7838 or online at www.kosterins.com.

Wellness Center

COUNSELING SERVICES

The Counseling Center provides support services of a holistic student development nature, and attends to members of the University community who may be experiencing some difficulty in adjusting to emotional wellness issues. The University provides professional counselors who are available weekdays for individual, personal counseling sessions and psychotropic counseling.

Many personal development workshops are offered by the Counseling Center, as well as group topical counseling sessions. For

longer-term therapy, the staff makes referrals to local professionals at an individual cost to the student.

For additional information about the Counseling Center, call 203-371-7955.

HEALTH SERVICES

Health Services offers daily first-response treatment for minor health-related issues. A physician and nurse practitioners are on campus for appointments throughout the week (Monday–Friday) at no cost to students. In September 2008, St. Vincent's Medical Center began serving as the Physician/Medical Director for the Sacred Heart Health Center.

Staffed by registered nurses and open five days per week, Health Services also handles state immunization requirements and University insurance requirements and coordinates health promotion workshops. Health Services can also make referrals to local health care facilities, fill many basic prescriptions on campus, and arrange with a local pharmacy to deliver to campus. For additional information about Health Services, call 203-371-7838.

Students needing medical attention when the Student Health Center is closed can see a physician at St. Vincent Immediate Health Care (urgent care center) 4600 Main Street Bridgeport, CT 203-371-4445 or St. Vincent Medical Center (hospital) 2800 Main Street Bridgeport, CT 203-576-6000

MEASLES IMMUNIZATION LAW

Connecticut law requires students born after December 31, 1956, to provide proof of two doses of measles vaccine administered at least one month apart.

The first dose of vaccine must have been given after the student's first birthday and after January 1, 1969; the second dose must have been given after January 1, 1980. The student is also required to provide proof of one dose of rubella vaccine administered

after the student's first birthday. Laboratory evidence (blood test) is acceptable in lieu of administration of vaccine. All students must be in compliance with this state law before registering.

MENINGOCOCCAL VACCINE LAW

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

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

Athletics and Recreation

At Sacred Heart University a comprehensive athletics and recreation program exists for all members of the university community. During the academic year, the following opportunities are available:

DIVISION I INTERCOLLEGIATE ATHLETICS

The University's 31 NCAA D-I varsity athletic programs are open to all full-time undergraduate students. Eligibility requirements, scholarship availability, team overviews, schedules and player and coaches profiles can be reviewed on the intercollegiate webpage (<http://sacredheartpioneers.cstv.com>).

INTERCOLLEGIATE CLUB SPORTS

The 25 individual and team (single-sex and coed) club sport programs are open to all full-time undergraduate and graduate students. Most of the club sport teams are members of athletic conferences. Unlike varsity athletics, club sports do not offer scholarships, practice and playing seasons

are shorter and in some cases less intense than their D-I counterparts. All skill levels are encouraged to participate, and all programs have direct student involvement in the management of their sport. Similar to varsity athletics, each team has a professional head coach and athletic trainer. Additional information about intercollegiate club sports can be reviewed on the club sports webpage: www.sacredheart.edu/clubsports.cfm

RECREATION AND INTRAMURALS

Activities in this area are varied and are offered throughout the academic year. Multiple fitness centers, a dedicated aerobics/dance room, an exceptional weight training facility, and numerous sport leagues such as flag football, basketball, volleyball, softball, etc. (which are organized by residential hall floors, within academic departments or most frequently by friends organizing a team) are all designed to allow members of the university community time to relax, exercise, socialize, compete and enjoy healthy activity to balance out a rigorous academic schedule. Additional information about recreation and intramural sports programming can be reviewed at <http://www.sacredheart.edu/athletics.cfm>.

MEN'S VARSITY ATHLETIC PROGRAMS

Baseball
Basketball
Cross Country
Fencing
Football
Golf
Ice Hockey
Lacrosse
Soccer
Track and Field (Indoor and Outdoor)
Tennis
Volleyball
Wrestling

WOMEN'S VARSITY ATHLETIC PROGRAM

Basketball
Bowling
Cross Country
Equestrian

Fencing
Field Hockey
Golf
Ice Hockey
Lacrosse
Rowing
Soccer
Softball
Swimming
Track and Field (Indoor and Outdoor)
Tennis
Volleyball

International Students

The University provides academic and social support to its growing number of international students. International and Multicultural Affairs is a part of the University's Student Life Department. All international students are encouraged to use the University services to seek assistance for their concerns and to become involved in campus activities. University services include the English as a Second Language (ESL) program, the International Club and Focused international student programming.

INTERNATIONAL STUDENT VISA CERTIFICATION

An international student requesting an application for a student visa (F-1) must be accepted to the University in a full-time program of study. Since federal and/or state financial assistance is not available to international students, the student is also required to present certified evidence of sufficient funding to cover education and living expenses. If, after attending the University, the student decides not to return, notification must be made in writing to the Office of 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 Office of Student Life 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 of 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 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 the campus must display a University decal. Parking permits are available from and distributed by the Student Accounts Office located in the SC Wing of the Main Academic Building. For general information, call 203-371-7924. You can also apply online at www.sacredheart.edu/pages/27536_parking.cfm.

DEPARTMENT OF PUBLIC SAFETY TELEPHONE NUMBERS

TTY 203-365-4714

Residential Life and Housing Services

The Office of Residential Life and Housing Services coordinates all University housing options for students. The office staff, hall directors and resident assistants work with students to make the halls a “home away

from home” by creating a healthy, living/learning atmosphere. Students have direct input to their living environment through the Residence Hall Associations and the Hall Councils, which address concerns and organize activities for members of the hall community.

The University currently houses students in eight different areas: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Park Ridge Apartments, Taft Commons, and Oakwood Gardens. These varied areas offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

STUDENT ACTIVITIES

The Student Activities Office seeks to enhance the college experience outside the classroom by offering both cocurricular and extracurricular opportunities for students. In addition, the Student Activities Office teaches life skills to students through formal training sessions and leadership opportunities.

A vital component of the Department of Student Life, the office is responsible for scheduling, planning and overseeing all student events on campus. The Student Activities Office is a center for information on events, student groups, Student Government and student leadership. The Student Activities Office can be reached at 203-365-7675.

STUDENT CLUBS AND ORGANIZATIONS

The University encourages students to become involved in student groups as a part of their college experience. Diverse interests are represented on campus by numerous clubs and organizations:

Academic Clubs

Accounting Club
American Chemical Society
American Medical Student Association

Biology Club
 Business Administration Management Club
 Computer Science Club
 Criminal Justice Club
 English Club
 Exercise Science Club
 Fashion Club
 Finance and Economics Club
 Health Science Club
 History Club
 Marketing Club
 Politics & International Studies Club
 Pre-Occupational Therapy Club
 Pre-Physical Therapy Club
 Psychology Club
 Social Work Club
 Sociology Club
 Sport Management Club
 Student Athletic Training Organization
 Student Investment Group
 Student Nurses Association

Academic Honor Societies

Alpha Kappa Delta
 Alpha Phi Sigma
 Alpha Sigma Lambda
 Delta Epsilon Sigma
 Delta Mu Delta
 Kappa Kappa Psi (band fraternity)
 Lambda Epsilon Chi
 Phi Eta Sigma
 Phi Alpha Theta
 Phi Sigma Alpha
 Phi Sigma Iota
 Psi Chi
 Sigma Tau Delta
 Sigma Theta Tau
 Theta Alpha Kappa

Greek Life Fraternities

National

Delta Tau Delta
 Delta Upsilon
 Pi Kappa Phi

Local

Omega Phi Kappa

Greek Life Sororities

National

Chi Omega
 Zeta Tau Alpha
 Kappa Delta Phi
 Sigma Sigma
 Theta Phi Alpha

Local

Kappa Phi

Intramurals

Aerobics
 Baseball
 Basketball
 Bowling
 Dodge Ball
 Flag Football
 Floor Hockey
 Golf
 Martial Arts
 Soccer
 Softball
 Tennis
 Volleyball
 Wiffleball

Media Organizations

SHU Box Multimedia
 Pioneer Magazine
 Prologue (yearbook)
 Spectrum (newspaper)
 The Pulse (TV News Magazine)
 WHRT (radio station)

Multicultural Organizations

Celtic Club
 Gay Straight Alliance
 Italian Club
 La Hispanidad
 UMOJA

Performing Arts

Pioneer Bands
 Marching Band
 Pep Band
 Concert Band
 String Ensemble
 Jazz Band
 Winter Guard

Choir

Liturgical Choir
 Concert Choir
 Four Heart Harmony
 SHU Love - Women's Ensemble
 Theatre Arts Program (TAP)

Recreational Groups

American Sign Language Club
 Anime Club
 Ballroom Dance Club
 Chess Club
 College Democrats
 College Republicans
 Heart Attack (spirit club)
 Kappa Kappa Psi (band fraternity)
 Martial Arts Club
 SHU F.O.R.C.E (dance ensemble)
 Students Today, Alumni Tomorrow
 Service Clubs/Organizations
 Active Minds
 Are You Autism Aware?
 Best Buddies
 Habitat for Humanity
 ONE Campaign
 Peace by Justice
 Rotaract Club

Residential Life/Commuter Life Clubs

Hall Councils
 Resident Hall Association

STUDENT GOVERNMENT

The Student Government is the parent organization to all student groups on campus. It is composed of:

Class Officers
 Council of Clubs and Organizations
 Executive Board
 Student Events Team (SET)
 Student Senate
 Student Government Class Boards

Student Government's primary purpose is to oversee student groups, sponsor events to meet the needs of the students and to address concerns of the student body.

CLUB SPORTS**Men's Club Sports**

Baseball
 Basketball
 Bowling
 Ice Hockey
 Lacrosse
 Rugby
 Soccer
 Volleyball

Women's Club Sports

Basketball
 Field Hockey
 Ice Hockey
 Lacrosse
 Rugby
 Soccer
 Softball
 Volleyball

Co-Ed Club Sports

Dance Team
 Figure Skating
 Golf
 Gymnastics
 Running
 Sailing
 Tennis
 Ultimate Frisbee
 Weightlifting

STUDENT UNION

Another area in the Department of Student Life is the Student Union Office. Many of the nonacademic services provided by the University are facilitated by the Student Union, including:

Class ring sales
 Game Room (Hawley Lounge)
 One-Card program
 Red's Pub
 Room/Facilities
 Reservations
 Shuttle Service
 Student Handbook
 Student ID Cards
 Vending Services

The Student Union Office can be reached at 203-365-7663.

Every student (full-time and part-time) is responsible for being aware of the policies and procedures of Sacred Heart University as outlined on the Student Handbook web link (www.sacredheart.edu/pages/3911_student_handbook.cfm). All students will be held accountable for their actions and subsequent consequences with regard to these policies and may be subject to any judicial action as detailed in the Student Handbook.

University Facilities and Community Resources

University Facilities

Sacred Heart University currently has 19 buildings on its 64.5-acre campus and adjoining properties in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health and Recreation Center opened in September 1997, Chapel in 2009 and the Linda E. McMahon Student Commons in 2012, as did significant enhancements of the main academic facilities. Plans also call for further improvements of the library, a new classroom building, a parking garage and other improvements.

ACADEMIC CENTER

The Academic Center contains most classrooms and faculty, administrative and academic departmental offices. The Academic Center is divided into four wings: Science Center, Humanities Center, Student Union, and University Commons.

The Science Center includes offices of the Dean and Assistant Dean of Arts and Sciences, Registrar, Student Accounts, and Academic Advising. Also included are the faculty offices for Biology, Chemistry and Mathematics. The Science Center houses many state-of-the-art classrooms and the biology, chemistry, and physics laboratories.

The Humanities Center includes the Academic and Administrative Computing Center, and the Study Abroad office. Also included are the faculty offices for Criminal Justice, Computer Science and Information Technology, English, English as a Second Language, Modern Foreign Language, Philosophy, Psychology, Theology and Religious Studies and Social Work. The Humanities Center also includes multiple classrooms and computer labs.

The Student Union area includes the offices

for Campus Ministry, Music, Public Safety, Student Affairs and Student Government, as well as 63's Dining Halls, Mahogany Room, Gallery of Contemporary Art, Hawley Lounge, mailroom/print shop and the Edgerton Center for the Performing Arts.

University Commons includes offices for public safety, the neuroscience lab, classrooms, a multipurpose assembly room, the Mail and Copy Center, and Campus Operations.

CAMBRIDGE DRIVE, THE COLLEGE OF HEALTH PROFESSIONS

The faculty offices and many of the instructional spaces of the College of Health Professions are located at Cambridge Drive, a short drive or shuttle ride from the Park Avenue campus. This newly created, 52,000-square-foot facility houses state-of-the-art labs, classrooms, and library facilities for the Colleges, which includes the departments of Nursing, Physical Therapy and Human Movement, and Occupational Therapy and Speech Language Pathology. All graduate study for the Colleges and many laboratory and didactic undergraduate courses are scheduled in this facility. 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. There is ample parking and the facility is served by a regular university shuttle service.

CAMPUS FIELD

Campus Field is the home of the Pioneer football, men's and women's soccer, field hockey, men's and women's lacrosse, and men's and women's outdoor track and field. Renovated in 2008, Campus Field features lights and a \$1.2 million SprintTurf synthetic-surface, multipurpose field. The field is surrounded by an eight-lane synthetic-surface running track available for competition and recreational use. With a seating capacity of 3,500, Campus Field is an ideal location for large-scale events

and has been host to athletic tournaments, graduations and outdoor fairs. Adjacent to Campus Field are six tennis courts 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 the world-famous Jesuit artist, Father Marko Ivan Rupnik and a tracker organ designed and manufactured especially 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 is 27 inches in diameter.

CURTIS HALL

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

ELITE BUILDING

Located off campus in neighboring Trumbull, Connecticut, the building at 2285 Reservoir Avenue houses the office of the Senior Vice President for Finance and Administration; office of Facilities Management and Construction.

JANDRISEVITS LEARNING CENTER (JLC)

The Jandrisevits Learning Center is located in the lower level of the Ryan-Matura Library. The JLC provides specialized tutoring for students with learning disabilities (LDs) as well as for students who are linguistically diverse (ESL). Staffed by highly experienced faculty tutors and well-trained peer tutors, the JLC provides a warm, friendly learning environment where the academic success of individual students is the primary concern. An adaptive technology lab is available for students with visual, auditory, physical, or learning disabilities. For an appointment, call all 203-371-7820, or come to the Jandrisevits Learning Center.

LIEBERMAN ADMINISTRATION BUILDING

The Lieberman Administration Building houses the office of the President; offices of the Provost and Vice President for Academic Affairs; offices of the Vice President for Mission and Catholic Identity, office of the Vice President for Human Resources and offices of University College; the Media Studies Center; faculty offices for the departments of Government and Politics, History, Human Resources, Media Studies and Digital Culture, Philosophy and Religious Studies, and Sociology.

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 food court 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, Career Development and Placement center, Red's Pub and houses the office of the Senior Vice President for Enrollment, Student Affairs & Athletics. The exterior of the building incorporates outdoor terraces that also serve as gathering space for students and faculty.

OAKVIEW DRIVE, THE ISABELLE FARRINGTON COLLEGE OF EDUCATION

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

WELLNESS CENTER

The Wellness Center, which includes Personal Counseling Services and Health Services, will relocate to its newly constructed facility on Park Avenue. This expanded facility will provide a state of the art Center to better serve our campus populations.

THE WILLIAM H. PITT HEALTH AND RECREATION CENTER

The William H. Pitt Health and Recreation Center is home to the Pioneer 31 Division I men's and women's programs, as well as many intramural and recreational programs. The three-level, 141,000-square-foot complex features four multipurpose basketball courts, which can be easily converted for concert 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 brand new hammer strength free weight equipment 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 the Board Room, which serves as a meeting/reception room for the Board of Trustees and other on-campus organizations. 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.

RESIDENCE HALLS

The University currently houses students in eight different facilities: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Park Ridge Apartments, Oakwood Apartments and Taft Commons. These offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

RYAN MATURA LIBRARY

The Ryan Matura Library is the source for information, whether it is the answer to a factual question or research for a term paper. Librarians are available to answer questions and assist students with extended research projects. Instruction sessions are conducted for class groups to familiarize them with the library, with subject-specific research, and the research process. Librarians also assist students with finding information in other libraries, in commercial databases, or on the Internet.

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

At present the Ryan-Matura Library holds approximately 125,000 print volumes and 50,000 nonprint 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 a day/7 days a week from links on the library home page. Databases are available from campus and home.

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

The library building also houses the Jandrisevits Learning Center.

SCHINE AUDITORIUM

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

Community Resources

CENTER FOR CHRISTIAN-JEWISH UNDERSTANDING (CCJU)

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

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

The center's mission is to develop programs and publications to overcome deep-seated antagonisms, based on centuries of hostility and mutual estrangement, that recent progress has not yet healed. It 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 Center for Christian-Jewish Understanding, call 203-371-7912 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 John F. Welch College of Business to provide business assistance to qualified groups.

Through the application of skills developed during their studies, teams of MBA students, under the guidance of an experienced advisor, address strategic issues central to the client's longer term viability and effectiveness. In doing so, students provide a valuable service while being exposed to "realities of life" that transcend the formal academic environment.

It is the mission of the Center to engender in the University's MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to give of their talents in the service of others. Functioning as teams, students will assist not-for-profit

organizations with the development and implementation of strategic, business, and marketing plans necessary to meet their goals and objectives. In doing so, students will apply the skills learned in the SHU MBA program in a cooperative effort carried out in the spirit of the Catholic intellectual tradition to produce an outcome worthy of a grade.

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

EDGERTON CENTER FOR THE PERFORMING ARTS

Since its opening in 1986, the Edgerton Center for the Performing Arts has presented the Fairfield County community with professional-quality theatrical, musical, and dance performances that are both accessible and affordable. Located on the main campus, the center, with a house that seats 776+, has been host to more than 52,000 patrons from over 29 towns since its opening.

Offering year-round productions, the Edgerton Center for the Performing Arts features programming designed to complement the educational development and cultural experience of local youth. In addition to offering year-round professional theatre for families, the Edgerton Center also features programming for a variety of audiences.

In addition to offering professional productions to the community, the Edgerton Center for the Performing Arts provides a venue through which Sacred Heart University's students and faculty can express their artistic voice. The Edgerton Center is host to productions from a variety of University organizations including the Concert Choir, Concert Band, Jazz Ensemble, and the SHU Players.

Thanks to the contributions of Charles and

Freda Edgerton, the Edgerton Center for the Performing Arts is a center for all seasons. The theatre is fully renovated and air conditioned, permitting it to remain available to students, faculty, and the community for a wide variety of artistic endeavors. A newly renovated lobby/art gallery to open this Fall will make the Edgerton Center one of the premier facilities of its kind in Fairfield County.

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 203-3657657.

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 Duchess

Counties in New York. More than 276,000 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, WQQQ103.3 FM in Sharon, Connecticut, WYBC 1340 AM in New Haven, Connecticut— and seven 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).

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 and at the Cambridge Drive facility. The clinics provide physical therapy and hand therapy services to students, employees and the public. Clinic staff includes several 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 per week, 12 hours per day. This 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 of the clinic 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.

Degrees and Curricula

The goal of Sacred Heart University is to provide an educational experience that will foster the development of the whole person who is:

- knowledgeable and educated - able to know, understand, judge, reason, analyze, synthesize, discern, appreciate, value, and communicate;
- intellectually and professionally prepared to take their place as citizens, professionals, and leaders in an ever-changing, global world;
- rooted in faith and who recognizes faith's relevance to human experience;
- compassionate in heart and who possesses a moral framework that recognizes the freedom and dignity of every human person and the importance of a just society.

Baccalaureate Degrees

At the undergraduate level, Sacred Heart University offers two baccalaureate degrees: Bachelor of Arts (BA) or Bachelor of Science (BS) depending upon the nature of the discipline of the major. The University offers 26 majors and 30 minors. The University also offers Associate in Arts (AA) and Associate in Science (AS) degrees.

All candidates for the baccalaureate degree must complete at least 120 credits, with a minimum of 30 credits taken at Sacred Heart University. A minimum cumulative grade point average (GPA) of 2.0 is required. In addition a minimum of 2.0 is required in the Major field of study.

The University Core Curriculum

A central component of undergraduate study is the University's Core Curriculum, which embodies the University's commitment to academic excellence, social responsibility,

and ethical awareness. Consistent with its Mission, Sacred Heart University provides its students with a core curriculum that is rooted in the liberal arts and Catholic Intellectual Tradition. The core curriculum is:

- fundamental to becoming a knowledgeable, educated, and ethically responsible person;
- foundational to studies in the major and to lifelong learning; and is
- essential preparation for personal and professional success in a global and ever-changing world.

STRUCTURE OF THE UNIVERSITY CORE CURRICULUM

The Core Curriculum is composed of three components:

- Foundational Core (9 credits)
- Common Core: The Human Journey (12 credits)
- Elective Core (33-35 credits)

I. Foundational Core (9 credits)

The Foundational Core provides students with competency at the college level in written and oral communication, critical thinking, information literacy, and mathematics, skills that are necessary for academic success and essential in a global and ever-changing world.

FYS 125*	First Year Seminar (3 credits)
FLO 125	The Art of Thinking (3 credits)
MA TBD	Mathematics (college level) (3 credits)

*A minimum grade of C or better is required.

FYS 125* First Year Seminar (3 CR)

First Year Seminars are designed and taught by full-time faculty on topics that are pertinent to the lives of students, the world in which they live, and the interests of faculty. The seminars are writing and oral communications intensive and introduce

students to college-level research skills and principles of information literacy. First Year Seminars are capped at 16 students to ensure that instructors can devote adequate attention to the content of their courses and the development of the proficiencies and skills of each student. First Year Seminars are offered with discipline designations. When successfully completed with a grade of "C" or higher, the credits earned in the Freshmen Year Seminar are applied to the Elective Core requirements. Alternatively, depending on departmental requirements, the credits earned may be applied to the major if the First Year Seminar is in the same discipline as the major.

FLO 125 The Art of Thinking (3 CR)

The Art of Thinking provides students with the tools they need to become effective thinkers. This course covers the essential methods and rules of logic, such as inductive and deductive arguments, fallacies, and syllogisms. Using the tools of logic, students read primary texts and arguments with faculty from diverse disciplines. As with the First Year Seminar, The Art of Thinking is taught by full-time faculty from across appropriate disciplines in the College of Arts and Sciences.

II. Elective Core (33-35 credits)

The Elective Core provides students with the body of knowledge, critical thinking abilities, and ethical and moral thinking that are needed for studies in the major, for life-long learning, and for the education of the whole person.

The Elective Core is comprised of courses in the Humanities, the Social and Behavioral Sciences, the Natural Sciences/Mathematics/Computer Science, and Theology & Religious Studies and Philosophy. These courses introduce students to the perspectives and ways of knowing in these disciplines. Courses in the major discipline may not be used in the elective core unless the student is a double major.

Humanities (9 credits)

The Humanities are the historical, aesthetic, language and literature disciplines that study the human condition and human experience using methods that are largely critical, creative, analytical, theoretical, interpretive, and speculative. To accomplish the Humanities area, students are required to complete 9 credits from at least two different disciplines of the following:

- Art
- Foreign Languages
- History
- Literature
- Music (excluding applied music courses)
- Media Arts/Communication
- Performing Arts (excluding applied performing arts courses)

Students are strongly encouraged to take 6 credits of the same Foreign Language in consecutive semesters as part of their Humanities requirement in this area.

For students majoring in Nursing, 6 credits in two departments completes this area.

Social and Behavioral Sciences (9 credits)

The Social and Behavioral Sciences use the scientific method and analytical approach to study human behavior and the social nature of human beings and to examine the social and political structures that result from human interaction and that shape human behavior.

To accomplish the Social and Behavioral Sciences area, students are required to complete 9 credits from at least two different disciplines of the following:

- Anthropology
- Economics
- Political Science
- Psychology
- Sociology

Natural Sciences/Mathematics/ Computer Science (6–8 credits)

The Natural Sciences use the empirical or scientific method to study the laws that govern nature and the natural world. Mathematics and Computer Science use rigorous logic as their primary methodology.

To accomplish the Natural Sciences/Mathematics/Computer Science area, students are required to complete 6-8 credits, and one of the courses must be Biology, Chemistry, or Physics.

- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

Theology & Religious Studies and Philosophy (9 credits)

Theology & Religious Studies use reason and critical and analytical thought to study religions, religious beliefs and practices, and to examine the relationship between the human and the Divine as well as to explore questions of truth, justice, ethics, and the moral dimensions of existence. Philosophy uses logic, analysis, and reason to examine fundamental questions about existence, meaning and knowledge, and ethics.

To accomplish the Theology & Religious Studies and Philosophy area, students are required to complete 9 credits from the two different disciplines:

- Philosophy
- Theology & Religious Studies
- Elective from Theology & Religious Studies or Philosophy

III. Common Core: The Human Journey

Sacred Heart University's academic signature centerpiece, The Human Journey, is a coherent, integrated, and multidisciplinary study of the liberal arts and sciences and the Catholic Intellectual Tradition. The courses of The Human Journey are framed and unified

by the following four fundamental and enduring questions of human meaning and value:

- What does it mean to be human?
- What does it mean to live a life of meaning and purpose?
- What does it mean to understand and appreciate the natural world?
- What does it mean to forge a more just society for the common good?

The Human Journey introduces students to some of the most significant thinkers, artists, writers and scientists from Western, Catholic, and non-Western traditions who have wrestled with these central and complex questions about human life.

The Common Core courses which comprise The Human Journey are:

HICC 101	The Human Journey: Historical Paths to Civilization
ENCC 102	Literary Expressions of The Human Journey
CC 103 A	The Human Community: The Individual and Society (Anthropology, Sociology, Political Science, Psychology)
<i>or</i>	
CC 103 B	The Human Community and Scientific Discovery (Biology, Chemistry, Physics)
CC 104	The Human Search for Truth, Justice, and the Common Good (Philosophy or Theology/Religious Studies)

Students will take one of the CC 103 A or CC 103 B options.

Course Descriptions

HICC 101 The Human Journey: Historical Paths to Civilization 3 CR

HICC 101 is part of Sacred Heart University's Common Core, The Human Journey. Framed by the Common Core's four fundamental questions of human meaning and value, this course is designed to provide first-year college students with an understanding of the elements of Western Civilization from the ancient world to the end of the Renaissance, including the Catholic intellectual tradition. HICC101 will also provide students with sufficient knowledge of the history and culture of a non-western civilization (China) to allow for meaningful comparison of the two cultures. Primary texts will be used to bring students into close contact with the main thinkers of the period and to show how historians use written records to interpret the past.

ENCC 102 Literary Expressions of The Human Journey 3 CR

ENCC 102 is part of Sacred Heart University's common core sequence The Human Journey. This course addresses the four fundamental questions of human meaning and value that serve as the unifying frame for all the courses in The Common Core. In ENCC102 we read and examine significant works of literature. We read serious literature because it presents us with images of, dramatizes for us, or tells us stories about ourselves, our human experience throughout time, and the way we live. This course engages students in conversations about these literary stories, images, and dramatizations. We critically and analytically read and examine works of literature from different cultures – western and non-western, including Catholic, and from different time periods – classical to contemporary, with an aim toward understanding and appreciating how these very different works give us insight in the four core questions.

ANCC 103 The Human Community: The Individual and Society 3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. As part of the University's Common Core, The Human Journey, ANCC103 addresses the four core questions from the anthropological perspective. With an emphasis on the unity, diversity and development of human biology and culture, the anthropological perspective offers a unique opportunity to engage the Catholic intellectual tradition and examine the enduring questions of human existence.

POCC 103 The Human Community: The Individual and Society 3 CR

This is the third of four courses in The Human Journey, the Common Core Curriculum at Sacred Heart University. The course explores questions regarding human meaning and value by specifically focusing on the social and political dimensions of the Core Questions. This course will include an analysis of the major political philosophers and their perspectives on the following: What does it mean to be human? What does it mean to live a life of meaning and purpose? What does it mean to forge a more just society for the common good? What does it mean to appreciate and understand the natural world? The course also incorporates key thinkers from the Catholic Intellectual tradition as they approach the core questions.

PSCC 103 The Human Community: The Individual and Society 3 CR

This course is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. This course addresses the four fundamental questions of human meaning and value that serve as the unifying frame for all the courses in The Human Journey. This particular course engages students in a study of the relationship between psychology – the science of human behavior and mental processes, and the Catholic intellectual tradition – which is characterized by rigorous

intellectual inquiry and an openness to scientific ideas. This course aims to help us understand ourselves as human persons, as well as to understand the social and physical environments in which we live.

SOCC 103 The Human Community: The Individual and Society 3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. As part of the University's Common Core: The Human Journey, this course takes up the enduring questions of human existence: 1) What does it mean to be human? 2) What does it mean to live a life of meaning and purpose? 3) What does it mean to appreciate and understand the natural world? 4) What does it mean to forge a more just society for the common good? Investigations are primarily guided by insights from sociology about the social nature of human beings and the structure of societies while also including the contributions from the natural sciences and the Catholic intellectual tradition.

BICC 103 The Human Community and Scientific Discovery 3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. This course focuses on the scientific approach and its uses and limits in addressing the four fundamental core questions of human meaning and value. The practice of scientific inquiry with respect to political, social and cultural factors will also be examined, particularly in the context of the Catholic intellectual tradition. Potential topics to be discussed include learning about your own ancient genetic lineage, evolution, genetic testing, environmental pollution, global climate change, and disease prevention.

CHCC 103 The Human Community and Scientific Discovery 3 CR

This is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. This course examines

the core's four fundamental questions of human meaning and value. From the perspective of Chemistry, students learn about science and the natural world and science's engagement with the Catholic intellectual tradition.

PYCC 103 The Human Community and Scientific Discovery 3 CR

This is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. As part of The Human Journey curriculum, this course addresses the four fundamental questions of human meaning and value from the perspective of the academic disciplines of Physics and Theology. PYCC103 examines the relationships between our human explorations of the universe through science, in general, and physics, in particular. We will examine Physics as a fundamental and practical human endeavor which helps us understand and appreciate the natural world as part of God's provision and revelation for us. As with all of the courses that make up the Common Core, the four fundamental questions provide the threads that serve as the framework for the fabric of the course.

RS/PHCC 104 The Human Search for Truth, Justice, and the Common Good 3 CR

This course is the capstone course in Sacred Heart University's Common Core sequence of study, The Human Journey. As the capstone, this course addresses the Core's four fundamental questions of human meaning and value. This course investigates the religious or philosophical understanding of the human condition as a theme running through the four stated questions. Students study both classic and contemporary texts from a range of religious and some philosophical traditions, particularly the Catholic intellectual tradition. A vital component of the course is students' own responses to the four questions, especially as those responses evolve through the enrichment of the course material. As a capstone course, RS/PHCC104 enables students to develop a personal, integrated

set of answers to the common core questions through a range of modalities and media, including service projects, research papers, artistic productions, student “portfolios” of completed assignments for all four Core courses, and other similarly integrated and interdisciplinary work.

The Major Field (30-58 credits)

The major provides the student an area of specialty as preparation for a career or as a foundation for graduate study.

Several baccalaureate majors offer multiple specialization programs. One half of the credit for the student’s major must be completed at Sacred Heart University. Sacred Heart University offers the following baccalaureate major programs, with concentration options listed after the major:

A minimum GPA of 2.0 is required for the Major with no individual course grade below a C.

COLLEGE OF ARTS AND SCIENCES

- Art & Design
- Biology: Traditional, Molecular and Cellular Biology, Ecology and Conservation Biology, Neuroscience
- Chemistry: Biochemistry, Traditional
- Communication Studies
- Computer Science: Computer Science, Information Technology
- Criminal Justice
- English: Literature, Writing
- Global Studies
- History
- Mathematics
- Media Arts
- Philosophy
- Political Science
- Psychology
- Religious Studies

- Social Work
- Sociology
- Spanish

ISABELLE FARRINGTON COLLEGE OF EDUCATION

Undergraduates who are interested in becoming teachers apply to the graduate school during freshman sophomore year. They select a major in the College of Arts and Sciences or the Welch College of Business, take courses in the Farrington College of Education during their junior and senior years, and complete teacher certification requirements (including student teaching) and a master’s degree in education during a fifth year.

JOHN F. WELCH COLLEGE OF BUSINESS

- Accounting
- Business Administration: Entrepreneurship and Family Business, Human Resources Management, International Business, Management, Marketing
- Business Economics
- Finance
- Marketing: Digital Advertising, Fashion Marketing and Merchandising, Sport Marketing
- Sport Management

COLLEGE OF HEALTH PROFESSIONS

- Athletic Training
- Exercise Science
- Health Science
- Nursing (B.S. only): First Professional Degree Program, RN to BSN, RN to MSN

UNIVERSITY COLLEGE

- General Studies
- Professional Studies

Electives (0–36 credits)

Electives are courses offered by the University in subject areas that interest the student. Electives should be selected in consultation with the student's academic advisor.

Students majoring in any discipline may also elect courses in the following pre-professional areas: Pre-Law, Pre-Medical/Pre-Dental, Pre-Occupational Therapy, Pre-Optometry, Pre-Physical Therapy, Pre-Speech-Language Pathology and Pre-Veterinary. Qualified students may also elect courses in the Thomas More Honors Program or in Education. These are explained in the Academic Enhancement Programs chapter in this catalog.

No more than 8 credits in Applied Music may be used for free electives.

Minor Programs

In addition to a major, the student may choose an optional minor program from the following:

COLLEGE OF ARTS AND SCIENCES

- Biology
- Catholic Studies
- Chemistry
- Computer Science
- Criminal Justice
- English
- European Studies
- Fashion Design
- French
- Global Studies
- Graphic Design
- History
- Honors
- Illustration
- Information Technology
- Irish Studies

- Italian
- Latin American Studies
- Mathematics
- Media Arts
- Middle Eastern Studies
- Music
- Performing Arts
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Studio Art
- Women's Studies

JOHN F. WELCH COLLEGE OF BUSINESS

- Accounting
- Business
- Business Economics
- Digital Marketing
- Fashion Marketing and Merchandising
- Management
- Marketing
- Sports Management

COLLEGE OF HEALTH PROFESSIONS

- Geriatric Health and Wellness
- Health Science
- Pre-Speech-Language Pathology

Policy on Awarding of Second Baccalaureate Degree

Students will be eligible to receive a second baccalaureate degree from Sacred Heart University, with a major other than that obtained with their first degree, if they meet the following criteria:

- They will have fulfilled the requirements of the second degree and major.

- They will have completed at least 30 credits at Sacred Heart University after the date of the first degree.
- That up to 90 credits of the first degree can be used toward the fulfillment of the new degree/major.

Associate of Arts and Associate of Science Degree Programs

Associate Degrees are offered for students whose needs are best met by this degree or for students who may seek to further their education at a later time with a baccalaureate degree. The Associate degree programs fall in two general categories: Associate of Arts (AA) in General Studies degree, with specialties in 19 different fields, and career-based Associate of Science (AS) degrees in one field. In addition to the specialty courses, each program has its foundation within a liberal arts base.

ASSOCIATE OF ARTS DEGREE-GENERAL STUDIES PROGRAM

All Associate of Arts degrees are offered by University College. The candidate for the AA degree in General Studies must complete 60 credits, which include the AA Core Curriculum as well as an emphasis of not less than 15 credit hours and elective courses chosen in consultation with the student's advisor. A minimum of 30 of these credits must be taken at Sacred Heart University, and a minimum cumulative GPA of 2.0 is required.

Core Curriculum

The Core Curriculum for the AA degree provides the student with the opportunity to experience other disciplines, obtain a background for further study, and become a knowledgeable and educated human being.

Foundational Core

- FYS 125*
- FLO 125
- MA TBD

*A grade of C or better is required.

Common Core: *The Human Journey*

Sacred Heart University's academic signature centerpiece, *The Human Journey*, is a coherent, integrated, and multidisciplinary study of the liberal arts and sciences and the Catholic Intellectual Tradition.

See description of the Common Core: The Human Journey courses listed previously in this chapter.

Elective Core

To accomplish the elective core, students will complete the following: Humanities (3 credits) Social and Behavioral Sciences (3 credits) Natural Sciences (3 credits) Theology & Religious Studies/Philosophy (3 credits)

Emphasis

Credits range from 15–32, depending on the emphasis.

Note: The required courses for each emphasis are listed under each college and department section.

A grade of C or better is required in all emphasis courses. Area discipline courses cannot be used in above core areas. Areas of emphasis with required courses are:

Associate of Arts Degree

College of Arts and Sciences

- Art and Design
- Biology
- Chemistry
- Communication Studies
- English
- French
- History
- Italian
- Mathematics
- Media Arts

- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish

Associate of Science Degree*College of Arts and Sciences*

- Computer Science

Academic Enhancement Programs

Academic Advising

At Sacred Heart University, academic advising is an integral part of a student's education, and meetings with an academic advisor should be an important and regular feature of a student's time at the University. The Assistant Dean of the College of Arts and Sciences coordinates academic advising for all first-year students; advising for incoming transfer students is coordinated by a representative from the student's chosen college. Once a student officially declares a major by completing our Major Declaration Form, he or she will receive a faculty advisor in the appropriate discipline. Academic advisors not only assist students with course, program, and scheduling selection, but also provide the guidance and support needed to assist students in exploring personal and professional goals. It is important that students meet regularly with their academic advisors.

Advisors in The Freshman Academic Advising Program assist our newest students with the transition to the academic life of college. By design, our freshmen have regular and frequent access to their Freshman Academic Advisor. For the first semester, a student's Freshman Academic Advisor is a full-time faculty member, who also serves as a professor in one of the student's freshman academic courses. This allows for regular and continuous contact throughout this crucial first semester. Students and advisors also meet regularly outside of class for additional support and guidance. Freshman advisors monitor their advisees' academic progress and intervene when appropriate. Freshmen stay with their Freshman Academic Advisors until they declare their majors. The Program offers freshmen the opportunity to declare a major at the start of the second semester.

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 an American academic institution.

Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, pronunciation and service learning courses totaling 22 hours per week. Placement in the noncredit pre-academic 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. ESL classes are offered on the Fairfield campus. The program runs five semesters per year. Please see our website for further information: www.sacredheart.edu/esl

Thomas More Honors Program

The Honors Program is home to some of the University's brightest and most committed students. The Honors version of the Common Core, The Human Journey, is rigorous, but also highly student-directed, in that students are given greater latitude in selecting readings and designing assignments and, in general, are invited to take active responsibility for what they are learning.

The limited size of the University's program and the number of course offerings means that honors students receive highly individualized instruction. Since the best learning can sometimes take place out of

the classroom, the program coordinates and funds opportunities every semester to travel as a group to off-campus cultural events, and provides a stipend for students who study abroad.

The mission of the students in the Honors Program is to serve as leaders in the intellectual, cultural, and spiritual life of the University. In this way, Honors students can themselves become leaders and active learners. For more information, visit the Honors website.

Independent Study and Individualized Instruction

Independent study is available for the qualified student who wants more advanced or specialized work in a given academic area. A faculty member guides the student in the research needed for the study. Only the student who has officially declared a major and who has successfully completed at least 15 credits will be able to enroll. A maximum of 6 credits of independent study or individualized instruction is permitted toward the baccalaureate degree. Independent study requires a packet approved by the advisor, instructor, department chair and Dean.

Individualized instruction under the guidance of a faculty member is available for the student who needs a specific course to fulfill degree requirements but is unable to schedule the course for a valid reason (e.g., involvement in student teaching, field experience or unavailability of the course). The syllabus for individual instruction conforms to the usual requirements, including required assignments, for that course. Ordinarily, no student will be permitted to take more than one individual course per semester, and no more than two individual courses to fulfill degree requirements.

Instructional Technology and 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 multi-Gigabit Ethernet backbone.

802.11n wireless access points provide access to the University library, Internet and student e-mail 24 hours a day, seven days a week.

VPN and Virtual Desktops are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Outlook.com 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 deployed 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 their portable devices anywhere on campus. The current wireless standard is 802.11n.

The students' computing laboratories are currently comprised of 310 desktop computers distributed throughout several academic facilities. Ten laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty and staff. The University continues to upgrade regular classrooms to "smart" classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. All general-purpose classrooms are equipped with LCD projectors, DVD, audio capabilities, and PC/laptop connections. All classrooms on campus are equipped with an active data jack for instructors or students to access

the network. Additionally, there are data connections in every room 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 required to purchase and use a laptop during their academic life at the University. Information Technology fully supports variety of laptop models from Lenovo, Apple, and Dell. In addition, Sacred Heart University provides all of its full-time faculty members with a choice of laptop, tablet or Mac laptop refreshed every three years. We offer similar program to our adjunct faculty who are issued a supported laptop refreshed every year. We build and deploy an image which contains the latest Microsoft Office software and other necessary tools and utilities. Faculty members are able to incorporate more electronic course information into the curriculum and use computers as a key component of classroom instruction; faculty and students are able to communicate using Sacred Heart's Online Web-based Course Management System, "BLACKBOARD," for class content, assignments, questions and classroom discussion groups; as well as virtual office hours. To expand on the mobile learning initiative, the University now offers the ITUNESU Webex platform to provide the community with the tools required to download content to portable players and replay the content when appropriate.

Computer Facilities

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

The University has established itself as a pioneer in the implementation of technology across the curriculum. A host of multiprocessor campus servers supports the labs and educational programs. The University maintains 1.5 Gbps Internet (1,500 Mbps), dual-housed for reliability and uptime. The network also supports video, voice and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to Wide Area Network segments and are completely managed in-house. Administrators apply 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 Sacred Heart ID 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-Thursday (9 hours on Friday) 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. The Factory is specifically designed to service and troubleshoot problems with laptops. In addition, Sacred Heart University has a full-time trainer who provides basic, intermediate

and advanced instructional courses on all supported applications included on the laptop. Through Sacred Heart's telephone support hotline, students, faculty and staff can dial a toll-free number or email tech support to obtain technical assistance.

Jandrisevits Learning Center

ACADEMIC SUPPORT SERVICES

The Jandrisevits Learning Center (JLC) is located in the lower level of the Ryan-Matura Library. 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) are peer tutors nominated by faculty who provide academic support to students in disciplines across the curriculum;
- Workshops on college-level study skills such as notetaking; time management; test-taking; critical reading and writing; oral presentations; 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 provides instructional accommodations and services to students with documented disabilities. There is no separate application process to be admitted to the Office of Special Learning Services (OSLS). 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.

Internships and Co-Ops

Sacred Heart University embraces the concept of experiential learning as a way of supplementing the classroom experience, exploring different career paths and enhancing the student's marketability when seeking post-graduate employment.

Internships may be paid or unpaid and can be completed by the student for academic credit. The length of the internship and the number of credits awarded vary. A typical placement lasts for one semester and involves 10 to 20 hours of work per week.

Employers offering co-op opportunities allow a student to work full-time for one or two semesters for a set hourly wage and 6-12 academic credits per semester.

The student works with his or her faculty advisor to gain approval for the content of an internship or co-op, and to determine the number of credits that will be awarded. The student must also complete the required documentation from the Office of the Registrar. The Career Development and Placement Center assists the student in locating an appropriate experience.

Experiential learning opportunities are available in all fields including the sciences, business, health care, media and government. Students interested in these programs should consult their faculty advisor as well as the Career Development and Placement Center.

Professional Programs

Sacred Heart University offers pre-professional advising in Pre-Dental Pre-Law, Pre-Medical, Pre-Optometry, Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Pharmacy, Pre-Physical Assistant, Pre-Speech Language Pathology and Pre-Veterinary.

PRE-LAW PROGRAM

There is no prescribed Pre-Law major or academic curriculum for admission to law school. Students interested in attending law school are advised, however, to secure a strong foundation in the liberal arts. Excellent writing, research and critical thinking skills are essential competencies for gaining admission to law school and for completing the requirements of a rigorous law school curriculum. Such skills are also conducive to the practice of law. Pre-law students are encouraged to join the university's Pre-Law Club and to meet periodically with the Pre-law Advisor to discuss course selection and the law school application process. Experience suggests that a respectable score on the Law School Admissions Test (LSAT), a strong academic performance over the course of four years, excellent letters of recommendation, along with interesting extra-curricular activity often results in a student's acceptance to law school.

PRE-HEALTH PROFESSIONS ADVISEMENT PROGRAM

The Pre-Health Professions advisement program services the needs of students seeking to pursue careers in medicine, dentistry, veterinary medicine, optometry, pharmacy and physician assistant programs. The program provides academic advisement for a balanced curriculum in biology, chemistry, physics, English, humanities, mathematics, social sciences and other prerequisites for specific areas of study required for acceptance into advanced professional programs. A seminar for the health professions is offered to assist students throughout their four years and is offered at the freshman/sophomore and

junior/senior levels, reflecting the level of student matriculation through the program and stage of the application process. Internships, shadowing and research are integral to the program and planned with advisors.

PRE-OCCUPATIONAL THERAPY AND PRE-PHYSICAL THERAPY PROGRAMS

For more information, please refer to the corresponding section under the College of Health Professions.

Study Abroad

Sacred Heart University offers a variety of undergraduate study abroad programs around the world- with programming that supports a broad range of educational, professional, and personal objectives. Choose from over 100 programs in over 30 countries, including our own sites in Dingle, Ireland and Luxembourg. Students may attend a SHU program, a SHU-affiliated program, or a CCIS program. Courses completed may fulfill general education, elective, and major/minor credits. Applications are available online one semester before the program start date.

Short-term programs over winter, spring break, and the summer are also available. Short-term programs are offered at the University's own sites in Ireland and Luxembourg, with SHU faculty in additional countries, and at SHU University partner programs.

Students participating in SHU or SHU-affiliated 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.

Students may also participate during the fall and/or spring semester in a variety of study

abroad opportunities preapproved by the Office of Global Affairs. These preapproved programs are sponsored by a number of U.S. accredited institutions through CCIS, the College Consortium for International Studies. The Office of Global Affairs assists students in selecting and applying to these programs and facilitates the transfer of credits from these programs by clarifying prior to participation how these courses will be used in their Sacred Heart University degree programs. Students who participate in these programs are assessed a study-abroad fee. While federal and state financial assistance may be applied to these programs, Sacred Heart University grants will not.

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

social, economic, cultural and political roles in the past, present and future. It challenges students to develop their intellectual understanding of the impact of gender as an organizing force in society. Students are encouraged to explore the meaning and application of this knowledge to their own lives.

Women's Studies Program

Women's Studies is an academic, interdisciplinary program oriented to the study of women and gender roles. The program draws on the new scholarship about women from different cultures and socioeconomic backgrounds in order to examine and critique traditional models of thinking and to develop creative ways of exploring women and their experiences.

Theoretical and critical debates that have influenced modern feminist thought are also an integral part of the curriculum. Students select courses cross-listed in Women's Studies and a variety of other disciplines including: Criminal Justice, History, Literature, Media Studies, Nursing, Philosophy, Political Science, Psychology, Religious Studies and Sociology.

The Women's Studies program provides students with the opportunity to broaden their education by enriching their understanding of women through multiple fields of inquiry. The program supports critical thinking about women's and men's

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 in their major and should check their program evaluations on Web Advisor regularly. Questions should be addressed

to the academic advisor or the Assistant Registrar for Graduation Services. Academic advisors can assist in understanding degree requirements and planning course selections but the primary responsibility for meeting these requirements rests with the student.

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 email.

Official communication is directed to the student's University electronic mailbox. In some cases official communications may be delivered by U.S. mail or campus mail. Students are expected to access their email 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 on-line applications.

Matriculation

Matriculation is an agreement with the University to a particular set of degree requirements. Full-time undergraduate students are automatically matriculated upon admission and fall under the degree requirements of the catalog of the year in which they first enrolled. Full-time students who are on an Official Leave of Absence will maintain their matriculation status during the period of their leave (see policy under Interruption in Attendance).

Returning full-time students who have not attended the University for up to two consecutive major semesters (fall and

spring or spring and fall) must apply for re-admission and, if accepted, will be under the catalog in effect at the time of their readmission.

Part-time students who have not attended the University for more than 24 months are no longer considered matriculated and must apply for readmission through University College. Part-time students not yet admitted to the University must apply for matriculation once they earn 12 credits. After 12 credits of non-matriculated status, a part-time student will not be allowed to register unless they are admitted to the University through University College or appeal for one more additional semester while they complete their application.

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

Academic Year

The academic year consists of two major semesters. Courses are offered during the day, evenings and on weekends. In addition to this traditional schedule, courses are offered throughout the year in varying course formats, such as accelerated course modules, intensive courses and through online learning. Sacred Heart University uses the semester credit system of awarding credits. Lecture time for one semester credit is generally 50 minutes per week. For a laboratory course, a longer period of laboratory work is required for a semester credit. The calendar and important dates for the traditional semester and accelerated terms are posted on the University website.

Declaring a Major

Students are expected to declare a major as soon as possible and no later than the end of their sophomore year. The Office of Career Development offers workshops to assist undeclared students. To declare a major students must fill out a Declaration of Major form available in the Academic Departments, University College and the Registrar's Office. Completed forms must be submitted to the academic department for the major. That office will assist in obtaining all appropriate signatures and assign an academic advisor. Students who wish to change a major, add a second major, minor or make similar declarations should contact the appropriate academic departments. Minors can be added or dropped directly with the Registrar's office.

Class Attendance

Regular class attendance is expected of each student in every class. Instructors are encouraged to base a portion of the final grade on attendance. Excessive absence could result in failure of the course.

Academic Integrity

THE MEANING OF ACADEMIC INTEGRITY

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

These aims of the University require that its members exercise mutual responsibilities.

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

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

MUTUAL RESPONSIBILITIES OF FACULTY AND STUDENTS

Sacred Heart University faculty have an ethical and professional obligation to take the following steps to promote academic integrity among students:

- 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 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 web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
- 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; he or she 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 chairperson 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 or 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 or her explanation to the faculty member when the faculty member first consulted the student about the work in question. The student who claims he or she did not act dishonestly should ordinarily attempt a resolution with the faculty member. 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 fifteen 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 chairperson or program director of the faculty member involved. The chairperson/program director will consult with the faculty member in an attempt to resolve the matter. If the chairperson/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may appeal in writing to the dean of the college in which the course was taken.

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 elected from their respective colleges for two-year terms in elections run by the Standing Committee on Academic Integrity. 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

GRADE	QP	GRADE RANGE
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	60-66
F	0.00	0-59
P (Pass)	0.00 (for courses elected as pass/no pass)	
NP (No Pass)	0.00 (for courses elected as pass/no pass)	
W (Withdrawal)	0.00	
I (Incomplete)	0.00	
AU (Audit)	0.00	
NG (No Grade)	0.00	

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 convert to F's. In unusual circumstances, the six-week period can be extended if the instructor requests a grade change to an Incomplete Extension (IX) grade. Additional approvals will be necessary. The IX 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.

A grade below C is not an acceptable grade in First Year Seminar (FYS 125), or major coursework. In addition some courses have as their prerequisite a grade of C or better. In these cases, the course must be repeated until a C or better is obtained. A repeated course may only be credited once toward the degree requirement.

Quality Grade points earned in a course are determined by multiplying the point value of the letter grade (see the 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.

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 process 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.

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 chairperson of the faculty member involved. The department chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.
- If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student,

the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.

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

In the extraordinary circumstances in which the faculty member does not accept the recommendation of the Grade Grievance Committee to change the grade after the Grade Grievance Committee ascertains that one or more grounds for a grievance outlined above has been substantiated, then the issue shall return to the Grade Grievance Committee, which will make the final grade decision to be implemented by the department chairperson. This step concludes the process.

Academic Standards

SATISFACTORY PROGRESS

Satisfactory academic progress is determined by two criteria: good academic standing and normal progress:

Good Academic Standing

A student is in Good Standing if he/she is not on University academic probation or dismissed from the University.

Any student not in Good Standing may not represent the University in any public manner as a member or officer of a University registered club or organization, delegate to any association meeting or convention or participant in intercollegiate athletic competitions. Any student who is placed on University academic probation will be ineligible to represent the University in any of the above activities. Effective time and dates of ineligibility are 12:01 a.m. on the Friday prior to the start of the semester.

Normal Academic Progress

A student whose credits completed fall below the minimum listed is considered as not making normal academic progress.

NUMBER OF FULL-TIME SEMESTERS STUDENT COMPLETED	STUDENT STATUS	CREDITS COMPLETED
2	Freshman	0-23
4	Sophomore	24-48
6	Junior	49-72
8	Senior	73-96
10	Fifth Year	97-120

Financial Aid may require additional standards for 'Normal Academic Progress.' Students should, therefore, contact the department of Student Financial Assistance to confirm requirements for Satisfactory Progress..

ACADEMIC HONORS

Academic honors include the Dean's List and Graduation Honors.

Dean's List

The Dean's List is calculated on a semester basis. A student completing a minimum of 6 credits with a GPA of 3.6 or better is eligible for the Dean's List if, in addition, there is no grade below a C including a grade of No Pass (NP) and there are no Incomplete (I) or

Withdrawal (W) grades.

If the student receives an NG (No Grade) and the NG grade is replaced with a letter grade, Dean's List eligibility will be reviewed at the request of the student. Students who complete fewer than 6 credits per semester are not eligible for the Dean's List. Students who receive an incomplete grade in a course and later complete the coursework are not eligible for the Dean's List.

Graduation Honors

Upon graduation, students who complete the undergraduate program of study with the following cumulative GPAs are eligible for these honors, provided that at least 60 credits for a bachelor's degree or 30 credits for an associate's degree were completed at Sacred Heart University.

Summa Cum Laude: 3.8 or higher

Magna Cum Laude: 3.6 to 3.799

Cum Laude: 3.5 to 3.599

ACADEMIC PROBATION

All students, except first-semester freshmen, whose cumulative grade point average (GPA) falls below 2.0 will be placed on Academic Probation. Any student (including first-semester freshmen) who receives a one-semester GPA of less than 1.8 will also be placed on Academic Probation. If a student's cumulative GPA is 2.2 or above and the semester GPA is lower than 1.8 but not lower than 1.5, the student will be administered an Academic Warning, rather than placed on Academic Probation. However, two consecutive semesters of less than a 1.8 GPA, regardless of cumulative GPA, will automatically result in Academic Probation.

A student who receives the grade of F in six or more credits in any given semester will be reviewed for Academic Probation.

Any full-time student (enrolled for 12 or more credits) who fails to complete 12 credits in a semester will be reviewed for Academic Probation.

A student on Academic Probation may choose to enroll in courses at Sacred Heart University during the University's Winter session and Summer sessions. Grades from the Winter session will be applied to the Fall-semester probationary status, while grades from the Summer session(s) will be applied to the Spring-semester probationary status. This will include grades from all courses taken during Winter session and Summer sessions not just repeats of failed courses. Winter session and Summer sessions grades will also apply to the cumulative GPA but will not be transcribed to the fall or spring semester.

DISMISSAL

All students subject to dismissal for academic reasons will be reviewed individually by the Academic Review Board of their college prior to a final decision and notification:

- A student who is on Academic Probation for two consecutive semesters will be subject to dismissal.
- Any student who incurs three Academic Probations during his or her academic career will be subject to dismissal.
- Any student whose cumulative GPA falls below the following levels will be subject to dismissal:

After One Semester: 1.00

16-30 Credits Attempted: 1.50

31-90 Credits Attempted: 1.70

91+ Credits Attempted: 1.90

A student who has been dismissed can appeal the dismissal to the Academic Review Board through the dean of his or her college and request reinstatement.

Note: The above standards are University standards. Some programs have additional standards regarding program probation or program dismissal.

Academic Policies

ACADEMIC APPEALS

Students placed on Academic Probation or dismissed can submit a request for change of status to the Academic Review Board through the dean of the college. Students who have been dismissed in previous semesters must obtain permission from the Academic Review Board of the college who dismissed them before re-enrolling in the University. For more information, contact the dean of the student's college.

ACADEMIC FORGIVENESS

A student who has successfully repeated a failed course and wants to make an adjustment to his or her transcript must submit the Repeated Course Request 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 grade point average (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 two F's repeated during undergraduate study.

A student who has not been in attendance at Sacred Heart University for five years or more may apply for academic forgiveness of grades for courses taken at Sacred Heart during one problem semester—defined as one in which the student's term GPA was lower than 2.0. Prior to a written filing for academic forgiveness, the student must complete 12 total credits over a two-semester period at Sacred Heart University, with a cumulative average of at least 3.0 in these courses. Upon the successful completion of the 12-credit requirement, the student submits a formal written request for academic forgiveness to the Dean of the

College in which the student is currently enrolled or intends to enroll. The student's written request should provide detailed information regarding the kinds of problems that the student experienced during the period for which forgiveness is requested, how those problems have been remedied and why the University should consider forgiveness in his or her case. The Dean will make the decision whether to grant forgiveness. Academic forgiveness means that the grades from the problem semester remain visible on the student's transcript, but those grades are not calculated in the student's overall GPA. Forgiveness will affect the entire semester and not individual courses within a semester.

A student who chooses to repeat a course in which they received a passing grade for a better grade, the best grade will count in the cumulative grade point average. The original grade will remain on the transcript. Repeated courses will count for credit only once.

Academic Procedures

REGISTRATION

Prior to the regularly scheduled registration period each student will be notified of their scheduled registration date and time. Policies and procedures are available on the Registrar's webpage at <http://www.sacredheart.edu/registrar.cfm>. Students are required to meet with their academic advisors prior to registration to discuss academic progress and registration options. All registration blocks must be cleared by the appropriate department before a student will be allowed to register.

New students interested in full-time study must apply to the Office of Undergraduate Admissions for matriculation prior to registration. For an appointment, contact the Office of Undergraduate Admissions.

New part-time students should contact University College prior to registration for

academic advising.

Full-time students are allowed to take one on-line course during the fall and spring semesters. The online course limit may be appealed to the Dean of the student's college.

Winter Intensive and Summer Registration at Sacred Heart University

Students are limited to one course during the Winter Sessions. Permission to take an additional course may be requested by contacting a University College advisor.

Students may take only one course during the May Intensive session and two courses during each of the summer sessions (summer session 1 and summer session 2) at Sacred Heart University.

See section Enrolling in Courses at other Institutions for policy information.

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 on line, 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 the student does not have holds on their registration (balance due, Health Services Immunization requirements, parking tickets, advisor permission, etc.). This ensures that all students comply with SHU policies prior to registration by meeting with their academic advisors and administrative departments to address any outstanding issues.

Students will be assigned time periods to register online for the fall and spring

semesters including accelerated terms within those semesters. Messages will display on the screens whenever a student attempts to register for a class for which he or she is not qualified.

Online registration will only be available during specified date ranges but access to inquiry screens will always be available.

Registration Conditions

The University reserves the right to make changes at any time in admission requirements, fees, charges, tuition, regulations and academic programs, if deemed necessary, prior to the start of any class.

The University also reserves the right to divide, cancel, reschedule classes or reassign instructors if enrollment or other factors require. If course cancellations occur, students will be notified by the academic departments through SHU email in order to adjust their schedules.

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.

FULL-TIME OVERLOADS

The normal credit load for full-time students is 12 to 18 credits. Any student in good standing wishing to take more than 18 credits must make this request to the University Registrar with written recommendation from the student's academic advisor. The request must also include the reason for the overload. The Registrar will review the request and recommendation and inform the student of the decision. An additional,

per-credit, non-refundable fee is charged for overloads over 18 credits. A Request for Overload form is available through the Registrar's office.

PASS/NO PASS OPTION

A student may choose a course with a pass/no pass option. The University's pass/no pass policy carries these conditions:

- Students are permitted to designate the pass/no pass option for up to four courses toward the baccalaureate degree, and up to two courses toward the associate's degree. Once the course is completed with a grade of pass (P), it cannot be repeated for a letter grade.
- Courses can be taken under pass/no pass only from general elective courses. Courses being used to satisfy Major requirements, Foundational or Elective Core requirements may not be taken pass/no pass
- Courses taken under the pass/no pass option will not count in the student's GPA.
- The pass/no pass option must be chosen during registration and cannot be changed after the end of the Add/Drop period for that semester.

COURSE CHANGES—ADD/DROP

A student may change his or her course selection only within the first week of the semester (or the equivalent for accelerated/ intensive courses). The procedure for schedule changes is available on the Registrar's webpage (<http://www.sacredheart.edu/officeservices/registrar/>). This process must be followed in order to ensure course registration and the proper calculation of tuition and issuance of refunds as listed in the Expenses and Student Financial Assistance chapters 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. 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 to discuss academic progress. Phone withdrawals are not accepted. Students who are taking only on-line courses may submit a request to withdraw from a course by sending an email to registrar@sacredheart.edu. The email must include the student's request to withdraw with all required approvals attached. Non attendance 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.

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.

ENROLLING IN COURSES AT OTHER INSTITUTIONS

All matriculated students are expected to fulfill course requirements for their degree

at Sacred Heart University. Under special circumstances, a student may appeal to take a course at another regionally accredited institution during the winter or summer sessions only. The following guidelines will be used to determine approval for taking courses at other institutions:

- The courses are required in the course sequence at this time for the degree as indicated by the student's academic advisor.
- The other institution's courses must be equivalent to the required Sacred Heart University courses in the major, as determined by the department chairperson.
- The last 30 credits required for graduation must be taken at Sacred Heart University.
- The last 60 credits toward the degree must be taken at a four-year institution.
- A maximum of 1 course (3-4 credits) for a winter inter-session or summer session may be taken at another institution during a 1 year period. However, a sequence of courses in the sciences (2 lectures and 2 labs) may also be taken at another institution during the summer session for legitimate reasons.
- If the course is in the student's major it must be taken at SHU.
- Final approval must be given by the student's academic advisor, the department chair of the discipline of the course, and the Dean of the student's College. The department chair, in which the course is offered, is responsible for deciding the course SHU equivalency. It is the student's responsibility to have an official transcript sent to the Registrar's Office to receive credit for the course. Only grades of C or better may be transferred into Sacred Heart University. The grade will not appear on the Sacred Heart University transcript and does not factor into the term or cumulative GPA.

- It is the student's responsibility to have an official transcript sent to the Registrar's Office to receive credit for the course. Only grades of C or better may be transferred into Sacred Heart University. The grade will not appear on the Sacred Heart University transcript and does not factor into the term or cumulative GPA.
- Exceptions to these policies can be made by the college deans.

INTERRUPTIONS IN ATTENDANCE

The following information outlines various leave and withdrawal options. Students are responsible for following all University policies before a leave or withdrawal is official. This may include but is not limited to returning laptops, ID cards, keys and obtaining all appropriate University signatures and approvals. University refund policies apply. Full-time students should contact the Assistant Dean before they return from a leave. Part-time students should contact University College before they return from a leave. Students who do not return at the end of the leave or do not obtain an extension must apply for readmission. Students on leave must follow University policy before they return to the University.

Leave of Absence

Full-time students may request approval for a leave of absence for good reason from the Assistant Dean in the College of Arts and Sciences. Leaves are generally approved for one semester but an extension for an additional semester may be requested.

Part-time students should contact a University College advisor. Graduation requirements in effect for students at the time their approved leave begins will remain in effect when they return from their leave under the following conditions:

- They are in good academic and disciplinary standing at Sacred Heart University when their leave begins. If a student is later placed on academic

warning, put on probation, dismissed, suspended or expelled as the result of a judicial decision, the sanctions in place take precedence over the leave of absence.

- They may not take courses at another institution without prior written approval from the advisor, the department chair, Dean of their college and the review by the Registrar.
- The leave is limited to one semester but may be renewed for additional semester(s) with written permission from the Assistant Dean or a University College advisor.

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 major upon return will be under the major 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 leave is considered to be in continuous matriculation during that leave period. If a student does not return after the leave or extend it, the student must go through the readmission process to return.

Medical Leave of Absence

Students who must leave the University because of a documented medical condition may request a medical leave of absence. Full-time students may request approval for medical leave of absence from the Assistant Dean in the College of Arts and Sciences, who will consult with Health Services or Counseling as appropriate. Part-time students should contact a University College advisor.

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 Assistant Dean or University College advisor. Students may return at the end of the leave when medical clearance is provided by Health Services/Director of Counseling based on appropriate documentation presented. They may not take courses at another institution without prior written approval from the advisor, the department chair, Dean of their college and the review by the Registrar.

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 major upon return will be under the major 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

Full-time students called to active duty while enrolled in the University should contact the Assistant Dean. Part-time students should contact a University College advisor. Students must present proof of being called to active duty. Students wishing to obtain a military leave of absence may be offered the following options after the Assistant Dean or University College advisor 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 or 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

Full-time students wishing to drop or withdraw from all their courses and thereby discontinue their enrollment must meet with the Assistant Dean. Part-time students should contact a University College advisor. Students will not be allowed to drop or withdraw from their last registered course of the term without meeting with the Assistant Dean or University College advisor.

University Withdrawal is not official until the student meets with the appropriate University representative(s) and completes official forms. Any refunds will be determined by the official date of the withdrawal. All fees are non-refundable.

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 and appear on the transcript if the student withdraws from the University after the add/drop period.

READMISSION

Returning full-time students who have not attended the University for up to two consecutive major semesters (fall and spring or spring and fall) will ordinarily be governed under the catalog that was in effect when they left the University. Students who have not attended the University for more than two consecutive major semesters (fall and spring or spring and fall) must apply for

re-admissions and, if accepted, will be under the catalog in effect at the time of their readmission.

The Admissions Office will confer with the academic dean and the dean of students before a decision on readmission is made. Students may not be guaranteed readmission to the major in which he or she was enrolled prior to readmission. Part-time, matriculated students who have not attended the University for more than 24 months are no longer considered matriculated and must apply for readmission through University College. In unusual circumstances, a student may appeal the decision regarding the catalog applied.

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. Substitutions and waivers for major requirements may be granted at the discretion of the department chair/program director. Substitutions and waivers for core requirements require approvals and recommendations from advisor, major department chair, college dean and the Provost or the Provost's delegate. Waivers will not provide additional academic credit toward degree requirements.

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 to request the substitution. 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.

Proficiency Waivers for University Foundational and Elective Core

The University core provides for proficiency waivers in the following areas: Mathematics

and Modern Foreign Languages. The chairperson of the Department of Foreign Languages and Cultures should be contacted for waivers in Foreign Languages. For waivers in Mathematics, contact the chairperson of the Department of Mathematics. Proficiency waivers exempt the student from taking the course(s). No credits are awarded for waived courses.

Final approval of a waiver for any University foundational or elective core must be approved by the Provost or the Provost's delegate. A student who is proficient in one of the above-listed areas may consider advanced- standing credits through one of the advanced placement tests (CLEP, DANTES, Excelsior). Students should check with the appropriate department(s) for policies and restrictions governing advanced standing credits. Approval for advanced standing is required before the exam is taken. A Transfer Request Permission form must be completed. See section on Admissions for policy and restriction information.

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. Degrees are conferred three times a year in May, August and December. The Commencement Convocation is held once a year in May.

A student eligible for a degree must apply for graduation to the Office of the University Registrar as follows. An online application is available through Web Advisor.

May graduation date: Application due the prior June

August graduation date: Application due the prior October

December graduation date: Application due the prior February

Failure to comply with the above schedule may result in a delay of degree conferral.

Part-time students will be billed a graduation fee upon submitting the application for graduation. The graduation application fee is not refundable. In the event the student does not complete the requirements for the degree within one year of the original indicated date, a new application and application fee will be required.

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/officeservices/registrar/. A fee is charged for each transcript requested. Options are available for rush processing, and overnight delivery services at an additional cost. Transcripts will be withheld if the student has a financial obligation to the University.

University Cross-Registration Program

Full-time students may take courses at Fairfield University and the University of Bridgeport as part of their regular full-time course load, provided the courses are not offered during the requested semester at Sacred Heart University. Contact the Office of the Registrar for details and other requirements.

College of Arts and Sciences

ROBIN L. CAUTIN, PH.D.
Dean

The College of Arts and Sciences is the largest, and the most diverse, of the four colleges at Sacred Heart University. The college offers Bachelor of Arts and Bachelor of Science degrees; Associate in Arts and Science degrees; Master's degrees in Environmental Science and Management, Chemistry, Communication, Computer Science and Information Technology,

Criminal Justice, and Applied Psychology; and a variety of minors and special programs. The degrees are offered through the following academic departments: Art & Design, Biology, Chemistry, Communication, Computer Science and Information Technology, Criminal Justice, English, Foreign Languages and Cultures, Government and Politics, History, Mathematics, Philosophy, Theology & Religious Studies, Psychology, Social Work, and Sociology. The College of Arts and Sciences strives to provide a learning environment that fosters the growth, development, and nurturing of the entire individual.

DISCIPLINE	COURSES ONLY (NO MAJOR/MINOR)	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE		
			MAJOR	CONCENTRATION	MINOR
Anthropology	Yes				
Art & Design		AA*	Yes		
Graphic Design				Yes	Yes
Illustration				Yes	Yes
Studio Art				Yes	Yes
Fashion Design		AA*			Yes
Biology		AA*	Yes		Yes
Traditional				Yes	
Molecular and Cellular Biology				Yes	
Ecology and Conservation Biology				Yes	
Neuroscience				Yes	
Catholic Studies					Yes
Chemistry		AA*	Yes		Yes
Traditional					
Biochemistry					
Communication Studies and Media Arts					
Communication Studies		AA*	Yes		
Advertising Media/Public Relations				Yes	
Sports Media				Yes	

DISCIPLINE	COURSES ONLY (NO MAJOR/MINOR)	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE		
			MAJOR	CONCENTRATION	MINOR
Digital Communication			Yes		
Media Arts		AA	Yes		Yes
Film, Television & Media				Yes	
Journalism				Yes	
Computer Science and Information Technology					
Computer Science		AS	Yes	Yes	Yes
Computer Gaming				Yes	
Information Technology				Yes	Yes
Criminal Justice			Yes		Yes
English		AA*	Yes		Yes
Literature				Yes	
Writing				Yes	
European Studies					Yes
Foreign Languages and Cultures					
Arabic	Yes				
Chinese	Yes				
French		AA*			Yes
Gaelic	Yes				
Haitian Creole	Yes				
Italian		AA*			Yes
Japanese	Yes				
Latin	Yes				
Spanish		AA*	Yes		Yes
Global Studies			Yes		Yes
History		AA*	Yes		Yes
Irish Studies					Yes
Latin American Studies					Yes
Mathematics		AA*	Yes		Yes
Middle Eastern Studies					Yes
Music		AA*			Yes
Performing Arts					Yes
Philosophy		AA*	Yes		Yes
Physics (refer to Chemistry in this catalog)	Yes				

DISCIPLINE	COURSES ONLY (NO MAJOR/MINOR)	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE		
			MAJOR	CONCENTRATION	MINOR
Political Science		AA*	Yes		Yes
Psychology		AA*	Yes		Yes
Social Work			Yes		
Sociology		AA*	Yes		Yes
General				Yes	
Teaching				Yes	
Social Research				Yes	
Religious Studies			Yes		
Theology				Yes	Yes
Religious Studies		AA*		Yes	Yes
Women's Studies (refer to Academic Enhancement Programs chapter in this catalog)					Yes

ANTHROPOLOGY

Anthropology is the study of human culture, behavior and biology from a holistic, global and comparative perspective. As a field of study it examines the similarities, differences and development of human culture, behavior and biology. The Anthropology curriculum emphasizes the subfield of cultural anthropology. Cultural anthropology focuses on the concept of culture, role of culture in contemporary problems and issues and on the wide range of human cultural patterns in the contemporary world.

Course Descriptions

† Elective Core Course

†ANCC 103 The Human Community: the Individual and Society

3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. As part of the University's Common Core, The Human Journey, ANCC 103 addresses the four core questions from the anthropological perspective. With an emphasis on the unity, diversity and development of human biology and culture, the anthropological perspective offers a unique opportunity to engage the Catholic intellectual tradition and examine the enduring questions of human existence.

†AN 103 Archeology

3 CR

Focuses on how archeology as a scientific discipline attempts to understand the development of the cultural adaptations of human groups throughout prehistory and history and how archeology interprets the past. Topics include how archeological sites are formed, dating techniques and the analysis of plant, animal and human artifacts and remains. With a hands-on approach, students are presented case scenarios relating to archeological digs to better understand the thinking process involved in

reconstructing the past.

†AN 110 Human Cultural Diversity

3 CR

The aim of this course is for students to develop an anthropological imagination and understand its relevance for living in the contemporary world. An anthropological imagination involves cultivating an interest in and an understanding of the unity, diversity and development of human biology, society and culture. As an introduction to the study of human cultural diversity, this course emphasizes the concept of culture, human sociocultural variation and patterns of sociocultural change in contemporary human societies.

†AN 201 World Cultures

3 CR

Examines a cross section of societies, including hunter-gatherer, horticultural, peasant, pastoral and industrial. Themes of cultural diversity, cultural contact and understanding "the other."

†AN 204 Introduction to Irish Archaeology

3 CR

A comprehensive overview of Irish Archaeology from the first settlers to modern times. Special attention will be focused on the Sites and cultural history of the Dingle Peninsula.

†AN 205 North American Indians

3 CR

Covers the cultural development and diversity of aboriginal North America, the impact of European contact on Native American societies and contemporary issues among North American Indians.

†AN 220 Ethnography of Ireland

3 CR

This course examines the patterns economic, social, political and cultural change in modern Ireland through the lens of selected

ethnographic studies of Irish communities. In addition, this course will examine the changing theoretical interests and research methodologies of anthropologists working in Ireland. This work will be supplemented with a selection of ethnographic films focusing on Irish communities and contemporary patterns socio-cultural change in Ireland.

***AN 250 Doing Ethnography: Qualitative Research in the Social Sciences**

3 CR

The aim of this course is for students to develop an understanding of and an ability to use ethnography as a method of social science research. Combining theoretical and applied readings and practical assignments, the focus is on participant observation and interviewing, writing field notes and the transformation of field data into ethnographic documents. In addition, students develop an understanding of the epistemological, political and ethical issues surrounding ethnographic research.

Prerequisite: SO 110 or AN 110

***AN 280 Native American Literature**

3 CR

Native American literature is explored in order to develop an understanding of the history, society and culture of Native Americans and an appreciation of their literary contributions.

***AN 299 Special Topics in Anthropology**

3 CR

Designates new or occasional courses (i.e., one capitalizing on a timely topic).

Prerequisites: Established by the department as appropriate for the specific course

ART & DESIGN

Real world Art & Design training set within a liberal arts-based curriculum is the mission of the Department of Art & Design at Sacred Heart University. Striking a balance between cutting edge digital technology and the foundations of drawing, illustration and painting affords invaluable diversity for preparation for the professional marketplace. Through its extensive offerings carried out by means of intense active and engaged learning programs, the department supports the overall mission of the University. Along with the most up-to-date digital design facilities and a commitment to contemporary Graphic Design, Illustration and Studio Arts as well as preparing for the constantly changing world of digital design, the department develops designers and artists who are critical thinkers and contributing members of society, their communities and their professions. It is the department's goal to educate designers and artists who are always able to respond to an ever-changing world.

Internships in Art & Design

The Department of Art & Design is committed to combining education for life with preparation for professional excellence. The department is ideally situated within the vast design, art and cultural resources of Fairfield County and the metropolitan New York City area. The location provides access to the country's richest base of world-class digital design, marketing, art and advertising firms offering an unmatched opportunity to prepare students for the transition from the classroom to the visual arts workplace.

Faculty

JOHN S. DE GRAFFENRIED, MFA
Associate Professor

NATHAN LEWIS, MFA
Associate Professor

MARY TRESCHITTA, MFA
Assistant Professor

JONATHAN WALKER, MFA
Associate Professor, Chair

Art & Design Computer Lab and Studios

Facilities include a digital design laboratory with state-of-the-art Macintosh computers and a second audiovisual design studio, both with complete wireless computer support; a full complement of the latest versions of all industry-standard software; multiple professional-grade color printers; and large and standard format scanners. Facilities also include painting, design, drawing and illustration studios.

Portable Computing Program for Art & Design Majors

The Department of Art & Design is able to offer all art majors worldwide 24/7 access to all Adobe CS6 Design Premium software along with Adobe After Effects CS6 from anywhere in the world that has internet access. The university provides students participating in our laptop program with access to a key license server for the software used in all of the department's courses. This means that any student at anytime from anywhere in the world can obtain access to the entire Adobe Design Premium Software suite in order to work on their projects. Art and Design is also able to offer on site Apple-certified technical support through the department's Technology Manager in order to handle training, updates, maintenance and repair issues.

Major in Art & Design

The major in Art & Design requires the completion of 51 credits for a concentration in Graphic Design, Illustration, Studio Arts or General Art for Education.

CONCENTRATION IN GRAPHIC DESIGN (51 CREDITS)

Required Courses in Graphic Design

Foundation Courses

AR 101 Art in the Western World Art History Elec. The student must choose from one of the following courses: AR 104, AR 201, AR 204, AR 205, AR 206 or AR 208

AR 110 Design: Visual Organization
AR 111 Design: Color
AR 114 Digital Design Basics
AR 120 Drawing I

Advanced-Level Courses

AR 211 Graphic Design I
AR 220 Drawing II: Life
AR 225 Design for the Web
AR 229 Introduction to Painting
AR 232 Introduction to Watercolor
AR 250 Introduction to Illustration
AR 270 Graphic Design II
AR 271 Graphic Design III

Students must take at least one of these courses:

AR 272 Advertising Design
or
AR 276 Interactive 2D Animation
or
AR 280 Interactive Motion Graphics
AR 370 Graphic Design IV
AR 390 Graphic Design Portfolio

CONCENTRATION IN ILLUSTRATION (51 CREDITS)

Required Courses in Art & Design

Foundation Courses

AR 101 Art in the Western World Art History Elec. The student must choose from one of the following courses:

AR 104, AR 201, AR 204, AR 205, AR 206 or AR 208

AR 110 Design: Visual Organization
AR 111 Design: Color
AR 114 Digital Design Basics
AR 120 Drawing I

Advanced-Level Required Courses in Illustration

AR 220 Drawing II: Life
AR 211 Graphic Design I
AR 221 Drawing III
AR 225 Design for the Web
AR 229 Introduction to Painting
AR 250 Introduction to Illustration
AR 230 Painting II
AR 260 Illustration II
AR 261 Illustration III
AR 360 Illustration IV
AR 392 Illustration Portfolio

CONCENTRATION IN STUDIO ART (51 CREDITS)

Required Courses in Art & Design

Foundation Courses

AR 101 Art in the Western World Art History Elec. The student must choose from one of the following courses: AR 104, AR 201, AR 204, AR 205, AR 206 or AR 208

AR 110 Design: Visual Organization
AR 111 Design: Color
AR 114 Digital Design Basics
AR 120 Drawing I

Advanced-Level Required Courses in Studio Art

AR 140 Methods and Materials
AR 211 Graphic Design I
AR 220 Drawing II: Life
AR 221 Drawing III

AR 225	Design for the Web
AR 229	Introduction to Painting
AR 230	Painting II
AR 231	Painting III
AR 250	Introduction to Illustration
AR 260	Illustration II
AR 391	Senior Project

CONCENTRATION IN GENERAL ART FOR EDUCATION (51 CREDITS)

Required Courses in Art & Design (39 Credits)

Foundation Courses

AR 101	Art in the Western World Art
AR 201	History of Modern Art
AR 110	Design: Visual Organization
AR 111	Design: Color
AR 114	Digital Design Basics
AR 120	Drawing I

Advanced-Level Required Courses in Studio Art

AR 140	Methods and Materials
AR 211	Graphic Design I
AR 220	Drawing II: Life
AR 225	Design for the Web
AR 229	Introduction to Painting
AR 250	Introduction to Illustration

Required Supporting Courses (12 Credits)

ED 101	Educational Psychology
ED 152	Education in the United States
ED 205	Education of Special Needs Students
ED 207	Classroom Management

These required supporting courses for the 5-year MAT program should be taken within the General Education requirements along with any prerequisites:

PS 273	Adolescent Development
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HI 222	United States History to 1865
or	
HI 223	United States History Since 1865

Minors in Art & Design

The minor in Art & Design requires the completion of 18 credits.

REQUIRED COURSES FOR GRAPHIC DESIGN MINOR

AR 110	Design: Visual Organization
AR 111	Design: Color
AR 114	Digital Design Basics
AR 120	Drawing I
AR 211	Graphic Design I

Students must select at least one of the following courses:

AR 225	Design for the Web
AR 270	Graphic Design II
AR 276	Interactive 2D Animation

REQUIRED COURSES FOR ILLUSTRATION MINOR

AR 110	Design: Visual Organization
AR 111	Design: Color
AR 120	Drawing I
AR 220	Drawing II
AR 250	Introduction to Illustration
AR 260	Illustration II

REQUIRED COURSES FOR STUDIO ART MINOR

AR 110	Design: Visual Organization
AR 111	Design: Color
AR 120	Drawing I
AR 220	Drawing II
AR 229	Introduction to Painting
AR 230	Painting II

REQUIRED COURSES FOR FASHION DESIGN MINOR

AR 111	Design: Color
AR 117	Computers in Fashion Design
AR 120	Drawing I
AR 145	Studio Methods I
AR 245	Studio Methods II
AR 257	Introduction to Fashion Design

Certificate in Fashion Studies

The certificate program in Fashion Design requires the completion of 15 credits in total.

REQUIRED COURSES FOR A CERTIFICATE IN FASHION STUDIES

AR 111	Design: Color
<i>or</i>	
AR 120	Drawing I

Plus all four of the following courses:

AR 117	Computers in Fashion Design
AR 145	Studio Methods I
AR 245	Studio Methods II
AR 257	Introduction to Fashion Design

Associate of Arts

EMPHASIS REQUIREMENTS FOR GENERAL STUDIES (15 CREDITS)

AR 101	Art in the Western World
AR 110	Design: Visual Organization
AR 111	Design: Color
AR 120	Drawing I
AR 229	Introduction to Painting

EMPHASIS REQUIREMENTS FOR GRAPHIC DESIGN (15 CREDITS)

AR 101	Art in the Western World
AR 110	Design: Visual Organization

AR 114	Digital Design Basics
AR 211	Graphic Design I
AR 270	Graphic Design II

Course Descriptions

† Elective Core Course

†AR 101 Art in the Western World

3 CR

Explores ideas and arts of cultures that initiate and develop into the Western tradition. Includes an analysis of the basic characteristics of the art and architecture of these eras in the context of general cultural trends.

†AR 104 American Art: Colonial to Modern

3 CR

Covers the ideas and ideals in American art in reference to the European mainstream. Emphasis is on styles and forms of the American environment and experience that constitute the characteristic tradition in painting, sculpture and architecture.

†AR 110 Design: Visual Organization

3 CR

Investigates the compositional elements of art structure. Principles and elements of two-dimensional design line, shape, value, texture and space are examined, with emphasis on the visual communication of ideas.

†AR 111 Design: Color

3 CR

Design principles are explored through the investigation of color interaction and color theory. Emphasis is on pigment mixing and the control of intervals of value, chroma and intensity.

Prerequisite: AR 110

AR 112 Three-Dimensional Design

3 CR

Explores ideas dealing with mass, volume and planes in space using various materials.

Prerequisite: AR 110

***AR 114 Digital Design Basics**

3 CR

An introduction and exploration of primary graphic design programs concentrating on Adobe Photoshop and Adobe Illustrator. Basic design concepts are explored in assignments, ensuring a basic understanding of the technological tools of design.

AR 117 Computers In Fashion Design

3 CR

This course is an introduction to the use of computers and software in the basic process of designing fashion and accessories.

***AR 120 Drawing I**

3 CR

Explores fundamental problems of composition and perception as related to drawing. Experimentation is with varied media directed toward both the descriptive and expressive visual conceptualization of ideas.

***AR 140 Methods and Materials**

3 CR

An introduction to incorporating non-traditional media into the traditional practice of drawing and painting through varied methods and materials of contemporary art practice. Experimentation and the combining of more than one medium will be encouraged with hands-on assignments

AR 145 Studio Methods I

3 CR

Introduction to basic clothing construction in conjunction with fundamental draping techniques. Students explore and interpret fashion trends as they execute original

designs utilizing these skills.

***AR 201 Studies in Modern Art**

3 CR

An analysis of the works and questions raised by the arts of the 19th and 20th centuries. Examines the roles of modern artists as they reflect and project or comment on life in the 20th century.

***AR 204 Renaissance Art**

3 CR

A critical discussion of the historical, conceptual and formal changes in the visual arts within the 15th and 16th centuries. Includes an analysis of the influence of Italian and northern European painting on European cultures.

***AR 205 European Art: 17th-19th Century**

3 CR

Discussion of the major developments in painting, sculpture and architecture during the 17th and 18th centuries as modified by the historical situations and humanistic values in specific countries.

***AR 206 Contemporary Art**

3 CR

Examines art currently in galleries and museums. Surveys the development of new approaches to form and analyzes the formal idea as related to execution and content.

Prerequisite: AR 201

***AR 208 Introduction to Eastern Art**

3 CR

Explores issues such as continuity and dichotomy of subject and style and other significant issues of Eastern art. Eastern attitudes are compared and contrasted with the art and ideas of parallel Western periods.

AR 211 Graphic Design I

3 CR

An introduction to classical and modern

typefaces, the mechanics of type composition and the fundamentals of layout. Consideration is given to the selection of typefaces that enhance thought and idea.

Prerequisite: AR 110 and AR 114

AR 220 Drawing II: Life

3 CR

Development of the student's ability to conceive the figure as form and volume with stress on gesture, proportion and anatomy. Emphasis is on a refinement of techniques for individual expression and self-awareness.

Prerequisite: AR 120

AR 221 Drawing III

3 CR

An intensive investigation of media and form as related to the figure. Problems progress from structural ideas to more sophisticated exploitation of subject matter and finally to individual interpretations.

Prerequisite: AR 220

AR 223 Three-Dimensional Drawing

3 CR

Deals with the rendering of three-dimensional space and forms. Visual processes relating to depth of field, objects in deep space, volume modeling and conceptualizing are explored.

Prerequisites: AR 110 and AR 120

AR 225 Design for the Web

3 CR

Development of skills for creating web sites and interactive presentations. Emphasis on the effective organization and visual presentation of information through Adobe Dreamweaver and Fireworks.

AR 229 Introduction to Painting

3 CR

An introduction to painting methods and media. Guided experimentation in oil or acrylic with emphasis on content, color

interaction and properties of the media.

AR 230 Painting II

3 CR

Development of painting techniques with emphasis on pictorial organization and color sensitivity. Focus on the development of creativity and individuality.

Prerequisite: AR 229

AR 231 Painting III

3 CR

Development of individual expression through exploration of independent compositional ideas and technical means related to content. Critiques and evaluations are constant.

Prerequisite: AR 230

AR 232 Introduction to Watercolor

3 CR

An introduction to varied techniques of watercolor application. Assignments are based on direct studies of nature, still life and conceptual thinking.

Prerequisites: AR 111 and AR 120

AR 245 Studio Methods II

3 CR

Introduction to basic clothing construction in conjunction with fundamental draping techniques. Students explore and interpret fashion trends as they execute original designs utilizing these skills.

Prerequisite: AR 120 and AR 229

AR 250 Introduction to Illustration

3 CR

Introduction of fundamental techniques used in professional illustration. Secondary emphasis on business aspects of commercial art. Assignments range from portraiture to sequential art storyboards.

Prerequisite: AR 220

AR 257 Introduction to Fashion Design

3 CR

Theory and process of fashion design. Application of skills in pattern drafting, draping and construction culminating in a showing and critique of original student collections.

AR 260 Illustration II

3 CR

Emphasis is on the technical study of color pencils and watercolor. As the semester progresses, greater emphasis is placed on content and imaginative solutions. Focus is on the information gathering inherent in illustrative problem solving.

Prerequisite: AR 160

AR 261 Illustration III

3 CR

Continued emphasis on traditional illustrative techniques used in conjunction with the digital application of Adobe Photoshop. Students are encouraged to create works of substance and complexity in regard to composition and thematic content.

Prerequisite: AR 260

AR 262 Head Painting and Drawing

3 CR

Covers structural painting and drawing of the head and its character. Emphasis on historical and traditional methods of representation using various media and techniques.

Prerequisite: AR 220

AR 264 Advertising Illustration

3 CR

Deals with imparting visual impact and excitement for the selling of products and services. Developing illustrations for advertising with consideration of reproduction requirements. Problems deal with line, black-and-white, limited and full-color advertising. All media.

Prerequisite: AR 261

AR 270 Graphic Design II

3 CR

Includes development of ideas as related to print media, publication design and corporate identity systems. Emphasis on the ability to create effective problem-solving concepts.

Prerequisites: AR 211 and AR 214

AR 271 Graphic Design III

3 CR

Focuses on solving specific design problems by establishing ideas from rough layout to tight comps and coordinating the elements to create effective visual statements in a variety of areas.

Prerequisite: AR 270

AR 272 Advertising Design

3 CR

Explores aspects of print and rich media advertising, including its creation and presentation. Stresses concepts as related to advertising promotion.

Prerequisite: AR 270

AR 274 Computer Graphic Design

3 CR

Explores complex design software programs with primary focus on the application of computer design in the preparation of print material.

Prerequisite: AR 270

AR 276 Interactive 2D Animation

3 CR

Development of skills for creating 2D animation, interactive presentations and web sites. Emphasis on the effective organization and visual presentation of information through Adobe Flash.

AR 280 Interactive Motion Graphics

3 CR

Provide a comprehensive, project-based

introduction to industry-standard motion graphics and compositing applications. To produce motion graphics and visual effects for film, video, multimedia and web.

AR 299 Special Topics in Art

3 CR

New or occasional courses that may become part of the department's permanent offerings. Courses capitalize on timely topics, an instructor's particular interest or alternatives to existing courses.

Prerequisite: Established by department

AR 320 Drawing IV

3 CR

Focuses on advanced problems of perception, structure, anatomy and concepts in drawing the human figure. Emphasis on independent development of the expressive use of various drawing media.

Prerequisite: AR 221

AR 330 Painting IV

3 CR

Studio emphasis on development and clarification of personal and imaginative statements. Initiative and discipline toward the production of a sustained body of consistent work is expected.

Prerequisite: AR 231

AR 360 Illustration IV

3 CR

Focus is on editorial- and thematic-based subject matter utilizing illustrative tools and techniques introduced in previous illustration classes including traditional and digital applications. Emphasis is on the continued development and preparation of idea sketches in relation to problem solving of illustrative art.

Prerequisite: AR 261

AR 363 Editorial Illustration

3 CR

A study of illustration with short story and editorial views. Preparation of idea sketches in relation to the text, page layout and finished illustrations.

Prerequisite: AR 260

AR 370 Graphic Design IV

3 CR

An in-depth investigation of realistic promotional programs ranging from concept to finished visual. Emphasis on individual creative solutions relative to product and idea, budget and client.

Prerequisites: AR 112 and AR 271

AR 390 Graphic Design Portfolio

3 CR

Development of a professional portfolio, resumé and promotional materials, culminating in a public presentation to area design, advertising, marketing and recruitment professionals. Guidance from faculty and visiting professionals.

Prerequisites: All required art courses in major emphasis

AR 391 Senior Project

3 CR

Encompasses problem-solving and techniques indicative of the ability to work as a mature and independent artist. Includes preparation and presentation of work.

Prerequisites: All required art courses in major emphasis

AR 392 Illustration Portfolio

3 CR

The continued development and final construction of a professional presentation portfolio, resume and promotional materials. Additional focus on business-related information, such as taxes, expenses and contracts.

Prerequisites: AR 360, all required art

courses in major emphasis

AR 396 Internship

3 CR

By permission of department chair. Based on availability, qualified students are placed in positions with leading design, advertising and marketing firms.

BIOLOGY

The Biology Department's innovative and interdisciplinary curricula combine a rigorous grounding in the foundational principles of biological science at all scales of organization from molecules to ecosystems with the opportunity for students to specialize in areas of their own choosing. The program reflects the complexity and diversity of the living world and emphasizes the unifying principles of biological science: evolution, transformations of energy and matter, structure and function, information flow exchange and storage and the higher level complexity inherent in multi-component systems.*

Graduates of our program will be conversant in the cellular and molecular basis of life, the design and functioning of individual organisms and the ecological interactions of organisms. They will respect the primacy of evidence and appreciate its role in the historical development and advancement of a discipline. Graduates will be able to analyze evidence in a critical fashion through exposure to data analysis in literature and in laboratory coursework. Finally, graduates will be cognizant of the possible social impact of our ever increasing understanding of biological science and will be prepared to wrestle with the difficult ethical conflicts resulting from such advancement.

Students may choose from one of four different curriculum tracks to support these academic objectives and their future career plans: Traditional, Molecular and Cellular, Ecology and Conservation or Neuroscience. All four tracks are based on a four course foundational series: Concepts in Biology I: Molecules to Cells; Concepts in Biology II: Cells to Organisms; Organisms to Populations and Populations to Ecosystems. Accompanying the lecture portion of the foundational courses are lab courses that incorporate multi-week open-ended investigations that reinforce the concepts under study and emphasize the process of science and scientific writing. The Traditional

program emphasizes a broad training in biology by requiring one upper-division elective in each of three areas corresponding to different levels of biological organization. The Molecular and Cellular Biology concentration emphasizes coursework in molecular and cellular areas of biology and related disciplines and is ideal for students preparing for graduate or professional training in the biomedical sciences or employment in the pharmaceutical and biotechnology industries. The Ecology and Conservation Biology track is designed to prepare students for graduate training and/or careers in ecology, conservation biology or other environmentally focused specialties. Students pursuing the Neuroscience track will have the opportunity to integrate coursework in neurobiology with coursework in psychology. The Neuroscience track is excellent preparation for graduate and professional training in the biomedical sciences and careers in the health professions. The Molecular and Cellular Biology, Ecology and Conservation Biology and Neuroscience focused paths through the major also require hands-on learning in the form of supervised research and/or internship and these experiences are also strongly encouraged for students pursuing the Traditional program. Admission to the Molecular and Cellular Biology, Ecology and Conservation Biology and Neuroscience concentrations is by application only.

**Vision and Change in Undergraduate Biology Education, A Call to Action.* 2010. American Association for the Advancement of Science, Washington DC

Faculty

KIRK A. BARTHOLOMEW, PH.D.
Associate Professor

MARK A. BEEKEY, PH.D.
Associate Professor

REBECCA BOURGAULT, M.S.

Instructor

SUZANNE M. DESCHÊNES, PH.D.

Associate Professor

MICHELE A. GUIDONE, PH.D.

Lecturer

MARK I. JAREB, PH.D.

Associate Professor, Chair

JO-MARIE KASINAK, M.S.

Instructor

MARIAN LEAL, M.S.

Instructor

JENNIFER H. MATTEI, PH.D.

Professor

CHRISTOPHER F. MOJCIK, M.D/PH.D.

Lecturer

BARBARA J. PIERCE, PH.D.

Associate Professor

JOHN P. RAPAGLIA, PH.D.

Assistant Professor

NICOLE M. ROY, PH.D.

Associate Professor

LATINA M. STEELE, PH.D.

Lecturer

GEFFREY F. STOPPER, PH.D.

Assistant Professor

THOMAS A. TERLEPH, PH.D.

Associate Professor

Biology Laboratories

The University supports the biology program with six teaching laboratories fully equipped to instruct students in all areas of biological science. In addition, all faculty at the level

of assistant professor and above have dedicated research space and equipment appropriate to conduct research in their areas of specialization. Dedicated multi-user areas are also available for conducting research in a variety of areas and include: a climate-controlled greenhouse, an analytical instrumentation room for environmental analysis, a marine research tank room, a fluorescence microscopy and imaging facility and dedicated spaces for molecular biology research instrumentation. The department maintains and consistently updates the specialized equipment required to both teach and do research in the biological sciences, amongst our more recent acquisitions are: a suite of equipment for sub-meter GPS surveys and data collection, real-time PCR instrumentation, automated data capture and analysis software for experimentation in animal behavior and two instruments for sophisticated analysis of contaminants in environmental samples: a combined gas chromatography/mass spectrometry instrument for organic chemical analysis and an inductively coupled plasma emission spectrometer for inorganic contaminants.

Major in Biology

The B.S. degree in Biology requires completion of 36 to 42 credits in biology and 29 to 40 credits in supporting courses depending on the curriculum track students choose. Many of these courses also fulfill the requirements of the university's Elective Core.

REQUIRED COURSES FOR ALL CONCENTRATIONS**Required Biology Core Courses**

BI 111	Concepts in Biology I
BI 112	Concepts in Biology II
BI 113	Concepts in Biology I Laboratory
BI 114	Concepts in Biology II Laboratory

BI 201	Genetics & Evolution: Organisms to Populations
BI 202	Ecology: Populations to Ecosystems
BI 203	Genetics & Evolution: Organisms to Populations Laboratory
BI 204	Ecology: Populations to Ecosystems Laboratory
BI 399	Senior Seminar

Required Supporting Courses for All Concentrations

CH 151	General Chemistry I
CH 152	General Chemistry II
CH 153	General Chemistry Laboratory I
CH 154	General Chemistry Laboratory II
CH 221	Organic Chemistry I
with	
CH 223	Organic Chemistry Laboratory I
MA 131	Statistics for Decision Making
or	
MA 132	Biostatistics Statistics
PY 1XX	Level Physics Course with Laboratory
MA 140	Precalculus or above (MA 151 Calculus I is recommended)

ADDITIONAL REQUIRED COURSES FOR THE TRADITIONAL CONCENTRATION

Students must select five additional Biology courses comprising at least one course from the Environmental organismal and Molecular areas. Two of the five courses must be at the 300 level. Three of the 5 courses must include labs (one at the 300 level). Three credits of research (BI 390) or internship (BI 360) are encouraged. For the most up to date listing of courses and special topics, please consult the listing maintained on the Biology Department's website.

Environmental Area

BI 210	Plant Biology
BI 230	Microbiology
BI 240	Invertebrate Biology
BI 245	Vertebrate Biology
BI 255	Animal Behavior
BI 260	Marine Biology
BI 265	Conservation Biology
BI 305	Behavioral Neurobiology

Organismal Area

BI 205	Essentials of Neuroscience
BI 210	Plant Biology
BI 212	Developmental Biology
BI 230	Microbiology
BI 240	Invertebrate Biology
BI 245	Vertebrate Biology
BI 255	Animal Behavior
BI 260	Marine Biology
BI 305	Behavioral Neurobiology
BI 312	Systems Physiology
BI 325	Immunology
BI 345	Neurobiology

Molecular Area

BI 212	Developmental Biology
BI 230	Microbiology
BI 235	Principles of Biotechnology
BI 311	Cell Biology
BI 325	Immunology
BI 335	Topics in Genetics
BI 345	Neurobiology
BI 355	Molecular Biology

ADDITIONAL REQUIRED SUPPORTING COURSES FOR THE TRADITIONAL CONCENTRATION

Students must take an additional 9 to 12 credits in the natural sciences or in other disciplines with departmental approval. Courses must be at 200-level or above with the following exceptions: FYBI 125, BI

128/129, PY112/114 and MA courses above MA 151. BI 206/208 does not meet this requirement, but BI 207/209 does.

ADDITIONAL REQUIRED COURSES FOR THE MOLECULAR AND CELLULAR BIOLOGY CONCENTRATION

BI 311	Cell Biology
BI 355	Molecular Biology
BI 360	Internship (3 credits)
<i>or</i>	
BI 390	Supervised Research (3 credits)

Two additional electives (1 with lab) must be chosen from courses classified in the Molecular Area (see above and Biology Department website)

ADDITIONAL REQUIRED SUPPORTING COURSES FOR THE MOLECULAR AND CELLULAR BIOLOGY CONCENTRATION

MA 151	Calculus I (strongly suggested—fulfills the MA 140 or above requirement)
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Students must also take an additional 12 to 16 credits in the natural sciences or in other disciplines with departmental approval. Courses must be at 200-level or above with the following exceptions: FYBI 125, BI 128/129, PY112/114 and MA courses above MA 151. BI 206/208 does not meet this requirement, but BI 207/209 does.

ADDITIONAL REQUIRED COURSES FOR THE ECOLOGY AND CONSERVATION BIOLOGY CONCENTRATION

BI 265	Conservation Biology
BI 3XX	Ecology Elective with Lab
BI 360	Internship (3 credits)
<i>or</i>	
BI 390	Supervised Research (3 credits)

Three additional electives (1 with lab) must be chosen from courses classified in the Organismal or Environmental Area (see above and Biology Department website)

ADDITIONAL REQUIRED SUPPORTING COURSES FOR THE ECOLOGY AND CONSERVATION BIOLOGY CONCENTRATION

MA 151	Calculus I (strongly suggested—fulfills the MA 140 or above requirement)
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Students must also take an additional 6 to 8 credits in the natural sciences or in other disciplines with departmental approval. Courses must be at 200-level or above with the following exceptions: FYBI 125, BI 128/129, PY112/114 and MA courses above MA 151. BI 206/208 does not meet this requirement, but BI 207/209 does.

ADDITIONAL REQUIRED COURSES FOR THE NEUROSCIENCE CONCENTRATION

BI 205	Essentials of Neuroscience
BI 255	Animal Behavior
<i>or</i>	
BI 305	Behavioral Neurobiology
BI 345	Neurobiology
BI 360	Internship (3 credits)
<i>or</i>	
BI 390	Supervised Research (3 credits)

One additional course in Biology at the 200 or 300 level with lab

ADDITIONAL REQUIRED SUPPORTING COURSES FOR THE NEUROSCIENCE CONCENTRATION

PS 110	Introduction to Psychology
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Two psychology electives selected from the following list:

PS 335	Human and Animal Learning
PS 351	Brain and Behavior
PS 352	Hormones and Behavior
PS 353	Psychopharmacology
PS 380	Advanced Psychological Research
PS 389	Advanced Special Topics

PS Elec. One additional Psychology Elective at the 200 level or above

Students must also take an additional 6 to 8 credits in the natural sciences or in other disciplines with departmental approval. Courses must be at 200-level or above with the following exceptions: FYBI 125, BI 128/129, PY112/114 and MA courses above MA 151. BI 206/208 does not meet this requirement, but BI 207/209 does.

Combined Bachelor of Science in Biology and Master of Science in Environmental Systems Analysis and Management

Undergraduate students majoring in biology or chemistry are able to apply for admission to the Environmental Systems Analysis and Management graduate program in their junior year and begin taking graduate courses during their senior year while at the same time completing a Bachelor of Science degree. This 4 plus 1 option allows completion of a combined Bachelor and Master's of Science in 5 years. If you would like more information on this accelerated track, please contact the Environmental Systems Analysis and Management Program Director or the Chair of the Biology Department. Completion of this combined degree in 5 years requires summer coursework and careful planning is essential to meet all program requirements.

Minor In Biology

The minor in Biology requires the completion of the following 23-24 credits:

BI 111 Concepts in Biology I: Molecules to Cells
 BI 112 Concepts in Biology II: Cells to Organisms
 BI 113 Concepts in Biology I Laboratory

BI 114 Concepts in Biology II Laboratory
 BI 201 Genetics & Evolution: Organisms to Populations
 BI 202 Ecology: Populations to Ecosystems
 BI 203 Genetics & Evolution: Organisms to Populations Laboratory
 BI 204 Ecology: Populations to Ecosystems Laboratory
 CH 151 General Chemistry I
 CH 153 General Chemistry Laboratory I
 BI Elec. One additional biology course at the 200-level or above with the following exceptions: FYBI 125, BI 128/129 chosen in consultation with a Biology advisor. BI 206/208 does not meet this requirement, but BI 207/209 does.

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (24 CREDITS)

BI 111 Concepts in Biology I: Molecules to Cells
 BI 112 Concepts in Biology II: Cells to Organisms
 BI 113 Concepts in Biology I Laboratory
 BI 114 Concepts in Biology II Laboratory
 BI 201 Genetics & Evolution: Organisms to Populations
 BI 202 Genetics & Evolution: Populations to Ecosystems
 BI 203 Genetics & Evolution: Organisms to Populations Laboratory
 BI 204 Ecology: Populations to Ecosystems Laboratory
 CH 151 General Chemistry I

- CH 153 General Chemistry Laboratory I
- BI Elec. One additional biology courses at the 200-level or above with the following exceptions: FYBI 125, BI 128/129 chosen in consultation with a biology advisor. BI 206/208 does not meet this requirement, but BI 207/209 does.

Biology Common Core Course

- BICC 103 The Human Community and Scientific Discovery

Course Descriptions

† Elective Core Course

BICC 103 The Human Community and Scientific Discovery

3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. This course focuses on the scientific approach and its uses and limits in addressing the four fundamental core questions of human meaning and value. The practice of scientific inquiry with respect to political, social and cultural factors will also be examined, particularly in the context of the Catholic intellectual tradition. Potential topics to be discussed include learning about your own ancient genetic lineage, evolution, genetic testing, environmental pollution, global climate change and disease prevention.

†BI 101 The Nature of Life

3 CR

This course examines science as a process to understand basic biological concepts of cells, genetics, evolution, and ecology. Students will examine current biological research and how that impacts their lives and the future

of mankind. Three hours of lecture per week. Non-science majors.

†BI 102 Heredity and Society

3 CR

BI 102 is a genetics course examining the evidence for proposing the existence of genes, the molecular nature of genes and the ethical implications of recent advances in genetic research. Three hours of lecture per week.

Non-science majors.

†BI 103 The Human Body

3 CR

Focuses on human physiology and the role humans play in the health and maintenance of their bodies. Topics include human organization, processing and transporting, integration and coordination and reproduction. Three hours of lecture per week.

Non-science majors.

†BI 104 Coastal Ecology

3 CR

This course investigates the interrelationship between coastal environments and the organisms living in these environments. It also looks at related societal implications.

Non-science majors.

†BI 110 Zoological Conservation & Behavior

3 CR

This course introduces students to the study of animal behavior in zoos. Students will gain general skills to explore field methods for behavioral observation and data collection in a captive setting. In addition, we will consider how we might use captive behavioral data to help conserve threatened and endangered animal species. Students will have the unusual opportunity to conduct field studies at LEO Zoological Conservation Center in Greenwich.

***BI 111 Concepts in Biology I:
Molecules to Cells**

3 CR

BI 111 is the first foundational course in biology and provides an introduction to the molecular concepts that form the basis of cellular life. Concepts in Biology I covers the basic principles of: evolution, biochemistry, cell structure and function, signal transduction, cell division, transmission genetics, the central dogma of molecular biology and control of gene expression. Two 50 minute lectures and one 75 minute discussion/week.

Corequisite: BI 113

***BI 112 Concepts in Biology II:
Cells to Organisms**

3 CR

BI 112 is the second foundational course in biology. The course focuses on the cellular and organismal levels in the hierarchy of biological organization. Concepts in Biology II covers adaptations of plant and animal life in an evolutionary context and includes discussion of: development, body and tissue organization, homeostasis, energy yielding metabolism, nutrition, digestion, circulation, nutrient transport and gas exchange. Two 50 minute lectures and one 75 minute discussion/week.

Prerequisite: BI 111/113; Corequisite: BI 114.

BI 113 Concepts in Biology I Laboratory

1 CR

The laboratory associated with Concepts in Biology I focuses on multi-week exercises that reinforce critical concepts on the molecular and cellular levels of biological organization. The laboratory incorporates student designed experiments, extensive journal format scientific writing and emphasizes science as a process. One 3 hour laboratory/week.

Corequisite: BI 111

BI 114 Concepts in Biology II Laboratory

1 CR

The laboratory associated with Concepts in Biology II focuses on introduction of techniques for observing organismal physiology and behavior that reinforce critical concepts on the cellular and organismal levels of biological organization. The laboratory incorporates an open-ended multi-week student designed experiment, extensive journal format scientific writing and emphasizes science as a process. One 3 hour laboratory/week.

Corequisite: BI 112

BI 126 Nursing Anatomy and Physiology I

3 CR

Lecture on the investigation of cell structure and function, tissues, skeletal, muscular and nervous systems. Nursing students only. Three hours of lecture and one hour of discussion.

Corequisite: BI 127

**BI 127 Nursing Anatomy and Physiology I
Laboratory**

1 CR

Laboratory involves investigation of cell structure and function, tissues, skeletal, muscular and nervous systems. Three hours of laboratory.

Corequisite: BI 126

BI 128 Nursing Anatomy and Physiology II

3 CR

Lecture involves the investigation of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Nursing students only. Three hours of lecture and one hour of discussion.

Prerequisites: BI 126 and BI 127; Corequisite: BI 129.

BI 129 Nursing Anatomy and Physiology II Laboratory

1 CR

Laboratory involves the investigation of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Three hours of laboratory.

Corequisite: BI 128

***BI 150 Biology of Poisons**

3 CR

This course presents the principles of toxicology within a human context, discusses how toxicology affects everyday life and investigates the broader issues for public health and disease prevention.

Non-science majors.

***BI 152 Environment and Sustainability**

3 CR

Students will learn about environmental science, exploring how human activity changes our natural environment. The importance of clean air, land and water will also be discussed.

Non-science majors.

BI 161 Introduction to Microbiology

3 CR

A course focused on the study of microorganisms with emphasis on morphology; cultivation, genetics of bacteria, viruses and fungi and infectious diseases caused by these microbes. Nursing students only. Three hours of lecture per week.

Corequisite: BI 162

BI 162 Introduction to Microbiology Laboratory

1 CR

Laboratory work stresses aseptic technique and the microscopic, nutritional and biochemical characteristics of bacteria. One three-hour laboratory period per week.

Corequisite: BI 161

***BI 170 Plants of Connecticut**

3 CR

BI 170 is a laboratory and field-oriented course emphasizing identification of local plant life, plant structure and functions, life histories and ecological relationships.

Non-science majors.

***BI 171 Connecticut Wildlife**

3 CR

BI 171 is a laboratory and field-oriented core course emphasizing wildlife and habitat diversity in the American Northeast, especially Connecticut. The central theme is adaptation. Topics include predation, migration, reproduction and species identification. Five hours per week.

Non-science majors

***BI 172 Winter Wildlife**

3 CR

BI 172 is a laboratory and field-oriented core course emphasizing winter adaptations of wildlife in the American Northeast, especially Connecticut. Topics include migration, species identification, tracking and feeding ecology. Five hours per week.

Non-science majors.

BI 190 Seminar in the Health Professions

1 CR

Seminar will meet weekly for discussions and other activities associated with planning for a future in the relevant health professions. Discussion topics include advice on course selections, timing of registration for courses in relation to exams such as the MCAT/DAT/GRE, balance between pre-health studies and other academic and extracurricular goals, etc. Also included will be forums with invited speakers such as alumni, admission directors and extracurricular program coordinators. Freshman and sophomore pre-health profession students only.

Minimum 2.5 GPA. Pass/fail only.

BI 191 Advanced Seminar on Health Professions

1 CR

Seminar will meet weekly for discussions and other activities associated with planning for and applying to schools in the relevant health professions. Discussion topics include advice on selecting schools for applications, application preparation, writing personal statements, advice on preparation for professional exams such as the MCAT/DAT/GRE, etc. Also included will be forums with invited speakers such as alumni, admission directors and extracurricular program coordinators.

Junior and senior pre-health profession students only. Minimum 3.0 GPA or instructor permission. Pass/fail only

BI 201 Genetics & Evolution: Organisms to Populations

3 CR

Organisms to Populations is the third in the series of courses that serve as the foundation of the biology major. The focus of this course is on the evolutionary forces that lead to the biologically fascinating trade-offs between growth, survival and reproduction. Topics covered include: reproductive biology, transmission and population genetics, mechanisms of evolution and an exploration of adaptation and life history characteristics in a diversity of organisms.

Prerequisite: C or Better in BI 111/112/113/114; Pre- or Corequisite: MA 131,132 or 133; Corequisite: BI 203

BI 202 Ecology: Populations to Ecosystems

3 CR

Populations to Ecosystems is the final course in the biology major foundational series of courses. Students will discover the unity and interdependence of the living and non-living components of the environment while exploring the limitless diversity of life on earth through the lens of ecological theory. Topics include: Population dynamics, species interactions, abundance and diversity,

nutrient cycling, succession and stability.

Prerequisite: C or Better in BI 111/112/113/114; Prerequisite: MA 131,132 or 133; Corequisite: BI 204

BI 203 Genetics & Evolution: Organisms to Populations Laboratory

1 CR

Organisms to Populations Laboratory is the mandatory corequisite for BI 201. The interactive laboratory course will concentrate on multi-week exercises that reinforce essential course concepts. Student designed experiments, the process of science and oral and written scientific communication are focal points of the course design.

Corequisite: BI 201

BI 204 Ecology: Populations to Ecosystems Laboratory

1 CR

Populations to Ecosystems Laboratory is the mandatory corequisite for BI 202. The interactive laboratory course will concentrate on multi-week exercises that reinforce essential course concepts. Student designed experiments, the process of science and oral and written scientific communication are focal points of the course design.

Corequisite: BI 202

BI 205 Essentials of Neuroscience

3 CR

This course is an introduction to neuroscience, a discipline in which the biological and psychological sciences are integrated. This broad overview addresses topics ranging from the cellular physiology of neurons to issues of human language, cognition and mental illness.

Prerequisite: BI 111/113, PS 101

BI 206 Human Anatomy and Physiology I

3 CR

Lecture on the investigation of the tissues, skeletal, muscular and nervous systems. This

section is for students interested in athletic training, exercise science, physical therapy, occupational therapy or physician assistant programs. Three hours of lecture per week.

Prerequisites: BI 111/ 113; Corequisite: BI 208

BI 207 Human Anatomy and Physiology II

3 CR

Lecture involves the investigation of endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Three hours of lecture per week. This section is for students interested in athletic training, exercise science, physical therapy, occupational therapy, human movement or physician assistant programs. Three hours of lecture.

Prerequisites: BI 206/208; Corequisite: BI 209

BI 208 Human Anatomy and Physiology I Laboratory

1 CR

Laboratory involves investigation of the tissues, skeletal, muscular and nervous systems. Three hours of laboratory.

Corequisite: BI 206

BI 209 Human Anatomy and Physiology II Laboratory

1 CR

Laboratory involves the investigation of endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Three hours of laboratory.

Corequisite: BI 207

BI 210/211 Plant Biology

4 CR

Three diverse topics in plant biology are introduced: plant evolution and diversity, plant ecology and the linked topics of ethnobotany and economic botany. Laboratory work concentrates on field methodology, plant identification and digital

data collection. Three hours of lecture and three hours of laboratory per week.

Prerequisites: BI 112/114, BI 201/203

BI 212 Developmental Biology

4 CR

Lecture examines cellular and molecular aspects of animal development from gametogenesis to morphogenesis and pattern formation. Laboratory work includes investigations on fertilization, cellular differentiation, regeneration and the development of vertebrate organ systems. Three hours of lecture and three hours of laboratory per week.

Prerequisites: C or better in BI 111/112/113/114 and BI 201/203

BI 230 Microbiology

4 CR

Microbial diversity and the evolution, physiology, genetics and ecology of microbes are addressed. Specific topics include: epidemiology and infectious disease and the use of microorganisms in industry and research. Laboratory work focuses on modern molecular methods of experimental microbiology and bacterial identification, including a semester-long research project. Three hours of lecture and three hours of laboratory per week.

Prerequisites: BI 111/113, BI 112/114 and CH 151/153

BI 235 Principles of Biotechnology

4 CR

This course focuses on the fundamental biotechnology techniques (e.g., nucleic acid analysis and genomics, bioinformatics, cell culture and proteomics) used in modern industrial research laboratories through the application of a semester-long project.

Prerequisite: C or better in BI 201/203 and MA131, 132 or 133; Prerequisite or Corequisite: CH 221/223

BI 240/241 Invertebrate Biology

4 CR

BI 240 examines the evolution and ecology of invertebrates including: phylogenetic relationships, life history, physiology and morphological adaptations. Laboratory component includes dissections and field trips to Long Island Sound. Three hours of lecture and three hours of laboratory per week.

Prerequisites: C or better in BI 202/204

BI 245/246 Vertebrate Biology

4 CR

BI 245 examines the evolution and ecology of the vertebrates including taxonomy and life history as well as the anatomy and physiology of extant and extinct vertebrates. Three hours of lecture and three hours of laboratory per week.

Prerequisites: C or better in BI 112/114

BI 255 Animal Behavior

4 CR

An introduction to how animals of all different types use behaviors as strategies for interacting with the environment. Behaviors studied include communication, habitat selection, migration, mate choice, breeding and parental care. Development and physiological control of behaviors are also examined. Three hours of lecture and one laboratory/field session per week.

Prerequisites: BI 112/114, MA 131

BI 260 Marine Biology

4 CR

BI 260 examines the structure and function of marine habitats at the organismal, population, community and ecosystem levels. Laboratory includes field investigation of different types of estuarine and coastal habitats and design of basic and applied marine ecological investigations. Three hours of lecture and one laboratory/field session per week.

Prerequisites: C or better in BI 202/204, MA131.

BI 265 Conservation Biology

4 CR

The focus of this course is on the science of conservation biology in the context of environmental policy, socioeconomic demands and environmental ethics.

Prerequisite: BI 202/204

BI 299 Special Topics in Biology

3-4 CR

Special Topics are new or occasional courses that may or may not become part of the department's permanent offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

BI 305 Behavioral Neurobiology

3 CR

This course explores the neural basis of behaviors that animals perform in natural settings. The mechanisms studied underlie specialized behaviors such as the detection of prey, attraction of mates orientation and other adaptive behaviors. The animal model systems described demonstrate how neural substrates of behavior can be highly specialized to solve problems encountered in an animal's particular environmental niche. These model systems also provide insights into the organization of similar sensory and motor systems in humans. Three hours of lecture.

Prerequisites: BI 112/114, BI205 or permission of the instructor

BI 311/313 Cell Biology

4 CR

Covers advanced topics in eukaryotic cell biology with emphasis on cell identity, protein transport and cellular physiology. Laboratory work includes cell culture, immuno-cytochemistry and other biological analyses. Three hours lecture and three hours

of lab per week.

Prerequisites: BI 201/203, CH 152/154

BI 312/314 Systems Physiology

4 CR

BI 312 focuses on investigation of the physiology of vertebrate systems. Topics include cardiovascular, respiratory, neural, muscular, digestive, endocrine, reproductive and excretory physiology. Laboratory instruction includes practical investigation and research projects into the physiology of vertebrates.

Prerequisites: BI 201/203, CH 152/154

BI 325 Immunology

3 CR

BI 325 examines the mammalian immune response including characteristics of antigens, antibodies and antigen-antibody interactions. Three hours of lecture per week. Prerequisite: BI 201/203

BI 335 Topics in Genetics

3 CR

This seminar course will both expand and deepen students' knowledge of genetics while exploring hot topics such as gene therapy, DNA as a digital information storage molecule, complex genetic disorders, DNA circuits, synthetic genomes, genome wide association studies, metabolomics, DNA bar-coding, genome-based medicine, DNA-based treatments, RNAi, epigenetics, conservation genetics and controversial genetics topics such as gene doping, etc.

Prerequisites: C or better in BI 201/203, 3.2 cumulative GPA.

BI 345 Neurobiology

4 CR

Covers cell biology of neurons, electrical and biochemical signaling, motor control, sensation and perception, learning and memory and brain anatomy. Laboratory instruction includes practical investigations and survey research projects into the above

topics and related illnesses.

Prerequisites: BI 112/114, CH 152/154

BI 355 Molecular Biology

4 CR

Provides foundations of molecular biology and recombinant DNA technology, analysis of relevant primary journal articles, hands-on training in recombinant DNA techniques and exposure to the use of computers in DNA sequence analysis and scientific communication.

Prerequisites: BI 201/203, CH 152/154

BI 360 Internship

3-6 CR

Internships in Biology focus on gaining applied experience through study of a biological topic or an interdisciplinary project that provides majors with an opportunity to gain real-world experience not specifically available in Sacred Heart University's Biology curriculum. Students complete an internship portfolio under the direction of an appropriate professional in consultation with a biology faculty advisor.

BI 390 Supervised Research

3 CR

Individual research projects in the basic areas of Biology under the supervision of faculty.

Prerequisites: A 3.0 GPA and permission of the supervising faculty member.

BI 398 Senior Seminar Preparation

1 CR

This course is designed for students to begin working on their Senior Thesis.

Prerequisites: BI 201/203 and BI 202/204

BI 399 Senior Seminar

2 CR

Senior Seminar is the capstone course for the Biology major. The course focuses on review of current research and literature on specialized fields of current interest in

biological science. An independent project resulting in a research paper on a current question of scientific, public policy or ethical focus and a final oral presentation on a selected topic is required.

Prerequisites: Senior status and permission of advisor.

CATHOLIC STUDIES

JUNE-ANN GREELEY, PH.D.

Program Director

Catholic Studies refers to academic programs that allow students to explore the Catholic Intellectual Tradition as it is manifested in any and every academic field. Catholic Studies programs are broadly interdisciplinary and so distinguished from programs of study that are exclusively theological or religious, although the foundation of the Catholic Studies minor is naturally based in the teaching and history of Catholicism. Catholic Studies embraces the human quest for knowledge, with a particular focus on the role of Catholic thinkers, Catholic ideas and values and Catholic institutions in that quest. The insight here is that the exploration of the particular gives a deeper appreciation of the universal. Thus, the word “Catholic” in the phrase “Catholic Studies” has two meanings. On the one hand, it conveys a scholarly focus on the Roman and Eastern Catholic heritage in its theological, philosophical, historical, literary, artistic and scientific expressions. On the other hand, it suggests an intellectual quest that is truly catholic—“universal” in the sense of considering how a tradition of ideas, beliefs and values has exerted influence “throughout the whole” of Western culture and, indeed, of global society.

The goal of the minor and certificates is to provide students an interdisciplinary exposure to the ideas that constitute the Catholic intellectual traditions. The courses that are applicable to the Catholic Studies Minor or certificate change every semester; they are listed in the schedule of courses issued by the Registrar’s Office. Students should consult with the Director of the program to plan their course of study.

Minor in Catholic Studies

The minor in Catholic Studies requires the completion of 18 credits.

REQUIRED FOUNDATION COURSE

TRS 220	Introduction to Catholic Theology (should be taken within first two years of study)
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REQUIRED ELECTIVES

Any two from the following core courses:

- at least one course in Ancient or Medieval Philosophy (review with Program Director)
- at least one of the following in Theology/Religious Studies: TRS 240, TRS 327, TRS 332.

Remaining three elective courses must be selected from at least two distinct disciplines in consultation with the director of the program, but overall the minor course of study should include no more than three courses in any one discipline.

All students taking a minor in Catholic Studies must complete as a final course either an Independent Study capstone course and capstone paper or prepare a capstone paper based on the final course taken for the Catholic Studies minor. The candidate for the minor in Catholic Studies has full discretion in the selection of department for the Independent Study or the final course that will generate the capstone paper; however, the director of the minor must be able to participate in the criteria for the capstone paper in the latter circumstance. The purpose of the capstone course and paper is to afford the candidate an opportunity to integrate his/her Catholic Studies academic history of the Catholic intellectual tradition in Catholic Studies courses into a systematic and meaningful curriculum of readings and scholarship.

CHEMISTRY AND PHYSICS

The Chemistry program is committed to academic excellence and seeks to prepare students for industry, graduate school or professional school. This is achieved through a broad-based education that includes exposure to the major areas of Chemistry (analytical, biochemistry, environmental, inorganic organic and physical) in both the classroom setting and in the laboratory. The required undergraduate research component of the degree provides an opportunity for the investigation of an original project.

The strengths of the department include small class sizes; extensive interaction with faculty; an award-winning student affiliate American Chemical Society chapter; instruction that uses the latest innovations in technology, teaching pedagogy and lab equipment; opportunities for community service; and the possibility for internship and co-op positions. The department also provides strong support for students majoring in other sciences as well as for non-science majors.

The Chemistry program offers a balanced curriculum that prepares students for graduate study in the various areas of chemistry and for employment in the chemical industries. Also, the Chemistry major, coupled with selected supporting courses, provides excellent preparation for the study of medicine, dentistry and other health-related professions. To accomplish these objectives, the Chemistry program offers two degrees: the Bachelor of Science and the Bachelor of Arts. The student majoring in Chemistry with a BS degree can choose a Traditional or Biochemistry concentration.

The Traditional concentration provides a curriculum with strong supportive courses in mathematics and physics. This program is recommended for graduate study in chemistry or as preparation for an industrial position.

The Biochemistry concentration is strongly recommended as preparation for a career in biochemistry, clinical chemistry or pharmaceutical chemistry. The program is also suitable for graduate study in biochemistry and pharmacology.

Students completing their undergraduate degree in chemistry at SHU have the opportunity to obtain a BS/MS combined degree in chemistry. This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both BS and MS degrees. Students must apply to Graduate School at Sacred Heart University by the end of the 1st semester of their Junior year.

The Department of Chemistry also provides introductory physics courses for students in science majors. Pre-Physical Therapy, Pre-Medical, Pre-Dental, Pre-Veterinary and pre-professional programs in health-related careers. Courses of general interest to meet core science requirements for the non-science major are also offered.

Chemistry Faculty

EID A. ALKHATIB, PH.D.

Associate Professor, Chair

BENJAMIN J. ALPER, PH.D.

Assistant Professor

JOSEPH AUDIE, PH.D.

Associate Professor

LINDA FARBER, PH.D.

Assistant Professor

JOHN FLEMING, PH.D.

Lecturer

JEFFREY GLANS, PH.D.

Lecturer

DHIA A. HABBOUSH, PH.D.

Professor

PENNY A. SNETSINGER, PH.D.

Associate Professor

Physics Faculty**MARLINA SLAMET, PH.D.**

Associate Professor

Chemistry Laboratories

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

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; ICP (Inductively Coupled Plasma)

CHROMATOGRAPHY

Programmable Gas Chromatographs; HPLC system + Autosampler.

ELECTROCHEMISTRY

Polarographic Analyzer, Polarographic Analyzer/ Stripping Voltmeter, SMDE Electrode, RDE Electrode and Electrogravimetric Analyzer.

GC-MS

GC, MSD, Flame Ionization Detector with EPC, Purge-and-Trap Liquid Sample Concentrator, Library of Spectra and Chemical Structure Database.

OTHER EQUIPMENT

Automatic Polarimeter; Magnetic Susceptibility Balance; Flame Photometer.

Computer Facilities

Chemistry server providing licensed software for the use of students.

Major In Chemistry**REQUIREMENTS FOR THE B.S. DEGREE**

The B.S. degree requires the completion of 38 major credits, plus 20 credits in the related fields of mathematics and physics for the Traditional concentration; and 20 credits in the related fields of biology, mathematics and physics for the Biochemistry concentrations.

Required Courses for All Concentrations

CH 151	General Chemistry I
CH 152	General Chemistry II
CH 153	General Chemistry Laboratory I
CH 154	General Chemistry Laboratory II
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 223	Organic Chemistry Laboratory I
CH 224	Organic Chemistry Laboratory II
CH 252	Analytical Chemistry
CH 254	Analytical Chemistry Laboratory
CH 331	Physical Chemistry I
CH 333	Physical Chemistry Laboratory I
CH 351	Instrumental Analysis
CH 353	Instrumental Analysis Laboratory
<i>and</i>	
CH 393	Undergraduate Project
<i>or</i>	
CH 395	Undergraduate Research
CH 395	Undergraduate Research

Required Supporting Courses for All Concentrations

MA 140	Precalculus (waived on examination)
MA 151	Calculus I
MA 152	Calculus II
PY 151/153	Principles of Physics I/Physics Laboratory I

or

PY 111/113	General Physics I/General Physics Laboratory I
PY 152/154	Principles of Physics II/Physics Laboratory II

or

PY 112/114	General Physics II/General Physics Laboratory II
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Additional Required Courses for Traditional Concentration

CH 332	Physical Chemistry II
CH 334	Physical Chemistry Laboratory II
CH 355	Advanced Inorganic Chemistry

Additional Required Supporting Course for Traditional Concentration

MA 253	Calculus III
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A minimum of 10–12 credits of chemistry electives should be taken to enhance career and graduate study opportunities. Electives should be selected in consultation with the student's faculty advisor.

Additional Required Courses for Biochemistry Concentration

CH 341	Biochemistry I
CH 342	Biochemistry II
CH 343	Biochemistry Laboratory I
CH 344	Biochemistry Laboratory II

Additional Required Supporting Course for Biochemistry Concentration

BI 111	Concepts in Biology I
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In addition to the above courses, two to three chemistry electives and one to three computer science courses are strongly recommended. For pre-health professions students, BI 111 and BI 112 and two Biology courses at the 200 level or higher are recommended.

REQUIREMENTS FOR THE B.A. DEGREE IN CHEMISTRY

The B.A. degree requires the completion of 32 major credits plus 16 credits in the related fields of mathematics and physics.

CH 151	General Chemistry I
CH 152	General Chemistry II
CH 153	General Chemistry Laboratory I
CH 154	General Chemistry Laboratory II
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 223	Organic Chemistry Laboratory I
CH 224	Organic Chemistry Laboratory II
CH 252	Analytical Chemistry
CH 254	Analytical Chemistry Laboratory
CH 331	Physical Chemistry I
CH 333	Physical Chemistry Laboratory I
CH 351	Instrumental Analysis
CH 353	Instrumental Analysis Laboratory
CH Elec.	Chemistry elective (with department approval)

Required Supporting Courses

MA 151	Calculus I
MA 152	Calculus II
PY 151/153	Principles of Physics I/Physics Laboratory I

or

PY 111/113	General Physics I/General Physics Laboratory I
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PY 152/154 Principles of Physics II/Physics Laboratory II

or

PY 112/114 General Physics II/General Physics Laboratory II

Minor In Chemistry

The minor in Chemistry requires the completion of the following 20 credits:

CH 151	General Chemistry I
CH 152	General Chemistry II
CH 153	General Chemistry Laboratory I
CH 154	General Chemistry Laboratory II
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 223	Organic Chemistry Laboratory I
CH 224	Organic Chemistry Laboratory II
CH Elec.	4 credits of Chemistry electives from 200- or 300-level courses

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (33 CREDITS)

CH 151	General Chemistry I
CH 152	General Chemistry II
CH 153	General Chemistry Laboratory I
CH 154	General Chemistry Laboratory II
CH 221	Organic Chemistry I
CH 222	Organic Chemistry II
CH 223	Organic Chemistry Laboratory I
CH 224	Organic Chemistry Laboratory II
CH 252	Analytical Chemistry

CH 254 Analytical Chemistry Laboratory

MA 151 Calculus I

PY 111 General Physics I

PY 112 General Physics II

PY 113 Physics Laboratory I

PY 114 Physics Laboratory II

or

PY 151 Principles of Physics I

PY 152 Principles of Physics II

PY 153 Physics Laboratory I

PY 154 Physics Laboratory II

Chemistry Course Descriptions

† Elective Core Course

CHCC 103 The Human Community and Scientific Discovery

3 CR

This is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. This course will examine the core's four fundamental questions of human meaning and value. From the perspective of Chemistry, students will learn about science and the natural world and science's engagement with the Catholic intellectual tradition.

†CH 020 Drugs and Their Implications to Society

3 CR

Different classes of drugs, both legitimate and illicit and their metabolism in the human body are studied. Basic organic chemistry is introduced. Designed for non-science majors.

†CH 030 The Chemistry of Nutrition

3 CR

Designed for non-science majors, this course explores the fundamentals of nutrition, elaborating on the essential chemistry needed for a basic understanding of the subject matter. The course examines how

carbohydrates, lipids, proteins, minerals, vitamins and antioxidants are chemically related to nutrition. The course focuses also on nutrition throughout the various life stages and how this relates to one's environment.

†CH 040 Chemistry, Society and the Environment

3 CR

Explores the workings of chemistry as an experimental science in the context of the need for science literacy and of the things affecting the everyday world and the environment. Two 75-minute lectures per week.

CH 117 General Organic and Biochemistry, An Overview

3 CR

Designated for Nursing students, this course previews the principles of general chemistry, followed by a survey of organic chemistry. An overview of biochemistry and biomolecules and a study of metabolism and its regulation are presented. Two 75-minute class periods.

Prerequisite: High school precollege chemistry

CH 119 General Organic and Biochemistry Lab

1 CR

Designated for Nursing students, this course consists of 11 to 12 lab periods. Three to four dry labs are embedded within the course as a guided inquiry-based approach to the curriculum and computer problem solving and molecular modeling using HyperChem. Experiments as well as dry labs are related to the subject matter covered in CH 117. A three-hour lab period.

Corequisite: CH 117

†CH 151 General Chemistry I

3 CR

Explores modern theories of atomic and molecular structure, chemical bonding and

periodic relations, chemical reactions and stoichiometry, states of matter and solutions. Three 50-minute lectures and one 50-minute discussion per week.

Prerequisite: High school chemistry

†CH 152 General Chemistry II

3 CR

Explores chemical thermodynamics; chemical kinetics; chemical, ionic and acid-base equilibria; electrochemistry; chemistry of the representative elements and transition elements; and nuclear reactions. Three 50-minute lectures and one 50-minute discussion per week.

Prerequisite: CH 151 with grade of D or better.

CH 153 General Chemistry Laboratory I

1 CR

Illustrates basic concepts presented in CH 151. Experiments include qualitative analysis of cations and anions, chromatography, synthesis and FT-IR. One three-hour laboratory per week.

Corequisite: CH 151

CH 154 General Chemistry Laboratory II

1 CR

Illustrates basic concepts presented in CH 152. Experiments include quantitative analysis, equilibria, thermochemistry, spectrophotometry and GC-MS. One, three-hour laboratory per week.

Prerequisite: CH 153; Corequisite: CH 152

CH 221 Organic Chemistry I

3 CR

Covers hydrocarbons; stereochemistry; arenes; alkyl halides; nucleophilic substitution and elimination reactions; and IR, NMR, MS and UV spectroscopy in relation to structure determination. Two 75-minute lectures and one 50-minute discussion per week.

Prerequisite: CH 152

CH 222 Organic Chemistry II

3 CR

Covers aromaticity; electrophilic and nucleophilic aromatic substitution reactions; ethers, epoxides, carboxylic acids and their functional derivatives; aldehydes; ketones; amines; phenols; carbanion reactions; and alpha-beta unsaturated compounds. Emphasizes organic reaction mechanisms organic synthesis and structure determination. Two 75-minute lectures and one 50-minute discussion per week.

Prerequisite: CH 221

CH 223 Organic Chemistry Laboratory I

1 CR

Covers basic techniques in organic chemistry: extraction, distillation, recrystallization; thin layer chromatography; gas chromatography and IR spectroscopy. Emphasizes techniques in organic synthesis. One three-hour laboratory per week. Corequisite: CH 221

CH 224 Organic Chemistry Laboratory II

1 CR

Covers simple and multistep organic syntheses using a wide variety of organic reagents and some important functional group analyses. Employs spectroscopy and GC-MS for structure determination. One three-hour laboratory per week.

Prerequisite: CH 223; Corequisite: CH 222

CH 252 Analytical Chemistry

3 CR

Explores data analysis and classical methods of quantitative analysis. Focuses on the basics of analytical chemistry and the development and application of equilibrium models to all branches of classical analysis. Two 75-minute lectures per week.

Prerequisite: CH 220 or CH 221

CH 254 Analytical Chemistry Laboratory

2 CR

Provides laboratory experience in volumetric,

gravimetric and instrumental methods.

Experiments correlate with lecture material in CH 252 to help students understand the chemistry involved and develop proper analytical procedures and techniques. One six-hour laboratory per week.

Prerequisite: CH 154; Corequisite: CH 252

CH 331 Physical Chemistry I

3 CR

Explores thermodynamics, statistical thermodynamics, kinetic theory of gases, changes of state, solutions and kinetics. Two 75-minute lectures per week.

Prerequisites: CH 152, CH 154, MA 151 and PY 152

CH 332 Physical Chemistry II

3 CR

Explores advanced kinetics and quantum mechanics. Two 75-minute lectures per week.

Prerequisite: CH 331; co-or prerequisite: MA 253 or permission of instructor

CH 333 Physical Chemistry Laboratory I

1 CR

Explores various techniques used to apply the fundamental concepts of physical chemistry to real chemical systems. One three-hour laboratory per week.

Corequisite: CH 331

CH 334 Physical Chemistry Laboratory II

1 CR

Explores more advanced techniques of physical chemistry and applies theoretical concepts learned in CH 332 to real chemical systems. One three-hour laboratory per week.

Prerequisite: CH 333; Corequisite: CH 332

CH 341 Biochemistry I

3 CR

Covers chemical and physiological properties of carbohydrates, lipids, amino acids,

proteins, enzymes and nucleic acids. Explores metabolic pathways and enzymology. Two 75-minute lectures per week.

Prerequisite: CH 222

CH 342 Biochemistry II

3 CR

Continues the study of metabolic pathways. Two 75-minute lectures per week.

Prerequisite: CH 341

CH 343 Biochemistry Laboratory I

1 CR

Investigates chemical and physical properties of biologically important compounds using chromatography, electrophoresis, enzyme assays and various techniques for isolation and identification of biochemicals and enzymes. One three-hour laboratory per week.

Corequisite: CH 341

CH 344 Biochemistry Laboratory II

1 CR

Examines isolation and purification of lipids, proteins, enzymes and nucleic acids from biological materials employing electrophoresis, chromatography, spectrophotometry and fluorometry. One three-hour laboratory per week.

Corequisite: CH 342

CH 351 Instrumental Analysis

3 CR

Explores theory and practice of instrumental methods of analysis; spectrophotometric, electroanalytical and chromatographic methods of separation and quantification. Two 75-minute lectures per week.

Prerequisites: CH 252 and CH 331 or permission of instructor

CH 353 Instrumental Analysis Laboratory

1 CR

Provides hands-on experience with modern

analytical instrumentation, including UV/visible infrared, atomic absorption spectrophotometry, potentiometric and ion selective electrode methods, electrodeposition, gas chromatography and mass spectrometry. One three-hour laboratory per week.

Corequisite: CH 351

CH 355 Advanced Inorganic Chemistry

4 CR

Explores physical and chemical properties of the elements and their compounds, periodic relations, theories of atomic and molecular structures and molecular symmetry with emphasis on coordination chemistry. Two 100-minute lectures per week.

Prerequisite: CH 331

CH 361 Environmental Chemistry

3 CR

Explores chemical aspects of the human environment and sources, reactions, transport, effects and fates of chemical species in water, soil and living environments and effects of technology thereon. Two 75-minute lectures per week.

Prerequisite: CH 222

CH 365 Environmental Sampling and Analysis

3 CR

Laboratory and field work including sampling of surface and groundwater using EPA- approved methods for analyzing water, wastewater, soil and sediments. Also covers QA/QC plans and statistics in chemical analysis and sampling protocols. One 100-minute lecture and one three-hour laboratory per week.

Prerequisite: CH 361

CH 393 Undergraduate Project

3 CR

A special project may be carried out under the advisement of a Chemistry faculty member.

Prerequisite: Permission of project advisor

CH 395 Undergraduate Research

3 CR

Research may be carried out under supervision of a Chemistry faculty member.

Prerequisite: Permission of research advisor

CH 399 Special Topics in Chemistry

2-3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Consult the current course schedule for available topics.

Physics Course Descriptions

† Elective Core Course

PYCC103 The Human Community and Scientific Discovery

3 CR

This is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. As part of The Human Journey curriculum, this course will address the four fundamental questions of human meaning and value from the perspective of the academic disciplines of Physics and Theology. PYCC103 will examine the relationships between our human explorations of the universe through science, in general and physics, in particular. We will examine Physics as a fundamental and practical human endeavor which helps us understand and appreciate the natural world as part of God's provision and revelation for us. As with all of the courses that make up the Common Core, the four fundamental questions will serve as the threads that will serve as the framework for the fabric of the course.

†PY 045 Physical Geology

3 CR

Students are introduced to the forces and phenomena that have created earth. The State of Connecticut will be utilized as the laboratory illustrating the theories presented in the classroom. Participants will be involved in process thinking, problem solving and the application of knowledge in a field laboratory setting. Observation, data collection and hypothesizing are utilized in individual and group investigations.

†PY 055 Science and the Bible

3 CR

This course investigates selected events noted in the Bible: Creation, Eve, Moses' Ten Plagues, Noah's Flood, Sodom and Gomorrah and the Star of Bethlehem.

†PY 090 Basic Astronomy

3 CR

Explores the universe briefly. Emphasis is on the solar system and recent space explorations. Observations of the sky and/or visit(s) to planetariums.

†PY 100 Elements of Physics

4 CR

Covers the basic laws of mechanics, properties of matter, electricity, magnetism and modern physics with an introduction to quantitative laboratory. Designed for health-related professions.

Prerequisite: MA 106 or higher

†PY 105 First Half of General Physics I

3 CR

Noncalculus-based course covering the first half of the material in the standard General Physics I (PY 111): units, vectors, 1D and 2D motion, concepts of force, torque and static equilibrium, work and energy. Intended for students who do not have a strong background in problem solving and math skills or have never taken physics courses before. Should not be taken with General

Physics I Lab (PY 113).

Prerequisite: MA 140 or equivalent

†PY 106 Second Half of General Physics I

3 CR

Continuation of PY 105. Noncalculus-based course covering the second half of the material in the standard General Physics I (PY 111): momentum, rotational motion, gravitation, fluid mechanics, temperature and thermal expansion. Intended for students who do not have a strong background in problem solving and math skills. Students who have completed this course may register for General Physics II (PY 112).

Prerequisite: PY 105

†PY 111 General Physics I

3 CR

Noncalculus-based course covering the basic principles of mechanics (units, vectors, 1D and 2D motion, concepts of force, torque, static equilibrium, energy, work, momentum, rotational motion and gravitation), fluid mechanics, temperature and thermal expansion. Students who do not have a strong background in problem solving and math skills have an option to take the 2semester sequence (PY 105 and PY 106), instead of PY 111.

Prerequisite: MA 140 or equivalent

†PY 112 General Physics II

3 CR

Noncalculus-based course covering basic principles of thermodynamics, wave motion, sound, electricity, magnetism, light and geometrical optics.

Prerequisite: PY 106 or PY 111

PY 113 Physics Laboratory I

1 CR

Fundamental training in physical measurements in mechanics (base physical quantities, vectors, acceleration of gravity, concepts of force, torque, static equilibrium,

energy, momentum, rotational motion) and Archimedes' principle.

Corequisite: PY 106 or PY 111; PY 113 can also be taken after completion of PY 106 or PY 111

PY 114 Physics Laboratory II

1 CR

Fundamental training in physical measurements in specific heat, wave motion, sound, electricity, light and optical devices.

Corequisite: PY 112; PY 114 can also be taken after completion of PY 112

†PY 151 Principles of Physics I

3 CR

Calculus-based course, covering basic principles of mechanics (units, vectors, 1D and 2D motion, concepts of force, torque, static equilibrium, energy, work, momentum, rotational motion and gravitation) and fluid mechanics.

Prerequisite: MA 152 or equivalent

†PY 152 Principles of Physics II

3 CR

Calculus-based course, covering basic principles of thermodynamics, wave motion, sound, electricity, magnetism, light and geometrical optics.

Prerequisite: PY 151

PY 153 Physics Laboratory I

1 CR

Same as PY 113.

Corequisite: PY 151; PY 153 can also be taken after completion of PY 151

PY 154 Physics Laboratory II

1 CR

Same as PY 114.

Corequisite: PY 152; PY 154 can also be taken after completion of PY 152

COMMUNICATION AND MEDIA STUDIES

The Department of Communication and Media Studies (CMS) combines the social and cultural analysis of media and communication technologies with media production, including digital video, broadcast and print journalism, television, radio, photography, advertising, public relations and digital multimedia. The CMS curriculum is interdisciplinary by nature and international in scope, blending theory and practice, the historical and the contemporary and the mainstream with the alternative.

The department offers three undergraduate majors, Communication Studies (CS), Digital Communication (DC) and Media Arts (MA), with the CS major divided into two concentrations: Advertising Media/Public Relations and Sports Media and the MA major divided into two concentrations: Film, Television and Media and Journalism. All three majors explore everything from broadcasting, filmmaking and journalism to advertising, public relations, web design and digital and multimedia production. The department gives all of its students immediate access to the latest technology and software in order to prepare them for the career path they choose within the media or communication industries or in another field.

Our overall goal is to produce responsible media scholars, consumers and communication professionals who 1) analyze the social effect, moral substance and aesthetic value of the media and 2) learn the social and creative skills involved in the conception, shaping and execution of their own media/communication projects and career paths.

Faculty

JOSEPH ALICASTRO, B.S.
Clinical Instructor

LORI BINDIG, PH.D.
Assistant Professor

JAMES CASTONGUAY, PH.D.
Professor

DEBBIE DANOWSKI, PH.D.
Associate Professor, Chair

RICHARD FALCO, B.A.
Clinical Instructor

GREGORY GOLDA, M.ED.
Clinical Instructor

SIDNEY GOTTLIEB, PH.D.
Professor

JUSTIN LIBERMAN, M.F.A.
Clinical Instructor

ANDREW MILLER, PH.D.
Associate Professor

DAMON MAULUCCI, M.F.A.
Visiting Assistant Professor

PAUL PABST, B.A.
Instructor

SARA ROSS, PH.D.
Associate Professor

BRIAN THORNE, B.S.
Instructor

Media Studies Facilities

The CMS facilities include a studio for beginning and advanced HD television production courses and the state-of-the-art Hubert J. Schlafley, Jr. Digital Media Lab equipped with high-end multimedia workstations running the most up-to-date programs including Apple's Final Cut Studio and Adobe's Creative Suite software. Our large inventory of production equipment ensures that as soon as students declare their major they have consistent access to the latest tools and software for their projects and gain the skills and knowledge necessary for successful careers in the media and communication industries

Major in Communication Studies

The Communication Studies major (CS), with concentrations in Advertising Media/Public Relations and Sports Media, is a distinct major that moves SHU students through a unique educational pathway. With its emphasis on media production and the cultural and the critical interrogation of the media, the CS major produces graduates who are ethically aware content creators across multiple media platforms. CS majors are socially responsible 21st century digital citizens who explore the intersection of media and culture and specifically the role of sports, advertising and public relations in society. As part of this major, students produce in-depth presentations, campaigns and written work in addition to finishing with a capstone project that showcases both their production skills and their critical thinking ability.

Communication Studies majors acquire the knowledge and technical skill to pursue careers in public relations, advertising and sports media and develop a theoretical, aesthetic and historical understanding of the professional communication field.

The major in Communication Studies consists of 48 credit hours, including 10 required courses and 18 elective credits. Students may

choose either the Advertising Media/Public Relations concentration of the Sports Media concentration as follows:

REQUIRED COURSES FOR MAJOR IN COMMUNICATION STUDIES

CM 101	Introduction to Media Culture
CM 102	Introduction to Media Production
CM 230	Digital Publications
CM 258	Social Media and Viral Campaigns
CM 301	Senior Seminar in Communication
CM 397	Senior Project I
CM 398	Senior Project II

REQUIRED COURSES FOR ADVERTISING MEDIA/PUBLIC RELATIONS CONCENTRATION

CM 126	History of Advertising & Public Relations
CM 227	Advertising & Public Relations; Practical Applications
CM 211	News Writing and Reporting I
or	
CM 256	Magazines & Body Image
or	
CM 257	Women & Advertising

REQUIRED COURSES FOR SPORTS MEDIA CONCENTRATION

CM 252	Sport, Culture and the Media
CM 272	Sports Broadcasting I
CM 211	News Writing and Reporting I
or	
CM 271	TV News Magazine Production
or	
CM 300	Multimedia Sports Journalism

In addition, six CMS electives are required of all Communication Studies Majors. Three of these must be in media production courses and three must be in media history or theory.

PRODUCTION (CHOOSE THREE)

- CM 221 - 321 Digital Film & Video
Production I, II
- CM 222 - 322 Television Studio
Production I, II
- CM 223 Digital Photography I
- CM 224 Democratic Technologies
- CM 225 Multimedia Field Production
- CM 226 - 326 Magazine Publication
Production I, II
- CM 227 Advertising & Public Relations;
Practical Applications
- CM 228 Radio Production-
Journalism/Podcasting
- CM 229 Photojournalism
- CM 241 Comics & Animation
- CM 271 TV News Magazine Production
- CM 272 - 372 Sports Broadcasting I, II
- CM 273 Television & New Media
Journalism
- CM 275 DVD Authoring
- CM 276 Digital Editing
- CM 277 Screenwriting
- CM 278 Multimedia Outreach
- CM 300 Special Topics in Multimedia
Production
- CM 311 News Writing and Reporting II
- CM 323 Digital Photography
- CM 325 Visual Effects & Motion
Graphics
- CM 396 Internship

HISTORY AND THEORY (CHOOSE THREE)

- CM 121 History of Film I
- CM 122 History of Film II
- CM 123 History of Film III
- CM 124 History of Broadcasting
- CM 125 History of Journalism
- CM 126 History of Advertising & Public
Relations
- CM 212 Media Literacy
- CM 251 Studies in Self Help Books

- CM 253 Digital Culture
- CM 254 Media and Democracy
- CM 255 History of Documentary Still
Photography
- CM 256 Magazines & Body Image
- CM 257 Women & Advertising
- CM 299 Special Topics in
Communication & Media
Studies
- CM 351 Women in Film & Television
- CM 352 Documentary Film/Television
- CM 353 National Cinemas
- CM 354 Film & Television Genres
- CM 355 Film & Television Directors

**Minor in Advertising Media/
Public Relations**

- CM 101 Intro to Media Culture
- CM 102 Intro to Media Production
- CM 126 History of Advertising & PR
- CM 227 Advertising & PR, Practical
Applications

One of the following:

- CM 230 Digital Publications
- CM 257 Women and Advertising
- CM 258 Social Media and Viral
Campaigns

One CMS Elective

Minor in Sports Media

- CM 101 Intro to Media Culture
- CM 102 Intro to Media Production
- CM 252 Sport, Culture, and Media
- CM 272 Sports Broadcasting I

One of the following:

- CM 230 Digital Publications
- CM 258 Social Media and Viral
Campaigns

CM 274 Sports Journalism

One CMS Elective

Major in Digital Communication

Digital Communication (DC) is an interdisciplinary major housed in the Department of Communication and Media Studies and supported by courses offered through Computer Science and Information Technology, Art and Design and CMS. The program is directed towards students who wish to become leaders in creating the communication environment of the future and to those interested in the broader implications of understanding the theory as well as the practice of communication and technology. This is a program for those who understand that communication and technology are the unifying forces in the world, that cyberspace represents the marriage of humanism and technology and that liberal arts and technology constantly are not mutually exclusive terms.

The major in Digital Communication consists of 42 credit hours, including 12 required courses and 6 elective credits. In addition, CS100 must be taken as part of the elective core. For DC majors CM 101 is a prerequisite for all other courses in the major.

REQUIRED COURSES

CS 101	Web Design and Visual Tools
CS 104	Digital Animation and Gaming
CS 232	Human-Computer Interaction
CS 319	Computer Ethics
CM 101	Introduction to Media Culture
CM 102	Introduction to Media Production
CM 215	Technical Communications
CM 224	Democratic Technologies
CM 253	Digital Culture
CM 254	Media and Democracy
CM 397	Senior Project I

ELECTIVE COURSES

Students are required to take an additional six credits of required course work and most students select these courses from the departments of Art and Design, Computer Science and/or Communication and Media Studies. DC Majors may venture into other departments for these required electives, but in all cases courses must be approved in writing by the program director. Possible course selections include:

AR 114	Digital Design Basics
AR 211	Graphic Design I
CM 124	History of Broadcasting
CM 126	History of Advertising & Public Relations
CM 221-321	Digital Film & Video Production I, II
CM 225	Multimedia Field Production
CM 227	Advertising and Public Relations; Practical Applications
CM 251	Studies in Self Help Books
CM 256	Magazines & Body Image
CM 299	Special Topics in Communication & Media Studies
CM 300	Special Topics in Multimedia Production
PH 256	Philosophy of Technology
SO 257	Science, Technology and Society

Minor in Digital Communication

CM 101	Intro to Media Culture
CM 102	Intro to Media Production
CS 101	Web Design and Visual Tools
CS 104	Digital Animation and Gaming
CS 232	Human Computer Interaction

One of the following:

CM 253	Digital Culture
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CM 254	Media and Democracy
CM 258	Social Media and Viral Campaigns

Major in Media Arts

Students majoring in in Media Arts have the choice of two concentrations: Film, Television and Media (FTM) or Journalism. Media Arts majors concentrating in FTM are required to take courses relevant to their area of study with a particular emphasis on the moving image, while those concentrating in Journalism will take courses focusing on written and multimedia journalism. These academic paths, however, are meant to be enriching rather than confining. The Department of Communication and Media Studies understands that our field engages with a constantly changing media landscape and we are committed to giving our students ample room within the major to choose their own path.

The MA major requires the completion of 48 credits as follows:

REQUIRED COURSES FOR ALL MAJORS

CM 101	Introduction to Media Culture
CM 102	Introduction to Media Production
CM 301	Senior Seminar in Communication
CM 397	Senior Project I
CM 398	Senior Project II

REQUIRED COURSES FOR FILM, TELEVISION AND MEDIA CONCENTRATION

CM 121	History of Film I
<i>or</i>	
CM 122	History of Film II
<i>or</i>	
CM 123	History of Film III
<i>or</i>	
CM 124	History of Broadcasting
CM 201	Art of the Moving Image
CM 212	Media Literacy

REQUIRED COURSES FOR JOURNALISM CONCENTRATION

CM 124	History of Broadcasting
<i>or</i>	
CM125	History of Journalism
<i>or</i>	
CM 126	History of Advertising & Public Relations
CM 211	News Writing and Reporting
CM 226	Magazine Production I
<i>or</i>	
CM 229	Photojournalism
<i>or</i>	
CM 271	TV News Magazine Production

In addition, eight CMS electives are required of all Media Arts majors. Three of these must be in media production courses and three must be in media history or theory. The two additional electives may be in history and theory or production.

PRODUCTION (CHOOSE THREE)

CM 221 - 321	Digital Film & Video Production I, II
CM 222 - 322	Television Studio Production I, II
CM 223	Digital Photography I
CM 224	Democratic Technologies
CM 225	Multimedia Field Production
CM 226 - 326	Magazine Production I, II
CM 227	Advertising and Public Relations; Practical Applications
CM 228	Radio Production -Journalism/ Podcasting
CM 229	Photojournalism
CM 241	Comics & Animation
CM 271	TV News Magazine Production
CM 272 - 372	Sports Broadcasting I, II
CM 273	Television & New Media Journalism
CM 275	DVD Authoring
CM 276	Digital Editing
CM 277	Screenwriting

CM 278	Multimedia Outreach
CM 300	Special Topics in Multimedia Production
CM 311	News Writing and Reporting II
CM 323	Digital Photography II
CM 325	Visual Effects & Motion Graphics
CM 396	Internship

HISTORY AND THEORY (CHOOSE THREE)

CM 121	History of Film I
CM 122	History of Film II
CM 123	History of Film III
CM 124	History of Broadcasting
CM 125	History of Journalism
CM 126	History of Advertising & Public Relations
CM 212	Media Literacy
CM 251	Studies in Self Help Books
CM 253	Digital Culture
CM 254	Media and Democracy
CM 255	History of Documentary Still Photography
CM 256	Magazines & Body Image
CM 257	Women & Advertising
CM 299	Special Topics in Communication & Media Studies
CM 351	Women in Film & Television
CM 352	Documentary Film/Television
CM 353	National Cinemas
CM 354	Film & Television Genres
CM 355	Film & Television Directors
Elec.	Two additional courses in History and Theory or Production

A Media Studies advisor may prescribe and approve alternatives.

Minor in Film, Television and Media

CM 101	Intro to Media Culture
CM 102	Intro to Media Production
CM 201	Art of the Moving Image
CM 212	Media Literacy

One of the following:

CM 121	History of Film I
CM 122	History of Film II
CM 123	History of Film III
CM 124	History of Broadcasting

One CMS Elective

Minor in Journalism

CM 101	Intro to Media Culture
CM 102	Intro to Media Production
CM 125	History of Journalism
CM 211	News Writing & Reporting I

One of the following:

CM 226	Magazine Production
CM 229	Photo Journalism
CM 271	TV News Magazine Production I

One CMS Elective

Associate in Arts General Studies**EMPHASIS REQUIREMENTS (15 CREDITS)**

CM 101	Introduction to Media Culture
CM 201	Art of the Moving Image
or	
CM 301	Senior Seminar in Communication
Elec.	One Production course
Elec.	Two Media Studies electives

Course Descriptions

†Elective Core Course

†CM 101 Introduction to Media Culture

3 CR

Introduction to media technology, examining the impact of radio, television, newspapers, still photography, film and the computer on the human condition. Trains the student to be a perceptive consumer of contemporary mass media by exploring how each medium codifies reality. Readings, screenings and written assignments required.

CM 102 Introduction to Media Production

3 CR

Introduction to a wide ranging study of multimedia production. Students will learn audio and video production techniques and create media for on-line distribution.

†CM 121 History of Film I

3 CR

Introduction to the historical development of filmmaking from 1895 to 1945, highlighting the evolution of the film as a means of expression. Films from the past are shown at each class meeting followed by a discussion of several aspects of the film.

CM 122 History of Film II

3 CR

History of the Motion Picture II covers from 1945 to 1975, including extensive screening of classic films. Readings, screenings and written assignments required. May be taken out of sequence.

CM 123 History of Film III

3 CR

This course covers the history of motion pictures from 1975 to the present, including extensive screening of classic and contemporary films. Readings, screenings and written assignments required. May be taken out of sequence.

CM 124 History of Broadcasting

3 CR

Explores the history of radio and television broadcasting, including financing of research, technological developments, regulation, structure of genres, the social context and values of programs, legal and political implications of national and international broadcasting and the effect on cultural identity and national sovereignty.

†CM 125 History of Journalism

3 CR

Investigates the social history of American journalism from the penny press to the World Wide Web, including technological developments in news gathering and delivery, regulation and consolidation of the press, social and political implications of coverage, effects of changes in literacy and society, comparisons with other models and trends toward globalization.

†CM 126 History of Advertising & Public Relations

3 CR

Provides a critical overview of the history, purpose and various methods related to advertising and public relations. Students analyze the semantic and syntactic properties of ads and public relations campaigns from the consumer point of view with special emphasis on how they communicate persuasively. Readings, screenings and written assignments required.

†CM 201 Art of the Moving Image

3 CR

A study of the language of moving pictures. Unlike the linear sequence of speech and the written word, moving pictures create a simultaneity of sensory perception. Through an intensive study of experimental and feature films, this course explores the nature of the moving images and how they are organized to create a whole.

Prerequisite: CM MS 101

CM 211 News Writing and Reporting I

3 CR

An introduction to basic news writing and journalistic reporting principles. Concepts of journalism provide a format for an analysis of the news media and the responsibilities of a journalist in today's society. Workshop sessions utilize the concepts in practical work.

Prerequisites: EN 110 and CM MS 101

***CM 212 Media Literacy**

3 CR

This course expands on CM 101 with extensive examination of theories of media effects on behavior, values and social/political structures, with an emphasis on contemporary media and the consequences of the shift to an online digital environment.

CM 215 Technical Communications I

3 CR

Introduces the most important elements of communications in the professional world of technology and newer media. Students study common types of reports and learn fundamental techniques for preparing reports, final copy and web page content.

Prerequisites: EN 110, CT 101

CM 221 - 321 Digital Film & Video Production I, II

3 CR each

An introduction to the basic techniques of cinematic composition and editing. Presents the basic administrative and aesthetic aspects of filmmaking.

Prerequisite: CM 101

CM 222 - 322 Television Studio Production I, II

3 CR

An introduction to multi-camera studio production.

CM 223 - 323 Digital Photography I, II

3 CR each

First semester is an introduction to the fundamentals of digital photography. Topics include camera care and handling; visual literacy; composition; the nature of light, color, portraiture and experimental photography. Second semester is built around advanced techniques in digital production. Critical discussions on the photography of major artists supplements the practical work. A digital camera with manual operative is required. Students are responsible for processing costs.

Prerequisite: CM 101

***CM 224 Democratic Technologies**

3 CR

Focuses on the creative use of technologies available to the American consumer. Instruction in alternative audio and visual production encourages students to express themselves and distribute media content using available consumer and public access technologies. Laptop computers are required to digitize audio and visual projects and for Internet research.

Prerequisite: CM 101

CM 225 Multimedia Field Production

1-3 CR

An opportunity for outstanding Media Studies majors to assist in the planning and production of media projects contracted by Sacred Heart University or by outside agencies. By permission of the chairperson of the faculty of Communication Studies. Offered only when appropriate projects are available. Consult the current course schedule for available topics and required prerequisites.

Prerequisite: CM 101

CM 226 - 326 Magazine Production I, II

3 CR

Overview of the entire process of magazine publication. Topics include history, theory

and status of contemporary publication, concept research and development of new magazines, writing and editing of articles, desktop publishing layout and design, marketing and advertising campaigns, new technologies and the future. Students conceive and produce individual magazines.

Prerequisite: CM 101

CM 227 Advertising & Public Relations; Practical Applications

3 CR

Applies various theories of advertising and public relations to specific practical problems in the commercial and nonprofit world. Students experiment with form and style by producing advertising and public relations campaigns for new products, public service projects and/or political candidates in several different media.

Prerequisite: CM 101

CM 228 Radio Production-Journalism/ Podcasting

3 CR each

An introduction to basic radio production. Students prepare for the FCC third-class license, learn the audio control board and develop concepts of radio broadcasting. Because WSHU is integrated into the courses as a laboratory and program outlet, students are required to function as staff members.

Prerequisite: CM MS 101

CM 229 Photojournalism

3 CR

Students develop skills and Insights necessary to document strong visual Images and use those Images to create a photo essay. Course encompasses preparation, research, taking photographs and editing, as well as examining the changing digital world, magazine work & publishing and the business of photography.

CM 230 Digital Publications

3 CR

As media scholars and professionals it is important to understand the theoretical and practical processes of technology in our field. This course is designed to explore the fundamentals of graphic design for media publications. In the first portion of the class students will explore the foundations of visual culture and literacy as well as the key elements of the design process for public relations and advertising. In the second portion of the class, students will be introduced to the techniques of creating a variety of visual materials using Adobe InDesign software. Although students will spend time using the InDesign software, the primary emphasis is on design for public relations and advertising. Throughout the entire semester students will be expected to create their own original project portfolio pieces. Thus this class is a combination of lecture and lab.

CM 241 Comics & Animation

3 CR

A fast-paced survey of the history and theory behind comics, comic books and animation. Creative projects teach the methods of creating sequential art and animation from paper to CGI.

+CM 251 Studies in Self Help Books

3 CR

In this course, students will analyze a self-help book of their choice through journal writing exercises outlined in their chosen text. Drawing on research in the field, students will evaluate the effectiveness of their chosen text.

CM 252 Sport, Culture and the Media

3 CR

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. Sport, Culture and the Media is an examination of sports and media in our everyday lives.

CM 253 Digital Culture

3 CR

Considers digital and technologically mediated environments as “mass media” in the tradition of film, radio or television. Using a variety of approaches, including historical, sociological, economic, technological, cultural and aesthetic, the course looks at questions such as how does the Internet codify reality? How are communities both created and thwarted? What are the characteristics of the global media culture? Readings, screenings and written assignments required.

Prerequisite: CM MS 101 or CT 101

†CM 254 Media and Democracy

3 CR

Examines the relationships between the mass media (film, television, newspapers and the Internet), the public and politics. Historical case studies analyze from ethical, economic, social, historical, aesthetic and technological perspectives how the media provide (or do not provide) a place through which people express their views as citizens in a democracy. Current media examples are also investigated. Readings, screenings and written assignments required.

Prerequisite: CM 101

CM 255 History of Documentary Still Photography

3 CR

The history of documentary still photography from its beginning in the 1840s through the

present is studied. Focus is on analyzing the photographs, as well as the social and historical contexts in which they were made, to come to some conclusions about the nature of documentary photography. Students with photographic experience and equipment may, with the permission of the instructor, choose to do a documentary photography project instead of a final paper.

†CM 256 Magazines & Body Image

3 CR

This class will explore body image representations portrayed in popular American magazines from a media literacy perspective. Drawing on research about media influence and instructional capabilities from such researchers as Schramm, Bandura, Comstock and Liebert.

†CM 257 Women & Advertising

3 CR

Exploration and in depth analysis of women's images portrayed in American advertising from a media literacy perspective, using research about the influence of advertising on women's roles and attitudes.

CM 258 Social Media and Viral Campaigns

3 CR

Social media has altered how we communicate with each other. This course is comprised of four modules that will allow students to have an overall understanding of social media in our everyday lives. In the first module we will explore how social media has impacted culture as a whole while in the second module we will interrogate the role of social media in the construction of personal and professional identity. In the third module students will analyze corporate and non-profit uses of social media tools and tactics and in the fourth and final module students will execute their own social media campaign in order to demonstrate their knowledge of the course concepts. Throughout the course students will be asked to consider the ethical dilemmas put forth by social media

technologies and the people that use them.

CM 271 TV News Magazine Production

3 CR

Students develop, plan, write, edit and produce news story projects on a regular basis and contribute to the creation of The Pulse, the SHU News Magazine Show, broadcast over television and the Internet at Sacred Heart.

CM 272-372 Sports Broadcasting I, II

3 CR

Focuses on the fundamentals needed to implement a program in sports information, publicity and promotions. Preparing of news releases; writing local and hometown features; publishing programs and brochures; compiling statistical breakdowns; dealing with the local, regional and national press; and promoting specific events, teams and individuals are included.

Prerequisites: C or better in ENG 110 and CM 101, CM 102

CM 273 Television & New Media Journalism

3 CR

A production course designed to introduce students to the techniques of electronic journalism. Students also learn to analyze and constructively criticize the process and product.

Prerequisite: CM 101

CM 275 DVD Authoring

3 CR

An introduction to DVD multimedia production techniques. Focus is on mastering the technical elements of advanced digital video editing and DVD authoring technology and developing a familiarity with the grammar of multimedia more generally. Students develop and produce a variety of projects culminating in their own DVD portfolio.

Prerequisite: Any other CM production course or permission of instructor

CM 276 Digital Editing

3 CR

Designed to provide training with tools necessary for editing digital audio and video. Course examines the construction of stories and messages in the digital media that surrounds us. Students will become more effective creators and consumers of media culture.

CM 277 Screenwriting

3 CR

An introduction to writing for fiction and nonfiction film and television. Topics include basic dramatic theory, narrative structure, characterization, dialogue, adaptation and the unique demands of the audio/visual media, as well as pragmatic matters of format and the marketplace.

Prerequisites: EN 110 and CM 101

CM 278 Multimedia Outreach

3 CR

Designed for advanced students already familiar with the tools of the digital journalist, students will create and produce a professional level documentary video about a community outreach program making a difference in other people's lives.

CM 299 Special Topics in Communication & Media Studies

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on timely topics, a faculty member's particular interest, an experimental alternative to existing courses, etc. Course title is shown on the student's transcript. Consult the current course schedule for available topics and required prerequisites.

CM 300 Special Topics in Multimedia Production

3 CR

New or occasional courses in advanced video production such as approaches to editing, audio recording techniques, digital storytelling or computer-aided design. Course title is shown on the student's transcript. Consult the current course schedule for available topics and required prerequisites.

CM 301 Senior Seminar in Communication

3 CR

An interdisciplinary study of contemporary theories of mass communications. Presents an overview of the impact of mass communication by considering them as codes, symbolic systems and manipulative powers on both the conscious and subconscious levels. Reading, writing, discussion and research are required.

Prerequisites: CM 101 and Senior standing in the major

CM 311 News Writing and Reporting II

3 CR

This advanced workshop simulates a newspaper magazine publishing atmosphere. Students are assigned roles as writers or editors for individual sections to create a student news magazine as part of the newspaper staff.

Prerequisite: CM/EN 211

CM 321 Digital Film/Video Production II

3 CR

Advanced course in single-camera video production. Each student directs an original fiction or nonfiction work and provides technical support on classmates' projects.

Prerequisite: CM 101

CM 325 Visual Effects & Motion Graphics

3 CR

Students will learn cutting edge techniques in graphic programs and develop and complete several creative projects guided by an Instructor who is an Industry professional.

CM 326 Magazine Production II

3 CR

Overview of the entire process of magazine publication. Topics include history, theory and status of contemporary publication, concept research and development of new magazines, writing and editing of articles, desktop publishing layout and design, marketing and advertising campaigns, new technologies and the future.

Prerequisite: CM 226

CM 351 Women in Film & Television

3 CR

Films are cultural artifacts. Each film contains within itself a complex social system reflecting the attitudes, values and mores of the society that produced it. This course uncovers the values that encode the function of women on screen including the images they project; roles they assume; values they encode; and relationships they establish with men, children and each other. Readings, screenings and written assignments required. Consult the current course schedule for available topics and required prerequisites.

CM 352 Documentary Film/Television

3 CR

Examines major epistemological, aesthetic and political concerns of documentary film and video. This course introduces students to a variety of documentary principles, methods and styles in order to explore a series of theoretical issues that are important to documentary production, representation and reception. Readings, screenings and written assignments required. Consult the current course schedule for available topics and required prerequisites.

CM 353 National Cinemas

3 CR

Examines a particular national cinema or moment in national cinemas (e.g., New German Cinema, French New Wave, Italian Neorealism) whose contributions to the history of cinema have been significant. Attention is given to the social and cultural context, production, distribution and reception circumstances and stylistic innovations of the different filmmaking practices. Readings, screenings and written assignments required. Consult the current course schedule for available topics and required prerequisites.

CM 354 Film & Television Genres

3 CR

A study of Individual television and forms. Emphasis on the historical development of the genre, themes and stylistics of genre, meaning of programming within a cultural context, contemporary cultural significance and contribution to the history of Ideas. Readings, screenings and written assignments are required.

CM 355 Film & Television Directors

3 CR

Examines individual film directors whose contributions to the history of the cinema have been especially notable. Film and television directors are studied for their stylistic and philosophical innovations as well as for their historical place in the medium. Each semester a particular director or directors are chosen for study. Consult the current course schedule for available topics and required prerequisites.

CM 396 Internship

1-6 CR

An opportunity for qualified upper-division Media Studies majors to gain practical experience at area media/communications companies such as radio or television stations, cable companies, newspapers, magazines and public relations firms.

Prerequisite: Permission of instructor and department chairperson

CM 397/398 Senior Project I, II

3 CR

The purpose of the project is threefold: to create an opportunity for a senior Media Studies student to apply creative theory to practice; to stress the interdisciplinary aspects of media communication; and to provide the student with a "portfolio" product or research project to use as a demonstration of his or her abilities. Consult the current course schedule for available topics and required prerequisites.

Prerequisite: Media Studies Senior standing

CM 399 Independent Study

1-3 CR

Work on a special topic or production to be arranged with an instructor who will direct the work. Permission of the chairperson of the faculty of Communication Studies is granted to qualified Media Studies majors on the basis of a written prospectus. Consult the current course schedule for available topics and required prerequisites.

Course Descriptions for Interdisciplinary Courses in Digital Communication Major

CS 101 Web Design and Visual Tools

3 CR

This course aids in the understanding of the design and production of web sites. It discusses what design elements go into web page development. Students browse sites and identify good design elements. They construct their own web page early on and allow it to evolve throughout the semester.

Prerequisite: CS 100 or permission of department chair

CS 104 Digital Animation and Gaming

3 CR

The class will create electronic games using digital animation and timeline control. Topics covered include: creating gaming objects with drawing and color tools; timeline-based animation techniques; controlling screen action with buttons; integrating sound into a game; publishing and exporting a game to the web.

CS 232 Human-Computer Interaction

3 CR

Focuses on how developers and designers of computer systems can produce computers that are beneficial to the user and easy to use. Human-computer interaction is the intersection of human behavior and computer technology. In understanding human behavior, developers can evaluate what makes the computer easy to learn and use. The course examines the ways people interact with computers and how to incorporate this knowledge into the design and evaluation of new technology.

Prerequisite: CS 100 or CS 112

CS 319 Computer Ethics

3 CR

This course focuses on the ethical and social issues associated with computer technology such as privacy, theft, intellectual property, accountability, hacking and cracking, codes of ethics and professional responsibility.

Students also examine philosophers such as Aristotle, Kant and Mill and use their theories to support ethical debate and dialogue. This course is a Senior-level capstone course. It emphasizes both oral and written communication as students discuss and examine their own ethical beliefs in relation to society and technology.

Prerequisites: Junior/Senior status, PH 101, RS 101 or permission of instructor.

AR 114 Digital Design Basics

3 CR

An introduction and exploration of primary graphic design programs concentrating on Adobe Photoshop and Adobe Illustrator. Basic design concepts are explored in assignments, ensuring a basic understanding of the technological tools of design.

AR 211 Graphic Design I

3 CR

An introduction to classical and modern typefaces, the mechanics of type composition and the fundamentals of layout. Consideration is given to the selection of typefaces that enhance thought and idea.

Prerequisite: AR 114

PH 256 Philosophy of Technology

3 CR

Examination of the nature of technology, its relationship to science, and its influence on our understanding of reality and ourselves. Particular metaphysical, ethical, or socio-cultural aspects of philosophy of technology may be emphasized.

Prerequisite: PH 101

SO 257 Science, Technology and Society

3 CR

With the increasing diffusion of biotechnology, cybertechnology, communication/media technology, etc., in the world, it is prudent to study the influence of science and technology on culture and society and to consider the social impact of the next wave. While identifying serious problems and risks, the course also explores how science and technology are positive forces.

Prerequisite: SO 110

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

The computer science field has demonstrated dramatic growth and technological development within the last decade. The 21st century is heralding the emergence of nanotechnology, ubiquitous computing, computer games and wireless networking. The Computer Science and Information Technology (CS/IT) Department is responding to these technological challenges by offering a dynamic course of study that is responsive to the ever-changing field of computer technology.

(CS/IT) curriculum has three tracks: Computer Science, Information Technology and Computer Gaming - Design and Development. The Computer Science track is geared to those students with strong mathematics and the desire to participate in the research and development side of computer science. The Information Technology track is for those students interested in interface, multimedia and system design for various business applications and the Computing Gaming Design and Development track is for students who wish to design and develop games for entertainment, simulation and training.

Faculty

FRANCES GRODZINSKY, PH.D.
Professor

SANDRA HONDA ADAMS, M.S.
Associate Professor

EFIM KINBER, PH.D.
Professor

GREGORY KYRYTSCHENKO, M.B.A.
Instructor

KERI MATTHEWS, M.S.
Instructor

ROBERT MCCLLOUD, ED.D.
Associate Professor

DOMENICK J. PINTO, M.A., M.A., M.S.
Associate Professor, Chair

FRANCESCO SARDO, M.S.
Instructor

Computer Science Facilities

There are three state of the art computing labs dedicated to computer science courses. These contain the latest flat screen Dell Optiplex computers with DVD, CD-R/W drives. In addition the conference room of the CS/IT department serves as a mini-lab used exclusively by CS/IT majors for projects, homework and tutoring and is equipped with the same state of the art equipment. There is also a Networking/Unix lab equipped with 15 Linux machines and a variety of Cisco routers. This closed LAN laboratory is used for networking and Unix shell programming courses and is open 24 hours a day, seven days a week for those students. All labs are on a 3-year replacement cycle.

SOFTWARE AVAILABLE IN THE LABS INCLUDES:

Microsoft Office 2013
Adobe Director 12.0 Flash CS6 Fireworks CS6
Dreamweaver CS6
V.B. Net 2013
Visual C++ 2013
Visual C# 2013
Visual Studio 2013
Borland JBuilder
Sony Sound Forge 10.0 Adobe Photoshop
CS5 Visio 2010

Major in Computer Science

The major in Computer Science with a concentration in Computer Science requires the completion of 54 credits for the Computer Science track and 54 credits for the Computer Gaming track. The major in Computer Science with a concentration in Information Technology requires 52 credits. CS 110 may be required if a student has no previous programming experience.

REQUIRED COURSES FOR COMPUTER SCIENCE, INFORMATION TECHNOLOGY AND COMPUTER GAMING DESIGN AND DEVELOPMENT TRACKS

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 113	Discrete Structures
CS 215	Computer Systems Organization with Assembler
CS 312	Software Engineering
CS 318	Project Course
CS 319	Computer Ethics

REQUIRED COURSES FOR COMPUTER SCIENCE TRACK

CS 241	Advanced Programming Concepts Using "C"
CS 272	OOP with C# and Games
CS 311	Database Design
CS 339	Networking and Data Communication
CS 341	Analysis of Algorithms
CS 348	Programming in Unix
CS 349	Operating Systems
CS Elec.	One Computer Science elective

REQUIRED COURSES FOR COMPUTER GAMING TRACK

CS 171	Introduction to Computer Gaming
CS 271	Advanced Computer Gaming
CS 272	OOP with C# and Games

CS 341	Analysis of Algorithms
CS 349	Operating Systems
CS 371	Advanced Game Programming
CS 372	Building Computer Games

REQUIRED SUPPORTING COURSES FOR COMPUTER SCIENCE TRACK

MA 151	Calculus I (and MA 152 Calculus II should be taken as part of the required Baccalaureate core.)
MA 261	Linear Algebra
MA 331	Probability and Statistics I

REQUIRED SUPPORTING COURSES FOR COMPUTER GAMING TRACK

MA 140	Precalculus
MA 151	Calculus I
AR 110	Design: Visual Organization
AR 114	Digital Design Basics

REQUIRED COURSES FOR INFORMATION TECHNOLOGY TRACK

Math 109 Mathematics for Decision Making and Math 110 Calculus for Decision Making should be taken as part of the required Baccalaureate core.

CS 232	Human-Computer Interaction
CS 233	Visual Basic
CS 311	Database Design
CS 331	Multimedia Applications
CS 338	Systems Analysis and Design
CS 339	Networking and Data Communication
CS Elec.	One Computer Science elective

REQUIRED SUPPORTING COURSES FOR INFORMATION TECHNOLOGY TRACK

BU 103	Business: Its Nature and Environment
<i>or</i>	
BU 201	Organizational Management

MA 131 Statistics for Decision Making

Network Security Emphasis for Computer Science

COURSES REQUIRED

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 113	Discrete Structures
CS 215	Computer Systems Organization with Assembler
CS 311	Database Design
CS 312	Software Engineering
CS 318	Project Course
CS 319	Computer Ethics
CS 339	Networking and Data Communication

REQUIRED COURSES FOR COMPUTER SCIENCE CONCENTRATION (NETWORK SECURITY EMPHASIS)

CS 241	Advanced Programming Concepts Using "C"
CS 272	OOP with C# and Games
CS 341	Analysis of Algorithms
CS 349	Operating Systems
CS 367	Managing, Securing and Designing Modern Networks
CS 368	Hands-on Network Security

SUPPORTING COURSES FOR COMPUTER SCIENCE CONCENTRATION (NETWORK SECURITY EMPHASIS)

MA 151	Calculus I
MA 152	Calculus II
MA 261	Linear Algebra
MA 331	Probability and Statistics I

Minor in Computer Science

COURSES REQUIRED

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 113	Discrete Structures
CS 215	Computer Systems Organization with Assembler
CS 272	OOP with C# and Games
CS 311	Database Design
CS 312	Software Engineering
CS Elec.	One Computer Science elective

Minor in Information Technology

COURSES REQUIRED

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 113	Discrete Structures
CS 215	Computer Systems Organization with Assembler
CS 233	Visual Basic
CS 311	Database Design
CS 312	Software Engineering
CS Elec.	One Computer Science elective

Associate's Degree in Computer Science

The Associate of Science degree in Computer Science offers two concentrations: Computer Science and Information Technology. Both concentrations require the completion of 60 credits. The program is designed for high school graduates who intend to make a career in the field of Computer Science and college graduates who want to obtain a sufficient level of computer experience.

The Computer Science concentration is intended for college students majoring in mathematics or the sciences who wish to supplement their major in order to increase their employment opportunities after graduation. The Information Technology concentration is intended for high school graduates who wish to make a career in information technology and for business students or individuals working with computers who want a formal education in order to advance their careers.

COURSES REQUIRED FOR BOTH CONCENTRATIONS

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 113	Discrete Structures
CS 215	Computer Systems Organization with Assembler

REQUIRED CORE COURSES FOR BOTH CONCENTRATIONS

ENG 110	Academic Writing
ENG 111	Effective Speaking Elec.
Elec.	Eight Liberal Arts electives

REQUIRED COURSES FOR COMPUTER SCIENCE CONCENTRATION

CS 241	Advanced Programming Concepts Using "C"
CS 272	OOP with C# and Games
Elec.	One Computer Science and Information Technology elective (not CS 100, 101, 102, 104, 106)

REQUIRED SUPPORTING COURSES FOR COMPUTER SCIENCE CONCENTRATION

MA 151	Calculus I
MA 152	Calculus II
MA 261	Linear Algebra

REQUIRED COURSES FOR INFORMATION TECHNOLOGY CONCENTRATION

CS 232	Human-Computer Interaction
CS 233	Visual Basic
Elec.	One Computer Science and Information Technology elective (not CS 100, 101, 102, 104, 106)

REQUIRED SUPPORTING COURSES FOR INFORMATION TECHNOLOGY CONCENTRATION

MA 109	Mathematics for Decision Making
MA 110	Calculus for Decision Making
BU 103	Business: Its Nature and Environment
<i>or</i>	
BU 201	Organizational Management

Certificate Program in Computer Science and Information Technology

The Computer Science Certificate program provides a foundation for scientific use of computers and information technology applications. The student can earn a certificate by completing six courses from either the Computer Science or Information Technology options, provided that the prerequisites are met.

REQUIRED COURSES FOR BOTH CERTIFICATES

CS 111	Introduction to Structured Programming
CS 112	Data Structures

COURSES FOR COMPUTER SCIENCE CERTIFICATE

CS 241	Advanced Programming Concepts Using "C"
CS 272	OOP with C# and Games
CS 312	Software Engineering
CS 341	Analysis of Algorithms

REQUIRED COURSES FOR INFORMATION TECHNOLOGY CERTIFICATE

CS 101	Web Design and Visual Tools for Non Majors
CS 102	Multimedia for Non-Majors
CS 232	Human-Computer Interaction
CS 233	Visual Basic

Certificate Program in Computer Gaming Design and Development

The undergraduate certificate in Computer Gaming Design and Development utilizes all existing courses to package a certificate program particularly geared toward the part-time evening student. The certificate also feeds into a possible BS or AS degree in CS in the Computer Science or Computer Gaming track.

REQUIRED COURSES

CS 111	Introduction to Structured Programming
CS 112	Data Structures
CS 171	Introduction to Computer Gaming
CS 271	Advanced Computer Gaming
CS 272	OOP with C# and Games

SUGGESTED SUPPORTING COURSES (NOT REQUIRED)

MA 140	Precalculus
MA 151	Calculus I

Course Descriptions

†Elective Core Course

†CS 100 Introduction to Information Technology

3 CR

An introduction to computing and data processing for non-computer science majors. This course is half theory and half hands-on

application using Microsoft Office. It includes word processing, spreadsheets, databases, presentation software and using the Internet as a research tool effectively. This course provides the knowledge and understanding necessary to communicate effectively in the personal computing environment of business today.

Non-majors only

†CS 101 Web Design and Visual Tools for Non Majors

3 CR

This course aids in the understanding of the design and production of web sites. It presents what design elements go into web page development. Students browse sites and identify good design elements. They construct their own web page early on and allow it to evolve throughout the semester.

Prerequisite: CS 100 or permission of department chair.

CS 102 Multimedia for Non-Majors

3 CR

This course aids the non-programmer in the understanding of multimedia authoring, incorporating text, graphics, sound and video. It discusses design and planning elements that go into multimedia development. Students use Flash and some of the Action scripting language to choreograph media objects onto a stage using a score.

Prerequisite: CS 100 or permission of department chair

†CS 104 Digital Animation and Gaming for Non Majors

3 CR

The class will create electronic games using digital animation and timeline control. Topics covered include: creating gaming objects with drawing and color tools; timeline-based animation techniques; controlling screen action with buttons; integrating sound into a game; publishing and exporting a game to the web.

†CS 106 Introduction to Information Technology for Business Administration for Non Majors

3 CR

An introduction to computing and data processing for non-Computer Science majors. This course is half theory and half hands-on application using Microsoft Office. It includes, spreadsheets, databases and presentation software and provides the knowledge and understanding necessary to communicate effectively in the personal computing environment of business today. For Business Administration majors.

†CS 110 Introduction to Computer Science

3 CR

An introduction to programming logic, using a suitable introductory programming language. This course presents an overview of major programming concepts (selection, loops, input-output operations, procedures and functions) and serves as an introduction to the Unix operating system and Unix-based editors. For computer science majors with no previous programming experience

Prerequisite: Computer Science major or permission of department chair

†CS 111 Introduction to Structured Programming

3 CR

A first course in programming using a structured programming language. Topics include iteration, selection, procedures, functions and arrays with the use of flowcharts and modules. Presents applications in both business and scientific areas.

Prerequisite: CS 110 or permission of department chair

†CS 112 Data Structures

3 CR

A continuation of CS 111 using a structured programming language to implement multidimensional arrays, stacks, queues,

linked lists and binary trees. Also introduces recursion, pointers and classes.

Prerequisite: CS 111

CS 113 Discrete Structures

3 CR

Presents mathematical concepts for computer science, including sets, relations and functions; partitions; order relations; countability; permutations and combinations; probability; recurrences; big-Oh notation; elements of abstract algebra such as groups, rings and Boolean algebras.

Prerequisite: MA 006

CS 171 Introduction to Computer Gaming

3 CR

Designing the vector gaming environment; Storyboarding; Tween and frame-by-frame animation; Using functions to control animation timelines; Using random number functions to instantiate digital objects; Artifact movement utilizing vector plot points.

Prerequisite or Corequisite: CS 111

CS 215 Computer Systems Organization with Assembler

3 CR

This course presents an overview of computer architecture and computer organization as they relate to computer science. Topics include computer components, interconnection structures, internal memory, instruction sets, number representation in computers, parallel processing and an elementary introduction to assembly programming.

Prerequisite: CS 112

CS 232 Human-Computer Interaction

3 CR

Focuses on how developers and designers of computer systems can produce computers that are beneficial to the user and easy to use. Human-computer interaction is

the intersection of human behavior and computer technology. In understanding human behavior, developers can evaluate what makes the computer easy to learn and use. The course examines the ways people interact with computers and how to incorporate this knowledge into the design and evaluation of new technology.

Prerequisite: CS 100 or CS 112

CS 233 Visual Basic

3 CR

Explores the use of controls and tools, forms, menus, frames, file browsers and buttons, creating windows interfaces for databases, linking to Windows and Excel, writing and debugging Visual Basic code. Uses VB.net 2010.

Prerequisite: CS 112

CS 241 Advanced Programming Concepts Using "C"

3 CR

Covers advanced programming techniques in "C," using pointers, data structures and recursion. Emphasis on algorithmic approach and use of mathematical functions.

Prerequisite: CS 112

CS 261 Programming for the Web

3 CR

An introduction to Web-enabling technologies, this course addresses web design with HTML code, Cascading Style Sheets and Layers, Photoshop and Java script. Problems and trends faced by webmasters today are also discussed.

Prerequisites: CS 111 and Sophomore status

CS 271 Advanced Computer Gaming

3 CR

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.

Prerequisite: CS 171; Corequisite or Prerequisite: CS 112

CS 272 OOP with C# and Games

3 CR

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.

Prerequisite: CS 271; Corequisite or Prerequisite: CS 112

CS 299 Special Topics I

3 CR

Various courses of current interest to the Computer Science major are introduced from time to time.

Prerequisite: Sophomore status

CS 311 Database Design

3 CR

Explores fundamentals of database design theory and applications. Includes data models with emphasis on the relational model.

Prerequisites: CS 112 and CS 215

CS 312 Software Engineering

3 CR

The study of software development methodology, both procedural and object oriented. This is a team project-based design course where teams develop software projects from requirements analysis through detailed design and testing. Umbrella activities such as configuration management, quality assurance, writing documentation, ethics and costing are covered. Automated software design tools are used and oral and written presentations required.

Prerequisite: CS 311

CS 318 Project Course

3 CR

Students sign up for this senior project course one semester before the graduating semester, because of the independent study/work involved. Students work with a faculty member in the department and a mentor to define and implement an acceptable project. The student is required to assess requirements, design software and write detailed documentation that illustrates and supports design choices. Test plans, usability testing and prototypes are also required. Students present their projects to the department faculty and public as the culmination of this project.

Prerequisites: Senior status and permission from Computer Science Department

CS 319 Computer Ethics

3 CR

This course focuses on the ethical and social issues associated with computer technology such as privacy, theft, intellectual property, accountability, hacking and cracking, codes of ethics and professional responsibility. Students also examine philosophers such as Aristotle, Kant and Mill and use their theories to support ethical debate and dialogue.

This course is a Senior-level capstone course. It emphasizes both oral and written communication as students discuss and examine their own ethical beliefs in relation to society and technology.

Prerequisites: Junior/Senior status, PH 101 or permission of instructor

CS 331 Multimedia Applications

3 CR

This course aids in the understanding of multimedia authoring, incorporating text, graphics, sound and video. It discusses design and planning elements that go into multimedia development. Students use Flash and Action scripting to choreograph media objects onto a stage using a score. It is designed for students with programming experience.

Prerequisite: CS 112

CS 333 Theory of Computer Gaming

3 CR

Computer Game Studies is an emerging field. This course provides a solid, theoretical background in the field of computer gaming which will assist them in their pursuit of game development throughout their career

Prerequisite: CS 271

CS 338 Systems Analysis and Design

3 CR

An advanced design course that studies the application of computer solutions to business problems. This is a project-based course where teams set milestones and present object-oriented analysis and design of their solutions. Oral and written presentations are required and automated software tools are used.

Prerequisite: CS 312

CS 339 Networking and Data Communication

3 CR

The study of 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. Topics such as LANs, WANs and MANs; hardware, software, protocols, routing, circuit-switching and packet-switching networks, analog and digital systems, compression and error handling are among those studied. Students use a simulation package to design and simulate networks.

Prerequisites: CS 338 or CS 341 and Senior status

CS 341 Analysis of Algorithms

3 CR

Emphasis on theory and techniques underlying the analysis of algorithms including big/little-Oh, graphs and networks, searching, sorting, recursion and classical

algorithms.

Prerequisites: CS 112 and MA 151

CS 348 Programming in Unix

3 CR

Discusses main issues of Unix OS programming and administration. Explores the popular Unix text editor Emacs, Unix file system, process manipulation, regular expressions and their uses, filters and system administration and security.

Prerequisites: CS 241 and CS 341

CS 349 Operating Systems

3 CR

Examines resource management, including memory allocation and management, virtual memory, process scheduling, protection, deadlock and concurrency, case studies and multiprocessing.

Prerequisite: CS 341

CS 367 Managing, Securing and Designing Modern Networks

3 CR

Focuses on wireless and mobile networks, multimedia networking, network management infrastructure, configuration management, network security, cryptography, authentication, access controls, network design (OpNet), designing network performance.

Prerequisite: CS 339

CS 368 Hands-on Network Security

3 CR

Focuses on networking security topics, firewalls (using Linux), packet filters, NAT and PAT, public key infrastructure (using Microsoft Certification Server), encryption algorithms, decrypting passwords, dictionary decryption, brute force decryption, certificate servers, vulnerability assessment, identifying security holes, forensics, Layer 5 vulnerabilities, packet monitoring.

Prerequisite: CS 367

CS 371 Advanced Game Programming

3 CR

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

Prerequisite: CS 272

CS 372 Building Computer Games

3 CR

In this class we explore how logic and creativity work together in the well designed computer game. Topics include: genres of games; character development and gameplay; new and developing gaming concepts; creation and use of gaming engines; the role of sound and music; teaching a game to think.

Prerequisite: CS 371

CRIMINAL JUSTICE

The Criminal Justice program provides students with a comprehensive understanding of the criminal justice system, which consists of public and private police, courts and corrections.

The course of study enables the graduate to pursue a career in law enforcement, correctional security and counseling, probation, parole, court administration, personnel management in various criminal justice agencies or private security. The program also prepares students to enter law school or graduate school in the social and behavioral sciences. It provides an excellent opportunity for criminal justice personnel and community and junior college graduates, to obtain a bachelor's degree in Criminal Justice. Applicants who have completed the municipal, state or FBI training may apply for advanced standing.

Faculty

TANYA M. GRANT, PH.D.
Assistant Professor

PEARL JACOBS, PH.D.
Associate Professor

STEPHANE KIRVEN, J.D.
Assistant Professor

JAMES E. MCCABE, PH.D.
Associate Professor, Chair

PATRICK MORRIS, PH.D.
Assistant Professor

ANTHONY J. PAPA, J.D.
Lecturer

Major in Criminal Justice

The major in Criminal Justice requires the completion of 36 credits of Criminal Justice courses and 6 credits of required supporting courses.

REQUIRED COURSES

CJ 101	Introduction to Criminal Justice
CJ 120	Crime and Criminal Behavior
CJ 205	Introduction to Criminal Law and Procedure
CJ 270	Issues and Problems in Criminal Justice
CJ 381	Research Methods in Criminal Justice

Choose 2 of the following:

CJ 220	Introduction to Corrections
CJ 230	Introduction to Law Enforcement
CJ 251	Criminal Courts and Discretion

ELECTIVE COURSE REQUIREMENTS

15 credits of Criminal Justice electives are required for the major. Elective course selections are made in consultation with an advisor.

Corrections Courses

CJ 213	Probation and Parole
CJ 216	Juvenile Justice
CJ 220	Introduction to Corrections
CJ 230	Introduction to Law Enforcement
CJ 390	Internship

Law Enforcement Courses

CJ 230	Introduction to Law Enforcement
CJ 231	Criminal Investigation
CJ 232	Police-Community Relations
CJ 235	Law of Evidence

CJ 239	Police Administration and Supervision
CJ 390	Internship

Legal Studies Courses

CJ 200	Constitutional Law
CJ 201	Criminal Law
CJ 209	American Legal System
CJ 211	Women and the Law
CJ 235	Law of Evidence
CJ 243	Private Security Law
CJ 255	Constitutional Rights of Prisoners

Security Courses

CJ 240	Introduction to Security
CJ 247	Security Administration
CJ 248	Introduction to Fraud Examination
CJ 390	Internship

Minor in Criminal Justice

The minor in Criminal Justice requires the completion of the following 18 credits

REQUIRED COURSES IN THE MINOR

CJ 101	Introduction to Criminal Justice
CJ 120	Crime and Criminal Behavior
Elec.	Four Criminal Justice electives

Course Descriptions

CJ 101 Introduction to Criminal Justice

3 CR

Provides an overview of the criminal justice system and its processes.

CJ 120 Crime and Criminal Behavior

3 CR

This course uses an interdisciplinary

perspective to examine the causes, measurement, patterns and the effects of socioeconomic status on crime and criminal behavior.

CJ 200 Constitutional Law

3 CR

Focuses on the development of the Constitution through interpretations of the U.S. Supreme Court. A study of civil rights and civil liberties.

Prerequisite: CJ 101

CJ 201 Criminal Law

3 CR

Substantive aspects of criminal law with emphasis on statutory criminal law. Examines the purpose and goals of criminal law and the historical development of its basic concepts.

Prerequisite: CJ 101

CJ 205 Introduction to Criminal Law & Procedure

3 CR

Reviews the fundamentals of criminal law and criminal procedure. Topics include specific criminal law distinctions between grades of offenses, criminal responsibility, search and seizure, use of force, search warrants and self-incrimination.

CJ 209 American Legal System

3 CR

Covers the basic structure and principles of the American legal system. The differences between federal and state courts, the civil and criminal judicial processes, the juvenile court process and an understanding of the constitutional rights applicable to these areas.

CJ 211 Women and the Law

3 CR

Traces the development of sex discrimination as a legal and social phenomenon. The law is

covered in terms of its historical perspective.

Prerequisite: CJ 101

CJ 213 Probation and Parole

3 CR

Teaches the application of probation, pardon and parole methods for both juveniles and adults. Analyzes the most effective methods and techniques as they apply to these services.

Prerequisite: CJ 101

CJ 216 Juvenile Justice

3 CR

Includes an in-depth examination of the juvenile justice system, its history and its practices. The course also examines the nature and causes of juvenile delinquency, sociological factors that influence such behavior, typologies of juvenile offenders and current trends in the control of such behavior.

Prerequisite: CJ 101

CJ 220 Introduction to Corrections

3 CR

A general overview of the corrections system including the historical development of control of human behavior in society. Analysis of the major issues confronting corrections.

Prerequisite: CJ 101

CJ 223 Interviewing and Counseling

3 CR

Practice-oriented course designed to provide the basic techniques of counseling and interviewing.

Prerequisite: CJ 101

CJ 224 Women and the Criminal Justice System

3 CR

Explores the changing roles of women in the criminal justice system. The course focuses

on women offenders, women victims and women criminal justice professionals.

Prerequisite: CJ 101

CJ 230 Introduction to Law Enforcement

3 CR

A study of investigative techniques, sources of information and an analysis of the relationships of investigative units with other law enforcement units and agencies.

Prerequisite: CJ 101

CJ 231 Criminal Investigation

3 CR

An examination of the investigative techniques used by law enforcement agencies to control and detect crimes.

Prerequisite: CJ 101

CJ 232 Police–Community Relations

3 CR

Examines various human relations issues that affect policing and police management. Also explores programs established by the police in community relations and community involvement in police policies.

Prerequisite: CJ 101

CJ 235 Law of Evidence

3 CR

An explanation and analysis of the rules of evidence. Examines court decisions concerning the rights of citizens and the rules for giving testimony and the protecting and safeguarding of evidence.

Prerequisite: CJ 101

CJ 239 Police Administration and Supervision

3 CR

Examines management principles as they apply to police organizations. This course includes discussion on the organization and management of police personnel at all levels of operation, leadership styles, policy

formation and the internal control of the organization.

Prerequisite: CJ 101

CJ 240 Introduction to Security

3 CR

Discusses the historical, theoretical and legal bases of security, including the purpose of security in modern society, ethics and security, standards and goals for the security industry.

Prerequisite: CJ 101

CJ 242 White-Collar Crime

3 CR

Examines the parameters and magnitude of white-collar crime and the literature that has been proffered as explanation for it.

Prerequisite: CJ 101

CJ 243 Private Security Law

3 CR

Examines the relationship between the law and private security operations and criminal law principles of particular concern to security personnel.

Prerequisite: CJ 101

CJ 246 Organized Crime

3 CR

Explores how organized crime is structured and how it can be controlled. The impact of organized crime on major crimes is also assessed.

Prerequisite: CJ 101

CJ 247 Security Administration

3 CR

Presents an overview of security operations in both the public and private sectors. This course includes an examination of loss prevention strategies and safety and fire prevention programs.

Prerequisite: CJ 101

CJ 248 Introduction to Fraud Examination

3 CR

Examines the legal elements of fraud and fraud investigation. This course also explores the methods of preventing, detecting and deterring fraud in organizations as well as preserving the chain of custody for the court and compiling evidence for court proceedings.

Prerequisite: CJ 101

CJ 250 Crisis Intervention for Public Safety Personnel

3 CR

Examines the concepts and techniques used by criminal justice practitioners in handling crisis situations. Deals with limited, on-site crisis intervention provided by those first to respond.

Prerequisite: CJ 101

CJ 251 Criminal Courts and Discretion

3 CR

Examines the criminal courts as the fulcrum of the criminal justice system. Emphasis on the actual mechanics of the system and the decision making of its functionaries.

Prerequisite: CJ 101

CJ 252 Comparative Criminal Justice Systems

3 CR

Examines how culture, history and economics influence legal systems and the treatment of offenders in various countries.

Prerequisite: CJ 101

CJ 253 Criminal Justice Ethics

3 CR

Examines the fundamentals of ethical theory, controversies and rules of moral judgment as they relate to criminal justice practitioners.

Prerequisite: CJ 101

CJ 255 Constitutional Rights of Prisoners

3 CR

Examines the constitutional rights of prisoners focusing on recent Supreme Court rulings. The Eighth Amendment and its application to prisoners and prison officials are analyzed and discussed through court cases and current events.

Prerequisite: CJ 101

CJ 256 Criminalistics

3 CR

An introduction to forensic science, this course examines the application of forensic science to criminal investigations as well as the techniques of the crime lab through actual and case histories.

Prerequisite: CJ 101

CJ 257 Serial Killers and Profilers

3 CR

An introductory study of the topic of serial killers and criminal profiling. Analyzes both the individual and collective sociological, psychological and emotional aspects of serial killers in an effort to determine why they kill.

Prerequisite: CJ 101

CJ 270 Issues and Problems in Criminal Justice

3 CR

Description and analysis of crucial issues and problems relating to selected structure and processes in the criminal justice system.

Prerequisite: CJ 101

CJ 299 Special Topics in Criminal Justice

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Consult the current course schedule for available topics and prerequisites.

Prerequisite: CJ 101

CJ 381 Research Methods in Criminal Justice

3 CR

Examines the methods of research and the types of data used to develop an understanding of criminal behavior and to create and change policy in the criminal justice system.

Prerequisites: CJ 101, MA 131, CS 100

CJ 304 Catholic Intellectual Tradition and the Criminal Justice System

3 CR

Exploration of the Catholic Intellectual Tradition. Catholic social teaching and the intersection of contemporary issues and policies of the criminal justice system are examined.

Prerequisites: CJ 101, CJ 120, CJ 201

CJ 390 Internship

3-6 CR

Supervised placement in a criminal justice agency.

Prerequisite: Permission of department chairperson

ENGLISH

The major in English is concerned with the attempt to communicate, both orally and in writing. A variety of courses in literature, writing and speech is offered to develop skills for reading analytically, writing clearly and effectively and expressing thoughts cogently, while providing a foundation experience in a broad spectrum of literature.

Selections from the wide range of courses within the major and its two concentrations, along with related studies in other areas, will prepare the English major for graduate school, for the professions (teaching, law, medicine) and for business and industry (advertising, company writing, editing, personnel relations, press relations, sales).

Non-majors are welcome in most upper-level English classes provided seats are available. If there is any question about permission to enroll in a course, contact the Chair of the English Department.

Faculty

ANITA AUGUST, PH.D.
Assistant Professor

PAMELA BUCK, PH.D.
Assistant Professor

JEFFREY P. CAIN, PH.D.
Associate Professor, Chair

PATRICIA CONTI, M.S.
Instructor

CARA ERDHEIM, PH.D.
Assistant Professor

MARIE A. HULME, M.A.T, M.A., M.F.A.
Instructor

MICHELLE C. LORIS, PH.D., PSY.D.
Associate Dean, College of Arts and Sciences
Professor

RICHARD MAGEE, PH.D.
Associate Professor

ROBIN L. MCALLISTER, PH.D.
Associate Professor

JOSEPH L. NAGY, M.A.
Instructor

PETER SINCLAIR, PH.D.
Lecturer

ROBERTA L. STAPLES, PH.D.
Professor

SANDRA YOUNG, PH.D.
Associate Professor

JONAS ZDANYS, PH.D.
Professor

Major in English

The major in English requires the completion of 39 credits and is organized to include the major core of 33 credits, plus 6 credits taken in one of the two areas of concentration: Literature or Writing.

REQUIRED COURSES FOR ALL ENGLISH CONCENTRATIONS

The English major consists of core classes taken in eight areas with additional courses taken in the student's area of concentration. The core areas are:

Literature surveys (12 CR)

ENG 221/222 British Traditions I and II and
ENG 231/232 American Voices I and II

Advanced Writing (3 CR)

Any writing course at the 200 or 300 level

British Literature (3 CR)

See advisor.

American Literature (3 CR)

See advisor.

Shakespeare (3 CR)

ENG 321

Literary Theory (3 CR)

ENG 361

Multicultural/Diversity (3 CR)

See advisor.

Capstone (3 CR)

See advisor.

POLICY STATEMENT REGARDING THE ENGLISH MAJOR SURVEY COURSES

The four English survey courses—ENG 221, 222, 231, 232—are foundational to the English major and must be taken by every English major, irrespective of concentration, usually in his or her sophomore year. The courses are normally taken in sequence over two semesters. Until they have been taken, no upper-level literature course may be taken without the permission of the Department Chair. Nor can upper-level literature courses be taken simultaneously with any one of the survey courses without the permission of the Department Chair. Students declaring the major later than their sophomore year and transfer students should consult with their advisors and, if necessary, the Department Chair about their course sequences.

Like all major courses, the four surveys must be passed with a grade of “C” or higher to count toward satisfying major requirements. These courses cannot be repeated. Students are given only one chance to pass them. (A student withdrawing within the first two weeks would not be deemed to have “taken” the course and consequently could sign up to take it at a later time.)

After passing all four of the surveys, students will be eligible to enroll in any English course. An English major failing to receive at least a grade of “C” in any of the survey courses should consult with the Chair of the English Department.

ADDITIONAL REQUIRED COURSES FOR LITERATURE CONCENTRATION

In addition to the English major core classes, students with a concentration in Literature must take the following:

British Literature (3 CR)

See advisor.

American Literature (3 CR)

See advisor.

Students with a literature concentration should also choose a capstone course in literature (in consultation with their advisor).

ADDITIONAL REQUIRED COURSES FOR WRITING CONCENTRATION

In addition to the English major core classes, students with a concentration in Writing must take the following:

Advanced Writing (6 CR)

Any writing courses at the 200 or 300 level

Students with a writing concentration should also choose a capstone course in writing (in consultation with their advisor).

SUPPORTING COURSES FOR THE ENGLISH MAJOR

All English majors must complete one year (two consecutive semesters) of a Modern Foreign Language with a grade of C or better.

Minor in English

The minor in English requires the completion of 18 credits.

REQUIRED COURSES FOR ENGLISH MINOR

Two courses in British literature (see advisor) and two courses in American literature (see advisor); one in advanced writing (writing courses at the 200 or 300 level); one diversity/multicultural course (see advisor).

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

One British literature course, one American literature course and three English electives. ENG 221, ENG 222, ENG 231, ENG 232 will not fulfill the AA requirements.

Course Descriptions

ENCC 102 Literary Expressions of The Human Journey

3 CR

ENCC 102 is part of Sacred Heart University's common core sequence The Human Journey. Each course in the Common Core addresses four fundamental questions of human meaning and value that serve as the unifying frame for all the courses in The Common Core. In ENCC 102 students will read and examine significant works of literature. We read serious literature because it presents us with images of, dramatizes for us or tells us stories about ourselves, our human experience throughout time and the way we live. This course engages students in conversations about these literary stories, images and dramatizations. Students will critically and analytically read and examine works of literature from different cultures –western and non-western, including Catholic and from different time periods – classical to contemporary, with an aim toward understanding and appreciating how these very different works give us insight in the four core questions. (1) What does it mean to be human? (2) What does it mean to live a life of meaning and purpose and is it possible to do so? (3) What does it mean to understand and appreciate the natural world? (4) What does it mean to forge a more just society for the common good?

ENG 221 The British Tradition

3 CR

This course studies British Literature from its earlier stages in Anglo-Saxon literature (pieces such as “Caedmon’s Hymn” and “Beowulf”), to

the Middle Ages, to the Elizabethan/Jacobean period, to the mid- and later 17th Century including the Metaphysical Poets, Milton and Dryden and concludes with the literature of the 18th Century. Sophomore level, for English majors only. Does not satisfy Humanities requirement in the core.

ENG 222 The British Tradition II

3 CR

From the Age of Reason to the Age of Anxiety. Course highlights romantic writers like Wordsworth and Keats, Victorians like Dickens and Arnold, modernists like Joyce and Woolf. Sophomore level, for English majors. Does not satisfy Humanities requirement in the core.

Prerequisite: ENG 221.

ENG 231 American Voices

3 CR

From Plymouth Rock to Gettysburg, puritanism, federalism and American Romanticism are examined. Bradford, Edwards, Franklin, Poe, Emerson, Hawthorne and Whitman. Sophomore level, for English majors. Does not satisfy Area B 1 literature requirement.

ENG 232 American Voices II

3 CR

Success and failure, triumph and tragedy. From the Gilded Age to the America of giant corporations and global supremacy. Writings of Twain, Dickinson, James, Hemingway, Morrison, Frost and Eliot are examined. Sophomore level, for English majors. Does not satisfy Area B 1 literature requirement.

Prerequisite: ENG 231

ENG 250 Journal Writing

3 CR

A series of in-class private writing exercises aimed at self-discovery and tapping resources of creative energy. Class trips serve as the basis for descriptive journal writing exercises that stress description, narration, exposition and the editing process.

ENG 252 Developing a Writing Voice

3 CR

From the colloquial to the informal to the formal, this course examines the development of writing voice and explores the stylistic and rhetorical choices writers make to communicate meaning and knowledge.

ENG 253 Introduction to Creative Writing

3 CR

Introduction to writing in three major forms of fiction: poetry, the short story and drama. Includes daily writing assignments with attention to the creative preferences of the individual student. Workshop atmosphere allows peer interaction and frequent student/instructor consultation.

ENG 299 Special Topics in Literature

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

ENG 320 Studies in British Literature to 1603

3 CR

Major works of British poetry and prose, beginning with Old English and Beowulf and expanding through the literature of the Middle Ages with special emphasis on Chaucer and Elizabethan poets. Some drama, exclusive of Shakespeare, is included.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors.

ENG 321 Shakespeare

3 CR

Explores a wide variety of plays from a literary

as well as a theatrical perspective, with emphasis on Shakespeare's development as a dramatist and the relationship of his plays to their historical and cultural context.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 322 Studies in Seventeenth- Century British Literature

3 CR

Examines the works of Jonson, Donne, Herbert, Marvell, some of the lesser-known Metaphysical and Cavalier poets and Milton. Prose writings of Browne, Burton and Bunyan are also studied.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 323 Studies in Restoration and Eighteenth-Century British Literature

3 CR

Dryden, Pope, Swift and Johnson are read, as well as Restoration dramatists (Congreve, Etherege, Wycherly) and early novelists (Defoe, Richardson, Fielding).

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 324 Studies in the Romantic Period in British Literature

3 CR

Emphasis on the literature written during and immediately after the French Revolution and England's ensuing war with France. The relationship between the individual and political, social and intellectual environments is studied. Blake, Wordsworth, Shelley and Keats are read.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 325 Studies in the Victorian Period in British Literature

3 CR

Explores the literature of Tennyson, Browning, Arnold, Dickens, Eliot, Newman, Ruskin, Pater,

Swinburne and others. Focuses on major writers of the period (1830–1901) beginning with the poetry and concluding with studies in the Victorian novel.

Prerequisites: ENCC 102 or ENG 322 and ENG 232 for English majors

ENG 327 Studies in Twentieth- Century British Literature

3 CR

Addresses modernism as it is shaped and constructed in the classic texts of Conrad, Woolf, Yeats, Joyce, Lawrence and others.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 328–329: Studies in British Literature: Special Topics

3 CR

Course description varies each time the course is offered.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 330 Colonial and Federal American Literature

3 CR

Focuses on Colonial American Writing: 1620–1800. Bradford, Edwards, Taylor and Franklin are studied.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 331 Literature of the American Renaissance

3 CR

A study of transcendentalists, Hawthorne, Melville, Poe.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 332 Studies in Dickinson to Eliot

3 CR

Reveals much about America's "Gilded Age" and America's emergence into the modern

world with its writers of the wasteland, the "lost generation."

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 334 Studies in Faulkner to the Present

3 CR

Modern American literature in content and technique reflects 20th-century preoccupation with loss of faith, the rise of individual consciousness and the dilemma of radical alienation in an increasingly fragmented society.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 338-339: Studies in American Literature: Special Topics

3 CR

Course description varies each time the course is offered.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 340 Studies in Early American Black Literature

3 CR

African-American literature from 1790 to 1900, including the slave narratives, the mockingbird school and folk poetry.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 341 Studies in Black Writers in America

3 CR

A consideration of Black writers from Dunbar and Chesnutt to the present. Study of Harlem Renaissance writers, including Wright, Ellison, Hayden, Brooks, Tolson, Baldwin, Baraka and the Black arts movement. Emphasis on the relation of the works to traditional images of Blacks in America and to themes found in American literature as a whole.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 344 Studies in World Literature

3 CR

Explores works both inside and outside the Western canon.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors

ENG 354 Studies in Writing: Nature Writing

3 CR

This course explores the connections between our natural environment and the diverse ways we communicate our ideas, perceptions and feelings about that environment. Writers work to discover a rhetorical stance and voice that effectively evokes the natural world in prose.

ENG 356 Studies in Writing: Playwriting

3 CR

Students learn the techniques of writing plays through reading and extensive writing assignments.

ENG 358-359 Studies In Writing: Special Topics

3 CR

Course description varies each time the course is offered.

ENG 360 History and Structure of the English Language

3 CR

A survey of the major changes in structure, vocabulary and uses of the language from the earliest times to the present. Explores important findings of modern linguistic scholarship. Required for secondary education. Usually offered as an independent study for students needing the course as a Connecticut state teaching requirement; see the English Department Chair.

ENG 361 Literary Theory

3 CR

An overview of the history and major concepts of critical theory from Nietzsche through Marx, Freud, Lacan, Barthes, Foucault, Kristeva,

Cixous, Derrida, Gates and others. Important schools of thought include the New Criticism, Semiotics, Phenomenology, Structuralism, Neo-Marxism, Deconstruction, Gender Studies, African- American Criticism and Post-Colonialism.

Prerequisite: Permission of Department Chair for non-majors.

ENG 362 Rhetoric and Composition Pedagogy

3 CR

This course is designed for students who will be teaching writing in a secondary educational environment. The course demonstrates how research, scholarship and theory can inform the teaching of writing.

ENG 363-69 Studies in Criticism or Theory: Special Topics

3 CR

Course description changes each time course is offered.

Prerequisite: permission of the Department Chair for non-majors.

ENG 380 Independent Study

1-3 CR

Work on a special topic to be arranged with an instructor who will direct this work. Permission of the department chairperson is granted to qualified English majors on the basis of a written prospectus.

By special arrangement.

ENG 382-385 Seminars on Single Authors

3 CR

Studies the works and criticism of a single author. Limited enrollment.

Prerequisite: Permission of the Department Chair.

ENG 390-398 Capstone

3 CR

English majors only (see advisor)

EUROPEAN STUDIES

JOHN RONEY, PH.D.

Program Director

European Studies Minor

The multidisciplinary European Studies minor allows students to concentrate on a broad study of Europe in all its dimensions: history, politics and government, business, economics, language and literature. The focus of this minor will be on modern and contemporary Europe.

The minor will require 18 credit hours, with at least 3 credits taken in each of the four areas listed below: Politics and Government Economics or International Business History Language or Literature

In addition, students who minor in European Studies must demonstrate competency in a European language at the intermediate level.

COURSEWORK

The following courses have been preapproved. New electives must be approved by the director of the European Studies program and the chair of the Department of History. Approval will be based on the centrality of the course topic with respect to the study of Europe.

The courses listed below qualify for the above requirements:

AN 204	Introduction to Irish Archeology
AN 299	The Ethnography of Ireland
AN 299	Life Histories and Culture Change in Dingle
BU/IB 203	Intercultural Management
BU/IB 278	Principles of International Business
EC 322	International Economics
EC 324	Economic Stabilization and

	Reform in Central Europe
EC 325	European Economic Community
EC 342	European Economic Development
ENG 299	The Roots of Irish Literature: Myths, Sagas and Folktales
ENG 299	Modern Irish Literature
ENG 316	Studies in Twentieth-Century British Literature
FR 280	French Civilization and Culture
FR 353-359	Topics in French/Francophone Film
FR 363-369	Topics in French/Francophone Culture
FR 373-379	Topics in French/Francophone Literature
HI 218	Modern France
HI 255	Celtic and Irish History
HI 257	History and Memory in Modern Ireland
HI 314	French Revolution and Napoleon
IT 280	Italian Civilization and Culture
IT 353-359	Topics in Italian Film
IT 363-369	Topics in Italian Culture
IT 373-379	Topics in Italian Literature
PO 300	Foundations of Political Thought
PO 309	British Politics
PO 310	Irish Politics
PO 313	The Politics of European Integration
PO 318	Contemporary European Politics
PO 341	International Law
SP 280	Hispanic Civilization and Culture: Spain

FOREIGN LANGUAGES AND CULTURES

The Department of Foreign Languages and Cultures is oriented toward developing students' linguistic abilities as well as providing a broad knowledge of foreign cultures and literatures. Communicative competence and oral proficiency are stressed in language classes, but all skill areas (reading, writing, listening and speaking) are developed. Multimedia tools (DVDs, CDs, Internet sources) are integral to the methodology. The program also provides offerings in literature (including comparative literature and literature in translation), culture and civilization, linguistics, history and film. Students are trained to think critically about foreign languages and cultures. Courses incorporate textual and linguistic analysis, as well as the examination of the social, cultural and historical context of the given country or countries.

Study abroad is encouraged. Sacred Heart University has its own study abroad programs in Spain, Italy, Ireland, France, Luxembourg and Australia. The University is also affiliated with institutions that offer study abroad opportunities throughout the world, including locations in France, Canada and Latin America.

Students can pursue a major in Spanish as well as minors in French, Italian and Spanish. Courses are also offered in Arabic, Chinese, Haitian Creole, Japanese and Latin.

Faculty

CLAIRE MARRONE, PH.D.
Professor

MARK MASCIA, PH.D.
Associate Professor, Chair

PILAR MUNDAY, PH.D.
Associate Professor

Major in Spanish

The Spanish Program is designed to foster students' linguistic development and to provide a broad knowledge of Spanish, Latin American and US Latino cultures. Language courses emphasize communicative competence, but all skill areas (reading, writing, listening and speaking) are developed. Technology and multimedia tools (DVDs, CDs, Internet sources) enhance language learning. The program also offers courses in literature, culture and civilization, film, special topics, phonetics and Spanish for the professions. Students are trained to think critically about language and culture. Courses incorporate textual and linguistic analysis, as well as the examination of the social, cultural and historical context of the given country or countries. Study abroad opportunities are available. For further information on the program or on placement into Spanish courses, please contact Professor Mark Mascia, Coordinator of the Spanish Program.

The major in Spanish requires the completion of 34 credits.

REQUIRED COURSES FOR MAJOR

SP 201*	Advanced Spanish Composition and Grammar I
SP 202	Advanced Spanish Composition and Grammar II
SP 397	Spanish Major Portfolio
Electives	Three courses in Spanish literature: one in Peninsular literature, one in Latin American literature and one in either Three courses in culture, civilization and contemporary issues: one dealing with Spain, one dealing with Latin America and one with either Three Spanish electives beyond the 200 level

*For students placed into courses above this level, the required 34 credits will be completed through more advanced coursework.

Minor in Spanish

The minor in Spanish requires the completion of 18 credits.

REQUIRED COURSES FOR MINOR

SP 151*	Intermediate Spanish I
SP 152*	Intermediate Spanish II
SP 201*	Advanced Spanish Composition and Grammar I
SP 202*	Advanced Spanish Composition and Grammar II

The balance of credits may be chosen from advanced-level courses.

*For students placed into courses above this level, the required 18 credits will be completed through more advanced coursework.

Spanish majors seeking to pursue a 5th-Year Masters in Education must demonstrate oral and written proficiency in Spanish by their undergraduate senior year. The Department requires that these students take the ACTFL (American Council of the Teaching of Foreign Languages) Oral Proficiency Interview and the Writing Proficiency Test at the end of their junior year. If the student does not achieve a level of intermediate high in both tests, as required by the State of Connecticut, he/she must meet with an advisor and to discuss the possibility of studying abroad. Students in this situation may retake the exam during their senior year. Both exams can be taken at Sacred Heart University with one of the Spanish professors acting as proctor. For more information on these tests, check the ACTFL testing website at www.languagelearning.com.

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (18 CREDITS)

SP 151*	Intermediate Spanish I
SP 152*	Intermediate Spanish II
SP 201*	Advanced Spanish Composition and Grammar I
SP 202*	Advanced Spanish Composition and Grammar II and/or SP 211* Conversation I
SP 212*	Conversation II and/or Spanish electives

*For students placed into courses above this level, the required credits will be completed through more advanced coursework.

Minor in French

The French Program is designed to foster students' linguistic development and to provide a broad knowledge of French and Francophone cultures. Language courses emphasize communicative competence, but all skill areas (reading, writing, listening and speaking) are developed. Technology and multimedia tools (DVDs, CDs, Internet sources) enhance language learning. The program also offers courses in literature, culture and civilization, film and comparative topics. Students are trained to think critically about language and culture. Courses incorporate textual and linguistic analysis, as well as the examination of the social, cultural and historical context of the given country or countries. Study abroad opportunities are available. For further information on the program or on placement into French courses, please contact Professor Claire Marrone, Coordinator of the French Program.

For students who begin college study at the beginning (FR 101-102) or intermediate (FR 151-152) levels, the French minor requires the completion of 18 credits. Students begin accumulating credits toward the minor at the intermediate level. For students who begin college study at the advanced (FR

201–202) level or above, the minor requires the completion of 12 credits.

REQUIRED COURSES FOR MINOR

FR 151*	Intermediate French I
FR 152*	Intermediate French II
FR 201*	Topics in French Language and Culture I
FR 202*	Topics in French Language and Culture II

Six credits of upper-level French electives

*For students placed into courses above this level, the required credits will be completed through more advanced coursework.

Associate in Arts General Studies

Emphasis Requirements [18 credits at the intermediate level (FR 151-152) and above]

FR 151*	Intermediate French I
FR 152*	Intermediate French II
FR 201*	Advanced French I
FR 202*	Advanced French II
Electives	Six credits of upper-level French electives

*For students placed into courses above this level, the required credits will be completed through more advanced coursework.

Minor in Italian

The Italian Program is designed to foster students' linguistic development and to provide a broad knowledge of Italian culture and that of the diaspora. Language courses emphasize communicative competence, but all skill areas (reading, writing, listening and speaking) are developed. Technology and multimedia tools (DVDs, CDs, Internet sources) enhance language learning. The program also offers courses in literature, culture and civilization, film and comparative

topics. Students are trained to think critically about language and culture. Courses incorporate textual and linguistic analysis, as well as the examination of the social, cultural and historical context of the given country or countries. Study abroad opportunities are available. For further information on the program or on placement into Italian courses, please contact Professor Claire Marrone, Coordinator of the Italian Program.

For students who begin college study at the beginning (IT 101-102) or intermediate (IT 151-152) levels, the Italian minor requires the completion of 18 credits. Students begin accumulating credits toward the minor at the intermediate level. For students who begin college study at the advanced (IT 201-202) level or above, the minor requires the completion of 12 credits.

REQUIRED COURSES FOR MINOR

IT 151*	Intermediate Italian I
IT 152*	Intermediate Italian II
IT 201*	Topics in Italian Language and Culture I
IT 202*	Topics in Italian Language and Culture II

Six credits of upper-level Italian electives

*For students placed into courses above this level, the required credits will be completed through more advanced coursework.

Associate in Arts General Studies

EMPHASIS REQUIREMENTS [18 CREDITS AT THE INTERMEDIATE LEVEL (IT 151-152) AND ABOVE]

IT 151*	Intermediate Italian I
IT 152*	Intermediate Italian II
IT 201*	Advanced Italian I
IT 202*	Advanced Italian II
Electives	6 credits of upper-level Italian electives.

*For students placed into courses above this level, the required credits will be completed through more advanced coursework.

Arabic Course Descriptions

AB 101-102 - Beginning Arabic I, II

3 CR each

Intended to give students a foundation in standard Arabic. Students learn to produce Arabic sounds and write its letters. They are taught basic vocabulary, common phrases and greetings to communicate in various settings. The Arabic world and its differing cultures and dialects are examined.

Chinese Course Descriptions

CN 101-102 - Beginning Chinese I, II

3 CR each

Intended for beginning-level students. Emphasizes the fundamentals of Chinese. Includes basic grammar, development of comprehension and expression. Introduction to Chinese characters. Incorporates appreciation of Chinese culture.

French Course Descriptions

† Elective Core Course

†FR 101-102 - Beginning French I, II

3 CR each

Intended for beginning-level students. Emphasis on building communicative competence and oral proficiency. All four skill areas covered, including reading, writing, listening and speaking. An appreciation of French and Francophone cultures integral to course. Multimedia tools (videos, CDs, Internet sources) enhance course.

FR 107-108 Beginning French Language and Culture in France I and II

3-4 CR each

Beginning level language courses taken in France. Students placed according to their level. Focus on oral and written expressions. Study of French culture integral to course.

†FR 151-152 - Intermediate French I, II

3 CR each

Continued emphasis on communicative competence and oral proficiency. Review and intensified study of grammar. Readings, vocabulary building, composition, listening comprehension and conversation. French and Francophone cultures integral to course. Multimedia tools (CDs, Internet sources) enhance course.

Prerequisite: FR 102 for FR151; FR 151 for FR152; or placement

FR 157-158 Intermediate French Language and Culture in France I and II

3-4 credits each

Intermediate-level language courses taken in France. Students placed according to their level. Continued development of oral and written expression. Study of French culture integral to course.

FR 201-202 - Topics in French Language and Culture I, II

3 CR each

Designed to fortify proficiency in the various skill areas (reading, writing, listening and speaking) and cultural awareness. Prepares students for upper-division literature and culture classes. Includes complex grammar review and extensive writing in various styles and genres; cultural and literary readings; oral expression. Audiovisual and/or technological materials incorporated into class.

Prerequisite: FR 152 for FR 201 or placement; FR 201 for FR 202 or placement

***FR 203 - Advanced Conversation and Contemporary Issues**

3 CR

Development of advanced proficiency and communicative competence through discussion of current events and contemporary issues. Varied readings (newspapers, magazines, technological sources) and activities (debates, skits).

Prerequisites: FR 152 or placement

***FR 251 - Early French Writers**

3 CR

A survey of representative literary texts from the Middle Ages through the 17th century. Discussion of historical and cultural context. Several literary genres (novel, poetry, drama, etc.) treated. Critical techniques introduced. Taught in French.

Prerequisites: FR 201 and FR 202 or placement

***FR 252 - French and Francophone Writers Then and Now**

3 CR

A survey of representative literary texts from the 18th century to the present. Discussion of historical and cultural context. Both canonical and lesser-known works in several literary genres (novel, poetry, drama, autobiography, etc.) treated. Critical techniques introduced. Taught in French.

Prerequisites: FR 201 and FR 202 or placement

FR 280 - French Civilization and Culture

3 CR

Promotes understanding of the history and culture of the French with emphasis on arts, politics, language, thought and lifestyle. Readings, films, the visual arts and music are incorporated. Audiovisual and / or technological materials incorporated into class. Taught in French.

Prerequisite: FR 201 and FR 202 or placement

FR 281 - Francophone Civilization and Culture

3 CR

Content varies. Promotes understanding of Francophone peoples through their histories, cultures, politics, religious beliefs and lifestyles. Readings, films, the visual arts and music are incorporated. Taught in French.

Prerequisites: FR 201 and FR 202 or placement

FR 282 - Business French

3-4 CR

Focuses on commercial French style and cultural aspects of business life in France and the Francophone world. Emphasis on commercial vocabulary and idioms most used in business situations. Taught in French.

Prerequisite: FR 152 or placement

FR 283 - Franco-Italian Connections

3-4 CR

Content varies. Comparative course focusing on historical and cultural connections and contrasts between France and Italy. May treat particular period (war years, contemporary times). Can include literature, film, music and the visual arts. Taught in English with language-specific assignments for foreign language students.

Prerequisites: FR 201 and FR 202 or placement

FR 315 - Paris

3 CR

Focuses on culture of Paris through art, history, literature, music, film and popular culture. May treat particular period (Paris during the Revolution, contemporary Paris). May include issues such as Paris as cultural center, expatriates in Paris and the future of the city. Taught in French.

Prerequisites: FR 201 and FR 202 or placement

FR 316 - Quebec

3 CR

Focuses on Quebec region in its historical and cultural contexts. Includes issues such as national identity, language and the relationship to France. Taught in French.

Prerequisites: FR 201 and FR 202 or placement

FR 353-359 - Topics in French/ Francophone Film

3-4 CR

Content varies. Study of particular film directors, movements (Poetic Realism, New Wave), periods and genres.

Prerequisites: FR 201 and FR 202 or placement

FR 363-369 - Topics in French/ Francophone Culture

3-4 CR

Content varies. Study of particular periods (French Revolution), locations, movements and representative individuals (politicians, artists).

Prerequisites: FR 201 and FR 202 or placement

FR 371 - Literary Travelers, Exiles and Expatriates

3-4 CR

Treats literary representations of travel, exile and expatriation. Emphasis on works in a variety of genres including novel, autobiography and letters. Issues include life abroad and life in exile, bicultural and multicultural identity, displacement and subjectivity, bilingualism and confrontations with foreign cultures. May treat specific period.

Prerequisites: FR 201 and FR 202 or placement

FR 372 - Women Writers

3-4 CR

Treats literary works by French and

Francophone women in a variety of genres including novel, autobiography, drama, poetry and letters. Discussion of feminist literary criticism and theory. May treat specific period.

Prerequisites: FR 201 and FR 202 or placement

FR 373-379 - Topics in French/ Francophone Literature

3-4 CR

Content varies. Study of particular authors, movements (surrealism), periods and genres (novel, drama).

Prerequisites: FR 201 and FR 202 or placement

FR 399 - Independent Study

1-3 CR

Work on special topic to be arranged with instructor who directs work. Permission of the department chairperson is granted to qualified students in French on basis of written prospectus.

By special arrangement

Gaelic Course Descriptions**GL 107-108 Beginning Irish I, II**

3 CR

This course sequence will introduce students to the Irish Language with an emphasis on developing speaking, listening, reading, and writing skills at a basic level. Students will gain exposure to a broad range of Irish vocabulary, grammar patterns and major tenses. Finally, through this introduction to the Irish language students will be exposed to Irish culture and history.

Haitian Creole Course Descriptions

HC 101-102 Beginning Haitian Creole

3 CR

This course sequence will introduce students to the Haitian Creole language. The overall objective is to help develop student proficiency in speaking, reading, writing and listening skills in Haitian Creole. The courses will be thematically focused for students interested in working in development projects and in post-earthquake disaster relief. Also, it may have a service learning component. In addition to the instruction of Haitian Creole, students will become acquainted with Haitian history, culture and society.

Italian Course Descriptions

† Elective Core Course

†IT 101-102 - Beginning Italian I, II

3 CR each

Intended for beginning-level students. Emphasis on building communicative competence and oral proficiency. All four skill areas are covered including reading, writing, listening and speaking. An appreciation of Italian culture is integral to the course. Multimedia tools (videos, CDs, Internet sources) enhance course.

†IT 107-108 - Beginning Italian Language and Culture in Italy I & II

3-4 CR each

Beginning-level language courses taken in Italy. Students placed according to their level. Focus on oral and written expression. Study of Italian culture integral to the course.

†IT 151-152 - Intermediate Italian I, II

3 CR each

Continued emphasis on communicative competence and oral proficiency. Review and intensified study of grammar. Readings, vocabulary building, composition, listening

comprehension and conversation. Italian culture integral to course. Multimedia tools (videos, CDs, Internet sources) enhance course.

Prerequisite: IT 102 for IT 151; IT 151 for IT 152; or placement

†IT 157-158 - Intermediate Italian Language and Culture in Italy I & II

3 CR each

Intermediate-level language courses taken in Italy. Students placed according to their level. Continued development of oral and written expression. Study of Italian culture integral to the course.

†IT 201-202 - Topics in Italian Language and Culture I, II

3 CR each

Designed to fortify proficiency in the various skill areas (reading, writing, listening and speaking) and cultural awareness. Prepares students for upper-division literature and culture classes. Includes complex grammar review and extensive writing in various styles and genres; cultural and literary readings; oral expression. Audiovisual and/or technological materials incorporated into class.

Prerequisite: IT 152 or placement for IT 201; IT 201 or placement for IT 202

†IT 203 - Advanced Conversation and Contemporary Issues

3 CR

Development of advanced proficiency and communicative competence through discussion of current events and contemporary issues. Varied readings (newspapers, magazines, technological sources) and activities (debates, skits).

Prerequisites: IT 152 or placement

IT 204 Explorations in Italian Film

3 CR

Key films in Italian Cinema. Depending on semester, either overview of tradition

or focus on particular period/movement. Cultural and historical contexts of films. Improvement in critical and linguistic skills. Prerequisite: IT 152

***IT 251 - Early Italian Writers**

3 CR

A survey of representative literary texts from the Middle Ages through the 17th century. Discussion of historical and cultural context. Several literary genres (novel, poetry, drama, etc.) treated. Critical techniques introduced. Taught in Italian.

Prerequisites: IT 201 and IT 202 or placement

***IT 252 - Italian Writers Then and Now**

3 CR

A survey of representative literary texts from the 18th century to the present. Discussion of historical and cultural context. Both canonical and lesser-known works in several literary genres (novel, poetry, drama, autobiography, etc.). Critical techniques introduced. Taught in Italian.

Prerequisites: IT 201 and IT 202 or placement

IT 280 - Italian Civilization and Culture

3 CR

Promotes understanding of the history and culture of Italians with emphasis on the arts, politics, language, thought and lifestyle. Readings, films, the visual arts and music are incorporated. Audiovisual and/or technological materials incorporated into class. Taught in Italian.

Prerequisites: IT 201 and IT 202 or placement

IT 283 - Franco-Italian Connections

3-4 CR

Content varies. Comparative course focusing on historical and cultural connections and contrasts between France and Italy. May treat particular period (war years, contemporary times). Can include literature, film, music and the visual arts. Taught in English with language-specific assignments for foreign language students.

Prerequisites: IT 201 and IT 202 or placement

IT 290 - The Italian Short Story

3 credits

Discussion of short story tradition in Italian literature. Stories by canonical authors and writers new to literary scene. Focus on literary technique and historical and cultural context of stories.

Prerequisite IT 201 and 202 or placement.

IT 353-359 - Topics in Italian Film

3-4 CR

Content varies. Study of particular film directors, movements (Neorealism), periods and genres.

Prerequisites: IT 201 and IT 202 or placement

IT 363-369 - Topics in Italian Culture

3-4 CR

Content varies. Study of particular periods (Risorgimento), locations, movements (Fascism) and representative individuals.

Prerequisites: IT 201 and 202 or placement

IT 371 - Literary Travelers, Exiles and Expatriates

3-4 CR

Treats literary representations of travel, exile and expatriation. Emphasis on works in a variety of genres including novel, autobiography and letters. Issues include life abroad and life in exile, bicultural and multicultural identity, displacement and subjectivity, bilingualism and confrontations with foreign cultures. May treat specific period.

Prerequisites: IT 201 and IT 202 or placement

IT 372 Women Writers

3-4 CR

Treats literary works by Italian women in a variety of genres including novel, autobiography, drama, poetry and letters. Discussion of feminist literary criticism and

theory. May treat specific period.

Prerequisites: IT 201 and IT 202 or placement

IT 373-379 Topics in Italian Literature

3-4 CR

Content varies. Study of particular authors, movements, periods and genres (short story, drama).

Prerequisites: IT 201 and IT 202 or placement

IT 380 Dante and the Italian Literary Tradition

3 CR

An advanced literature course focusing on Dante Alighieri's *Commedia*, in particular the *Inferno*. Also treats Dante's influence on the Italian literary tradition through contemporary times.

Prerequisites: IT 201 and IT 202 or placement

IT 399 Independent Study

3 CR

Work on a special topic to be arranged with instructor who directs this work. Permission of the department chairperson is granted to qualified students in Italian on basis of written prospectus.

By special arrangement.

Japanese Course Descriptions

† Elective Core Course

†JP 101-102 - Beginning Japanese I, II

3 CR each

Intended for beginning-level students. An introduction to modern Japanese pronunciation, drills, grammar and conversation practice with an introduction to the hiragana and katakana writing system. Incorporates an appreciation of Japanese culture.

†JP 151-152 - Intermediate Japanese I, II

3 CR each

Continued emphasis on communicative competence and oral proficiency. Review and intensified study of structure, reading, vocabulary building, composition, listening comprehension and conversation. Incorporates an appreciation of Japanese culture.

Prerequisite: JP 102 for JP 151; JP 151 for JP 152; or placement

Latin Course Descriptions

LT 101-102 - Beginning Latin, I, II

3 CR each

Intended for beginning-level students. Emphasizes fundamentals of Latin. Includes basic grammar, development of comprehension and expression. Short readings and cultural background incorporated into sequence.

Spanish Course Descriptions

† Elective Core Course

†SP 101-102 - Beginning Spanish I, II

3 CR each

For students with no previous Spanish education. Basic grammar patterns oral practice, reading and writing are studied.

Placement by department

†SP 103-104 - Advanced Beginning Spanish I, II

3 CR each

For students with some knowledge of Spanish (one or two years of high school and not native speakers). Courses review basic grammar patterns. Extensive practice in listening, speaking, reading and writing in Spanish.

Placement by department

***SP 109 – Spanish for Health Professionals**

3 CR each

This course will introduce students to the Spanish language with an emphasis on developing speaking, listening, reading and writing skills at a basic level with vocabulary and content related to the medical field and other health professions. The course will provide the necessary language skills to deal with general examination, symptoms and prognosis and will also explore diverse Spanish-speaking cultures through a variety of materials and their role in health idioms and phraseology.

***SP 151-152 - Intermediate Spanish I, II**

3 CR each

Review of and expanded study of Spanish grammar to consolidate what has been acquired previously. Extensive practice in listening, speaking, reading and writing Spanish enables students to function in a Spanish-speaking environment.

Prerequisite: SP 102 or SP 104 or placement

***SP 201-202 - Advanced Spanish Composition and Grammar I, II**

3 CR each

Focus on most challenging aspects of grammar such as imperfect/preterite or the use of the subjunctive and writing controlled compositions based on selections previously read and discussed.

Prerequisite: SP 152 or placement

SP 203 - Spanish for the Professions

3 CR

Designed for students in Nursing, Physical Therapy and Social Work. Emphasis is on special topics related to those professions, focusing on communicating in Spanish. Service learning required.

Prerequisites: SP 152 or placement

SP 207-208 - Spanish Language and Culture in Spain I, II

3 CR each

Four weeks, intensive summer study abroad in Granada, Spain. Students are placed according to their level of language. The courses include extensive practice in listening, speaking, reading and writing of Spanish and serve as an introduction to the culture, customs and history of Spain. Field trips to Sevilla and Córdoba.

***SP 211-212 - Conversation I, II**

3 CR each

Emphasis on intensive oral practice, short speeches and group discussions.

Prerequisite: SP 152 or placement

***SP 215-216 - Spanish Readings and Discussion I, II**

3 CR each

Designed to improve reading ability and self-expression through readings chosen from Spanish authors, newspapers and magazines.

Prerequisites: SP 201 and SP 202 or placement

***SP 241 - Spanish Phonetics and Phonology**

3 CR

A study of the sounds of the language. Recommended for all Spanish majors and those who expect to teach Spanish.

Prerequisites: SP 201 and SP 202 or placement

***SP 251-252 - Spanish Literature I, II**

3 CR each

Spanish literature from the Middle Ages to the present. Oral and written reports are required.

Prerequisites: SP 201 and SP 202 or placement

***SP 253-259 - Special Topics in the Literature of Spain**

3 CR each

Course description varies each time the course is offered.

Prerequisites: SP 201 and SP 202 or placement

***SP 261-262 - Masterpieces of Latin-American Literature I, II**

3 CR each

Latin-American literature from the Colonial period to the present.

Prerequisites: SP 201 and SP 202 or placement

***SP 263-269 - Special Topics: Latin-American Literature**

3 CR each

Course description varies each time the course is offered.

Prerequisites: SP 201 and SP 202 or placement

***SP 280 - Hispanic Civilization and Culture: Spain**

3 CR

History and culture of the Spanish people from their origins to the present day with emphasis on their arts, thought and lifestyle.

Prerequisites: SP 201 and SP 202 or placement

***SP 281 - Hispanic Civilization and Culture: Latin America**

3 CR

Emphasis on understanding the Spanish-American people through the different periods of their history and their reactions to political, religious and economic problems.

Prerequisites: SP 201 and SP 202 or placement

***SP 283 - The Hispanic Caribbean**

3 CR

A comprehensive study of the main historical and cultural development of the Caribbean world.

Prerequisites: SP 201 and SP 202 or placement

SP 299 - Special Topics in Spanish

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings.

Prerequisites: SP 201 and SP 202 or placement

***SP 315-320 - Contemporary Issues**

3 CR each

Discussions based on current materials, including books, newspapers, magazines and movies from the Spanish world. Prerequisites: SP 201 and SP 202 or placement

***SP 341 - Spanish Linguistics**

3 CR

Teaches the relationship between linguistics and the learning of a new language.

Prerequisites: SP 201 and SP 202 or placement

***SP 353-359 - Advanced Topics in Spanish Literature**

3 CR each

The study of literature from Spain. Course description varies each time the course is offered.

Prerequisites: SP 201 and SP 202 or placement

***SP 363-369 - Advanced Topics in Latin-American Literature**

3 CR each

The study of literature from Latin America. Description varies each time the course is offered.

Prerequisites: SP 201 and SP 202 or placement

SP 382 - The Cultures of Medieval Spain

3 CR

A study of the three cultures and religious traditions comprising Medieval Spain, from the fall of the Roman Empire to 1492: Christian, Moorish (Arab) and Jewish. Varied readings, as well as written assignments oral presentations and class discussions are required.

Prerequisites: SP 201 and SP 202 or placement

SP 385 - The Society of Golden Age Spain

3 CR

A comprehensive study of the society and culture of Golden Age Spain (1500–1700). Varied readings from different historical and cultural perspectives are required, along with written assignments, class discussion and oral presentations.

Prerequisites: SP 201 and SP 202 or placement

SP 397 - Spanish Major Portfolio

1 CR

This course is a one-credit, pass-fail senior capstone experience which assesses the aggregate quality of a student's writing and speaking abilities as seen throughout the entire major. Students must save their work from several years' worth of major classes and, within the parameters of the portfolio's requirements, upload their work to an online portfolio site. To be offered and taken during student's senior/final year

SP 399 - Independent Study

3 CR

Work on a special topic to be arranged with instructor who directs this work. Permission of the department chairperson is granted to qualified students in Spanish on basis of written prospectus.

By special arrangement

GLOBAL STUDIES

LESLEY DENARDIS, PH.D.

Program Director

Global Studies Major

The major in Global Studies responds to the demands of the 21st century by preparing students for an interdependent world. Globalization has accelerated the forces of economic, social, and political integration presenting both opportunities and challenges. It is designed for students who have strong international interests and wish to pursue those interests in a degree-length program of study that will prepare them for engagement in a globalized world with the requisite knowledge, skills, and abilities to confront the most pressing international issues.

REQUIREMENTS

At least 39 credits will be required for the major to be distributed in the following way:

Students must complete a common core of seven courses and six elective courses to be chosen from among five areas: Asian Area Studies, European Area Studies, International Systems, Latin American Area Studies or Middle Eastern Studies and African Studies. Students must equally distribute the six elective courses among two concentrations half of which must be upper division courses. Additionally students are required to gain advanced level competency in a foreign language as demonstrated by coursework at the 200 level or higher, and apply and expand their knowledge in a study abroad experience.

MINOR REQUIREMENTS

Students who minor in Global Studies must complete 18 credits which includes two mandatory 3 credit courses:

GS 150	World Geography
GS 101	Introduction to Global Studies

The remaining 12 credits must be distributed among two of the area concentrations for a total of 6 credits in each area. In addition, students must demonstrate competency in a foreign language at the intermediate level.

COURSEWORK AND GROUPS

The following courses have been preapproved. New electives in these fields must be approved by the Director of the Global Studies major. Approval will be based on the centrality of the course topic with respect to issues of global relevance.

Program Core Courses

AN 110	Human Cultural Diversity
EC 101	Introduction to Economics
GS 101	Introduction to Global Studies
GS 150	World Geography
GS 301	Senior Seminar or Senior Thesis
PO 122	Introduction to International Relations
PO 299	International Political Economy

Elective Courses

Latin American Studies

ENG 344	World Literature
HI 207	Survey of Latin American History to 1826
HI 208	Survey of Latin American History since 1826
HI 212	20th Century Latin America
HI 311	Discovery and Conquest 1492-1598
PO 315	Latin American Politics
SP 281	Hispanic Civilization and Culture: Latin America
SP 283	The Hispanic Caribbean

European Studies

AN 204	Introduction to Irish Archeology	HI 255	Celtic and Irish History
AN 299	Special Topics: The Ethnology of Ireland	HI 257	History and Memory in Modern Ireland
AN 299	Special Topics: Life Histories and Culture of Dingle	HI 287	The Holocaust
EC 342	European Economic Development	IT 203	Advanced Conversation and Contemporary Issues
ENG 299	Special Topics The Roots of Irish Literature: Myths, Sagas and Folktales	IT 251	Early Italian Writers
ENG 299	Special Topics Modern Irish Literature	IT 252	Italian Writers Then and Now
ENG 324	The Romantic Period in British Literature	IT 280	Italian Civilization and Culture
ENG 325	The Victorian Period in British Literature	IT 283	Franco-Italian Connections
ENG 327	Twentieth Century British Literature	IT 290	The Italian Short Story
FR 203	Advanced Conversation and Contemporary Issues	IT 353-359	Special Topics in Italian Film
FR 251	Early French Writers	IT 363-369	Special Topics in Italian Culture
FR 252	French and Francophone Writers Then and Now	IT 371	Literary Travelers, Exiles and Expatriates
FR 281	French Civilization and Culture	IT 372	Women Writers
FR 282	Business French	IT 373-379	Special Topics in Italian Literature
FR 283	Franco-Italian Connections	IT 380	Dante and the Italian Literary Tradition
FR 315	Paris	PH 307	Philosophy of Lived-Experience
FR 316	Quebec	PH 312	Philosophy of Marx
FR 353-359	Special Topics in French/ Francophone Film	PH 313	Contemporary Continental Philosophy
FR 363-369	Special Topics in French/ Francophone Culture	PO 300	Foundations in Political Thought
FR 371	Literary Travelers, Exiles and Expatriates	PO 309	British Politics
FR 372	Women Writers	PO 310	Irish Politics
FR 373-379	Special Topics in French/ Francophone Literature	PO 313	Politics of European Integration
HI 314	French Revolution and Napoleon	PO 318	Contemporary European Politics
HI 216	Princes to Peasants	SP 280	Hispanic Culture and Civilization
HI 218	Modern France	TRS 333	Women in Celtic Christianity
		TRS 336	Theology and Native Irish Spirituality
		TRS 364	Religion of Contemporary Ireland

Asian Area Studies

HI 281	Introduction to the Civilization of East Asia
HI 283	History of Modern China to 1920
HI 285	China in Revolution
PH 229	Eastern Philosophy
PH 330	East/West Comparative Philosophy
PO 316	South Asian Politics
TRS 260	Eastern Religions

Middle Eastern and African Studies

AN 201	World Cultures
HI 236	History of the Arab World
HI 238	Modern Arab World
PO 314	Middle East Politics
PO 317	African Politics
TRS 261	Islam
TRS 360	Women in World Religions
TRS 361	Women in Islam

International Systems

BU 203	Cross-Cultural Relations
BU 278	Principles of International Business
EC 302	Global Financial Markets and Institutions
EC 322	International Economics
PO 242	International Organizations
PO 244	American Foreign Policy
PO 285	Future Politics
PO 303	Modern Political Ideologies
PO 341	International Law
SO 254	Society and Global Economic Change
TRS 341	Religion, War and Peace
TRS 342	Human Rights
TRS 383	Holocaust, Genocide and Religion

Course Descriptions**GS 101 Introduction to Global Studies**

3 CR

The course is designed to introduce students to the field of global studies by promoting an understanding of the interconnectedness and interdependence of global processes. Global studies imparts an appreciation for the complexity of world societies and broadens our understanding of challenges through an interdisciplinary approach to 21st century problems. The course approach is interdisciplinary with special attention given to political, economic, social historical and cultural patterns that mark globalization processes. Specific topics to be explored are the environment, migration, human rights, peace, conflict, global trade and economic linkages.

GS 150 World Geography

3 CR

Surveys the wide spectrum of topics that comprise modern physical and cultural geography. Topics include earth/sun relationships, atmosphere, landforms, hydrology, biosphere and energy flow. Also, population, culture, religion, politics, economics, agriculture and industrial/urbanization. Overview concepts include mapping, regions and environmental issues.

GS 301 Senior Seminar or Senior Thesis

3 CR

Advanced study of a particular theme or topic in a seminar setting. Required capstone course for Global Studies majors.

Prerequisite: Senior standing or permission.

HISTORY

The History degree opens doors to a variety of career possibilities. The History major provides excellent preparation for a career in teaching, law, politics, business, government, journalism, foreign service, curatorship/museum management and many other fields. The student of history acquires not only knowledge but also skills in research, analysis, judgment of evidence and the organization and expression of ideas. These skills and the ability to think analytically and solve problems that a major in History imparts are highly valued qualities in today's world.

Faculty

THOMAS D. CURRAN, PH.D.
Professor

CHARLOTTE M. GRADIE, PH.D.
Professor

JENNIFER MCLAUGHLIN, M.A.
Instructor

JULIE A. MUJIC, PH.D.
Assistant Professor

JOHN B. RONEY, PH.D.
Professor

GREGORY VIGGIANO, PH.D.
Associate Professor

Major in History

A major in History requires the completion of 36 credits in History.

REQUIRED COURSES

HI 222	United States History to 1865
HI 223	United States History since 1865

HI 301	Historical Method and Criticism
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Select either of two tracks for the capstone:

Senior Seminar Track

HI 395	Senior Seminar Preparation
HI 396	Senior Seminar
Electives	Seven History electives, including at least one in each of the following areas: The Ancient World, Europe, Latin America and East Asia

Senior Thesis Track (3.2+ GPA)

IL 302	Information Literacy for History
HI 397	Senior Thesis Preparation
HI 398	Senior Thesis

Minor in History

A minor in History requires the completion of the following 18 credits:

REQUIRED COURSES

HI 222	United States History to 1865
HI 223	United States History since 1865
Electives	One elective from each of four areas: The Ancient World, Europe, Latin America and East Asia See also Minors in European Studies, Global Studies and Latin America.

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (18 CREDITS)

HI 222	United States History to 1865
HI 223	United States History since 1865
Electives	Four History electives including one in each of the following areas: Ancient,

European, the East Asian and Latin America

Course Descriptions

† Elective Core Course

Note: each course at the 200 level is open to students who have taken HICC 101 or instructor's permission and each course at the 300 level is open only to students who have had HICC 101 and are in their sophomore year or higher or have permission of the instructor.

HICC 101 The Human Journey: Historical Paths to Civilization

3 CR

HICC101 is part of Sacred Heart University's Common Core, The Human Journey. Framed by the Common Core's four fundamental questions of human meaning and value, this course is designed to provide first-year college students with an understanding of the elements of Western Civilization from the ancient world to the end of the Renaissance, including the Catholic intellectual tradition. HICC101 will also provide students with sufficient knowledge of the history and culture of a non-western civilization (China) to allow for meaningful comparison of the two cultures. Primary texts will be used to bring students into close contact with the main thinkers of the period and to show how historians use written records to interpret the past.

†HI 202 Europe and the World

3 CR

This course provides an introduction to the historical development of Europe from the Renaissance to the present in the context of world history. Through the study of European colonialism, world wars and capitalist economic expansion, students are presented with the global nature of the history of the West. Does not fulfill requirement as an European elective.

†HI 207 History of Latin America to 1826

3 CR

Examines the Spanish and Portuguese conquest and empire building, culture and society during the colonial age and the disintegration of the empires by 1826.

†HI 208 History of Latin America since 1826

3 CR

Examines the history of Latin America from the wars of independence to the 21st century. Topics include Latin America and the world economy, 20th-century revolutions, the emergence of mass politics, the changing role of religion and foreign relations.

†HI 209 The U.S. and Latin America through History

3 CR

Traces the connections between the two regions from the colonial period to the present. Topics covered include political, economic and diplomatic relations, border conflicts, immigration and questions of identity.

†HI 212 Contemporary Latin America

3 CR

An in-depth study of the changes in Latin America from the mid-twentieth century to the present. Examines the major issues from the Mexican Revolution of 1910 to the Cuban Revolution of 1959 as well as current problems. Topics include dependency, Marxism, Peronism, neo-liberalism and social and political change in the region.

†HI 214 French Revolution and Napoleon

3 CR

Traces the path of the French Revolution from its origins through each of its political phases from 1789 to 1799. It culminates with the rise of Napoleon Bonaparte, his achievements and failures and the end of the empire in 1815.

***HI 216 Princes to Peasants**

3 CR

A survey of European social history from the 14th century to the late 19th century. Emphasis on the household and family, gender, social class and rank, the body and death and material and daily life.

***HI 218 Modern France**

3 CR

Follows the political, economic and religious developments from 1789 to the 1960s. It examines the last monarchy under Louis Philippe, the rise of democracy by 1848 and numerous political factions and World War I and II, culminating in the person of Charles de Gaulle. Attention is given to continuity and change to understand the character of France.

***HI 221 Politics and Society in Colonial America**

3 CR

Explores the cultural, social and political history of the British North American colonies from the eve of the first contact of indigenous and colonizing cultures to the American Revolution (roughly 1492-1783).

***HI 222 United States History to 1865**

3 CR

Examines American development from the period of exploration to the conclusion of the Civil War. Major themes include colonial society, the Revolution, 19th-century expansion and economic growth, slavery and the War for the Union.

***HI 223 United States History since 1865**

3 CR

Analyzes United States development from Reconstruction to the present, examining major social, political, economic and foreign policy developments and their impact on American life.

***HI 224 Freedom in American History**

3 CR

Examines the history of freedom in America as a contested ideal. Treatment of blacks in slavery and the political rights of women are among the topics covered.

***HI 229 History of Sports in America**

3 CR

Examines the development of major spectator sports in America from their fragmentary, localized beginnings to their highly organized and enormously powerful present condition.

***HI 230 The Civil War**

3 CR

Examines an epic and transformative period in U.S. history from a multidimensional perspective. The clash of arms, military and civilian leaders, lives of ordinary soldiers and civilians, politics and economies of the Union and Confederacy and "new birth of freedom" that ended slavery are reviewed and discussed.

***HI 231 The Cold War and American Society**

3 CR

Explores the roots and development of the Cold War between the United States and U.S.S.R. (1946-91); its impact on American social, political, economic and cultural values and practices; and some of its long-term consequences for the nation's society and place in the world.

***HI 234 Catholics in American Society**

3 CR

This course focuses on the social and cultural history of American Catholics beginning with the earliest contact between native Americans and European colonists to the relationship between Catholics and other religious groups, as well as within American Catholic communities up to the present day.

***HI 236 History of the Arab World I: From Muhammad to the Ottoman Empire**

3 CR

A study of the rise of Islam and the emergence of the Arabs as a world power. Discussion focuses on the achievements of Muhammad, the institution of the caliphate, Umayyad and Abbasid empires, Crusades and decline of Arab influence in the Near East under the pressure of Turkish expansion.

***HI 238 The Modern Arab World**

3 CR

This course begins with the breakup of the Ottoman Empire and delineates the rise of the Arab states in recent times.

***HI 242 Ancient Greek History**

3 CR

This course surveys ancient Greek history from the Late Bronze Age to the outbreak of the Peloponnesian War (1500 BC – 431 BC) and the emergence of the Greek polis, the development of Athenian Democracy, the growth of Athenian Imperialism and the rivalry between Athens.

***HI 243 Golden Age of Greece**

3 CR

This course examines the development of high culture in archaic and classical Greece; art, literature, philosophy, religion and democracy of Athens from 7th c. to death of Socrates and Solon, Aeschylus, Sophocles, Euripides, the Sophists, Thucydides and Aristophanes. Topics include role of Pericles in Athenian democracy, imperialism, Peloponnesian War.

***HI 244 Thucydides and the Peloponnesian War**

3 CR

This course is a seminar that examines Peloponnesian War and the brilliant historian who reported it. The class begins ancient Greek history and the institutions of the polis; and discussion of topics connected

with the Great War itself, such as Periclean strategy, the plague in Athens, civil war in Corcyra, Pylos affair, Sicilian expedition and oligarchic revolution.

***HI 245 Alexander the Great**

3 CR

This seminar will examine Macedonian background, accession, military career and historical significance of Philip II's son Alexander III; analysis of sources and historiographical tradition. Students can form a personal estimate of Alexander based on their understanding of the sources.

***HI 246 Roman History: The Republic**

3 CR

This course surveys Roman history from the legendary founding of Rome to the death of Julius Caesar (753 BC – 44 BC) and the development of republican political institutions, the nature of Roman Imperialism, Rome's encounter with Greek culture and the fall of the Republic.

***HI 248 Roman Empire and Christianity**

3 CR

This course surveys Roman history from death of Julius Caesar to the fall of Roman Empire in the west (44 BC – 476 BC). The class also examines the rise of Christianity and how it went from being a persecuted Jewish sect to the state religion of Rome; and considers the relationship between Paganism and Christianity in late antiquity; as well the reasons for the decline and fall of the western empire.

***HI 252 Medieval Europe**

3 CR

Topics include Feudalism and Christendom, Islam and the Crusades, the Carolingian Empire and the rise of national states. Important elements include art and architecture, cosmology and alchemy, hierarchy, the rise of the early Renaissance, as well as different types of work and "callings."

†HI 253 From Rembrandt to Van Gogh

3 CR

This course examines the history of the Low Countries through art and written texts from 1400 to 1850. It also compares and contrasts the development of Flemish and Dutch art and literature and shows how religion played an important part in the formation of early-modern Low-Countries culture.

†HI 254 The Renaissance and Reformation

3 CR

A study of the transition from medieval to modern society through investigation of political, social, economic, religious and cultural factors involved in the change.

†HI 255 Celtic and Irish History

3 CR

This course surveys Celts, from ancient continental European tribes, through Medieval, to modern Ireland. Focus will be on several debates on emotive events, such as Cromwell's conquest, Irish rebellions, the Famine, independence, culture and identity. Does not fulfill requirement as an European elective.

†HI 257 History and Memory in Modern Ireland

3 CR

This course examines collective memory in relation to official history and considers the place of landscape, tourism, poetry and song as it reflects on Irish cultural identity.

†HI 281 Introduction to the Civilization of East Asia

3 CR

An overview of the history of China and Japan from prehistoric times to the late traditional period (approximately 1800). Intended to enhance students' appreciation of the uniqueness and coherence of these two ancient civilizations.

†HI 283 The History of Modern China to 1920

3 CR

Presents the history of modern China from approximately 1800 to 1920 emphasizing the decay of traditional culture and the Chinese response to the West.

†HI 285 China in Revolution

3 CR

Examines the history of 20th-century China focusing on the rise to power of the Chinese Communist Party and its efforts to transform China into a modern nation.

†HI 287 The Holocaust

3 CR

Explores man's inhumanity to man as exemplified by the Nazi murder of two-thirds of European Jewry. Historical, psychological, sociological and literary themes; prejudice in general and anti-Semitism in particular are studied and followed by an inquiry into the Nazi years.

†HI 299 Special Topics in History

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics.

†HI 300 The Vietnam War

3 CR

A survey of the war in Vietnam emphasizing the colonial origins of the conflict, United States and Vietnamese strategies and the causes of the American defeat. Does not fulfill requirement as an East Asian elective.

HI 301 Historical Method and Criticism

3 CR

An introduction to the history of historical thinking and writing, the contemporary field of historical methods and theories and the research tools and skills necessary for the study of history and the writing of papers and essays.

***HI 311 Discovery and Conquest, 1492-1598**

3 CR

Examines the major themes of the European expansion beginning in the early Middle Ages to the Portuguese and Spanish conquest and colonization of the Americas and Asia. Topics include European and Indian worldviews, biological and demographic consequences of contact, development of a conquest culture in the Americas and the role of missionaries and conquistadors. Does not fulfill requirement as a Latin American elective.

***HI 322 U.S. Foreign Policy**

3 CR

Evolution and expansion of American foreign policy from the Revolutionary period to the present. Analyzes the aims of foreign policy, influences upon it and its impact on the nation's domestic politics.

***HI 325 African-American History**

3 CR

Examines the forced migration of Africans to America, the condition and nature of slavery, abolitionism, emancipation, twilight zone of freedom, growth of civil rights and Black Power movements.

***HI 328 The Immigrant Experience**

3 CR

A comparative, historical study of American immigration focusing on motives for immigration, patterns of settlement, adjustment and subsequent generational experience of successive immigrant groups.

***HI 377 The Great Depression and New Deal**

3 CR

Examines the origins and impact of the Great Depression and the transformative changes in American society and government created during the New Deal administration of President Franklin D. Roosevelt.

***HI 391 Internship Program**

3 or 6 CR

Offers qualified students supervised field experience in an area allied with their own interests. Internships are arranged in advance of the semester they are to be taken.

Prerequisite: Permission of the instructor

HI 395 Senior Seminar Preparation

3 CR

This course prepared students for their capstone paper in the Senior Seminar by examining the historiography of a particular topic in depth and becoming acquainted with the problems and issues.

HI 396 Senior Seminar

3 CR

This course is for Seniors who have taken HI 395 Senior Seminar Preparation and continue to give seminars on their capstone topic and complete a major paper.

HI 397 Senior Thesis Preparation

2 CR

This course is designed for students to begin working on their Senior Thesis projects (HI 398).

Prerequisites: HI 301 and IL 302 (1 CR)

HI 398 Senior Thesis

3 CR

Students are exposed to the experience of researching, writing and defending a major historical project. Permits students to learn, on a one-to-one basis with a project director, the importance of critical analysis and writing within the discipline of history.

INFORMATION LITERACY

Course Descriptions

IL 101 Introductory Information Literacy

1 CR

This course, which meets once a week for ten weeks, acquaints the student with the process of finding, retrieving organizing, evaluating, using and distributing information in an ethical manner both in print and electronic formats. Focus is on gaining the necessary skills to conduct research effectively and efficiently as well as being able to properly evaluate and cite sources.

IL 302 Information Literacy for History

Majors

1 CR

This course meets once a week for 10 weeks. Each class is one hour and fifteen minutes long. The course is designed to acquaint History students with the process of finding, retrieving organizing, analyzing, using and distributing information both in print and electronic formats for the purpose of preparing for and completing their Senior Thesis. Focus is on expanding the range of documents types and research techniques students are familiar with. The course covers law materials, archival materials and census records, as well as advanced database and catalog searching techniques. The course seeks to ensure students are using primary as well as secondary resources to create a working bibliography in conjunction with the Senior Thesis (HI 398).

Prerequisite: HI 301

IRISH STUDIES

GERALD REID, PH.D.

Program Director

Minor in Irish Studies

The Minor in Irish Studies at Sacred Heart University is designed to offer students an opportunity for an in-depth interdisciplinary study of Irish and Celtic culture, history, language, literature, music, politics and society. Distinctive features of the program include study at SHU's program in Dingle, Ireland and an emphasis on patterns of socio-cultural and political change in contemporary Ireland and the place of Ireland in the modern world.

REQUIREMENTS

Students are required to take a minimum of 18 credits (6 courses) to complete the Minor in Irish Studies. The 18 credits include two required foundation courses and a minimum of four designated Irish Studies electives.

The required and elective course requirements are distributed as follows:

HI 255 Celtic and Irish History

3 credits

An approved course in Irish/Celtic literature, religion or spirituality

3 credits

Four Irish Studies courses

12 credits, selected from an approved list of designated Irish Studies courses

At least one 3-credit course in SHU's Ireland program in Dingle

In order to provide students with the opportunity to pursue a special area of interest not represented in the Irish Studies curriculum, one 3-credit independent study course may be substituted for one of the four Irish Studies electives. Independent study

courses for the Irish Studies minor must be approved in advance by the Director of the Irish Studies minor.

The following courses have been pre-approved for the Minor in Irish Studies:

Anthropology

AN 204	Introduction to Irish Archaeology
AN/SO 220	The Ethnography of Ireland
AN 299	Special Topics in Anthropology: Irish Studies

Foreign Languages

GL 011	Introduction to Irish
GL 107	Beginning Irish I
GL 108	Beginning Irish II

History

HI 257	History and Memory in Modern Ireland
HI 299	Special Topics in History: Irish Studies

Literature

ENG 299	Special Topics in Literature - The Roots of Irish Literature: Myths, Sagas and Folktales
ENG 299	Special Topics in Literature - Modern Irish Literature

Media Studies

CM 299	Special Topics in Communication and Media Studies - Irish National Cinema
CM 384	Irish Cinema: Theory and Practice

Music

MU 106	Introduction to Irish Traditional Music
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Political Science

PO 310	Irish Politics
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Religious Studies

- | | |
|--------|---|
| RS 216 | Celtic Religious Traditions |
| RS 299 | Special Topics in Religion: Irish Studies |
| RS 315 | Theology and Native Irish Spirituality (Dingle) |

Sociology

- | | |
|-----------|-----------------------------|
| SO/AN 220 | The Ethnography of Ireland |
| SO 299 | Special Topics in Sociology |

SHU in Ireland

Sacred Heart University operates its program in Ireland through a partnership with the Díséart Institute of Education and Celtic Culture, located in Dingle, County Kerry, Ireland (in one of Ireland's officially-designated "Gaeltacht," or Irish-speaking, districts). Through this partnership SHU in Ireland offers short-term and semester programs of study. Course offerings include anthropology, archaeology, history, Gaelic language, literature, media studies, music, political science and religious studies.

LATIN AMERICAN STUDIES

CHARLOTTE GRADIE, PH.D.

Program Director

Latin American Studies Minor

In keeping with students' interest in global and multicultural issues, Sacred Heart University offers an interdisciplinary minor in Latin American Studies. The minor should be particularly attractive to students majoring in Economics, History, Political Science, Business and International Business and Spanish. This minor is also of benefit to students who wish to apply to a graduate program in Latin American Studies or who wish to enhance their prospects in the job market by linking a disciplinary major with a regional specialization.

REQUIREMENTS

Requirements include six courses, three of which must be from three different disciplines selected from approved courses in History, Music, Political Science and Spanish. Students who minor in Latin American Studies must demonstrate competency in Spanish or Portuguese at the intermediate level.

COURSEWORK

The following courses have been preapproved. New electives must be approved by the director of the Latin American Studies program and the chair of the Department of History. Approval will be based on the centrality of the course topic with respect to the study Latin America.

Fine Arts

MU 114 Latin American and Caribbean Music

History

HI 207 History of Latin America to 1826

HI 208 History of Latin America since 1826

HI 209 The U.S. and Latin America Through History

HI 212 Contemporary Latin America

Political Science

PO 315 Latin American Politics

Spanish

SP 261-262 Masterpieces of Latin-American Literature, I, II

SP 281 Hispanic Civilization and Culture: Latin America

SP 283 The Hispanic Caribbean

SP 315-320 Contemporary Issues

SP 363-369 Advanced Topics in Latin-America Literature

MATHEMATICS

The primary objective of the Mathematics program is to provide an appropriate mathematical background to all University students, focusing on the ability to think critically and solve problems through oral and written communication, in order to foster quantitative literacy.

In addition, the Mathematics program is designed to:

- Provide Mathematics majors with the basic undergraduate mathematical knowledge necessary for graduate studies, a teaching career or a variety of statistical or business careers.
- Provide Science and professional majors with the mathematical and statistical background for their fields and highlight the wide applicability of mathematics.
- Provide Business majors with a foundation in finite mathematics, statistics, and calculus and demonstrate the relevance of mathematics to increasing complexities of the business world.
- Provide Liberal Arts majors with an introduction to mathematical ideas and promote an appreciation and understanding of the important role of mathematics.

The strengths of the department include small class sizes in developmental and major courses, emphasis on student/faculty interaction and classroom and online instruction utilizing relevant software and technology.

Sacred Heart University is an institutional member of the Mathematical Association of America, as well as the American Mathematical Society.

Faculty

BERNADETTE BOYLE, PH.D.

Assistant Professor

ROSEMARY DANAHER, M.S., M.B.A.

Instructor

HEMA GOPALAKRISHNAN, PH.D.

Associate Professor

GEORGE GOSS, M.S.

Instructor

ANDREW LAZOWSKI, PH.D.

Assistant Professor

PETER LOTH, PH.D.

Professor

JASON MOLITIERNO, PH.D.

Associate Professor, Chair

PHANI PAPACHRISTOS, M.S.

Instructor

JULIANNA STOCKTON, PH.D.

Assistant Professor

MICHAEL WARD, M.S.

Instructor

Major in Mathematics

The Mathematics major requires the completion of 43 mathematics credits plus a two-semester sequence of supporting courses.

REQUIRED COURSES

MA 151	Calculus I
MA 152	Calculus II
MA 253	Calculus III
MA 261	Linear Algebra
MA 301	Mathematical Structures and Proofs

MA 331	Probability and Statistics I
MA 362	Abstract Algebra
MA 371	Real Analysis
MA 398	Senior Seminar in Mathematics

ELECTIVES

In addition to the required courses, the Mathematics major must choose four additional mathematics courses numbered 250 or above.

REQUIRED SUPPORTING COURSES

The Mathematics major must choose one of the following two-semester course sequences:

Biology

BI 111/113 & BI 112/114

Chemistry

CH 151/153 & CH 152/154

Physics

PY 111/113 & PY 112/114

Economics

EC 202 & EC 203

Computer Science

CS 111 & CS 112

Minor in Mathematics

The minor in Mathematics requires the completion of the following 18 credits:

REQUIRED COURSES

MA 151	Calculus I
MA 152	Calculus II

ELECTIVES

In addition to the required courses, the Mathematics minor must choose three additional mathematics courses numbered

250 or above, at least one of which must be MA 253 or MA 261.

Associate in Arts General Studies

REQUIREMENTS (16 CREDITS)

MA 151	Calculus I
MA 152	Calculus II
MA 253	Calculus III
MA 261	Linear Algebra

Course Descriptions

† Elective Core Course

†MA 101 Modern College Mathematics

3 CR

Intended for the liberal arts major, the goal of this course is to give students an understanding of the wide variety of ideas in contemporary mathematics. Topics may include set theory, finite mathematical systems, number theory, symbolic logic, graph theory, voting theory and the art of problem solving.

Prerequisite: Placement by Mathematics Department

†MA 105 Mathematical Applications for Health Sciences

3 CR

Designed exclusively for Nursing students. Topics include college-level algebra, graphing, basic trigonometric functions and appropriate applications for the health sciences. It is a problem-solving approach to mathematics.

Prerequisite: Placement by Mathematics Department

†MA 106 College Algebra

3 CR

This is one-semester course is designed to improve algebraic skills. Topics include:

functions, equations and inequalities in one variable; linear, quadratic, polynomial and rational functions, exponential and logarithmic functions; systems of linear equations in two variables. Algebraic techniques and applications are stressed.

Prerequisite: Placement by Mathematics Department

***MA 107 Mathematics for Elementary School Teachers**

4 CR

This one-semester course is designed specifically for students planning to teach at the elementary school level. Topics include geometry, measurement, rational numbers, ratio, proportion, percents, problem solving, mathematical reasoning and connections, probability and statistics.

Prerequisite: Placement by Mathematics Department

***MA 109 Mathematics for Decision Making 3 CR**

Designed specifically for the Business major. Focus is on linear functions, systems of equations, matrices, probability and linear programming.

Prerequisite: Placement by Mathematics Department

***MA 110 Calculus for Decision Making**

3 CR

Designed specifically for the Business major. Includes study of limits; differentiation of algebraic, exponential and logarithmic functions; integration; and applications of calculus.

Prerequisite: MA 109 or placement by Mathematics Department

***MA 131 Statistics for Decision Making**

3 CR

This course is geared towards liberal arts, science and health science majors. It introduces descriptive statistics, probability distributions: both discrete and normal,

confidence intervals, hypothesis testing and correlation. Real world applications are offered and computer statistical software may be used.

Prerequisite: One college-level Mathematics course or placement by Mathematics Department

MA 132 Biostatistics

3 CR

This course is designed for the biologist or health science major who will be engaged in research involving statistical methods and/or will be required to critically evaluate existing research. Topics include sampling techniques, data types, data collection methods, probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. All topics are covered utilizing biological data.

Prerequisite: One college-level Mathematics course or placement by Mathematics Department

***MA 133 Business Statistics**

3 CR

This course is geared towards business majors. It introduces descriptive statistics, probability distributions: both discrete and normal, confidence intervals, hypothesis testing, linear regression and correlation analysis. Business applications are offered and Excel may be used.

Prerequisites: One college-level Mathematics course or placement by Mathematics Department

***MA 140 Precalculus**

4 CR

Addresses the algebra of functions, polynomial and rational functions, exponential and logarithmic functions and trigonometric functions, including analytical trigonometry.

Prerequisite: C or better in MA 106 or placement by Mathematics Department

***MA 151 Calculus I**

4 CR

Explores limits and approximation, differential and integral calculus of the elementary algebraic and transcendental functions, applications of differentiation and integration.

Prerequisite: C or better in MA 140 or placement by Mathematics Department

***MA 152 Calculus II**

4 CR

Covers applications and methods of integration, inverse trigonometric functions, improper integrals, sequences and series, parametric representation and polar coordinates.

Prerequisite: C or better in MA 151 or placement by Mathematics Department

MA 199 Special Topics in Mathematics

3 CR

Designates new or occasional courses on a timely topic or a faculty member's particular interest. Course title is shown on student's transcript. Consult the current course schedule for available topics and current prerequisites.

MA 211 Geometry for Educators

3 CR

Designed especially for students interested in education. This course introduces the student to the study of an axiomatic system and to an introduction to proof writing. It includes the study of Euclidean Geometry, non-Euclidean Geometry and Analytic Geometry. Geometers' Sketchpad will also be used and demonstrated throughout the course as appropriate.

***MA 253 Calculus III**

4 CR

Introduces three-dimensional analytic geometry, multivariable calculus, real-valued functions of several variables, limits

and continuity, partial derivatives, multiple integration and vector calculus.

Prerequisite: C or better in MA 152

MA 261 Linear Algebra

4 CR

Focuses on matrix theory, systems of linear equations, linear transformations, vector spaces and subspaces, determinants, eigenvalues, inner product spaces and orthogonality.

Prerequisite: C or better in MA 152

MA 280 History of Mathematics

3 CR

This course considers the evolution of mathematical ideas over time and the context in which these ideas developed, in various civilizations around the world. Students will gain an understanding of the process of development of mathematical ideas, awareness that it is an ongoing and creative process and a deeper understanding of mathematical topics by pushing beyond the traditionally presented "polished form" we see in today's textbooks. Selection of topics varies by semester.

Prerequisite: C or better in MA 152 or permission of the department chair

MA 299 Special Topics in Mathematics

3 CR

Designates new or occasional courses on a timely topic or a faculty member's particular interest. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

MA 301 Mathematical Structures and Proofs

3 CR

Introduces students to the understanding and creation of rigorous mathematical arguments and proofs. Includes methods of proof, set theory, relations and functions, properties of the integers, real and complex numbers and polynomials.

Prerequisite: Sophomore standing and C or better in MA 152

MA 314 Geometry and Topology

3 CR

This course covers advanced theories of Euclidean geometry and introduces non-Euclidean geometries such as spherical and hyperbolic. Basic topology is also introduced. Writing mathematical proofs will be an essential part of this course.

Prerequisite: C or better in MA 301.

MA 320 Graph Theory

3 CR

Focuses on structures and properties of graphs and their applications. Topics include: traversability, trees, connectivity, network flow, graph coloring, chromatic number and planarity. Discussion of application of graph theory to computer science, transportation, scheduling, communication, chemistry and a variety of other fields. Writing mathematical proofs will be an essential part of this course.

Prerequisite: C or better in MA 301

MA 325 Number Theory

3 CR

This course is designed to give students a basic understanding of the properties of numbers, mainly the integers and rational numbers and their applications. Topics covered include primes and divisibility, congruence modulo n , Euler's Phi function and continued fractions. Applications discussed include check digit schemes and cryptology. Writing mathematical proofs will be an essential part of this course.

Prerequisite: C or better in MA 301

MA 331 Probability and Statistics I

3 CR

Addresses probability, discrete random variables and their distributions, mathematical expectations, sampling distributions and multivariate distributions.

Prerequisite: C or better in MA 152

MA 332 Probability and Statistics II

3 CR

Addresses statistics with an emphasis on the underlying mathematical theory. Topics include point estimation and its properties, interval estimation, correlation, regression and hypothesis testing involving parametric as well as non-parametric methods.

Prerequisites: MA 253 and MA 331

MA 354 Differential Equations

3 CR

Focuses on equations involving functions and one or more of its derivatives. Examines first-order differential equations, numerical and qualitative techniques for solving differential equations, linear systems, geometry of linear systems and applications to forcing/resonance. If time permits, the course will address the Laplace Transform, convolutions and advanced numerical methods for solving differential equations.

Prerequisite: C or better in MA 152

MA 362 Abstract Algebra

3 CR

Explores algebraic systems, group theory, quotient structures, isomorphism theorems, ring theory and ideals, as well as integral domains and fields. Writing mathematical proofs will be an essential part of this course.

Prerequisite: C or better in MA 301

MA 371 Real Analysis

3 CR

Addresses real numbers, cardinality, metric spaces, convergence, topology, continuity, differentiability and Riemann integration. Writing mathematical proofs will be an essential part of this course.

Prerequisites: C or better in MA 301

MA 372 Complex Analysis

3 CR

Examines the algebra and geometry of complex numbers, analytic functions, integration, Taylor and Laurent series, contour integration and conformal mapping.

Prerequisite: MA 253

MA 398 Senior Seminar

3 CR

Capstone course for the mathematics major. Each student works on a research project leading to an oral presentation and the writing of a formal paper.

Prerequisite: Senior standing

MIDDLE EASTERN STUDIES

JUNE-ANN GREELEY, PH.D.

Program Director

Middle Eastern Studies Minor

Islam is the fastest growing religion in the world. By 2025, 20% to 25% of the world's population will be Muslim. The Israeli/Palestinian conflict has affected decades of politics and public policy in both Western nations as well as regions of the Middle East and Southeast Asia. The tragic events associated with September 11, 2001 and the subsequent war on terrorism, which has reached global proportions, are signatures of the dramatic shift in global economy/politics/society that have altered perhaps permanently American perspectives of itself and the world. The deployment of the U.S. military to Afghanistan, the invasion of Iraq and what now appears to be a prolonged U.S. commitment to establishing a democracy not only in Iraq but in countries throughout the region are all indicators of the complex interlocking of American and Middle Eastern interests for generations to come.

A well-balanced minor in Middle Eastern Studies will enrich the undergraduate experience for students and should prove beneficial for graduate study and professional careers.

INTERDISCIPLINARY MINOR

The Middle Eastern Studies minor is interdisciplinary and requires a total of 18 credits of coursework in a foreign language, history, political science and religious studies.

Required Courses

Track I

There are two possible tracks of study to complete the MES minor. The first track consists of the following required courses:

AB 101 Beginning Arabic I

AB 102 Beginning Arabic II
 HI 236 History of the Arab World
 I: From Muhammad to the
 Ottoman Empire
 HI 238 The Modern Arab World
 PO 314 Middle East Politics
 TRS 261 Islam

Whichever course is taken last is to be considered the 'capstone' course for the minor. Students electing this track should discuss the final and 'capstone' course requirements with the director of the program at least one semester prior to the actual scheduling of the final course.

Track II

The second track consists of the following required courses:

AB 101 Beginning Arabic I
 AB 102 Beginning Arabic II
 HI 236 History of the Arab World
 I: From Muhammad to the
 Ottoman Empire

or

HI 238 The Modern Arab World
 PO 314 Middle East Politics
 TRS 261 Islam

CAPSTONE IN MES (USUALLY LISTED AS AN INDEPENDENT STUDY IN THE CHOSEN DISCIPLINE)

The capstone is the culmination of the MES minor and is developed as an independent study upon consultation with the director of the MES program. The student is expected to study a specific, interdisciplinary MES topic with an identified mentor in any one of the several disciplines integrated into the MES minor. The completion of the capstone is usually a formal research paper, written under the supervision of the course mentor.

The University normally offers Arabic in alternate years. Students interested in the minor should schedule accordingly. In the event of late declaration of the minors,

substitutions may be approved by the minor program director. Special topics involving the Middle East, if and when offered under History, Political Science or Theology & Religious Studies, can be used as substitutes for a required course only if the required course is not available within the student's four- year course of study. The study of Arabic cannot be substituted by any course other than Middle Eastern language courses. The application of such courses to the Middle Eastern Studies minor requires the approval of the minor program's director.

**SUGGESTED COURSES BEYOND THE
MINOR REQUIREMENTS**

AR 208	Introduction to Eastern Art
PO 316	South Asian Politics
TRS 264	Ancient Religions and Cults

MUSIC

The Academic Music Program, housed in the College of Arts and Sciences, offers music elective courses, individual private lessons and performing ensembles. The program provides the environment and opportunity to hear, experience and participate in the art of music. The study of music both as a knowledgeable listener, creator and/or performer nurtures an important human aesthetic dimension.

Music, in its many cultural manifestations, touches upon the enduring questions of human meaning and value. It serves as an opportunity to develop imagination, creativity and understanding and gives students the opportunity to use and further help their own skills and talents. As a non-major program, the program's goal is to encourage students to experience music so that a foundation for continued learning, appreciation and enrichment is created.

REQUIRED COURSES FOR MUSIC MINOR

Track I: Regular (18 Credits)

MU 121	Musicianship I
MU 103	Bach to Beethoven
or	
MU 104	Brahms to Bernstein
or	
MU 102	History of Jazz
Electives	Three credits in applied music
Electives	Nine credits from music history or music literature courses

Track II: Performance (17 Credits)

MU 121	Musicianship I
MU 103	Bach to Beethoven
or	
MU 104	Brahms to Bernstein
or	
MU 102	History of Jazz
Electives	Nine credits in applied music (five in an ensemble and three

of private lessons)

Elective 1 additional music elective course (three credits) in a music history or music literature course

REQUIRED COURSES FOR ASSOCIATE DEGREE WITH MUSIC CONCENTRATION (18 CREDITS)

Same as Track I-Regular (above)

Note: No more than 8 credits in applied music may count toward the 120 credits required for a bachelor's degree. Students may elect more credits, but they will be counted beyond those needed for degree completion.

Course Descriptions

† Elective Core Course

*MU 102 History of Jazz

3 CR

This course features a study of jazz styles from historical African sources to the contemporary era. Focus is on the creators of the various styles and the prominent performers.

*MU 103 Bach to Beethoven: Their Lives and Music

3 CR

This course focuses on famous compositions and composers primarily from the Baroque and Classical eras, 1600-1825. Highlights include classics and well-known works by Bach, Mozart, Haydn and Beethoven. The music of these composers reflects the era in which it was created, but continues to provide contemporary meaning and inspiration to people around the world.

*MU 104 Brahms to Bernstein: Their Lives and Music

3 CR

Highlights of this course include exciting

pieces by Romantic and 20th-century composers from 1825 to the present. These composers created music that reflects the various cultures in which they lived, but additionally shows inspiring creativity, individuality and uniqueness in an ever-changing world.

MU 106 Introduction to Irish Traditional Music

3 CR

Students will survey the development of Irish Music from pre-Christian times through to the present, attend live performances and learn to play the Irish whistle.

MU 107 Introduction to Music Therapy

3 CR

Designed as a survey and experiential course to give historical background to the development of the profession, as well as basic understanding of technique and application served by music therapists with many populations in hospitals schools, individual therapy and ritual. Music proficiencies are helpful but not required for enrollment in this course.

MU 108 The Power of Sacred Music

3 CR

Reflection on the use, history and teaching of sacred music throughout time, through aboriginal and mystical traditions to modern applications in religion, yoga, Buddhist teachings. Learning through experiential learning, application, readings and research studies.

MU 109 The History of Italian Opera

3 CR

This course explores Italian Opera from its conception to modern day.

MU 110 Women in Music

3 CR

This class will give a general overview of

women's involvement in the world of music from Medieval Roots to current American Popular Music, including composers, performers, educators and conductors.

***MU 112 Music in America**

3 CR

U.S. folk, jazz, popular and fine art music are studied in this course. Emphasis is on aural analysis and placing historical and contemporary music in its cultural context.

***MU 114 Latin American and Caribbean Music**

3 CR

This course traces the development of the most important Latin American musical styles from their historical folk origins to the present. Focus is on music from Cuba and Brazil and the creators and important performers of the styles.

***MU 121 Musicianship I**

3 CR

This course focuses on the development and enhancement of musical skills through music reading and notation, rhythmic and tonal perception and analysis. Other areas covered include the construction and function of scales, intervals and triads. Open to all students. Offered Fall semesters.

***MU 122 Musicianship II**

3 CR

This course continues the development of musical skills through further practice with music notation, musical analysis and aural perception. The construction and function of triads, harmonic motion, rhythm, texture and writing are covered. Offered Spring semesters.

Prerequisite: MU 121 or by permission

***MU 125 Music in the Performing Arts**

3 CR

A study of music and artists in the dramatic and performing arts, both past and present.

Focus is on chamber music, opera and musical theatre.

MU 130–233 Applied Music

1–2 CR

Private or group music performance courses that may be repeated for credit. Applied Music courses do not satisfy Area B-1 requirements.

MU 131 Private Lessons

1 CR

Individual instruction in selected instruments or voice. One half-hour lesson per week. Fee required. Students receive 10 lessons per semester.

Prerequisite: Departmental permission

MU 132 Private Lessons

2 CR

Individual instruction in selected instruments or voice. One-hour lesson per week. Fee required. Students receive 10 lessons per semester.

Prerequisite: Departmental permission

MU 136 Concert Band

1 CR

This course develops students' talents and musicianship through participation in a performing instrumental group. The ensemble presents a wide variety of interesting and significant repertoire arranged and written for concert band, in both on- and off-campus concerts and events.

Prerequisite: Audition and permission

MU 137 Concert Choir

1 CR

This course develops students' talents and musicianship through participation in a larger vocal ensemble. The choir focuses on the training in and performance of interesting and significant choral works from many different cultures and historical periods.

Participants perform in concerts and events both on and off campus.

Prerequisite: vocal interview and permission

MU 138 Jazz Ensemble

1 CR

This course develops students' musicianship and musical talent in a contemporary musical art form. The jazz workshop approach develops stylistic and improvisational skills with the goal of presenting concerts and performing.

Prerequisite: Permission

MU 139 Guitar Ensemble

1 CR

This course develops students' talents and musicianship through participation in a performing instrumental group. The ensemble presents a wide variety of repertoire arranged and written for guitar in both on- and off-campus concerts and events.

Prerequisite: Permission

MU 198 Liturgical Choir

1 CR

This ensemble is open to all singers and instrumentalists by audition who wish to participate in the music of the Sunday evening liturgy. Students meaningfully experience and appreciate the vibrant heritage of the Catholic music tradition. Both contemporary and traditional styles of music are offered in the spirit of prayer. Through practice and presentation of appropriate music, musical skills are utilized, encouraged and further developed.

Prerequisite: Audition

MU 233 4-Heart Harmony

1 CR

This advanced mixed chamber choir performs a wide variety of significant and interesting music, including a capella, jazz, pop, show tunes, multicultural and classical

choral repertoire. Participants perform in concerts and events both on and off campus. Members are experienced choral singers and the ensemble is open by interview and vocal audition.

Prerequisite: Permission

MU 239 Catholic Church Music

3 CR

Interesting and important works from the great tradition of music written for the Catholic Church are viewed through the Church's historical and present liturgical traditions. As a significant component of the Catholic Intellectual Tradition, relevant musical examples from the early through contemporary periods are examined from liturgical, technical and cultural viewpoints. The Church's reaction to and use of the wide variety of musical compositions are examined and discussed.

MU 299 Special Topics in Music

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc

Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

PERFORMING ARTS

LORI BINDIG, PH.D.

Program Director

The Minor in Performing Arts is designed to offer Sacred Heart University students the opportunity to explore the fields of music, theater and dance in focused programs of study. Students who participate in the minor will develop their interests, talents and skills through various theoretical and practical course offerings. The minor is further intended to provide a framework and give experiences that will encourage life-long learning and participation in the arts. Within the Minor in Performing Arts concentrations are offered in Music Performance (Vocal or Instrumental), Music Literature and Theory, Theatre (Production or Acting/ Performance) and Dance.

REQUIREMENTS

Students are required to select an area of concentration and take a minimum of 18 credits to complete the Minor in Performing Arts. The 18 credits must include PH 285 (Philosophy of Performing Arts), the foundation course for all of the Performing Arts concentrations.

Concentration in Music Performance – Vocal

PH 285	Philosophy of Performing Arts
MU 121	Musicianship I
Elective	Music Elective (3 CR)
Ensemble	Music Ensemble (Choir) (5 CR; offered in ensembles of 1 CR each)
Lessons	Music Private Lessons (4 CR; offered at 1-2 CR each)

Concentration in Music Performance – Instrumental

PH 285	Philosophy of Performing Arts
MU 121	Musicianship I
Elective	Music Elective (3 CR)
Ensemble	Music Ensemble (Instrumental) (5 CR)

Lessons	Music Private Lessons (4 CR; offered at 1-2 CR each)
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Concentration in Music Literature and Theory

PH 285	Philosophy of Performing Arts
MU 121	Musicianship I
Music Elec.	(12 CR; does not include ensemble or private lessons)

Concentration in Theatre – Production and Acting/Performance

PH 285	Philosophy of Performing Arts
THR 101	Introduction to Theatre
THR 102	Blackbox Stage Production (offered in ensemble productions of 1 CR each)

and/or

THR 103	Mainstage Production (3 CR) (offered in ensemble productions of 1 CR each)
Electives	Theatre Electives (9 CR)

Concentration in Dance

PH 285	Philosophy of Performing Arts
DA 100	Introduction to Dance History
DA 300	Dance Production (6 CR)
Electives	Dance Electives (6 CR)

Course Descriptions

†Elective Core Course

†PH 285 Philosophy of Performing Arts 3 CR

This course examines the creation, expression and meaning of performance art. Through drama, music and voice, students will critically analyze the perennial elements and structure of story and its place in uncovering and creating meaning.

†DA 100 Introduction to Dance History 3 CR

A survey of the purposes, functions and

manifestations of dance forms from early civilization to the present. Relationships are examined between dance and cultural developments.

DA 101 Ballet I

3 CR

This course is designed to introduce students to the basic positions, steps, terminology and fundamental skills that form the foundation of ballet technique.

DA 102 Ballet II

3 CR

This course is designed to further develop ballet technique and introduce students advanced steps, terminology and skills. Students must demonstrate an understanding of intermediate concepts.

DA 103 Jazz I

3 CR

This course is designed to introduce students to the basic positions, steps, terminology and fundamental skills that form the foundation of Jazz dance technique.

DA 104 Hip Hop

3 CR

This course is designed to introduce students to the basic positions, steps, terminology, fundamental skills and cultural forces that form the foundation of Hip Hop dance technique.

DA 105 Tap I

3 CR

This course is designed to introduce students to the basic positions, steps, terminology, fundamental skills and cultural forces that form the foundation of Tap dance technique.

DA 106 Dance for Musical Theater

3 CR

This course is designed to introduce students to the basic positions, steps, terminology,

fundamental skills and cultural forces that form the foundation of Musical Theater dance technique.

DA 107 Irish Step Dance

3 CR

This course is designed to introduce students to the basic positions, steps, terminology, fundamental skills and cultural forces that form the foundation of Irish Step Dance technique.

DA 108 Ballroom Dance

3 CR

This course is designed to introduce students to the basic positions, steps, terminology, and fundamental skills that form the foundation of ballroom dance.

DA 109 Dance Movement

1 CR

This course is designed to introduce students to the fundamentals of traditional and contemporary dance. This class will provide an overview of terminology, technique, and showmanship for non-dancers with an emphasis on basic ballet, jazz, and modern dance movement.

DA 201 Intermediate Ballet I

3 CR

This course is designed to introduce students to the basic positions, steps, terminology and fundamental skills that form the foundation of intermediate ballet technique.

DA 202 Intermediate Ballet II

3 CR

This course is designed to further develop intermediate ballet technique and introduce students advanced steps, terminology, and skills. Students must demonstrate an understanding of intermediate concepts.

DA 203 Jazz II

3 CR

This course is designed to further develop jazz dance technique and introduce students advanced steps, terminology, and skills. Students must demonstrate an understanding of intermediate concepts.

†DA 250 Choreography I

3 CR

This lecture course is designed to introduce students to the foundations of choreography. Students will be introduced to a variety of choreographic techniques in order to conceptualize, create, revise, contextualize and analyze dance.

DA 260 Choreography II

3 CR

This course is designed to further students' understanding of choreography and choreographic techniques. In addition to conceptualizing, creating, revising, and analyzing dance, students will also delve deeper into the improvisation as well as the grant writing process.

†DA 299 Special Topics in Dance

3 CR

Designates new or occasional courses that may or may not become part of the program's permanent offerings. Courses capitalize on timely topics, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the program as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

DA 300 Dance Ensemble Production

1 CR

This course requires participation in a dance production in at least one genre of dance. This production is overseen by the director of the SHU Dance Ensemble. This course can be

taken multiple times for credit.

DA 301 Dance Company Production

1 CR

This course is designed for advanced dancers to further their understanding of dance production. This course requires participation in a dance production in at least one genre of dance. This production is overseen by the director of the SHU Dance Ensemble. This course can be taken multiple times for credit.

DA 302 Ballroom Dance Production

1 CR

This course is designed for ballroom dancers to further their understanding of dance production. This course requires participation in a dance production in at least one genre of dance. This production is overseen by the director of the SHU Dance Ensemble. This course can be taken multiple times for credit.

DA 303 Irish Step Production

1 CR

This course is designed for Irish Step dancers to further their understanding of dance production. This course requires participation in an Irish Step dance production. This production is overseen by the director of the SHU Dance Ensemble. This course can be taken multiple times for credit.

DA 304 Hip Hop Production

1 CR

This course is designed for Hip Hop dancers to further their understanding of dance production. This course requires participation in a Hip Hop dance production. This production is overseen by the director of the SHU Dance Ensemble. This course can be taken multiple times for credit.

†DA 310 Social Issues Through Dance

3 CR

This course explores various current events and historical, social and political issues as represented through dance. Through

this course students will have a deeper understanding of a range of social issues as well as knowledge of how greater global awareness can be achieved through dance.

DA 396 Dance Internship

1-6 CR

Dance Internship is an opportunity for qualified students in the Dance Concentration of the Performing Arts minor or Media Arts Major to gain practical experience in dance production and management.

Prerequisite: Permission of instructor and program director.

***THR 101 Introduction to Theatre**

3 CR

The purpose of Introduction to Theatre is to increase students' understanding, appreciation and critical perceptions of the theatrical art-form. Readings and lectures will focus on the elements of theatrical practice; artists and innovators of theatre throughout history; and on the theatre's development as an art form and a social phenomenon; participation in class forum discussions and sharing of critiques and short reports will offer avenues to explore students' individual theatrical interests; and attendance at theatrical events will offer first-hand experience in theatre arts.

THR 102 Blackbox Stage Production

1 CR

Participation in TheatreFest, Improve and other approved student-driven theatrical activities. All events are overseen by the Director of Theatre.

THR 103 Mainstage Production

1 CR

Participation in Spring mainstage musical in one of the areas of theatrical discipline. All events are overseen by the Director of Theatre.

THR 110 Acting I

3 CR

Focuses on basic acting skills, including the development of imaginary circumstances, improvisation and creative development. Students are introduced to skills in script analysis, character identity, emotional reality and objective-driven structure through monologues and scene study.

THR 111 Acting II

3 CR

Focuses on acting skills, including the advance development of imaginary circumstances, improvisation and creative development. Students will develop skills in script analysis, character identity, emotional reality and objective-driven structure through monologues and scene study.

THR 120 Voice for Musical Theatre I

3 CR

Voice for Musical Theatre I introduces to skills on speech, diction, pitch, analysis and interpretation through various styles of period and contemporary musical theatre works. Solo and ensemble application of singing techniques, preparation and presentation.

THR 121 Voice for Musical Theatre II

3 CR

Voice for Musical Theatre II develops students' skills on speech, diction, pitch, analysis and interpretation through various styles of period and contemporary musical theatre works. Solo and ensemble application of singing techniques, preparation and presentation.

THR 130 Stagecraft

3 CR

An introduction to the basic materials and techniques used in scene, painting, costume and lighting production. Intended to equip the student with the skills required to work on productions. This course will also hold

discussions of basic terminology, shop organization, job descriptions, maintenance procedures and safety. Other jobs such as Run Crew, Wardrobe, Front of House, Board Operator or other duties will be discussed.

THR 140 Directing I

3 CR

This course will cover an overview of both the responsibilities of a director and the various relationships a director has with designers, playwrights, stage manager, tech staff, actors and dramaturges. This course will also explore various directional strategies and identify the different styles of theatre, stage types, floor plans, script interpretation, directional research and resources, concepts, conceptualization of a play and interpretation. Finally, this course will introduce elements of directing and strategies for working with actors, staging short scenes and using a minimum of technical elements in a final scene.

THR 141 Directing II

3 CR

This course will provide students with practical understanding of advanced stage directing strategies including conceptualization, interpretation, casting and cast and crew interaction. Students will also explore the similarities and differences between directing for theatre, film and television.

THR 150 Introduction to Costumes

3 CR

This course is designed to introduce students to the fundamentals of costuming including a socio-historical understanding of the role of costumes in theatre.

THR 210 Acting for Musical Theater I

3 CR

This course focuses on basic acting skills as they apply to musical theater. In particular students will focus on working with elevated text and the transitions from scene into song.

THR 211 Acting for Musical Theater II

3 CR

This course focuses on advanced acting skills as they apply to musical theater. In particular students will focus on working with elevated text and the transitions from scene into song as well as musical interludes, dance breaks and reprises.

THR 230 Children's Theater I

3 CR

This course examines the fundamentals of children's theater including dramatic structure, audience needs, directing and acting techniques that are employed in the production of theater for children. Students will explore, analyze and produce children's plays.

THR 231 Children's Theater II

3 CR

This course introduces students to advanced approaches to children's theater production. The course further builds upon foundational concepts such as dramatic structure, audience needs, directing and acting techniques as well as focuses on material adaptation, auditions, rehearsal, technical support and promotion. In addition, students will explore, analyze, produce and perform children's plays and create accompanying educational curricula.

THR 240 Playwriting I

3 CR

This course is an introduction to the craft of playwriting and the role of the playwright. Students will analyze works of significant playwrights in order to experience the process of the playwright. Students will participate in various writing exercises in order to develop their own one act plays.

THR 241 Playwriting II

3 CR

In this course students will hone their playwriting abilities through the

development of advanced techniques. Students will engage in peer critique in order to develop their original works. Students will also learn the role of the playwright in the production process through the staging of an original one-act play.

THR 250 Costume Design

3 CR

This course introduces students to the fundamentals of costume design including basic design elements, script and character analysis and historical period and genre research.

THR 299 Special Topics in Theatre

3 CR

Designates new or occasional courses that may or may not become part of the program's permanent offerings. Courses capitalize on timely topics, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the program as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

THR 392 Theatre Internship

1-6 CR

An opportunity for qualified students in the Theatre Concentration of the Performing Arts minor to gain practical experience in theatre production and management. Prerequisite: Permission of instructor and program director.

PHILOSOPHY

The philosophical experience is considered integral to the intellectual and cultural development of today's student. In our increasingly complex and dynamic culture, the growth of novel and changing ideas unsettles traditional patterns of thought and action. As a result, the role of philosophy becomes more vital, for it addresses the conflict between the enduring insights of the past and the new discoveries and theories of the present in an attempt to attain a coherent philosophy of life.

In whatever way the student comes to Philosophy—whether it be to satisfy a core, major, or elective requirement—the department seeks to enrich the student's life-experience by making available the broad and generous ideas that have shaped the contemporary intellectual world. The program provides a broad range of electives dealing with historical movements, great philosophical figures of the past and present, perennial philosophical themes, and contemporary issues.

Faculty

JESSE BAILEY, PH.D.

Assistant Professor

KENNETH KNIES, PH.D.

Assistant Professor

EDWARD PAPA, PH.D.

Associate Professor

ANDREW J. PIERCE, PH.D.

Lecturer

GORDON PURVES, PH.D.

Assistant Professor

MICHAEL VENTIMIGLIA, PH.D.

Associate Professor

Major in Philosophy

The major in Philosophy requires the completion of 30 credits.

REQUIRED COURSES

PH 101	Introduction to Philosophy
PH 231	Philosophy of Knowledge
<i>or</i>	
PH 232	Philosophy of Science
PH 251	Ethics
PH 272	Metaphysics
PH 253	Philosophy of Law
<i>or</i>	
PH 255	Political Philosophy
<i>or</i>	
PH 256	Philosophy of Technology
<i>or</i>	
PH 260	Women, Gender and Philosophy
<i>or</i>	
PH 312	Philosophy of Marx (A course in social/political philosophy - others in this area may be designated by the department)
PH 390	Great Texts in Philosophy
	Four Philosophy electives

*Three of the courses must be taken as "research paper by contract," in which the major will complete a 15-20 page research paper. See your faculty member, advisor, or the chair for more information.

Note: As Sacred Heart University students, all Philosophy majors will take a logic and critical thinking course, typically FLO 125.

Minor in Philosophy

The minor in Philosophy requires the completion of the following 18 credits:

REQUIRED COURSES

PH 101	Introduction to Philosophy
	Five Philosophy electives from

200- or 300-level courses.

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

PH 101 Introduction to Philosophy
Four Philosophy electives

Course Descriptions

† Elective Core Course

PHCC 104 The Human Search for Truth, Justice, and the Common Good

3 CR

This course is the capstone course in Sacred Heart University's Common Core sequence of study, The Human Journey. As the capstone, this course addresses the Core's four fundamental questions of human meaning and value. This course will investigate the religious or philosophical understanding of the human condition as a theme running through the four stated questions. Students will study both classic and contemporary texts from a range of religious and some philosophical traditions, particularly the Catholic intellectual tradition. A vital component of the course will be students' own responses to the four questions, especially as those responses evolve through the enrichment of the course material. As a capstone course, PHCC104 enables students to develop a personal, integrated set of answers to the common core questions through a range of modalities and media, including service projects, research papers, artistic productions, student "portfolios" of completed assignments for all four Core courses, and other similarly integrated and interdisciplinary work.

†PH 101 Introduction to Philosophy

3 CR

A first encounter with the fundamental problems of Western philosophy as they

have been presented and addressed by outstanding and representative figures from the history of Western thought. These figures pose questions of permanent significance on matters such as the nature of reality, the possibility of knowledge, the nature of the good life, the grounds of moral obligation, and the place of the human being in the universe.

†PH 220 The Art of Thinking II

3 CR

Building on the material studied in FLO 125 Art of Thinking, this course explores the question, "What does it mean to be rational?" Features both the formal study of logical systems (first order logic and formal induction) and philosophical discussions about the connection between these systems and the nature of rationality. Prerequisite: PH 101

†PH 221 Historical Survey of Philosophy I

3 CR

Primary texts from the philosophers of ancient Greece, the Hellenistic-Roman period and the Middle Ages. Prerequisite: PH 101

†PH 222 Historical Survey of Philosophy II

3 CR

Primary texts from the philosophers of the Renaissance, Enlightenment, Modern, and Contemporary periods. Prerequisite: PH 101

†PH 224 Ancient Philosophy

3 CR

An examination of the beginnings of Western philosophic thought from the pre-Socratics through the Hellenistic period, with extensive consideration of Plato and Aristotle.

Prerequisite: PH 101

†PH 225 Philosophy of Plato

3 CR

The nature of the philosophical life is examined through an exploration of selected Platonic dialogues. Prerequisite: PH 101

†PH 226 Philosophy of Aristotle

3 CR

Emphasizes the ethics, politics, and metaphysics of the Aristotelian system and its contrast to the Platonic synthesis. Prerequisite: PH 101

†PH 229 Eastern Philosophy

3 CR

Study of key philosophical texts and thinkers of India, China, Japan, and Southeast Asia. Prerequisite: PH 101

†PH 231 Philosophy of Knowledge

3 CR

The conditions that make knowledge possible and the criteria of truth and falsity. Selected representative historical thinkers. Prerequisite: PH 101

†PH 232 Philosophy of Science

3 CR

Selected topics in the philosophy of science are explored, such as: the distinction between science and pseudoscience; the nature of confirmation, refutation, and explanation; realism and antirealism about scientific theories; the possibility of conflict between science, religion, and the law. Prerequisite: PH 101

†PH 241 Medieval Philosophy

3 CR

The Aristotelian tradition as developed within Islam, Judaism, and Christianity. Prerequisite: PH 101

†PH 245 Philosophy of Augustine

3 CR

Examines Augustine's contribution to the development of Roman Catholic philosophy and theology. Prerequisite: PH 101

†PH 246 Philosophy of Aquinas

3 CR

Thomas Aquinas's arguments on the existence and nature of God, human knowledge, the state, natural and divine law, virtue, grace, and the Incarnation. Prerequisite: PH 101

†PH 251 Ethics

3 CR

Are there good reasons for acting morally? Are consequences relevant to the morality of actions, or only our intentions? What is the nature of moral virtue? What is a good life? This course will provide systematic analysis of these and other questions, drawing from important works in the history of moral philosophy, and engaging with pressing contemporary ethical issues. Prerequisite: PH 101

†PH 253 Philosophy of Law

3 CR

The philosophical study of the nature of law, the legal system's relationship to natural law, and theories of jurisprudence. Prerequisite: PH 101

†PH 255 Political Philosophy

3 CR

Primary texts from the history of political thought including Plato, Lao-Tzu, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill and Rawls. Prerequisite: PH 101

†PH 256 Philosophy of Technology

3 CR

Examination of the nature of technology, its relationship to science, and its influence on our understanding of reality and ourselves. Particular metaphysical, ethical, or socio-cultural aspects of philosophy of technology may be emphasized. Prerequisite: PH 101

†PH 258 Bioethics: Philosophical Approaches

3 CR

Examines the ethical and legal issues surrounding abortion, physician-assisted suicide, euthanasia, genetic cloning, genetic therapy/enhancement, genetic patenting, and health care allocation. Prerequisite: PH 101

†PH 259 Philosophy of Race

3 CR

Investigates the many philosophical issues surrounding race and racial identity. Some issues are metaphysical, such as what races are and whether race is a “real” feature of persons or not. Other issues are moral and political issues, such as what racism is, how it shapes our political landscape, and how societies can combat it.

†PH 260 Women, Gender and Philosophy

3 CR

Philosophical investigation of the ways that sex and gender shape our lives, experiences, and societies. Are there natural differences between men and women? Does our gender provide us with a distinct ethical, political, or epistemological perspective? What does it mean to treat men and women equally? Course places special emphasis on women’s contributions to various branches of philosophy.

†PH 270 Philosophical Anthropology

3 CR

Reflections on the nature and meaning of human existence, especially in contemporary philosophy such as existentialism and Marxism. Writings of Buber and Scheler on human nature are studied. Prerequisite: PH 101

†PH 272 Metaphysics

3 CR

Investigates some of the great themes of European philosophy and the problem of

metaphysics as the intellectual inquiry which is supposed to clarify the nature of reality. Topics include: the problems of the one and the many, being and nothingness, change and necessity, the relation between the intelligible world and phenomenal reality, personal identity and free will. Prerequisite: PH 101

†PH 283 Philosophical Theology

3 CR

The problem of God before and after Kant’s “Copernical Revolution,” phenomenology of religion and postmodern theology. Prerequisite: PH 101

†PH 284 Philosophy of Film

3 CR

Uses contemporary films to lead students through advanced philosophical examination of issues such as epistemology, ethics, religion, technology, and the nature of the mind. Prerequisite: PH 101

PH 285 Philosophy of Performing Arts

3 CR

This course examines the creation, expression, and meaning of the performing arts. Through drama, music, and voice, students will critically analyze the perennial elements and structure of story and its place in uncovering and creating meaning.

†PH 299 Special Topics in Philosophy

3 CR

Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student’s transcript. Consult the current course schedule for available topics and prerequisites.

†PH 306 - Existentialism

3 CR

Nineteenth- and 20th-century existentialism, especially the thought of Kierkegaard, Nietzsche, Heidegger and Sartre.
Prerequisite: PH 101

PH 307 - Philosophy of Lived Experience

3 CR

Introduces phenomenology as a working method for philosophical reflection on lived-experience. Topics include the distinction between the natural and phenomenological attitudes; the intentional structure of consciousness; the basic analysis of cognitive, evaluative and volitional experience; and the phenomenological critique of naturalism, dualism, and subjective idealism. Prerequisite: PH 101

†PH 312 Philosophy of Marx

3 CR

Philosophical foundations of Marx's thought in Aristotle, Hegel, Feuerbach, and other predecessors. Analysis of Marx's conceptions of alienation, exploitation, historical materialism, and his critique of liberal political thought. Various philosophical responses to Marxism and evaluation of its applicability to contemporary capitalist societies.

†PH 313 Contemporary Continental Philosophy

3 CR

Investigation of themes and methods that have emerged in continental philosophy since the mid-twentieth century. Topics may include the hermeneutic and deconstructivist challenges to phenomenology and existentialism, post-humanist approaches to ethics, post-structuralist approaches to society, and the metaphysics of structures and events.

†PH 314 Truth and Meaning

3 CR

Historical investigation of the nature of meaning and language, with a particular focus on work done since the mid-nineteenth century. Explores the relationship between the meaning of a proposition and the conditions for the possibility of its truth or verification, and the extent to which all meaning and understanding are (or are not) unified into a holistic "conceptual scheme."

†PH 322 American Philosophy

3 CR

Engages representative figures from American Transcendentalism and American Pragmatism in the attempt to answer the questions, "How shall I live?" "What can I know?" and "What is real?" Prerequisite: PH 101

†PH 330 East/West Comparative Philosophy

3 CR

Heidegger and East Asian thought, the origin of Greek and Chinese philosophy; the Kyoto school; Nishitani's Religion and Nothingness. Prerequisite: PH 101

PH 350 Environmental Philosophy

3 CR

Investigates questions about the relationship between humans and the environment, including: What is the moral status of nonhumans? What are our obligations regarding climate change? Can we have obligations to future generations? How ought we to balance concerns about the economy, the environment, and distributive justice?

PH 351 Philosophical Psychology

3 CR

Investigates philosophical questions that arise in establishing psychology as a science. Explores field-defining concepts such as soul and mind, as well as particular problems pertaining to the division and connection of mental phenomena. Specific themes may be

emphasized, such as the relation between psychology and physiology, the practical value of psychology, the normal and the abnormal, and the comparability of human and animal.

***PH 360 Evolution, Philosophy, and Christianity**

3 CR

To gain an understanding of evolutionary biology and the philosophical difficulties it creates for Christianity and our understanding of human nature. Prerequisite: PH 101

***PH 361 Modern Philosophy**

3 CR

European and Anglo-American philosophy from the 17th century Enlightenment to the early 20th century. Prerequisite: PH 101

***PH 365 German Philosophical Tradition**

3 CR

The philosophical traditions from Germany, from Leibniz in the 17th century through contemporary writers.

***PH 366 Philosophy of Kant**

3 CR

The philosophical writings of Immanuel Kant (1724–1804), one of the giants of Western philosophy.

***PH 367 Philosophy of Hegel**

3 CR

The philosophical writings of Georg Wilhelm Friedrich Hegel (1770–1831), the preeminent philosopher of German Idealism.

***PH 380 Love in the Western Tradition**

3 CR

Examines the idea of love in the Western intellectual tradition, from the Greeks to today. Philosophical problems arising from

the scientific study of love and altruism are also investigated. Prerequisite: PH 101

***PH 390 Great Texts in Philosophy**

3 CR

Detailed examination of a single work that has had a significant influence on the history of philosophy. Emphasis on understanding the author's arguments, methods, and motivations through close reading. The historical background, history of influence, and contemporary appropriation of the text may also be considered. The specific course title which changes annually, will be shown on the student's transcript.

Prerequisite: PH 101

POLITICAL SCIENCE

The Political Science major seeks to awaken in students an appreciation and an understanding of politics and government in the broadest and deepest sense. It considers democratic governance the key to civilization and ethics as central to democratic life.

Courses are offered in four major areas: American politics, comparative politics, international relations and political philosophy and theory. Classroom learning is enriched in a number of ways, including field trips to the state Capitol, Washington, D.C.; internships with legislators in the Connecticut General Assembly; Washington and district office internships with national legislators; election campaign and party organization internships; and internships with public administrators.

Students who major or minor in Political Science prepare themselves for careers in law, teaching, elective office, government service, many areas of business and not-for-profit management, international business, journalism, campaign management and other endeavors.

Faculty

LESLEY A. DENARDIS, PH.D.
Associate Professor

ALKA JAUHARI, PH.D.
Assistant Professor

STEVEN J. MICHELS, PH.D.
Associate Professor

GARY L. ROSE, PH.D.
Professor, Chair

Major in Political Science

For students entering Sacred Heart University in the Academic Year 2003-2004, the major in Political Science requires the completion of 36 credits. A minimum of 27 credits must be earned through formal classroom instruction. The balance of credits can be earned through formal coursework or Political Science internships.

REQUIRED COURSES

PO 121	Introduction to American Government
PO 122	Introduction to International Relations
PO 200	Approaches to Political Science
PO 300	Foundations of Political Thought
PO 395	Senior Seminar in Political Science

Students are also required to take at least one course in Comparative Politics.

The remaining 18 credits in Political Science can be taken as electives

COMPARATIVE POLITICS

PO 314	Middle East Politics
PO 315	Latin American Politics
PO 316	South Asian Politics
PO 317	African Politics
PO 318	Contemporary European Politics

POLITICAL PHILOSOPHY AND THEORY

PO 298	Democracy
PO 300	Foundations of Political Thought
PO 303	Radical Political Thought
PO 304	American Political Thought
PO 305	Ethics and Politics
PO 306	Liberalism

PO 307	Conservatism
PO 308	Theories of Political Economy

REQUIRED SUPPORTING COURSES FOR MAJOR (BEGINNING FALL 2013)

6 Credits of a Foreign Language

Minor in Political Science

The minor in Political Science requires the completion of the following 18 credits:

REQUIRED COURSES

PO 121	Introduction to American Government
PO 122	Introduction to International Relations
Electives	One Political Theory elective One Comparative Politics elective Two Political Science electives

Associate in Arts: General Studies Emphasis

REQUIREMENTS (15 CREDITS)

PO 121	Introduction to American Government
PO 122	Introduction to International Relations
Electives	Three Political Science electives

Course Descriptions

† Elective Core Course

POCC 103 The Human Community: The Individual and Society

3 CR

This is the third of four courses in The Human Journey, the Common Core Curriculum at

Sacred Heart University. The course explores questions regarding human meaning and value by specifically focusing on the social and political dimensions of the Core Questions. This course will include an analysis of the major political philosophers and their perspectives on the following: What does it mean to be human? What does it mean to live a life of meaning and purpose? What does it mean to forge a more just society for the common good? What does it mean to appreciate and understand the natural world? The course will also incorporate key thinkers from the Catholic Intellectual tradition as they approach the core questions.

†PO 121 Introduction to American Government

3 CR

Examines the theoretical foundation of American government, the U.S. Constitution, political behavior, interest groups, political parties, Congress, the presidency and the Supreme Court.

†PO 122 Introduction to International Relations

3 CR

Focuses on fundamental factors in understanding international relations. Sovereignty, nation-states, national interests, power, diplomacy, United Nations, war, terrorism, ethnicity and low-intensity warfare, the environment and global politics are studied.

†PO 200 Approaches to Political Science

3 CR

What is politics? And how best can we study it? This course examines how the study of politics has changed since Aristotle coined the term "political science" more than 2,000 years ago. Particular emphasis is on the development of political science as a discipline in the 20th century.

***PO 212 American State and Local Government**

3 CR

Examines the subnational level of American politics. Topics include the constitutional position of state governments, federal-state interaction, financing of state governments, political parties, group activity and public policies.

Prerequisite: PO 121

***PO 213 Lobbying and the Legislative Process**

3 CR

Focuses on the central role of lobbyists and interest groups within the context of the lawmaking process. Lobbying strategies and linkages between lobbyists and lawmakers are explored. Guest speakers and trip to the state Capitol supplement class lectures.

***PO 215 Political Parties**

3 CR

Focuses on the role of political parties in American democracy. Examines the structure and function of party organization, behavior of the American electorate and effectiveness of parties in the governing process. Platforms and categories of minor parties are also discussed.

Prerequisite: PO 121

***PO 216 Congress and the Legislative Process**

3 CR

Examines the constitutional powers of Congress, historical development, legislative process and relationship with executive branch of government.

Prerequisite: PO 121

***PO 217 The American Presidency**

3 CR

Traces the role of the chief executive in the American political system. Attention is given to the evolution, functions and limits

of executive leadership, relationship with Congress, public opinion and impact of individual presidents are explored.

Prerequisite: PO 121

***PO 218 The Politics of Presidential Elections**

3 CR

Explores the various dimensions of presidential elections and controversial issues associated with the selection process. Topics include political coalitions, campaign strategy, the role of media and money, conventions and presidential debates.

Prerequisite: PO 121

***PO 240 War and Conflict**

3 CR

Topics include the causes of war, case studies of major wars, theories of instinctual aggression, psychological behavior, ethnicity, national interests, imperialism, economics, international systems and other topics.

***PO 242 International Organizations**

3 CR

Focuses on the role of international organizations in coordinating relations between countries with specific reference to the United Nations. Impact of other international organizations on international relations, including WTO, IMF, and EU is also examined. Course includes a trip to the United Nations.

***PO 243 Terrorism**

3 CR

Course explores both the history of armed political dissent and current forms of terrorism. Case studies range from the Irish Republican Army, Hamas, African National Congress among others. Examines definitions of terrorism and methods employed by governments to suppress dissent. Balance between liberty and security during "war on terror" is also examined.

†PO 244 American Foreign Policy

3 CR

Examines themes of American foreign policy. Topics include containment, deterrence, détente, changing bases of national power, foreign policy development, terrorism, narco-criminality and environmental issues.

†PO 285 Future Politics

3 CR

Explores the transformation of America and the planet. Consequences of shift from industrial to informational to networked economy on environment, society, careers, domestic and international politics are studied.

†PO 298 Democracy

3 CR

Examines the theories and practices surrounding popular government from its origins to the present day. Topics include representation, presidentialism and democratization.

†PO 299 Special Topics in Political Science

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

†PO 300 Foundations of Political Thought

3 CR

Examines essential thinkers in political science, including Aristotle, Machiavelli and Rousseau. Themes include human nature, the structure and purpose of government, justice and ethics, liberty and rights and the role of property.

†PO 303 Radical Political Thought

3 CR

Have the benefits promised by liberal democracy been realized fully and by all individuals equally? This course focuses on those who claim to be neglected, alienated or oppressed by conventional politics and its institutions.

PO 304 American Political Thought

3 CR

The Constitution of 1787 was based on speculation and a series of untested principles: it is possible for a territory as large as the United States to be self-governing; self-interest can be made to serve the common good; and minority rights can be protected in a system based on majority rule. This course examines documents related to the founding and other readings that shape, question and are inspired by political life in our country.

†PO 305 Ethics and Politics

3 CR

Explores the relationship between ethics, public service, and public policy making. Virtue, integrity, honor, and trust are central themes.

†PO 306 Liberalism

3 CR

Liberalism emerged in the 17th century to advance individual liberty and a free and open society against religious conformity and ascribed status. This course examines this radical change, how liberalism itself has since changed and the role that liberalism plays in politics today.

†PO 307 Conservatism

3 CR

What conservatives have in common is an unwavering reverence for history and tradition. Consequently, what it means to be a conservative is determined by time and place. This course examines many variants of

conservatism, including 18th-century Europe and the contemporary United States.

†PO 308 Theories of Political Economy

3 CR

Examines the foundation of and challenges to market capitalism. The role of political actors, shortcomings of the market and the trend toward globalization are emphasized. Seminal works of Adam Smith, Karl Marx and other economic theorists are explored.

†PO 309 British Politics

3 CR

Examines the politics and governing structures of Great Britain as well as the contemporary challenges of the 21st century.

†PO 310 Irish Politics

3 CR

Examines the politics and governing structures of Ireland as well as the contemporary challenges of the 21st century.

†PO 313 The Politics of European Integration

3 CR

Explores the political complexities associated with the integration of European nations. The structure and function of European governing institutions are examined and analyzed.

†PO 314 Middle East Politics

3 CR

Problems and prospects of the Middle East. Area history, culture, Islam, intrusion of the West, oil, impact of personalities, Arab-Israeli problem, modernization and Islamic fundamentalism are studied.

†PO 315 Latin American Politics

3 CR

An introduction to the political culture and structures of Latin America. Explores key themes and challenges for the region, including democratization, economic

development, violence and revolution, militarism and the relationship with the United States.

†PO 316 South Asian Politics

3 CR

Explores South Asia as a region with special emphasis on India, Pakistan, Afghanistan, and Bangladesh. Domestic and international politics of these countries are examined along with bilateral relations. Role of South Asia in a globalized world is studied in light of growing political, cultural, and economic interdependence.

†PO 317 African Politics

3 CR

Examines Africa as it has evolved over the years under outside influence - colonial rule, post-colonial or cold war period, and under globalization during the 1990's. Explores reasons for political conflict in Africa and barriers to conflict resolution. Africa's economic resurgence in the 21st century is also examined.

†PO 318 Contemporary European Politics

3 CR

A comparative analysis of several European political systems. Similarities and differences are explored with respect to governing structures, political culture and patterns of political behavior.

†PO 319/PS 224 Political Psychology

3 CR

Themes and concepts related to the expanding field of political psychology. Topics include the impact of media, nationalism, extremism and security. The psychology of leadership is examined through case studies.

†PO 320 Modern Political Economy

3 CR

Examines free market and centralized approaches to economic development.

Impact of approaches toward income distribution, welfare policy, health care and social security are explored through case studies.

†PO 321 Public Administration

3 CR

Survey of organizational theories and professional skills useful to those contemplating public sector service. Addresses public service context, planning, budgeting, communication, leadership and other skills.

†PO 322 American Public Policy

3 CR

Models of policy making. Examines government policies toward civil, gender and minority rights, crime, health, welfare, education, environment and other areas.

†PO 323 American Education Policy

3 CR

Overview of the major issues and themes affecting education policy in the U.S. Historical, political and social setting of American education are explored, with special focus on the major actors involved in the policy making process.

†PO 325 Politics, Law and Judicial Behavior

3 CR

Examines the judiciary's role in the American political process. Topics include the nature of law, political influence in judicial decision making, court organization, judicial recruitment and the powers and limitations of the judiciary.

Prerequisite: PO 121

†PO 331 Model UN

3 CR

Prepares students to participate in the four day mock Model UN conference organized in the spring. Preparation includes position papers on issues specific to UN General

Assembly Committees. Sacred Heart students represent an assigned country and participate in making policies and adopting resolutions in favor of their country.

†PO 341 International Law

3 CR

Traces the development of international law and reviews principles and cases in major topical areas.

†PO 351 Constitutional Law

3 CR

An inquiry into American constitutional law through the study of outstanding cases. Attention is given to the development of constitutional doctrines and the processes of legal reasoning.

Prerequisite: PO 121

†PO 352 The First Amendment

3 CR

Examines U.S. Supreme Court cases involving the freedom of religion, speech, press, assembly and petition. Special attention is given to the balance between personal liberty and societal order.

Prerequisite: PO 121

PO 391 Internship Program

3-6 CR

Congressional district staff, state Capitol or Washington, D.C., internships; election campaign and party organization internships; not-for-profit organization internships and others.

Prerequisite: Permission of department chair

PO 395 Senior Seminar in Political Science

3 CR

Advanced study of a particular theme or topic in a seminar setting. Required capstone course for Political Science majors.

Prerequisite: Senior standing or permission.

PO 399 Independent Study

1-3 CR

Guided study of a topic that goes beyond normal course offerings under the direction of a member of the Political Science faculty.

Approval of the chair of the Political Science program required. By special arrangement.

PSYCHOLOGY

The Psychology program provides its students with a basic foundation in the scientific study of human behavior. This background is of value to two groups of students: those who enter the employment market after completion of the Baccalaureate degree and those who further their education through graduate study and pursue a career in psychology or a related field.

The department offers courses on conducting experimental research, as well as providing internship opportunities and a wide range of elective courses covering many different areas of interest.

Faculty

RACHEL E. BOWMAN, PH.D.
Associate Professor, Interim Chair

STEPHEN BRINER, PH.D.
Assistant Professor

MAUREEN A. CONARD, PH.D.
Associate Professor

SUSAN GANNON, M.A.
Instructor

RUTH M. GRANT, PH.D.
Visiting Assistant Professor

RONALD HAMEL, M.A.
Instructor

MARY IGNAGNI, M.A., M.S.
Instructor

WILLIAM MAYER, PSY.D.
Lecturer

DAWN MELZER, PH.D.,
Assistant Professor

MINDY MISERENDINO, PH.D.
Associate Professor

ANNEMARIE MURPHY, PH.D.
Lecturer

SHIRLEY PAVONE, PH.D.
Visiting Assistant Professor

JESSICA SAMUOLIS, PH.D.
Assistant Professor

DAVID SHAENFIELD, PH.D.
Lecturer

LISA SMITH, PSY.D.
Lecturer

CHRISTINA J. TAYLOR, PH.D.
Associate Professor

ALBERT WAKIN, M.S., CAGS
Instructor

DEIRDRE YEATER, PH.D.
Associate Professor

Major In Psychology

The major in Psychology requires the completion of 38 credits.

REQUIRED COURSES

PS 110	Introduction to Psychology
PS 201	Research Design & Analysis I
PS 302	Research Design & Analysis II (4 credits)
Four Psychology electives, at least one at the 300 level	
PS 335	Human and Animal Learning
PS 351	Brain and Behavior
PS 380	Advanced Psychological Research (4 credits)
PS 382	Systems and Theories of Psychology

PS 397 or 398 Capstone Experience in Psychology (one course)

Minor In Psychology

The minor in Psychology requires the completion of the following 18 credits.

REQUIRED COURSES FOR MINOR

PS 110	Introduction to Psychology
PS 201	Research Design & Analysis I
PS 382	Systems and Theories of Psychology

Three Psychology electives

Associate in Arts General Studies

EMPHASIS REQUIREMENTS - PSYCHOLOGY (18 CREDITS)

PS 110	Introduction to Psychology
PS 382	Systems and Theories of Psychology

Four Psychology electives

Course Descriptions

† Elective Core Course

PSCC 103 The Human Community: The Individual and Society

3 CR

This course is the third of four courses in Sacred Heart University's Common Core Curriculum, The Human Journey. This course will address the four fundamental questions of human meaning and value that serve as the unifying frame for all the courses in The Human Journey. This particular course engages students in a study of the relationship between psychology – the science of human behavior and mental processes and the Catholic intellectual tradition – which is characterized by rigorous intellectual inquiry and an openness to

scientific ideas. This course aims to help us understand ourselves as human persons, as well as to understand the social and physical environments in which we live.

†PS 110 Introduction to Psychology

3 CR

Introduction to psychology as the science of behavior, focusing on the physiological, cognitive, learning, sociocultural and psychodynamic bases of behavior. Note: Students must achieve a C+ or better in this course in order to take any 200 or 300 level psychology courses.

PS 201 Research Design & Analysis I

3 CR

Students learn how to do primary quantitative research in psychology and to apply basic statistical principles to data collected using the scientific method. Emphasis is on descriptive, correlational and other non-experimental designs.

Prerequisites: MA 131 plus one additional college-level mathematics course with an average of C+ or better across both mathematics courses with neither grade below C

†PS 205 Motivation

3 CR

Motivation concerns the processes that give behavior its energy and direction. This course introduces students to theory, concepts and methods in the field of motivation. A variety of topics will be covered including the biological bases of motivation, behavioral approaches, including drive and learning theories, cognitive approaches with its emphasis on competence and attribution theories, and the influence of emotion on motivation. Students will encounter empirical research in classroom discussions, textbook readings, and primary research reports. Hands-on experience will be gained by designing a motivational intervention.

Prerequisite: PS 110

†PS 211 Human Sexuality

3 CR

An in-depth analysis of issues relating to human sexuality, including historical perspectives and their significance, research evaluation, gender identity, communication, sexual response and sexual dysfunction and its treatment.

Prerequisite: PS 110

†PS 212 Abnormal Psychology

3 CR

Examines various mental disorders, such as schizophrenia, bipolar disorder, brain damage, retardation, sexual deviations.

Prerequisite: PS 110, grade of C+ or better

†PS 215 Social Psychology: Interpersonal Factors

3 CR

Explores how people are affected by the persons around them. Topics include: person perception, first impressions, interpersonal attraction, nonverbal communication, romantic love, prejudice, stereotyping, aggression, conformity, obedience and environmental influences on behavior.

Prerequisite: PS 110, grade of C+ or better

†PS 220 Drugs: Use and Abuse in Contemporary Society

3 CR

Examines the nature of drug use, legal and illegal, in contemporary society. Emphasis is on behavioral and physiological effects of psychoactive substances, addictions, rehabilitation strategies and ethical issues.

Prerequisite: PS 110, grade of C+ or better

†PS 222 Sports Psychology

3 CR

Provides information on and facilitates understanding of individual sport behavior. Emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sports performance.

Prerequisite: PS 110, grade of C+ or better

†PS 224/PO 319 Political Psychology

3 CR

Themes and concepts related to the expanding field of political psychology. Topics include the media, nationalism, extremism and security. Psychology of leadership examined through case studies. This is a Political Science course, but can be used as a Psychology elective.

Prerequisite: PS 110, grade of C+ or better

†PS 233 Introduction to Clinical Psychology

3 CR

Provides an understanding of basic principles and tools used in clinical practice to implement behavioral interventions. Students are expected to master some of the elemental principles of cognitive-behavioral therapy and to demonstrate the applicability of these principles to their own experience.

Prerequisite: PS 110, grade of C+ or better

†PS 241 Psychology of Personality

3 CR

Explores scientific perspectives on personality including trait, biological, Freudian, neo-Freudian, social learning and humanistic.

Prerequisite: PS 110, grade of C+ or better

†PS 252 Child Development Psychology

3 CR

Traces development from conception through childhood, including basic concepts and theories as applied to psychological processes of perception, cognition, social interactions, affective and moral development.

Prerequisite: PS 110, grade of C+ or better

†PS 255 Industrial and Organizational Psychology

3 CR

Explores theories and methods involved in

application of the psychological principles in work settings. Emphasis is on understanding theory, research, learning methods and techniques used in practice.

Prerequisite: PS 110, grade of C+ or better

***PS 256 Consumer Psychology**

3 CR

Examines psychological, social and behavioral processes involved in consumer behavior, with a special emphasis on ethical issues.

Prerequisite: PS 110, grade of C+ or better

***PS 273 Adolescent Development**

3 CR

An in-depth study of developmental and behavioral issues in adolescence. Emphasis is on adjustment to adolescent roles, the search for self-identity and healthy and unhealthy personality development.

Prerequisite: PS 110, grade of C+ or better

***PS 274 Adult Development**

3 CR

Considers various psychological issues and developmental tasks of adulthood and middle age, psychological characteristics of the elderly and the psychology of death and dying.

Prerequisite: PS 110, grade of C+ or better

***PS 275 Psychology of Women**

3 CR

Surveys and examines current research and theories about women and gender. Topics include: gender-role stereotypes, attitudes toward women, gender-role socialization, women and work, sexuality, marriage, love and the biology of women.

Prerequisite: PS 110, grade of C+ or better

***PS 285 Psychological Counseling I**

3 CR

Deals with the fundamental principles of

counseling and involves the study of several different theoretical approaches, including client-centered and rational-emotive.

Prerequisite: PS 110, grade of C+ or better

PS 286 Psychological Counseling II

3 CR

Presents further dimensions of the helping relationship and the approaches of reality, cognitive and Gestalt therapy. Audiotapes of students' counseling efforts are critiqued in class.

Prerequisite: PS 285

***PS 295 Health Psychology**

3 CR

Focuses on the relationship between attitudes and personality factors and health. Emphasis is on stress management and behavioral change methods for health improvement and maintenance.

Prerequisite: PS 110, grade of C+ or better

***PS 299 Special Topics in Psychology**

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc.

Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

PS 201 Research Design & Analysis I

3 CR

Students learn how to do primary quantitative research in psychology and to apply basic statistical principles to data collected using the scientific method. Emphasis is on descriptive, correlational and other non experimental designs.

Prerequisites: PS110, grade of C+ or better,

MA 131 plus one additional college-level mathematics course with an average of C+ or better across both mathematics courses with neither grade below C.

PS 302 Research Design & Analysis II

4 CR

Students continue to learn how to do primary quantitative research in psychology and to apply basic statistical principles to data collected using the scientific method. Emphasis is on hypothesis testing in experimental and quasi-experimental designs, with special consideration given to the control of extraneous variables.

Prerequisite: PS 201, with at least a C+

***PS 305 Cognition in Humans and Animals**

3 CR

This seminar course will explore the differences and similarities in the cognitive development of animals and humans, particularly infants and children. Often in comparative courses the focus is "what makes humans unique?" but this course will also explore the many ways our development and behavior parallel those found in the animals world through discussion of theory and research related to this field. The course will focus on various cognitive abilities including those in perception, language, and theory of mind and play.

Prerequisite: PS 110, grade of C+ or better

***PS 313 Abnormal Psychology in Film**

3 CR

Study of the diagnosis, causes and treatment of the major psychological disorders through examination of their portrayal in popular films.

Prerequisite: PS 110 , grade of C+ or better

***PS 315 Prevention and Health Promotion**

3 CR

Students In this course will increase their awareness of the challenges of, and understand the principles, core elements, and models/theories regarding, prevention

and health promotion. Students will also come to understand the application of research methods utilized in the field of prevention and health promotion.

Prerequisite: PS 110, grade of C+ or better

***PS 331 Psychometrics/School Psychology**

3 CR

Examines principles, theories, applications and ethics of psychological tests used for clinical, educational, industrial or legal purposes. Specific tests and issues unique to their use and abuse are presented.

Prerequisite: PS 110, grade of C+ or better

PS 335 Human and Animal Learning

3 CR

Explores theories of learning from their historical origin to the present and focuses on how these theories can be applied to the "real world." Students will gain insight into the factors that influence their own behavior, as well as the behavior of others.

Prerequisite: PS 110, grade of C+ or better or BI 111/113

PS 350/BI 205 Essentials of Neuroscience

3 CR

Introduces students to the field of neuroscience, which combines biology and psychology into a single area of study. Topics range from the cellular and molecular physiology of neurons to issues of human language, cognition, mental illness and drug use.

Prerequisites: PS 110, grade of C+ or better or BI 111/113

PS 351 Brain and Behavior

3 CR

Examines the molecular and molar views of the nervous and endocrine systems and emphasizes the roles of these systems in behavior.

Prerequisite: PS 110, grade of C+ or better or BI 111/113

PS 352 Hormones and Behavior

3 CR

This course examines the hormonal mediation of various behaviors, including play, aggression, parenting and cognitive functioning.

Prerequisite: PS 110, grade of C+ or better or BI 111/113

PS 353 Psychopharmacology

3 CR

This course presents current data and theories in psychopharmacology and drug abuse research. Basic principles of pharmacology, neurotransmission and drug use are covered.

Prerequisite: PS 110, grade of C+ or better or BI 111/113

PS 380 Advanced Psychological Research

4 CR

Covers research techniques and literature in a particular area of psychology. Laboratory work is included.

Prerequisite: PS 302 with a C+ or better

PS 382 Systems and Theories of Psychology

3 CR

An historical survey of theoretical formulations and systems in psychology. Evaluates structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis and humanistic and cognitive orientation.

Prerequisites: PS 302 with a C+ or better, Junior or Senior psychology minor/major standing

PS 389 Advanced Special Topics

3 CR

Designates new or occasional upper-level courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, reflect a faculty member's particular interest or offer an alternative to existing courses.

Prerequisite: PS 201 with a C+ or better

PS 390–395 Psychological Research

1–6 CR

Research in the basic areas of scientific psychology performed under the supervision of participating faculty. By special arrangement with faculty member.

PS 396 Capstone: Psychology Internship

3 CR

A senior course which integrates theory and practice with supervised placement in agencies, schools and/or institutions. Seminars focus on career assessment, personal growth and work skills.

Prerequisite: Senior Psychology major standing - Permission of department

PS 397 Capstone: Psychological Research

3 CR

A senior course in which students conduct research under the supervision of a faculty member. Course may involve a review and discussion of relevant literature in a seminar format and/or data collection in a laboratory setting. Intended for students who are planning to go to graduate school in Psychology.

Prerequisite: Senior Psychology major standing - Permission of department

PS 398 Capstone: Practicum Project

3 CR

A senior course in which students participate in a community service and/or research project to learn a set of practical skills and apply this knowledge to their other Psychology courses in a career-related setting.

Prerequisite: Senior Psychology major standing

Note: The department may allow other courses to substitute for PS 396, PS 397 or PS 398, provided the course meets certain criteria and is approved by the chair.

SOCIAL WORK

Social work is both a profession and a method of helping. As a profession, social work assists individuals, families, groups organizations and the community to meet their needs, solve problems, obtain resources and achieve goals. As a method of helping, social work involves purposeful use of professional knowledge, skills and values to facilitate development and change in individuals or larger systems.

The Baccalaureate Social Work Program employs a liberal arts perspective that provides students with analytical, conceptual and interactional skills that allow them to identify client strengths and resources, to implement planned change and to intervene in problem situations.

The major in Social Work prepares students for professional generalist social work practice at the beginning level and for graduate study. The baccalaureate degree program is accredited by the Council on Social Work Education.

Faculty

PATRICIA CARL-STANNARD, M.S.W., L.C.S.W.
Clinical Assistant Professor

BRONWYN CROSS-DENNY, PH.D., L.C.S.W.
Assistant Professor, Program Director

JOHN MCTIGHE, PH.D., L.C.S.W., M.DIV.
Assistant Professor

Major in Social Work

The major in Social Work requires the completion of 46 major credits, plus 18 – 19 credits of required supporting courses in Psychology, Biology, Math, Political Science and Sociology.

The student is required to maintain an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in required major courses.

REQUIRED COURSES

SW 101	Introduction to Social Work
SW 224	Human Diversity and Social Justice
SW 265	Social Welfare as a Social Institution
SW 266	Social Welfare Policy and Services
SW 267	Human Behavior and the Social Environment I
SW 268	Human Behavior and the Social Environment II
SW 275	Social Work Practice I
SW 278	Junior Field Practicum
SW 279	Junior Field Practicum Seminar
SW 375	Social Work Practice II
SW 378	Senior Field Practicum I
SW 379	Senior Field Practicum Seminar I
SW 380	Senior Field Practicum II
SW 381	Senior Field Practicum Seminar II
SW 390	Research Methods for Social Work
SW 391	Supervised Research Practicum

REQUIRED SUPPORTING COURSES

PS 110	Introduction to Psychology
BI 101	The Nature of Life
<i>or</i>	
BI 103	The Human Body
MA 131	Statistics for Decision Making
PO 121	Introduction to American Government
SO 110	Sociological Imagination
SO 254	Society and Economic Change

Course Descriptions

SW 101 Introduction to Social Work

3 CR

Explores the profession of social work as a career choice. Focuses on generalist social work practice as a societal response to social problems with an orientation to professional knowledge, skills, values and ethics.

Prerequisite: SO 101 or SO 110

SW 140 Perspectives on Family Violence

3 CR

The effects and characteristics of family violence from the legal, medical and social perspectives. Incidence and preconditions of child abuse, spousal abuse and elder abuse are studied.

SW 224 Human Diversity and Social Justice

3 CR

Provides students with a framework for understanding how diversity characterizes and shapes the human experience and is critical to the formation of identity.

SW 265 Social Welfare as a Social Institution

3 CR

An introduction to the social service delivery system and resources, the values and ethics inherent in policy and the role of the social work profession. Includes a global perspective on comparative social welfare systems.

Prerequisite: SW 101 and PO 121

SW 266 Social Welfare Policy and Services

3 CR

Examines how social policy is formulated and implemented with a focus on the inequalities and inequities in social welfare policy that express institutional discrimination. Emphasizes the development of macropractice skills.

Prerequisites: PO 121, SO 254 and SW 265

SW 267 Human Behavior and the Social Environment I

3 CR

Theories of human development with emphasis on stages of the life cycle; human diversity; and the biological, psychological, socioeconomic, spiritual and cultural influences on development.

Prerequisites: BI 010 or BI 030, PS 101 or PS 110 and SW 101

SW 268 Human Behavior and the Social Environment II

3 CR

A study of diverse family, group, community and organizational systems and their impact on human development and behavior. Theoretical knowledge and assessment skills are emphasized.

Prerequisite: SW 267

SW 275 Social Work Practice I

3 CR

Emphasizes the generalist model of social work practice, the use of systems theory, the strengths perspective and professional values and skills to facilitate the planned change and problem-solving process.

Prerequisites: Junior standing and SW 101

SW 278 Junior Field Practicum

4 CR

Internship for two days each week in a human service agency where students are professionally supervised in social work practice with clients and the community.

Prerequisites: SW 265, SW 267, SW 275 and departmental evaluation for admission to Intermediate Major Status; Corequisite: SW 279

SW 279 Junior Field Practicum Seminar

2 CR

Taken concurrently with SW 278, this course facilitates, reinforces and supports field-based learning. Emphasizes engagement,

assessment, intervention planning, interviewing skills and professional values and ethics.

Corequisite: SW 278

SW 299 Special Topics in Social Work

3 CR

Designates new or occasional courses that may or may not become part of the program's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc.

Prerequisites established by the program as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

SW 375 Social Work Practice II

3 CR

Examines intervention skills with families, groups, communities and organizations using the planned change process. Introduces spirituality in social work practice.

Prerequisite: SW 275

SW 378 and SW 380 Senior Field Practicum I and II

4 CR each

Professionally supervised Senior internship for two days each week. Integration of theory with practice and the development of appropriate skills and knowledge, along with professional identification, values and attitudes.

Prerequisites: SW 278 and SW 279 and evaluation for admission to Degree Candidacy status; Corequisites: SW 379 and SW 381

SW 379 and SW 381 Senior Field Practicum Seminar I and II

2 CR each

Emphasis is on professional development, the use of research methods to evaluate one's own practice and application of theory

from the entire curriculum to professional practice.

Corequisites: SW 378 and SW 380

SW 390 Research Methods for Social Work

4 CR

Development of research skills for evaluation and enhancement of social work practice. Emphasizes research designs, sampling, practice evaluation, program evaluation, measurement instruments and basic statistics.

Prerequisite: Junior standing and MA 131

SW 391 Supervised Research Practicum

2 CR

Conduct supervised undergraduate research with faculty allowing integration and application of research methods content covered in SW 390.

Prerequisite: SW 390 with B or better with departmental approval

SOCIOLOGY

Sociology is the systematic and scientific study of social life, from peer groups to mass media to the global society. The Sociology Program at Sacred Heart University is value driven and the faculty provide a course of study that fosters awareness of social conflict and inequality while highlighting practices and structures that promote healthy self development, cohesive family and community and a fair and just society. The Program provides an excellent foundation for careers in professional sociology and social research, teaching, counseling, community service, human resources, journalism, public relations, government service, law, NGOs and other non-profit organizations.

Faculty

COLLEEN BUTLER-SWEET, PH.D.

Assistant Professor

STEPHEN J. LILLEY, PH.D.

Professor, Chair

AMANDA MORAS, PH.D.

Assistant Professor

GERALD F. REID, PH.D.

Associate Dean, College of Arts & Sciences
Professor

Major in Sociology

The major in Sociology requires the completion of 36 or 39 credits. There are three concentrations that students can choose from: General Sociology Concentration, Concentration for Teaching and the Social Research Concentration.

REQUIRED COURSES

AN 110	Human Cultural Diversity
SO 110	Sociological Imagination
SO 372	Sociological Theory

SO 373	Applications of Sociological Theory
SO 382	Methods of Social Research
SO 383	Applications of Social Research
SO 398	Senior Seminar in Sociology
Electives	Two Sociology electives (other than electives used toward concentration)

Additional Requirements for General Sociology Concentration: 9 credits

SO 392	Sociology Internship
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Two courses from the following:

SO 201	Poverty and Inequality in the United States
SO 239	Diversity and Oppression in Contemporary Society
SO 258	Society and the Environment
Elective	Anthropology elective

Additional Requirements for the Teaching Concentration: 9 credits

Three courses from the following:

SO 216	Changing Families
SO 238	Youth and Contemporary Society
SO 239	Diversity and Oppression in Contemporary Society
Elective	Anthropology elective

Additional Requirements for the Social Research Concentration: 12 credits

SO 242	Statistics for Social Research
SO 392	Sociology Internship

Two courses from the following:

SO 240	Studying Changing Human Populations
SO 254	Society and Economic Change
AN 250	Doing Ethnography: Qualitative Research in the Social Sciences

Minor in Sociology

The minor in Sociology requires the completion of the following 18 credits:

AN 110	Human Cultural Diversity
SO 110	Sociological Imagination
Elective	Anthropology elective
Electives	Three Sociology electives

Associate in Arts General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

Required Courses

AN 110	Human Cultural Diversity
SO 110	Sociological Imagination
Electives	Three Sociology electives

Course Descriptions

† Elective Core Course

SOCC 103 The Human Community: The Individual and Society

3 CR

This is the third of four courses in The Human Journey, Sacred Heart University's Common Core Curriculum. As part of the University's Common Core: The Human Journey, this course takes up the enduring questions of human existence: 1) What does it mean to be human? 2) What does it mean to live a life of meaning and purpose? 3) What does it mean to appreciate and understand the natural world? 4) What does it mean to forge a more just society for the common good? Investigations are primarily guided by insights from sociology about the social nature of human beings and the structure of societies while also including the contributions from the natural sciences and the Catholic intellectual tradition.

†SO 110 Sociological Imagination

3 CR

Students are taught how to investigate social issues as sociologists do—by tracing the troubles of men and women back to broader social forces and problems. The relevance of sociology is demonstrated through examples of applied sociology and through the students' use of social theory and methods to address social problems.

†SO 201 Poverty and Inequality in the United States

3 CR

The aim of this course is for students to develop an understanding of the nature, causes and consequences of poverty and socioeconomic inequality in contemporary United States. These problems are examined from theoretical, descriptive, historical and comparative perspectives. The intersection of the problems of poverty and inequality with gender, race, ethnicity and political power are also examined. Students will have an opportunity to examine critically current public policies designed to deal with the problems of poverty and inequality in American society.

Prerequisite: SO 110

†SO 215 Social Psychology: Macroprocesses

3 CR

Explores social and cultural forces that influence individual social interaction. Covers components of individual social behavior and interpersonal social behavior.

Prerequisite: SO 110

†SO 216 Changing Families

3 CR

Examines family in terms of structure, roles and functions. Emphasis is on understanding: family life cycles; the shift in perspective about the family; the conflict between family values and individual values; the interplay between individual families and the larger society; and the flexibility and diversity of

the family as an institution.

Prerequisite: SO 110

***SO 220 Ethnography of Ireland**

3 CR

This course examines the patterns economic, social, political and cultural change in modern Ireland through the lens of selected ethnographic studies of Irish communities. In addition, this course will examine the changing theoretical interests and research methodologies of anthropologists working in Ireland. This work will be supplemented with a selection of ethnographic films focusing on Irish communities and contemporary patterns socio-cultural change in Ireland.

***SO 224 Social Capital & Civil Society**

3 CR

Centered on Putnam's influential *Bowling Alone* (2001), this course examines the concept of social capital and the role of social capital in the building and maintenance of community life and civil society.

Prerequisite: SO 110

***SO 233 Aging in America**

3 CR

The aging of the American population is the subject of this course. Emphasis is placed on the imminent retirement of the "baby boomers" and its impact on the structures of society and future generations.

Prerequisite: SO 110

***SO 234 Sociology of Health and Health Care**

3 CR

Focuses on the social nature of illness in contemporary society, the changing health care system and the ethical issues raised by advances in medical technology.

Prerequisite: SO 110

***SO 237 Deviance and Social Control**

3 CR

Explores the creation of deviance, the process of becoming deviant and society's reactions to such issues as civil disorder, crime, mental illness, addiction and sexual deviance.

Prerequisite: SO 110

***SO 238 Youth and Contemporary Society**

3 CR

The course analyzes youth as a stage in life made both promising and problematic by contemporary social structure and culture. Attention is given to the origins and forms of youthful conformity and achievement as well as misconduct and crime, with an emphasis on how those issues differ by gender, social class, race/ ethnicity and variations in the organizations and social institutions that constitute the context of daily life for youth.

Prerequisite: SO 110

***SO 239 Diversity and Oppression in Contemporary Society**

3 CR

Emphasis is on human diversity. This course is designed to give students an understanding of the conditions that lead to minority emergence and the consequence of minority status; it fosters acceptance of diversity, cultural pluralism and social change.

Prerequisite: SO 110

***SO 240 Studying Changing Human Populations**

3 CR

This course (1) identifies what kinds of changes have been occurring in the size, composition and geographic distribution of human populations at the local, national and global levels; (2) analyzes the impacts those changes have been exerting on social patterns; and (3) develops basic skills for studying those changes and impacts. Focuses on birth and fertility rates, death

rates, migration rates and changes in specific aspects of populations: size, age, sex ratio, socioeconomic status and cultural heritage/identity.

Prerequisite: SO 110

***SO 242 Statistics for Social Research**

3 CR

This course shows how to use statistics for specific purposes in social research and how to interpret the results of statistical analysis.

Prerequisites: SO 110 and C or better in MA 101 or higher level Mathematics course

***SO244 Racial and Ethnic Relations**

3 CR

In this course students will be introduced to the various sociological perspectives and theoretical frameworks used to understand racial and ethnic relations in the United States. Racial and ethnic identities remain an important aspect of how people view themselves and others. In this course, we will discuss the dynamics of individual racial and ethnic groups including African Americans, Hispanic Americans, Native Americans, Asian Americans and White Americans. We will also examine what the concepts of race and ethnicity mean and how they affect various aspects of American society.

Prerequisite: SO 110

***SO 254 Society and Economic Change**

3 CR

Major socioeconomic developments in 21st-century capitalism (e.g., consumer culture, global labor market, media empires) are studied. The persistence of inequality and poverty, fragmentation of family and community, unhealthy constructions of self-image and other social problems are explained in terms of these developments.

Prerequisite: SO 110

***SO 257 Science, Technology and Society**

3 CR

With the increasing diffusion of biotechnology, cybertechnology, communication/media technology, etc., in the world, it is prudent to study the influence of science and technology on culture and society and to consider the social impact of the next wave. While identifying serious problems and risks, the course also explores how science and technology are positive forces.

Prerequisite: SO 110

***SO 258 Society and the Environment**

3 CR

This course (1) examines how human activities contribute to environmental problems, such as climate change, pollution, disappearance of natural habitat, decreasing biodiversity, diminishing natural resources, deforestation, erosion and desertification, (2) analyzes the impact of environmental degradation on human populations and human societies; and (3) identifies those steps taken and yet to be taken to end degradation and restore environmental health. A project in which students take action in some group organization or community to make its impacts on the environment more positive is required.

Prerequisite: SO 110

***SO 259 Social Movements**

3 CR

Social movements are a powerful form of collective action with the capacity to alter societies for the better (e.g., Civil Rights Movement) or worse (e.g., fascism). Utilizing a rich vein of social theory and social scientific studies, this course offers an in-depth analysis of these fascinating social phenomena.

Prerequisite: SO 110

***SO 263 Sociology of Gender**

3 CR

This course provides an introduction to the sociological study of gender by exploring gender as something that is individual, interactional and institutional. This course elaborates specifically on how gender is a central component of inequality and oppression and the intersections of gender, race, class and sexuality.

Prerequisite: SO 110

***SO 296 Sociology of Education**

3 CR

This course focuses on education as a social institution and an agent of socialization. The formal organization of education, education and the family, education and social stratification and education as a vehicle for examining and solving social problems are explored.

Prerequisite: SO 110

***SO 299 Special Topics in Sociology**

3 CR

Detailed and comprehensive analysis of a sociological issue or problem of current interest. Specific topic is announced in the course schedule of any given semester.

Prerequisite: SO 110

SO 372 Sociological Theory 3 CR

This sociological theory course gives students an understanding of the works of the major classical theorists whose ideas played a central role in the development of sociological theory and introduces students to the dominant contemporary perspectives in social thought. Emphasis is on developing the students' knowledge of the range of thinking that exists concerning social issues, what the strengths and weaknesses of each position are, therefore, enabling them to work within any point of view. A seminar format is used, requiring students to do assigned readings before a topic is discussed in class since it is through class discussions

that ideas are analyzed, dissected and critically assessed.

Prerequisites: AN 110, SO 110 and two Sociology electives

SO 373 Applications of Sociological Theory

3 CR

Emphasis is on sociology as an applied discipline that provides scientific explanations of important social issues. Students review several existing sociological studies framed within the various theoretical approaches studied in the Sociological Theory (SO 372). Students are expected to identify the theoretical framework used by the researcher in each study; to explain the impact of the theoretical framework on the methodology used in the study; and to propose another theoretical framework that could have been used and its impact on the selection of a research method to study the social phenomenon covered in the study. This course helps students understand the relationship between theory and method and provides a critical foundation for the design and development of their Senior thesis.

Prerequisites: SO 372, SO 382; Corequisite: SO 383

SO 382 Methods of Social Research

3 CR

Students learn how to design, conduct and report the results of social research. Attention is given to: experimental and evaluation research, field research, unstructured exploratory interviewing, content analysis, analysis of published statistical data, survey research, conceptualization and operationalization of variables, analysis of data, the writing of research reports and the logic of cause and effect in research. The course also includes learning how to use the Statistical Package for the Social Sciences (SPSS) software to analyze quantitative data.

Prerequisites: AN 110, SO 110 and two Sociology electives

SO 383 Applications of Social Research

3 CR

This course involves additional exercises with the analysis of published statistical data, content analysis, survey research, sampling theory, the use of SPSS for quantitative data analysis, with emphasis on applications of multivariate analysis for the purpose of examining evidence for cause-and-effect relationships. Other topics include the relationship between theory and research; examining studies which researchers have used to test and/or refine sociological theories; learning how to use one's own research to test, refine and develop sociological theories; and developing the ability to relate the findings of existing studies to one's own research questions. This course is a critical part of the foundation for the Senior Seminar in Sociology.

Prerequisites: SO 382, SO 372; Corequisite: SO 373

SO 392 Sociology Internship

3-6 CR

The internship in Sociology offers an opportunity for qualified Sociology majors to gain practical experience in an area to which sociology applies. Internships are arranged in advance of the semester they are to be taken.

Prerequisite: Permission of Sociology faculty

SO 398 Senior Seminar in Sociology

3 CR

The capstone course in the Sociology major. Students write and defend a sociological thesis under the guidance of a faculty mentor.

Prerequisites: SO 373 and SO 383, Senior Sociology major standing

SO 399 Independent Study in Sociology

3 CR

Designed for students interested in advanced study or in pursuing areas within Sociology for which no course is offered. By special arrangement.

Prerequisite: Permission of Sociology faculty

THEOLOGY AND RELIGIOUS STUDIES

Throughout human history, religion has played an enormous role in shaping human actions and perceptions, as well as social institutions and values. The academic study of religion involves a sympathetic yet critical examination of the human attempt to answer the questions, "Who are we and why are we here?" It also allows us to understand better the complex world in which we live. The study of religion uses the methods of several disciplines, including theology, philosophy, history, psychology, sociology, anthropology, and literary criticism. The goals of the program are that students engage in critical dialogue with their own religious traditions and other traditions; understand these traditions in their complexity; and articulate coherent, religiously informed answers to basic questions of human meaning.

The Theology and Religious Studies major allows the student to explore numerous topics within the broad domain of religion, such as theology, Bible, ethics, world religions, myth, ritual, and issues of sexuality and gender in world religions. This major can easily combine with a second major and with any minor or concentration. A version of the major with a concentration in theology is offered. The minor is offered in two versions: one focused on Religious Studies, the other on Theology.

Faculty

ANTHONY CIORRA, PH.D.
Professor

ONORIDE EKEH, PH.D.
Assistant Professor

JUNE-ANN GREELEY, PH.D.
Associate Professor

RICHARD M. GRIGG, PH.D.
Professor

MICHAEL W. HIGGINS, PH.D.
Professor

CHRISTOPHER KELLY, PH.D.
Assistant Professor

CHRISTEL J. MANNING, PH.D.
Professor

BRIAN STILTNER, PH.D.
Associate Professor, Chair

Major in Theology and Religious Studies

The major in Theology and Religious Studies requires the completion of 33 credits, including one each from four major areas, as listed below.

REQUIRED COURSES FOR THE MAJOR IN THEOLOGY AND RELIGIOUS STUDIES

TRS 101 Introduction to the Study of Religion

TRS 201-204, 301-305 - One course in Biblical Studies

TRS 220-223, 230-233, 320-328, 330-336 - One course in Theology and Spirituality

TRS 240-243, 340-345 - One course in Ethics

TRS 260-264, 270-274, 360-364, 371-372 - One course in World Religions and Comparative Studies

Six TRS Electives* (18 credits)

*At least three courses must be taken at the 300 level

REQUIRED COURSES FOR THE MAJOR WITH THEOLOGY CONCENTRATION

Requires the completion of 33 credits. Same as the major above, but at least three of the six TRS electives are taken from among:

TRS 201-204, 301-305 - Biblical Studies courses

TRS 220-223, 230-233, 320-328, 330-336-
Theology and Spirituality courses
TRS 240 Foundations of Catholic Ethics
TRS 241 History of Christian Ethics
TRS 344 Virtue Ethics

Certain TRS 299 and FYS courses designated
by the department

Minor in Religious Studies

The minor in Religious Studies requires the
completion of 18 credits.

REQUIRED COURSES FOR RELIGIOUS STUDIES MINOR

TRS 101 Introduction to the Study of
Religion

Four courses from among:

TRS 260-264, 270-274, 360-372 - World
Religions and Comparative Studies courses

TRS 282-284, 381-383 - Historical & Cultural
courses

TRS 243, 341, 342, 345 - Ethics courses with
comparative focus

Certain TRS 299 and FYS courses
designated by the department

Any TRS Elective

Minor in Theology

The minor in Theology requires the
completion of 18 credits

REQUIRED COURSES FOR THEOLOGY MINOR

TRS 101 Introduction to the Study of
Religion

Four courses from among:

TRS 201-204, 301-305 - Biblical Studies
courses

TRS 220-223, 230-233, 320-328, 330-336 -

Theology and Spirituality courses

TRS 240, 241, 344 - Ethics courses with
Catholic focus

Certain RS 299 and FYS courses designated
by the department

Any TRS Elective

Associate in Arts - General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

TRS 101 Introduction to the Study of
Religion

Four TRS Electives

Course Descriptions

† Elective Core Course

†RSCC 104 The Human Search for Truth, Justice, and the Common Good

3 CR

This course is the capstone course in Sacred Heart University's Common Core sequence of study, The Human Journey. As the capstone, this course addresses the Core's four fundamental questions of human meaning and value. This course will investigate the religious or philosophical understanding of the human condition as a theme running through the four stated questions. Students will study both classic and contemporary texts from a range of religious and some philosophical traditions, particularly the Catholic intellectual tradition. A vital component of the course will be students' own responses to the four questions, especially as those responses evolve through the enrichment of the course material. As a capstone course, RSCC104 enables students to develop a personal, integrated set of answers to the common core questions through a range of modalities and media, including service projects, research papers, artistic productions, student "portfolios"

of completed assignments for all four Core courses, and other similarly integrated and interdisciplinary work.

**All prerequisites listed below as TRS 101 include the previously offered courses RS 101 and TH 101*

***TRS 101 Introduction to the Study of Religion**

3 CR

Introduces approaches to studying religion, which can be descriptive (religious studies) or faith-based (theology). Both Eastern and Western religions, including Catholicism, are explored. Key features of religion examined typically include: myth, ritual, scriptures, the divine, morality, salvation, and religion's social impact.

***TRS 201 Introduction to the Old Testament**

3 CR

Literary and historical study of the Old Testament, also known as the Hebrew Bible in Judaism. Relationship of literary form and interpretation in passages from the Pentateuch, historical and prophetic books, and wisdom literature. Comparison and contrast of theological meanings of these writings for Jews and Christians. Prerequisite: TRS 101

***TRS 202 Introduction to the New Testament**

3 CR

Literary, historical, and theological study of the New Testament. Included topics: the origin, formation and development of the Gospels and letters; various types of interpretation; the distinctive views of the New Testament writers about Jesus' life, teachings, death, and resurrection. Prerequisite: TRS 101

***TRS 203 Introduction to the Gospels**

3 CR

This course is an introduction and examination of the synoptic Gospels and the Gospel of John. The course will explore

contemporary methods used by scholars and the Church to interpret these texts. Prerequisite: TRS 101

***TRS 204 The Letters of Paul**

3 CR

Examines the social and religious world of St. Paul, his biography, his writings in the New Testament, and how these influenced the developing Christian church. Prerequisite: TRS 101

***TRS 220 Introduction to Catholic Theology**

3 CR

Introduces fundamentals of Catholic life and thought. Key doctrines examined are scripture, tradition, God/Trinity, Jesus Christ, sacraments, and the Church in the modern world. Additional topics might include ethics, spirituality, and the saints. Placed in historical context, Catholic theological reasoning about these doctrines is compared to theology in other branches of Christianity.

***TRS 221 Understanding Theology**

3 CR

An introduction to the nature and role of theology. Investigates both academic, or "public," theology and confessional, or "church-centered," theology. Prerequisite: TRS 101

***TRS 222 Faith and Reason in the Catholic Tradition**

3 CR

This course investigates the relationship between faith and reason. In what ways are faith and reason compatible and what is the history of the interaction between theology and academic disciplines such as those in the natural and social sciences? Prerequisite: TRS 101

***TRS 223 Sacraments**

3 CR

Explores the history of the sacraments, the theology behind them and their role in

contemporary Catholic life. Prerequisite: TRS 101

†TRS 230 History of Christianity I

3 CR

Traces the history of the Christian faith from the New Testament period to the Middle Ages. Major issues, controversies, and persons from these centuries are studied. Prerequisite: TRS 101

†TRS 231 History of Christianity II

3 CR

Traces the history of the Christian faith from the Middle Ages to the present time. Major issues, controversies, and persons from these centuries are studied. Prerequisite: TRS 101

†TRS 232 Christian Spirituality

3 CR

Presents spirituality as a topic worthy of study, plumbs its meaning through selections from the writings of great spiritual masters through the centuries—for example, Augustine, John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, and Thomas Merton. Prerequisite: TRS 101

†TRS 233 Women in Christianity

3 CR

A theological, textual and gender-based examination of women in the history of Christianity, incorporating critical analysis of texts written about and by Christian women. Topics include the image of women and woman's spirituality in the Bible, writings of the Church Fathers, mystics, sectarian movements, and the feminist reconstruction of tradition. Prerequisite: TRS 101

†TRS 240 Foundations of Catholic Ethics

3 CR

Explores the historical sources and methods of reasoning in the Roman Catholic moral tradition. Critically examines current moral issues in Catholicism. Prerequisite: TRS 101

†TRS 241 History of Christian Ethics

3 CR

The ethical reflections of some of the most influential Christian thinkers from the Church Fathers to the present (e.g., Augustine, Thomas Aquinas and Martin Luther) applied to various important topics of ethical debate in Christian history (e.g., the notion of just war). Prerequisite: TRS 101

†TRS 242 The Catholic Social Justice Tradition

3 CR

The social-ethical teachings of the Catholic tradition, especially since Pope Leo XIII's letter *On the Condition of Labor* in 1891. Course explores Catholic social teaching that emerges from Church documents, traces its application to many issues of social and political conflict, and considers how this teaching is challenged by the perspectives of women, minorities, and people in developing countries. Prerequisite: TRS 101

†TRS 243 Ethics in World Religions

3 CR

Examination of core ethical teachings and methods in several world religions. These resources guide ethical analysis of conflicted issues in contemporary society, such as economic inequality, racism, violence, sexual ethics, and bioethics. Prerequisite: TRS 101

†TRS 260 Eastern Religions

3 CR

Explores history, beliefs and practices of Hinduism, Buddhism and other religions of India, China and Japan and the emergence of the contemporary New Age movement. Prerequisite: TRS 101

†TRS 261 Islam

3 CR

A theological and phenomenological exploration of beliefs, practices, and symbology of Islam, incorporating extensive readings from the Qur'an, the hadith and

shari'a, and Sufism. This course analyzes contemporary topics such as religion and gender, and religion and politics.

Prerequisite: TRS 101

TRS 262 Judaism

3 CR

Key components of the complex religion of Judaism, including: Biblical foundations, historical development, theological considerations, rituals and symbols, calendar and holidays, Jewish Mysticism, prayer, denominations, and life cycle events.

Explores the role of God in the life of Jews past and present; compares the meaning of Judaism then and now. Prerequisite: TRS 101

†TRS 263 Symbol, Myth and Ritual

3 CR

Notions of symbol, myth and ritual, as well as an introduction to the use of symbols, myths and rituals in a wide variety of religious traditions. Prerequisite: TRS 101

†TRS 264 Ancient Religions and Cults

3 CR

Explores the beliefs, practices, and teachings of ancient world religions including those of ancient Egypt and Mesopotamia; the mystery cults of the ancient Greco-Roman civilizations, and the religious traditions of pre-Christian northern Europe (Scandinavia) and ancient Iran. Studies sacred writings of these religions, with emphasis on topics such as deities and divine powers, rituals of birth and death, gender studies, and the relationships between ancient faith traditions and the emergence of monotheism.

Prerequisite: TRS 101

†TRS 270 Religion in America

3 CR

Examines the historical factors responsible for distinctive trends in American religion and identifies common threads that run through the religious history of America from the Puritans to today. Prerequisite: TRS 101

†TRS 271 Celtic Religious Traditions

3 CR

The mythic history of Ireland and "beginning" of the Irish, and the traditions by which the Irish have come to identify themselves and give meaning to their world. Study of the religious function of social institutions; gods, goddesses and ruling powers; holy places; feasting and sacrifice; spirits and ancestors; and the other world. Also considered is the role of women in these traditions and the continuation of "myth" in modern Ireland.

Prerequisite: TRS 101

†TRS 272 Death and Dying in the World Religions

3 CR

All religious traditions have regarded the process of dying and the result of bodily death as significant events—as natural but also sacred states of being that impart to earthly life its deepest meaning and value. Course explores religious beliefs about, and practices developed around, human dying, death and any subsequent conditions of existence. Prerequisite: TRS 101

†TRS 273 Religion and Sexuality

3 CR

Examines the relationship between religion and sexuality in various world religions. Topics include asceticism vs. eroticism; defining normality and deviance; sex as a means to challenge or maintain the social order; religious responses to the changing sexual morality in contemporary Western society. Prerequisite: TRS 101

†TRS 274 Religion, Health and Healing

3 CR

Explores theories and practices of healing in Eastern, Western and Primal religions. Examines research on connections between religion and health and efficacy of alternative and spiritual therapies. Prerequisite: TRS 101

†TRS 282 Religion in Literature

3 CR

Explores religious dimensions in the fiction of 20th century and contemporary novelists and short story writers, and possibility in other literary formats, such as poetry and memoir. Prerequisite: TRS 101

†TRS 283 Religion in Film

3 CR

Explores the religious dimensions of a wide range of films, many of which are screened in class then discussed. The course considers both subject matter and style/techniques. Prerequisite: TRS 101

†TRS 284 Cults, Sects and New Religious Movements

3 CR

Explores beliefs and practices of new religions in America, including Mormonism, Unification Church, Christian Science, Scientology, Theosophy, New Age, Neopaganism and UFO cults. Presents both sociological and theological approaches to understanding new religions. Prerequisite: TRS 101

†TRS 299 Special Topics in Religion

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

†TRS 301 Death and Resurrection of Jesus

3 CR

Traces the development of the traditions of the passion, death, and resurrection of Jesus as they are found in the gospels of Matthew,

Mark, Luke and John. Prerequisite: TRS 101

†TRS 302 The Historical Jesus

3 CR

Investigates what can be known of the historical Jesus—the form of his teaching, his message, his actions—through a proper methodological examination of the sources. Jesus and his follower are understood in the context of the history, cultural, and religion of his day. Prerequisite: TRS 101

†TRS 303 The Gospel of John

3 CR

A critical interpretation of the Gospel of John. Prerequisite: TRS 101

TRS 304 New Testament Ethics

3 CR

This course is an examination of the ethical teachings found in the New Testament, and their legacy. Prerequisite: TRS 101

†TRS 305 Scripture in the Life of the Church

3 CR

A overview of the entire biblical canon, an introduction to historical-critical study of the Bible, and consideration of the Catholic Church's contemporary methods for study and interpretation of Scripture.

†TRS 320 Christology

3 CR

Examines the theological interpretation of Jesus as the Christ in the history of the Christian tradition. Prerequisite: TRS 101

†TRS 321 The Church: Catholic Perspectives

3 CR

An investigation of Catholic thinking and teaching about the nature of the Church. Prerequisite: TRS 101

†TRS 322 The Christian Trinity

3 CR

Examines the Christian theological conception of God as a trinity of persons. How has this theological understanding of God developed over time? How does theology explain the Christian worship of one God who is also three? Prerequisite: TRS 101

†TRS 323 Theology and the Human Person

3 CR

Investigates theological conception of the human person in light of Christian revelation, and asks: In what way is a person like God? What do we mean by human nature, sin, grace, and free will? Can the traditional Christian and the modern scientific notions of humanity be reconciled? Prerequisite: TRS 101

†TRS 324 Death, the Future and Eternity

3 CR

Investigates the varied aspects of Christian eschatology—that is, the unfolding of the future, in relation to the cosmos and to the individual. When, how, and why does the world end and where does the individual fit into all this? Topics covered include theological discussions of time, the future, the human soul, death, the intermediate stage, and the journey of the Christian community and the human family into the future. Prerequisite: TRS 101

†TRS 325 Faith and Science

3 CR

Explores history and interaction between Catholic theology and science in the medieval, modern, and contemporary era. The interaction is studied in the context of such topics as: cosmology, evolution, ecology, and technology. Prerequisite: TRS 101

†TRS 326 Constructing the Concept of God

3 CR

Imaginative construction of a concept of God

appropriate for modern life. Prerequisite: TRS 101

†TRS 327 Contemporary Roman Catholic Thought

3 CR

Various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including Karl Rahner, the Second Vatican Council and liberation theology. Prerequisite: TRS 101

†TRS 328 Contemporary Protestant Thought

3 CR

Some of the most important Protestant theologians of the 19th and 20th centuries, including Kierkegaard, Schleiermacher, Barth and Tillich. Prerequisite: TRS 101

†TRS 330 Mysticism

3 CR

This course introduces the student to the dimension of spirituality known as mysticism, through readings in and critical analysis of mystical texts of the world's religions, including Tao te Ching, the Hindu Upanishads, Zohar and other Kabbalistic texts, the poets of Sufism, and Christian mystics from the history of Christianity. Prerequisite: TRS 101

†TRS 331 Monks, Hermits, and Warriors

3 CR

Introduces the dimension of Christian faith often termed "the religious life." Studies the historical development of monasticism in the West and its various manifestations, from late antiquity to the modern era.

†TRS 332 Medieval Theology

3 CR

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

visionary writings. Prerequisite: TRS 101

†TRS 333 Women in Celtic Christianity

3 CR

Examines the complex encounter between women and the diverse traditions of Celtic spirituality. Historical scope of the course runs from pre-Christian traditions to contemporary times, with emphasis on primary texts.

†TRS 334 Catherine and Teresa

3 CR

Catherine of Siena (14th cen.) and Teresa of Avila (16th cen.) are esteemed for enriching the life of the Catholic Church with their theological writings and their distinctive spiritual gifts. Explores the significant contributions of both women in the context of their respective historical and religious milieus., as well as their Dominican and Carmelite spiritualities. Prerequisite: TRS 101

†TRS 335 Spiritual Teachers and Thinkers

3 CR

Explores the representative spiritual writings of a specific religious teacher from the history of the world's religions. Examples of such spiritual teachers include Hildegard of Bingen, Meister Eckhart, George Fox, Teresa of Avila, Ibn al'Arabi, and Martin Buber. Consult instructor for relevant topic. Prerequisite: TRS 101

†TRS 336 Theology and Native Irish Spirituality

3 CR

Celtic Christianity is a tradition rich in its own history and particularities within the broader culture of the Western Church, and so it is certainly worthy of a focused exploration. The course will include a study of the general history and theological peculiarities of the Celtic Church within Celtic cultures and geographies, with a particular focus on Irish spirituality and Irish Christianity. Prerequisite: TRS 101

†TRS 340 Bioethics: Religious Approaches

3 CR

Using methods and principles of biomedical ethics, explores several ethical issues in medical practice and health care policy. Frameworks employed include religious-ethical perspectives in Christianity and some other religious traditions, as well as philosophical and social theories. Topics may include: euthanasia, reproductive technologies, confidentiality, human subjects, and allocation of health care resources. Prerequisite: TRS 101

†TRS 341 Religion, War and Peace

3 CR

An examination of ethical attitudes toward war and peace embraced by Christianity, Islam, and other religions. Just war theory and pacifism are applied to contemporary problems of violence. Prerequisite: TRS 101

†TRS 342 Human Rights

3 CR

Investigates philosophical and religious theories of human rights, the modern history of rights, and ways to implement a human rights agenda. Prerequisite: TRS 101

†TRS 343 Philanthropy as Moral Action

3 CR

Presents the ethics, theology, and political philosophy undergirding philanthropy. Provides an opportunity to develop skills of social entrepreneurship by studying or volunteering in local nonprofits. Prerequisite: TRS 101

†TRS 344 Virtue Ethics

3 CR

The study of moral character. Course investigates the philosophy and theology of virtue throughout history; the value of the social and natural sciences for understanding virtue; and the social dimensions of virtue. Prerequisite: TRS 101

†TRS 345 Religion and Environmental Justice

3 CR

Examines how religion has shaped humanity's relationship with nature, and explores various religious and ethical responses to contemporary ecological problems. The course also attends to Christianity, which is criticized by some environmentalists but has also given rise to its own environmentalist movement. Prerequisite: TRS 101

†TRS 360 Women in World Religions

3 CR

An analysis of women's role in Christianity, Judaism, Hinduism, and Islam—both historical and contemporary—using theories and methods of gender study. Prerequisite: TRS 101

†TRS 361 Women in Islam

3 CR

This course examines the theological, anthropological and cultural encounter between women and Islam from an historical as well as contemporary perspective. Dismissing polemics, and grounding study on writings by and about Muslim women across the full scope of the Islamic world, the course will explore particularly how Muslim women have realized and their faith and engaged in patterns of religious practice. Prerequisite: TRS 101

†TRS 362 Women in American Religion

3 CR

A critical analysis of women and religion within the context of American history and culture. This course examines religious writings/narratives by Native American women, and American women in Christianity, Judaism, and Islam. The impact of race, class, history, and/or ethnicity upon religious experience is also explored in the writings of feminist, Womanist (African-American) and Mujerista (Latina) theologians. Prerequisite: TRS 101

†TRS 363 Pilgrimage and Sacred Journeys

3 CR

Introduces the religious ritual activity of pilgrimage, a spiritually inspired journey in time and over space. The concept is studied in several religions and from several methodological angles that occur in many religious traditions. Prerequisite: TRS 101

†TRS 364 Religion in Contemporary Ireland

3 CR

Examines complex factors involved in shaping religion in contemporary Ireland. The changing face of Irish religious sensibility is situated within such factors as: Irish history, the major role of Catholicism in the culture, and the multicultural dimensions of 21st century Ireland.

†TRS 371 Christian-Jewish Relations

3 CR

Examines the historical and theological relationship between Judaism and Christianity over the centuries. Attention is paid to the recent positive strides in interreligious understanding since Second Vatican Council. Prerequisite: TRS 101

†TRS 372 Contemporary Religious Thinkers

3 CR

Representative writings of a specific religious thinker. Focus is on the work of either an important theologian or a contemporary scholar of religion. Consult the course instructor for the topic. Prerequisite: TRS 101

†TRS 381 American Evangelicalism

3 CR

History and character of evangelicalism, a distinctive variety of Protestant Christianity that has had a major influence on the U.S. Topics include fundamentalism, impact on major social movements, and the political influence of evangelicals today.

†TRS 382 North American Christianities

3 CR

Examines several American Protestant Christian movements that proposed new scriptures and new understandings of Christianity, for instance, the Shakers, Mormons, and Spiritualists. Asks how Christianity has adapted to cultural changes in areas such as work, education, family life, and health care. Prerequisite: TRS 101

†TRS 383 Holocaust: Genocide and Religion

3 CR

Analysis of the Holocaust and other 20th century genocides (Rwanda, Bosnia) with a focus on religion as a dimension of the causes of genocide. Assesses degrees of accountability for genocide among religious populations, both lay and clerical. Prerequisite: TRS 101

†TRS 384-385 Elementary Ecclesiastical Latin I and II

3 CR

Provides foundation in the vocabulary, morphology, and grammar of Latin as used in Catholic Church documents and liturgies.

Isabelle Farrington College of Education

JAMES “JIM” C. CARL, PH.D.
Dean

The Isabelle Farrington College of Education 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 Farrington College of Education 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.

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 is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

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 endeavors of the community and instills an ethic of community service among students. A key partner is Horizons at SHU. Horizons is a summer and weekend program that provides academic and cultural support to children in the Bridgeport schools.

Horizons at SHU is located within the Isabelle Farrington College of Education.

Mission

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

Conceptual Framework

According to the Council for the Accreditation of Educator Preparation, “the conceptual framework establishes the shared vision for . . . preparing educators to work in P-12 schools.” The Farrington College of Education actively uses its conceptual framework to develop, implement, monitor and assess its programs and to articulate and evaluate candidates' competencies in content mastery, skill development, the integration of technology and appreciation of diversity; and the development of dispositions in which the intellect and heart are focused on a greater good in teaching, leadership and serving others. The overarching theme of our conceptual framework is “Promoting a Culture of Excellence in a Changing World” and it is based on our belief that a culture of excellence is promoted when four underlying principles are met: the educational practitioner possesses a comprehensive, integrated and context-dependent professional knowledge base; the educational practitioner effectively utilizes natural and acquired personal and professional skills; the educational practitioner cultivates and consistently demonstrates professional dispositions

and commitments; the educational practitioner is responsive to cultural and technological influences that affect change in the educational environment. We further contend that to be an educator committed to promoting a culture of excellence, the candidate must demonstrate proficiency in each of the five domains of professional excellence—context, content, learner, pedagogy and educator—identified by our college. Our system of assessing the learning outcomes of our candidates is based on these five domains.

Teacher Preparation and Initial Certification

The Teacher Education program offers a professional curriculum approved by the state of Connecticut for certification as elementary and secondary school teachers. Prospective teachers must major in an academic discipline in addition to completing the teaching certification sequence. Thus, the teacher-graduate not only enters the job market with more than one skill but also possesses a solid academic background and a high level of professional competence.

Teacher Education programs focus on the personal growth of the teacher, the enhancement of a positive self-image and the social and emotional qualities conducive to teacher effectiveness. The components of the program, such as coursework, fieldwork, candidate teaching and supervision, are designed to assist candidates in broadening their knowledge of theory, pedagogy, various instructional approaches and the ability to engage in active inquiry. Fieldwork and candidate teaching are specially designed to help candidates experience the interrelationship between theory and practice.

There are two routes by which a candidate can achieve recommendation for initial teacher certification through planned programs at Sacred Heart University: the Five-year program and the Post-Baccalaureate program.

Five-Year Program

Sacred Heart undergraduates apply for admission to the education program in spring of freshman year or fall of sophomore year, complete seven education courses prior to satisfying the BA/BS requirements, and complete the initial certification requirements in the fifth year. In addition, candidates may complete the requirements for the Master of Arts in Teaching degree. During the fifth year, candidates also serve as interns in public schools for 180 days. This internship includes a benefit equal to the tuition cost of 33 graduate credits. The clinical requirement of student teaching is accomplished during 50 of those internship days. For students in the five-year program only, the 400-level methods or curriculum courses are also applied to the requirements of the MAT degree. Including the seven undergraduate education courses, candidates in the program complete total of 60 credits of professional education.

Post-Baccalaureate Program

Candidates seeking teacher certification may elect to participate in the planned program leading to recommendation for initial certification after they have completed the bachelor's degree. Sacred Heart undergraduates choosing this route apply for admission to the graduate school during fall of their senior year and can begin education coursework in the late spring semester following undergraduate commencement. Candidates also may elect to work on requirements for the Master of Arts in teaching degree. Internship opportunities are available for the full program. Teacher certification requires 36 credits. The MAT degree requires an additional 12 credits of graduate work that can be typically completed within two years. Specific details of the Post-Baccalaureate program are provided in the Graduate school catalog.

Horizons at SHU

JEFFREY RUMPF, M.S.

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.

Faculty

Department of Teacher Education

ANTOINETTE BRUCIATI PH.D.

Associate Professor, Coordinator of Ed Tech

KAREN CHRISTENSEN, PH.D.

Associate Professor, Director of Griswold Campus

MIKE GIARRATANO, A.B.D

Clinical Assistant Professor

VELMA HELLER, ED.D.

Assistant Professor

JACQUELINE KELLEHER, PH.D.

Assistant Professor

LOIS A. LIBBY, PH.D.

Associate Professor

MARIA LIZANO-DIMARE ED.D.

Associate Professor

KARL M. LORENZ, ED.D.

Associate Professor, Director of Teacher Certification Programs

EDWARD W. MALIN, PH.D.

Associate Dean and Professor, Interim Department Chair

PAUL MASSEY, M.A., C.A.S.

Assistant Professor

SONDRA MELZER, PH.D.

Assistant Professor

EDWARD T. MURRAY, PH.D.

Associate Professor, Director of Masters Programs

GERALD NEIPP, ED.D.

Assistant Professor

TERRY NEU, PH.D.

Assistant Professor

GAIL NORDMOE, ED.D.

Assistant Professor

CIMA SEDIGH, ED.D.

Associate Professor

Department of Leadership and Literacy

MICHAEL BARBOUR, PH.D.

Assistant Professor

ANN CLARK, PH.D.

Clinical Associate Professor and Department Chair

PATRICIA DASILVA, PH.D.

Clinical Assistant Professor

MAUREEN FITZPATRICK PH.D.

Clinical Assistant Professor

THOMAS FORGET, PH.D.

Associate Professor

RANDALL GLADING, PH.D.

Assistant Professor

KAREN WATERS, ED.D.

Clinical Assistant Professor and Director of Literacy Programs

MARY YAKIMOWSKI, PH.D.

Assistant Professor

Application Process

Undergraduate candidates should apply for admission to the five-year program in spring of their freshman year or early in the fall of their sophomore year and anticipate beginning professional education course work in their sophomore or junior years. Applicants who are more advanced in their studies may be recommended to apply directly to the graduate school. All applications are managed through the Graduate Admissions office.

The Education Department offers two teacher certification programs: the Elementary School program prepares teachers of children in first grade to grade six of an elementary school; and the Secondary School (grades 7–12) program prepares teachers of an academic subject in a secondary school setting. The elementary and secondary school certification programs require the completion of 36 credits in the professional education sequence. Additional University-approved credits are also required in each of the programs. Sacred Heart University adheres to all state regulations regarding teacher preparation programs. Therefore, the candidate must meet the following entrance requirements:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to candidates furnishing official proof of achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the School of Education.

- Provide evidence of having submitted a state and national criminal history background check.
- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.
- Present at least two letters of recommendation from people able to testify to the candidate's suitability as a prospective teacher.
- Attend an interview by members of the faculty of the School of Education.
- Maintain a GPA of at least 2.75.

Scholarships

The Farrington College of Education awards three endowed scholarships. For further information contact the Dean's Office at 203-365-4791.

Isabelle T. Farrington Award—Available to a student in the junior or senior class who demonstrates superior academic performance and potential and has a sincere interest in and practice of the principles of citizenship and religion for which Sacred Heart University has been established.

Sandra Lynn Nobili Award—Given to a Catholic student entering senior year and planning a career in elementary education. The recipient must have a cumulative average of 3.0 or better.

Robert M. Paul Award—Available to full-time undergraduate students. Preference given to Bridgeport Catholic high school graduate who has demonstrated financial need.

Certification Requirements

Candidates admitted to the elementary or secondary school certification program must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks. 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 with an average grade of “B” or better.

CERTIFICATION REQUIREMENTS

Five-Year candidates admitted to the elementary or secondary school certification program must complete ten courses plus student teaching. Candidates must complete all 10 prerequisite courses before entering student teaching and maintain a “B” average or better. The course sequence for students accepted to the Five-Year program is listed below.

Spring Sophomore Year

ED 152 Education in the United States
(for freshman admits)

Fall Junior Year

ED 101 Educational Psychology
ED 205 Education of Special Needs
Students

Spring Junior Year

ED 152 Education in the United States
(for sophomore admits)
ED 229 Multicultural Education

Fall Senior Year

ED 387 Children’s Literature
ED 207 Classroom Management

Spring Senior Year

ED 271 Educational Technology

Summer 1 fifth year

ED 413 Elementary Curriculum and
Methods: Reading, Writing
and Language Arts*

Summer 2 Fifth Year

ED 430 Elementary Curriculum and
Methods: Social Studies and
Health*

Fall Fifth Year

ED 459 Elementary Curriculum and
Methods: Mathematics and
Science*

Spring Fifth Year

ED 491 Student Teaching
Seminar: Elementary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree.

*Credits applicable to MAT degree for Five-year program candidates only.

**Credits not applicable to MAT degree.

SECONDARY CERTIFICATION COURSE REQUIREMENTS

Spring Sophomore Year

ED 152 Education in the United States
(for freshman admits)

Fall Junior Year

ED 101 Educational Psychology
ED 205 Education of Special Needs
Students

Spring Junior Year

ED 152 Education in the United States
(for sophomore admits)
ED 229 Multicultural Education

Fall Senior Year

ED 207 Classroom Management

Spring Senior Year

ED 271 Introduction to Computers in Education

ED 272 Societal Issues in Adolescence

Summer 1 Fifth Year

ED 428 Secondary Curriculum *

Summer 2 Fifth Year

ED 429 Secondary Methods *

Fall Fifth Year

EDR 510 Content Area Reading Instruction

Spring Fifth Year

ED 495 Student Teaching Seminar: Secondary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree

*Credits applicable to MAT degree for Five-year program candidates only.

**Credits not applicable to MAT degree.

For further specifics about the Teacher Education program or about advanced teaching degrees and certification programs for those who have already earned a bachelor's degree, contact the faculty of the School of Education at 203-371-7800.

Undergraduate Course Descriptions**ED 101 Educational Psychology**

3 CR

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 identified.

ED 152 Education in the United States

3 CR

Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

ED 205 Education of Special-Needs Students

3 CR

Focuses on identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studied include all areas identified by national and state mandates.

ED 207 Classroom Management

3 CR

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

ED 229 Multicultural Education

3 CR

This course is designed to foster understanding of ethnicities through literature and storytelling. Candidates attain problem-solving and listening skills

necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help candidates understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement.

ED 271 Educational Technology

3 CR

This undergraduate course familiarizes participants with methods of integrating technology for teaching and learning in the classroom. Participants use a variety of technology tools to create instructional materials and enhance professional productivity. A 3 hour field experience in a diverse P-12 educational setting is required. (Blended Learning)

ED 272 Societal Issues in Adolescence

3 CR

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

ED 343 “Introduction to Language and Literacy”

3 CR

This course focuses on the role of oral language acquisition and language development in children from pre-kindergarten to grade 3 as necessary for building foundational skills in literacy. Participants examine early reading and writing instruction from historical, theoretical, critical, and pedagogical perspectives that consider the research that has shaped literacy instruction during the past century. The effects of environmental and home influences on children's cognitive development, and its impact on phonological awareness, the alphabetic principle, concepts

of print, and phonics as predictors of general reading ability are explored.

ED 387 Children's Literature

3 CR

Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

College of Health Professions

PATRICIA W. WALKER, ED.D.
Dean

JODY BORTONE, ED.D.,
Associate Dean and Clinical Associate
Professor of Occupational Therapy

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.

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 health care endeavors of the community and instills 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.

DISCIPLINE	CONCENTRATIONS	BACHELOR'S DEGREE	
		MAJOR	MINOR
Athletic Training		Yes	
Exercise Science		Yes	
Health Science		Yes	Yes
Nursing			
First Professional Degree			
BSN Completion		Yes	
RN to BSN		Yes	
RN to MSN		Yes	
Pre Occupational Therapy	Yes		
Pre Physical Therapy	Yes		
Speech Language Pathology	Yes		Yes

ATHLETIC TRAINING

The Athletic Training major is designed for those students interested in pursuing a career in athletic training. Students who complete the Athletic Training major will be eligible to sit for the Board of Certification (BOC) examination. Furthermore, students are prepared to pursue post-professional education in athletic training or other areas of allied health (additional coursework may be necessary). Students interested in pursuing an undergraduate degree in Athletic Training and a professional graduate degree in Physical Therapy should contact the Department of Physical Therapy and Human Movement Science for additional information.

The Athletic Training education program has a competitive admissions process. The Athletic Training major enrollment is limited to 30 students per class. Students interested in pursuing Athletic Training at Sacred Heart University should consult with the Office of Admissions and the Athletic Training Education program for current admission criteria. Two routes of Athletic Training Education program admission are available, direct acceptance upon admission as a high school senior to Sacred Heart University or as a first-year Sacred Heart University student.

Admission into the athletic training program is based on several factors including: high school academic performance (3.0 cumulative GPA), completion of three to four years of science during high school, SAT (1050) or equivalent ACT scores, and an expressed interest in the Athletic Training Education program. For students who qualify, a seat will be reserved in the program and they will be designated as an Athletic Training major upon entry to the University. Additionally, to retain acceptance status in the program, students must meet and maintain the following criteria as they move through their first year of study at Sacred Heart University:

- Complete the required First year prerequisites and meet or exceed a minimum GPA of 2.5, with no grade lower than a C in the two science courses with labs (minimum) and AT 100.
- Attend athletic training orientation and training events.
- Attend one information/advising session held once each semester.
- Complete health verification, immunizations and personal information (available via the program's website)
- Complete the Athletic Training Program Application Packet (available via the program's website)

Students who do not meet the admission criteria, or who decide to apply during their first year or who are transfer students should apply for available seats by completing the formal application for admission to the Athletic Training education program, available on the programs website. The application packet can be found on the program's website. Transfer students should inquire with the Athletic Training Education Program Director regarding their potential admission status before applying.

Acceptance into the Athletic Training education program for students who have not been granted acceptance is based on university or college scholarly achievement, overall GPA, science GPA, letters of recommendation, and a personal statement. Athletic Training education program acceptance is also conditional upon meeting the program's technical and medical standards, which are located on the programs website. The program requires the completion of a certificate of health following a physical examination by a physician. All students must show proof of vaccination, immunization and hepatitis B vaccine series or signed waiver, prior to beginning the program. In addition, athletic training students are required to complete a criminal background check and meet physical and behavioral technical standards

to successfully complete all program requirements. Complete written information on required technical standards can be obtained from the Athletic Training Program Director, the Athletic Training Policy and Procedure Manual, and the program website.

To receive a B.S. degree in Athletic Training, students must complete 130 credit hours of study.

The opportunity to participate in intercollegiate athletics while pursuing a career of study in athletic training is available. However, it is the responsibility of the student to manage the time commitment of both endeavors. Students should discuss the time commitments for participation in this major and their specific sport with their major advisor and coach.

Program Accreditation

Sacred Heart University's Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Accreditation status was granted in October 2001. The SHU Athletic Training program's Board of Certification Examination Pass Rate is available on the program's website.

Clinical Education

Clinical education provides students the opportunity to apply classroom knowledge with clinical experience. All clinical experiences, traditional and non-traditional, are under the direct supervision of certified athletic trainers. Students are exposed to a variety of settings including public, private and preparatory high schools, a variety of colleges and clinical rotations including physicians' offices and rehabilitation facilities. In addition, the clinical education program requires students to amass a minimum number of clinical hours per semester, as outlined in the syllabi of each practicum course. All students are

required to maintain current CPR for the Professional Rescuer certification, annual PPD verification and blood-borne pathogen training (or its equivalent) throughout the clinical experience. Students will not be able to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

Beginning first semester of the Sophomore year, students enroll in six sequential graded practicums for which they receive credit. These six practicum courses are didactic and clinical in nature and utilize an informal problem-based approach. Each practicum is designed to foster critical thinking and allows an opportunity for students to practice clinical skills they have been taught previously in the classroom. Small self-directed student groups are posed problem-based situations or cases requiring identification of pertinent strategies and clinical decisions to address the problem or case. The learning goals and new information discovered by the group during directed investigation of the problem, is researched by individuals of the group and then examined and processed by the entire group before presentation, discussion and evaluation. Facilitators (tutors) provide feedback to students regarding their decisions and guide students toward understanding the interconnections between their actions and the implications of their actions in the clinical environment.

Differential Tuition

Sacred Heart University has implemented a differential tuition for the Athletic Training program. The cost of athletic training education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of athletic training education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate

tuition and fees. The fee will be initiated for Athletic Training students starting their Sophomore year.

All Athletic Training students must maintain a minimum grade point average (GPA) of 2.5 and receive a C or better in all prerequisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in Athletic Training.

Additional Requirements

All students are required to maintain current CPR for the Professional rescuer certification, with AED (or its equivalent), Supplemental Oxygen certification, annual PPD verification, Criminal Background Check, sexual harassment training, and Protecting God's Children training. The AT program offers both CPR/AED certification and sexual harassment training annually and PPD testing can be obtained from University Health services. Students will not be permitted to participate in the clinical experience (beginning with AT 129) without completing the above criteria. Students are responsible for providing transportation to off-campus sites.

Faculty

THERESA MIYASHITA, PH.D., ATC, PES, CES
Director
Assistant Professor

GAIL SAMDPERIL, ED.D., ATC
Clinical Associate Professor

ELENI DIAKOGEOGIU, MBA, ATC
Clinical Coordinator
Clinical Assistant Professor

Athletic Training Professional Courses

AT 100	Principles of Athletic Training
AT 125	Athletic Training Basic Skills
AT 129	Athletic Training Clinical Practicum I
AT 130	Athletic Training Clinical Practicum II
AT 221	Athletic Training Clinical Practicum III
AT 222	Athletic Training Clinical Practicum IV
AT 239	Orthopedic Evaluation I, with lab
AT 240	Orthopedic Evaluation II, with lab
AT 241	Therapeutic Modalities, with lab
AT 242	Therapeutic Rehabilitation, with lab
AT 275	Organization and Administration in Athletic Training
AT 310	Aspects of Clinical Medicine, with discussion
AT 322	Athletic Training Clinical Practicum V
AT 323	Athletic Training Clinical Practicum VI
AT 324	Strength and Conditioning for Rehabilitation Professionals

Athletic Training Required Supporting Courses

EX 250	Exercise Physiology
EX 253	Pathophysiology & Pharmacology
EX 255	Nutritional Aspects of Health & Performance
EX 260	Kinesiology
CH 117	Organic Chemistry & Biochemistry

CH 119	Organic Chemistry & Biochemistry Lab
BI 111	Concepts of Biology I
BI 113	Concepts of Biology I Lab
BI 112	Concepts of Biology II
BI 114	Concepts of Biology II Lab
BI 206/208	Anatomy & Physiology I with Lab
BI 207/209	Anatomy & Physiology II with Lab
PS 110	General Psychology
PS 295	Health Psychology
MA 131	Statistics for Decision Making
or	
EX	230 Research and Evaluation for Health Professionals
MA 140	Precalculus
PY 100	Physics

Athletic Training Course Descriptions

AT 100 Principles of Athletic Training

3 CR

This course is an introduction to basic principles of the athletic training profession. Content includes history of the athletic training profession, sports medicine team concepts and applications, environmental influences, health assessment screenings, basic injury and illness assessment, management and treatment, protective equipment, strength and conditioning concepts, and health risks related to the physically active. An overview of athletic training professional organizations and the role the athletic trainer plays in the health care system is introduced. Risk factors associated with blood-borne pathogens (BBP) and common diseases that affect the active population. Concepts of universal precautions and BBP training will also be provided.

AT 125 Athletic Training Basic Skills

1 CR

Course content includes skill development in taping, wrapping and splinting techniques, ambulatory aides, cryo- and thermal modalities, basic evaluation techniques, and topical anatomy. In addition, students gain a basic understanding of the healing process and the influence of supportive devices on injuries.

Prerequisite: AT 100, Co-requisite: BI 206/208, AT majors only

AT 129 Athletic Training Clinical Practicum I

1 CR

Specific content includes emergency procedures, heat and cold illnesses, environmental issues, and basic assessment and evaluation. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 98 clinical hours. Only those clinical hours performed under a certified athletic trainer will be used toward meeting the course requirement. The nature of the didactic portion of this course is problem based.

Prerequisites: AT 100, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 239, AT 239L

AT 130 Athletic Training Clinical Practicum II

1 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on lower extremity orthopedic assessment and treatment, taping and bracing, biomechanical assessment and orthopedic fabrication, assessment of pre- participation examinations. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Students will gain a minimum of 98 clinical hours.

Prerequisites: AT 125, AT 129, AT 239, AT 239L, BI 206/208, and CPR/AED for the

Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 240, AT 240L

AT 221 Athletic Training Clinical Practicum III

2 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on upper extremity orthopedic assessment and treatment, taping and bracing, and biomechanical assessment. Students also obtain clinical athletic training experience under the supervision and guidance of an approved preceptor. Students will gain a minimum of 168 clinical hours.

Prerequisites: AT 130, AT 240, AT 240L and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 241, AT 241L

AT 222 Athletic Training Clinical Practicum IV

2 CR

This class provides classroom and clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Specific content includes case-based scenarios focusing on spine and head evaluation, assessment and treatment. In addition, neurological assessment, postural assessment and advanced emergency procedures for the spine are examined. Students will explore outcome measures to guide clinical decision making based on principles of evidence based practice, research skills and scientific writing. Students will begin a two semester capstone research project focused on the development of a case study. Students will gain a minimum of 168 hours of clinical experience.

Prerequisites: AT 221, AT 241, AT 241L, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 242, AT 242L

AT 239 Orthopedic Evaluation I, with Lab

4 CR

Focuses on the evaluation process, management, and treatment of orthopedic and neuromuscular injuries of the lower extremity. Course content includes the evaluation process of injuries across the lifespan, medical terminology and nomenclature, basic principles of goniometry and manual muscle testing. Lab portion of the class focuses on the skills needed to perform a comprehensive orthopedic evaluation.

Prerequisites: BI 111/113, BI 112/114, AT 100; Co-Requisites: AT 129, BI 206/208

AT 240 Orthopedic Evaluation II (3 credits), with Lab (1 credit)*

4 CR

Focuses on the continued development of skills and knowledge needed for conducting comprehensive orthopedic evaluations. Course content includes the evaluation, management, and treatment of orthopedic and neuromuscular injuries to the upper extremity, head, and spine. Lab portion of the class focuses on the clinical skills needed to perform a comprehensive orthopedic evaluation of the upper extremity, head, and spine.

Prerequisites: AT 129, AT 239, AT 239L, BI 206/208; Co-Requisites: AT 130, BI 207/208

AT 241 Therapeutic Modalities (3 credits), with Lab (1 credit)*

4 CR

Utilizing the injury-response cycle as a foundation for clinical decision making and a problem-solving approach to treatment planning, this course prepares students to investigate and analyze indications, contraindications, and set-up procedures for therapeutic agents, including pharmacological influences that aid the healing of injury, reduction of pain, and assistance in the rehabilitation process among the active population.

Prerequisites: AT 130, AT 240, AT 240L, and PY 100; Co-Requisite: AT 221

AT 242 Therapeutic Rehabilitation (3 credits), with Lab (1 credit)*

4 CR

Explores foundational theories and techniques of various therapeutic approaches to rehabilitation through discussion, laboratory and lecture. Common surgical techniques and their implications on the rehabilitation process are examined.

Prerequisites: AT 221, AT 241, AT 241L, EX 260; Co-Requisites: AT 222

AT 275 Organization and Administration in Athletic Training

3 CR

This course presents an overview of administrative concepts and organization of an athletic training education program and facility in a variety of settings, including university, secondary school, and private clinic.

Prerequisites: AT 241, AT 241L and AT 221

AT 310 Aspects of Clinical Medicine (3 credits), with Lab (1 credit)*

4 CR

This course introduces athletic training students to the etiology of normal and abnormal responses to injuries/illnesses and diseases and presents an opportunity for students to acquire the necessary evaluation skills needed to provide immediate treatment or referral. Discussions center on general medicine topics: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of musculoskeletal, reproductive, cardiovascular, visceral and neurological injury and disease. Students will also participate in a general medicine clinical rotation. This course also utilizes allied health practitioners to deliver specific course content pertinent to their professional field.

Prerequisites: AT 222, AT 242, AT 242L, EX 253, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 322, EX 253

AT 322 Athletic Training Clinical Practicum V

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on advanced orthopedic assessment & treatment, nutrition, organization and administration and professional development. The capstone project will continue culminating in presentation. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Students will gain a minimum of 238 clinical hours for the semester.

Prerequisites: AT 222, AT 242, AT 242L, CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification; Co-Requisites: AT 310, AT 310L, EX 255

AT 323 Athletic Training Clinical Practicum VI

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on general medicine, psychosocial issues, professional development, nutrition and strength and conditioning. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly maximum of 18 hours of practical experience required.

Prerequisites: AT 310, AT 310L, AT 322, AT 324, AT 324L, and CPR/AED for the Healthcare Provider or its equivalent, and Supplemental Oxygen Certification

AT 324 Strength and Conditioning for Rehabilitation Professionals (3 credits) with lab (1 credit)*

4 CR

This course prepares the athletic training student to apply a scientific basis and functional approach to the development

of strength and conditioning programs for patients and clients. Students have opportunity to enhance their research and writing skills through a research assignment.

Prerequisite: AT 242, AT 242L and EX 250

All required Athletic Training Education courses must be passed with a “C” or higher in order to matriculate in the Athletic Training Education Program.

Students are allowed only 1 attempt to re-take an Athletic Training course to earn the “C” minimum grade and matriculate.

*Both the lecture (3 credits) and lab (1 credit) must be passed with a “C” or higher in order to matriculate in the Athletic Training Education Program.

EXERCISE SCIENCE

The exercise science (EX) major is designed for those students who are seeking a broad background in exercise and fitness. It can also serve as a foundation for graduate study in athletic training, physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, wellness, strength & conditioning and nutrition. The didactic and clinical components allow students the opportunity to explore related areas of study, including exercise physiology, strength & conditioning, exercise prescription and fitness assessment. Graduates from the EX major are prepared to pursue either employment opportunities in health and fitness settings, or graduate school in those health professions noted above. Two accelerated pathways culminating in either a graduate professional degree in Physical Therapy or in Exercise Science and Nutrition are available as an EX major. Students interested in pursuing either accelerated program should contact the EX program for additional information.

The EX program has a competitive admissions process. Interested students should complete a Declaration of Major form and submit to the EX program. Students will be admitted to the EX program following completion of their second semester if they meet the following requirements:

- Complete the required first year prerequisites and meet or exceed a minimum GPA of 2.5, with no grade lower than a C in all science course prerequisites and EX 100 (Introduction to Exercise Science).

Transfer students should inquire with the EX Program Director regarding their potential admission status before applying.

Majors are required to take all EX required courses as well as five EX elective courses.

Differential Tuition

Sacred Heart University has implemented a differential tuition for the EX program. The cost of EX education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of exercise science education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for EX upon admission to the major.

All EX students must maintain a minimum grade point average (GPA) of 2.5 and receive a C or better in all prerequisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in EX.

Additional Requirements

All students are required to maintain current CPR for the Professional rescuer certification (or its equivalent), annual PPD verification, Criminal Background Check, sexual harassment training. The EX program offers both CPR certification and sexual harassment training annually and PPD testing can be obtained from University Health services. Students will not be permitted to participate in any clinical experience (EX 366, EX 367) without completing the above criteria. Students are responsible for providing transportation to off-campus sites.

Faculty

WENDY BJERKE, PH.D.
Clinical Associate Professor

BEAU GREER, PH.D., C.S.C.S.
Graduate Program Director
Associate Professor

MATTHEW MORAN, PH.D.

Undergraduate Program Director
Assistant Professor

ANNA PRICE, PH.D., C.H.E.S., H.F.S.

Assistant Professor

**PETER RONAI, M.S., R.C.E.P., C.S.C.S.-D,
F.A.C.S.M.**

Clinical Associate Professor

ERIC SCIBEK, M.S., A.T.C., C.S.C.S.

Clinical Assistant Professor

VALERIE WHERLEY, PH.D.

Clinical Assistant Professor

Exercise Science Required Courses

EX 100	Introduction to Exercise Science
EX 230	Research and Evaluation for Health Professionals
EX 250	Exercise Physiology, with Lab
EX 260	Kinesiology, with Lab
EX 362	Exercise Testing and Prescription, with Lab
EX 363	Developing Strength and Conditioning Programs, with Lab
EX 366	Clinical Rotation
EX 399	Seminars in Exercise Science

Exercise Science Electives

EX 253	Pathophysiology and Pharmacology
EX 255	Nutritional Aspects of Human Health and Performance
EX 270	Neural Control of Human Movement
EX 290	Behavioral Aspects of Exercise Science
EX 299	Special Topics in Exercise Science

EX 320	Pediatric Exercise Science
EX 358	Exercise and Aging
EX 361	Functional Gait Analysis
EX 365	Clinical Exercise Science
EX 367	Internships in Exercise Science
EX 390	Planning & Evaluation for Physical Activity and Nutrition Programs
EX 398	Independent Research in Exercise Science

Required supporting courses

BI 111/113	Concepts of Biology I, with Lab
BI 112/114	Concepts of Biology II, with Lab
BI 206/208	Human Anatomy and Physiology I, with Lab
BI 207/209	Human Anatomy and Physiology II, with Lab
CH 117/119	General Organic Biochemistry, an Overview, with Lab
<i>or</i>	
CH 151/153	General Chemistry I, with Lab
MA 140	Precalculus
PS 110	Introduction to Psychology
PS 295	Health Psychology
PY 100	Elements of Physics
<i>or</i>	
PY 111/113	General Physics I, with Lab

Exercise Science Course Descriptions**EX 100 Introduction to Exercise Science**
3 CR

Aspects of a healthy lifestyle including epidemiology, basic cardiovascular and musculoskeletal fitness principles, energy systems, and an introduction to exercise prescription are presented in addition to strategies to promote wellness. This course

is intended for students pursuing a degree in exercise science.

EX 101 Health, Fitness and Recreation

1 CR

This course includes baseline and subsequent individualized physical fitness assessments, exercise programming, and recreational activities at the William H. Pitt Center, Human Performance laboratory, and within Fairfield County. Be prepared to exercise on campus and participate in optional hiking, cycling, and other recreational sports and activities in the area. All fitness levels welcome to enroll.

EX 230 Research and Evaluation for Health Professional

3 CR

An introduction to quantitative and qualitative research methods relevant to exercise science. Topics will include: conducting literature searches, scientific writing style, proper citation, study design, levels of measurement, parametric and non-parametric biostatistics, qualitative data analysis, and ethical considerations in exercise science research.

Prerequisites: EX 100

EX 250 Exercise Physiology with Lab

4 CR

Presents a workable knowledge of the body's response to physical activity. exercise metabolism, cardiopulmonary function, adaptations to training and environmental factors are addressed as well as exercise training guidelines. assessment, clinical skills, aerobic testing, strength and power testing, and flexibility testing are among lab activities.

Prerequisites: BI 207/209, EX 230 (Pre- or Corequisite)

EX 253 Pathophysiology and Pharmacology 3 CR

A systematic study of the disease process and disorders commonly seen in an exercise setting. emphasis is on the effect

of disease symptoms, management, and pharmacological agents on physical activity.

Prerequisites: BI 207/209 and EX 230 (Pre- or Corequisite)

EX 255 Nutritional Aspects of Human Health and Performance

3 CR

Provides an examination of the six classes of nutrients with strong emphasis on chronic disease prevention and improving athletic performance. issues concerning dietary supplements, functional foods, and the ethics of food choices are also explored.

Prerequisites: BI 207/209 and EX 230

EX 260 Kinesiology with Lab

4 CR

Investigates basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion.

Prerequisites: EX 230 (Pre- or Corequisite); PY 100, BI 206/208

EX 270 Neural Control of Human Movement

3 CR

This course reviews the neural structure and function of human movement. Anatomical, developmental, and physiological foundations are covered during the first part of the course. Progressive concepts and theories of neuroplasticity, motor control, motor learning, and motor skills are presented as they relate to daily activities and sport. The course completes with an introduction to pathological movement conditions and therapeutic strategy.

Prerequisites: EX 230, BI 206/208

EX 290 Behavioral Aspects of Exercise

3 CR

This course will examine psychosocial and behavioral factors that influence physical activity, exercise, and rehabilitation, as well as individual, interpersonal, community,

environmental, and policy approaches to promoting physical activity. additional topics include mental health effects of exercise and sport psychology.

Prerequisites: EX 230 (Pre- or Corequisite)

EX 299 Special Topics in Exercise Science

1-3 CR

In-depth exploration of a specific, applied exercise science topic. Course can be repeated if topic varies.

Prerequisites: Consent of instructor.

EX 320 Pediatric Exercise Science

3 CR

This course will provide an introduction to the field of pediatric exercise science. topic areas will include: growth and development in children and adolescents, puberty and endocrine influences on pediatric exercise responses, physical activity on the growing child, resistance training and muscular strength in youth, exercise training for aerobic endurance in children, and patterns of motor development. This course includes a service learning component in addition to a weekly seminar.

Prerequisite: EX 250

EX 358 Exercise and Aging

3 CR

Examines changes occurring in anatomical and physiological systems as adults mature, their effects on performance, and explores the theory and practice of selecting age-appropriate fitness-promoting activities and function enhancing activities. This course includes a service learning component including two weekly lecture sessions.

Prerequisites: EX 250, EX 260

EX 361 Functional Gait analysis

3 CR

This course is designed to provide a comprehensive investigation of normal and pathological human locomotion patterns

from a biomechanical perspective. Upon completion of this course the student will be proficient in (1) practical gait analysis techniques, (2) analysis of gait patterns, (3) etiology of pathological gait, and (4) the efficacy of certain surgical, orthopedic or foot wear treatments.

Prerequisites: EX 260

EX 362 Exercise Testing and Prescription with Lab

4 CR

Reviews the scientific basis and practical concerns related to the assessment of health related physical fitness and the development of safe, effective and comprehensive physical fitness programs. emphasis is on both proper exercise technique/instruction and the creation of programs utilizing physiological and biomechanical principles and numerous modalities. This course addresses content within the American College of Sports medicine (ACSM) Health Fitness Specialist (HFS) certification examination.

Prerequisites: EX 250

EX 363 Developing Strength and Conditioning Programs with Lab

4 CR

Reviews the scientific basis and practical concerns related to the development of safe, effective strength, and conditioning programs. emphasis is on both proper exercise technique/instruction and the creation of programs utilizing numerous systems and modalities. This course also addresses content within the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification examination.

Prerequisites: EX 250, EX 260

EX 365 Clinical Exercise Science

3 CR

Explores diagnostic testing, exercise prescription, and lifestyle modification in health and chronic disease rehabilitation. Primary and secondary prevention and

treatment of heart, lung, immune, and metabolic diseases are also addressed.

Prerequisites: EX 250, EX 260

EX 366 Clinical Rotation

2 CR

Off-campus clinical rotation surveys the scope of practice that characterizes exercise science. Specifically students visit cardiopulmonary rehabilitation centers, corporate fitness centers, strength and conditioning facilities, and health and wellness programs for special populations including children and geriatric patient/clients.

Prerequisite: CPR/AED, proof of up-to-date vaccinations (PPD, measles, mumps, rubella, varicella, Hep B), EX 250

EX 390 Planning & Evaluation for Physical Activity and Nutrition Programs

3 CR

Skills and competencies required for promoting active living and healthy eating in communities will be examined. Specifically, students will examine health promotion program planning, program evaluation, cultural competency, health advocacy, and health communication. Successful active living and healthy eating programs will be drawn upon as examples.

Prerequisites: EX 290

EX 399 Seminar in Exercise Science

1 CR

In-depth exploration of a specific, applied exercise science topic.

Prerequisite: EX 250, EX 260 (Pre- or Corequisite)

HEALTH SCIENCE

The Health Science major leading to a Bachelor of Science in Health Science (BSHS) builds on the University core curriculum to allow students to pursue individual interests through a constellation of health science and designated track electives that address contemporary issues and topics in health care. Students will be offered opportunities to develop themselves as holistic health care practitioners and pre-professionals, which includes their spiritual, ethical, affective, and intellectual development. The HS curriculum will provide exposure to contemporary health care policy and practices, health delivery organizations, health disciplines and roles, cultural competence, health care finance, legal and ethical issues in health care, health information technology, disparities in health care, professional interactions, and leadership.

The HS major consists of two distinct tracks: the HS Leadership Track and the HS Pre-Professional Track. The HS Pre-Professional Track prepares students for continuation into graduate health science education programs. HS Pre-Professional Track graduates will be well equipped to pursue graduate study in the health profession education program of their choice; including occupational therapy, speech-language pathology, physical therapy, medicine or dentistry, pharmacology, nutrition, and others.

The HS Leadership Track is for health professionals holding an Associate's degree in a health profession or two year's work experience in a health care environment who are interested in obtaining a bachelor's degree, developing leadership skills specific to health care environments, and advancing their careers. Graduates of the HS Leadership Track will be well poised to assume roles as department heads, hospital or clinic administrators, and/or supervisors of department personnel.

Faculty

JODY BORTONE ED.D., O.T./L

Chair, Department of Occupational Therapy and Health Science
Clinical Associate Professor

CAROLYN SHIFFMAN PH.D.

Program Director, Health Science Assistant Professor

JANET BETTS ,M.A.R.S.

Adjunct Instructor

WENDY BJERKE, M.S.

Clinical Assistant Professor

CLOTILDE DUDLEY SMITH, ED.D., MPA, RDH

Assistant Professor

RAJA STAGGERS-HAKIM, PH.D. MPH

Assistant Professor

PATRICIA W. WALKER ED. D.,

Dean, College of Education and Health Professions

Requirements

The HS major consists of 18 credits of required major core courses and 30 credits of electives.

Pre-Professional Track majors must take 18 credits of required major core courses, 12 credits of HS designated courses, and 18 credits as approved by HS advisor and as appropriate to pre professional interests. HS Pre-Professional Track students will need to take Arts and Science courses in other disciplines including, biology, chemistry, sociology, psychology, and religious studies to meet graduate program prerequisite requirements. Prerequisite course and GPA requirements vary greatly for the various graduate professional programs; therefore, students are strongly advised to discuss plans of study with the HS academic advisor to prepare for the specific program of

interest. Pre Professional Track students are required to maintain a 3.0 cumulative GPA to remain in the major with no individual HS major core or elective course grade below a C.

Health Science Leadership Track majors must take 18 credits of HS required major core courses and 30 credits electives. Some of the 30 major elective credits may include professional courses transferred into the University from the health science associate's degree program. The remaining credits of electives will be drawn from HS designated electives and/or Arts and Science courses as approved by the HS advisor.

3 + 2 Health Science/ Occupational Therapy Option

Sacred Heart University offers qualified University undergraduates the opportunity to complete an undergraduate degree in Health Science and a graduated degree in Occupational Therapy in 5 years. Students choosing the 3 + 2 option must work carefully with their undergraduate advisor to follow a specific sequence of study. All summer courses must be taken at Sacred Heart University. A specific plan of study can be found on our website.

Required Health Science Major Core Courses (18 Credits)

HS 302	Health Care Administration Practice
HS 350	Health Care Policy, Politics, and Advocacy
HS 351	Legal and Ethical Aspects of Health Care
HS 353	Diversity and Disparities in Health Care
HS 354	Improving Health Care Quality and Safety
HS 355	Health Research Capstone

Health Science Electives

HS 301	Spirituality in Health Care
HS 303	Health Education and Promotion for Healthy Lifestyles
HS 304	Community and Public Health
HS 306	Health Management Information Systems
HS 307	Alternative Healing Modalities
HS 309	Professional Interactions in Health Care Settings
HS 310	Human Growth and Development
HS 352	Health Care Leadership

Pre-Professional Track: 30 major elective credits; 12 HS designated electives plus 18 credits as approved by HS advisor.

Pre professional track credits may be taken from HS electives and/or approved Arts and Science courses as determined by pre professional interests.

Leadership Track: 30 credits electives as approved by HS advisor.

Leadership track courses may be taken from HS electives, and or Arts and Science as approved by the HS advisor, and or professional courses transferred from health profession associates degree program.

Transfer of Credits

A maximum of sixty-six (66) credits may be applied to a baccalaureate degree from a two-year college and a maximum of ninety (90) credits may be applied from a four-year college or university. Sacred Heart University accepts a maximum of 15 credits as "free electives" for transfer and a maximum of 50% of the major's course credits for transfer. For the HS major, graduates of an associate's degree health science program can transfer a maximum of 24 professional course credits toward the HS major, plus 15 free elective course credits, plus credits that

meet transfer criteria for University core course requirements up to a maximum of 66 credits. Remedial courses, courses where the student earned a grade of C- or lower, and professional level internships are not accepted for transfer credit.

Minor in Health Science

DESCRIPTION

The H.S. minor is sequenced to help students explore critical issues related to the health care environment including; health care policy, advocacy, administrative practices, and legal and ethical issues. The HS minor will provide exposure to contemporary health policy, issues, practices, including the organization of health delivery, health disciplines and roles, cultural competence and health disparities among others. Depending upon selected electives, the HS minor will facilitate development of skills in leadership, health care information systems, and supervision and management in health care environments. Students must have sophomore status or above to declare the HS minor. The minor in Health Science consists of 18 credits including 9 credits of required HS designated courses; HS 302 Health Care Administrations and Practice, HS 351 Legal and Ethical Aspects of Health Care, and HS 350 Health Care Policy, Politics and Advocacy, and, 9 credits of HS designated electives and/or electives from the approved list in any combination. (These electives are listed below).

CURRICULUM

Required Courses

HS 302	Health Care Administrations and Practice
HS 351	Legal and Ethical Aspects of Health Care
HS 350	Health Care Policy, Politics and Advocacy

Electives

Choose three:

HS 353	Diversity and Disparities in Health Care (3 CR)
<i>or</i>	
NU 210	Health & Wellness & Cultural Diversity (2 CR)
SO239	Diversity and Oppression in Contemporary Society (3 CR),
<i>or</i>	
BU/IB 203	Intercultural Management (3 CR)
HS 301	Spirituality in Health Care
HS 303	Health Education and Promotion of Healthily Lifestyles (3 CR)
HS 304	Community and Public Health
<i>or</i>	
NU 381	Public Health Nursing (5 CR) (Nursing Majors only)
<i>or</i>	
NU 375	Populations and Public Health Nursing (3 CR) (Nursing majors only)
<i>or</i>	
HS 306	Health Management Information Systems (3 CR)
HS 307	Alternative Healing Modalities (3 CR)
<i>or</i>	
PS 295	Health Psychology (3 CR)
<i>or</i>	
HS 309	Professional Interactions in Health Care (3 CR)
HS 310	Human Growth and Development (3 CR)
HS 352	Health Care Leadership (3 CR)
<i>or</i>	
BU 201	Organizational Management (3 CR)

Health Science Course Descriptions

HS 302 Health Care Administration Practice

3 CR

This course will examine selected administration practices to prepare students for management roles including budget and finance, supervision and management of personnel, unions, strategic planning, departmental organization, goals, and plans of operation. Individual leadership styles and other assessment tools along with case studies of common challenges in health care environments will be presented. Considerations of differences between for-profit and not-for-profit organizations will be discussed.

HS 350 Health Care Policy, Politics, and Advocacy

3 CR

Virtually all health services and careers are influenced by health care policy at the local, regional, national, and even international levels. The implications of health policy principles and decisions will be explored along with the resulting impact on financing of health care services. Consideration to current policy and finance priorities in health care will be used to structure the examination and debate along with application of ethical principles and advocacy toward influencing health care policy.

HS 351 Legal and Ethical Aspects of Health Care

3 CR

The planning and delivery of health care is strongly affected by legal issues and ethical aspects of professional roles and care delivery in various settings. Basic legal and ethical principles will be presented and applied to selected scenarios to illustrate the role that the law and ethics have on health care practice. The regulation of health care at national and state levels will also be reviewed.

HS 353 Diversity and Disparities in Health Care

3 CR

The rapidly changing demographics of the country and the world call for increased attention to disparities relative to health status, including issues around diversity, socio-economic status, geography, and access. The effects of facility utilization and uncompensated care has on access will be discussed. This course will provide a framework for exploring diversity and disparities with emphasis on culturally competent care and mediation of differences in health outcomes among diverse populations with regards to accessing quality health care.

HS 354 Improving Health Care Quality and Safety

3 CR

Health care organizations are committed to improving the quality and safety of services both to achieve their missions and to comply with various regulatory requirements. This course will review the major sources of quality and safety standards, present some of the major approaches to improving quality and safety, and discuss the role of all health care workers in creating a culture of safety. Leadership implications of the quality and safety of the environment, movement, and handling will be explored.

HS 355 Health Research Capstone

3 CR

The Health Research Capstone course will provide an overview of health research principles and the role of research in the delivery of health care, showing connections to the other BS HS major core courses on leadership and management, diversity, improving quality and safety, and legal/ethical principles and issues. Specifically, the Capstone process will emphasize finding the best available current research and applying evidence-based practices to selected scenarios. The capstone experience will involve selection of an approved topic

from the major core courses and design of a project to enhance knowledge and skills in that area.

Health Science Designated Elective Courses

HS 301/HS 501 Spirituality in Health Care

3 CR

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

HS 303 Health Education and Promotion for Healthy Lifestyles

3 CR

Health education and promotion activities are increasingly supported by evidence showing positive impacts on various health indicators. Using nationally published population health goals as a framework, this course will use frequently occurring health conditions to explore health education models and health promotion interventions. Attention will also be given to measuring health and the impact of lifestyle choices on health care needs and costs within the context of ethical principles.

HS 304 Community and Public Health

3 CR

This course focuses on the family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to families and the community are identified.

Effectiveness of family-centered practice is explored in relation to the problems, priorities, attitudes, culture and resources of the family and community.

HS 306 Health Management Information Systems

3 CR

This course introduces the current status of information systems and technology in the healthcare industry. We will examine the clinical and administrative applications that are fundamental to the industry. Information systems topics such as process flow, systems analysis, database management, hardware and software will also be discussed and examined in the context of the industry. Students will also explore emerging technologies and how they relate to the healthcare industry.

HS 307 Alternative Healing Modalities

3 CR

This course examines holistic forms of health care that can add to the effectiveness of traditional allopathic care, including energy systems, art, imagery, meditation, and hands-on healing approaches. Integrative medicine is the term to describe the interdisciplinary approach to client care, which borrows from Eastern and Western medical traditions. Assignments will include first-hand experiences of techniques for subjective and objective assessment.

HS 309 Professional Interactions in Health Care Settings

3 CR

This course will present a model for interacting with people seeking health care services and health care personnel with consideration of roles, expectations, communication, and mutual goal setting. Commonly used assessment skills such as general interviews/talking with clients, conflict resolution, and communication skills will be included as will more advanced professional interaction skills of conflict

resolution, negotiation, and mediation.

HS 310 Human Growth and Development across the Lifespan

3 CR

This course covers the psychological, biological, cognitive, social and emotional changes that occur throughout the human lifespan. It includes pre-natal stages through death and dying. Students will be introduced to both classic and new and emerging theories of development as they gain an understanding of the dynamic interrelatedness and relationship between biology and environment in human growth and development.

HS 352 Health Care Leadership

3 CR

This survey course will review leadership theories practices commonly applied in health care environments. The course will emphasize leading diverse organizations, collaborating with colleagues on creating and communicating a vision for the organization, and ethical leadership. Analyzing organizational frames and leading change to adapt to emerging health care environments will be explored.

NURSING

The Baccalaureate of Science in Nursing (BSN) degree is designed to meet a variety of educational needs beginning with the initial preparation necessary to enter the profession of nursing as well as faster professional growth and advancement for returning registered nurses (RNs).

Faculty

ANNE M. BARKER, ED.D., R.N.

Professor

AUDREY M. BEAUVAIS, D.N.P., M.S.N., M.B.A., R.N.

Assistant Professor and Director, Undergraduate Nursing Programs

MARLENE BECK, D.N.P., M.S.N., B.S.N.

Program Director, SHU Online

BETH BOYD, MSN, BSN, RN

Coordinator Nursing Clinical Laboratory

PENNIE SESSLER BRANDEN, PHD, CNM, MSN, BSN, RN

Clinical Assistant Professor

MICHELLE COLE, DNP, MSN, RN, CPN

Assistant Professor

LINDA COOK, DNP, NNP-BC, APRN

Clinical Assistant Professor

MARYANNE DAVIDSON, DNSC, APRN, CPNP

Associate Professor

SUSAN M. DENISCO, D.N.P., A.P.R.N., F.N.P.-B.C., C.N.E.

Professor, Program Director DNP

NANCY DENNERT, APRN, MS, MSN, FNP-BC, CDE, BC-ADM

Clinical Assistant Professor

PETER DONATO, MSN, BA, RN, CMSRN

Instructor

MARY ALICE DONIUS, EDD, RN

Director of the School of Nursing

HEATHER FERRILLO, M.S.N., A.P.R.N., F.N.P.-B.C., R.N.

Clinical Assistant Professor

KIMBERLY A. FOITO, M.S.N., R.N., EMT-B

Clinical Assistant Professor

JOANNE GATTI-PETITO, D.N.P., R.N., C.N.E.

Assistant Professor

CONSTANCE GLENN, M.S.N., A.P.R.N., F.N.P.-B.C., R.N.

Clinical Assistant Professor

SUSAN A. GONCALVES, DNP, MS, RN-BC

Assistant Professor

MICHELLE JOHNSON, ED.D, BSN

Clinical Assistant Professor, Assistant Director, Nursing Education

TAMMY M. LAMPLEY, PHD, RN, CNE

Assistant Professor

JOSLIN B. LEASCA DNP, MSN, FNP-BC

Clinical Assistant Professor

CORRINE LEE, M.S.N., R.N.

Clinical Assistant Professor

KIMBERLY C. MCKINNON, MSN, RN

Laboratory Instructor

KERRY MILNER, M.S.N., D.N.SC., R.N.

Assistant Professor

LINDA MORROW, D.N.P., M.S.N., M.B.A., CNOR, CPHQ

Clinical Assistant Professor and Assistant Director, Patient Care Services Administration

LINDA-JO PALLOTTO-RUSSO, M.S.N., B.S., R.N.

Clinical Assistant Professor

ANN MARIE SARANICH, M.S.N., R.N.-B.C.

Clinical Assistant Professor

REBECCA ANN SMART, MPH, MSN, APRN, NNP-BC, FNP-BC

Clinical Assistant Professor

JULIE G. STEWART, D.N.P., M.P.H., F.N.P.-B.C., A.P.R.N., A.A.H.I.V.S.

Associate Professor

Program Director, FNP Program

LINDA L. STRONG, ED.D., R.N.

Associate Professor, Director, RN to BSN and RN to MSN, and Director SHU-ERC

TAMMY TESTUT, PH.D., R.N.

Clinical Assistant Professor

SHERYLYN WATSON, M.S.N., R.N., C.E.N.

Clinical Assistant Professor

EILEEN YOST, M.S.N., R.N.C.

Clinical Assistant Professor

Major in Nursing

Two tracks are offered in the Nursing major: First Professional Degree program and Nursing Completion program for RNs who wish to achieve a BSN. The BSN programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site www.aacn.nche.edu. In addition, a 6-credit certificate in Home Health Care Management is available online. This certificate meets the current requirements for the position of Home Health Supervisor in Connecticut, for RNs who do not have a bachelor's degree.

FIRST PROFESSIONAL DEGREE PROGRAM (FPD)

The BS in Nursing program provides a first professional degree for entry into the nursing profession. At the conclusion of four years of study, students are eligible to take the National Certification Licensure Examination (NCLEX) developed by the National Council of State Boards of Nursing (NCSBN) in the United States. Qualified applicants are admitted into the University as pre-Nursing students and are guaranteed a seat as a sophomore Nursing student if they meet or exceed freshman prerequisite coursework and GPA requirements. Students who do not meet criteria will be evaluated for placement based on enrollment capacity. During the following three years, nursing students participate in simulated laboratory learning and clinical experiences at a variety of health related facilities in the area.

Upon successful completion of freshman prerequisite coursework with an overall GPA of 3.0 or higher and grades no lower than C+ in science and math courses, students enter the Nursing major in the fall semester of the sophomore year. The course sequence is outlined in the Plan of Study below. To receive a BS in Nursing, First Professional Degree Program students must successfully complete 122 credit hours, 55 of which are the Nursing major requirements. Students must maintain the overall GPA and course grade requirements and must demonstrate safe and competent practice in all nursing clinical and laboratory settings while adhering to the published professional standards of conduct (see Nursing Student Guide online at Nursing Student Guides - Sacred Heart University).

ADMISSION TO THE NURSING MAJOR**First Professional Degree Program***Policy:*

- Incoming freshmen applicants to Sacred Heart University who meet admission criteria established by the

Nursing Program will be notified of their acceptance by Undergraduate Admissions.

- Acceptance into nursing is competitive and predominately based on SAT/ACT scores and scholarly achievement during the last three years of high school (particularly in science and advanced placement courses). Ideal candidates for SHU Nursing will have a 3.3 High School GPA, and SAT or ACT equivalent of 1080 or higher on Critical Reasoning and Math scores. Admission essays and evidence of community service and other extracurricular contributions will also be taken into account.
- Students who are accepted will have a space held for them in sophomore nursing courses, provided they meet the criterion below.
- All nursing students planning to start sophomore nursing courses must have completed prerequisite courses and achieved a cumulative GPA of 3.0 or higher and a grade of C+ or higher in required science and math coursework.
- Students who do not complete prerequisite courses and/or do not meet the GPA requirement will not advance to sophomore year nursing coursework. Students are encouraged to contact the Undergraduate Director of Nursing to discuss options.
- Transfer students with excellent qualifications (including strong GPAs and SAT/ACT scores) will be admitted as space allows. Transfer students are encouraged to contact the Admission Office as early as possible for consideration and are expected to meet the criteria described above.
- Students with an adverse criminal background check may be deemed ineligible to sit for the NCLEX and/or obtain a professional license to practice nursing. It is the student's sole responsibility to discuss this issue directly

with the State Board of Nursing where he/she intends to take the NCLEX.

DIFFERENTIAL TUITION

Sacred Heart University has implemented a differential tuition for the First Professional Degree Nursing program. The cost of nursing education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of nursing education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for nursing students starting their Sophomore year.

LAB FEES

Clinical laboratory fees are attached to courses that involve laboratory activities, simulation, or practical exams. These fees are used to offset expenses associated with these learning activities.

NURSING ASSESSMENT FEE

A one-time assessment fee is levied in the Sophomore year for individualized testing and evaluation that occurs throughout the nursing major courses. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Students who do not meet the program benchmark scores will be required to use remedial study materials to demonstrate competency before progressing to the next course. In addition, senior students will be required to participate in an NCLEX review course towards the end of the final semester. Questions about these fees and activities should be directed to the Director of Undergraduate Nursing or the Director of the School of Nursing.

NURSING VERIFICATION/HEALTH REQUIREMENTS DOCUMENTATION FEE

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. The University uses an outside vendor to collect and verify this information. There is a one-time fee associated with this process, which the student will pay directly to the assigned vendor. On or before the Fall Term, sophomore students in the First Professional Degree Program must submit completed and approved Health Documentation to the vendor for verification. A listing of these requirements is available through the vendor or the Clinical Placement Department. All Health documents must be renewed and updated as required during the entire time students are enrolled in the nursing program. Please keep copies of all health documents for your files. Students may not attend clinical or classroom activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in course failure, probation, and/or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

SPECIAL CLINICAL AGENCY REQUESTS/CRIMINAL BACKGROUND CHECKS/DRUG SCREENINGS

Successful completion of the Nursing program at Sacred Heart University includes satisfactory completion of the clinical education component of the curriculum. A majority of clinical sites now require students to complete a criminal background check and drug screening prior to participating in clinical education placements. Additionally, National certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations and state laws may restrict or prohibit those with criminal convictions from

obtaining a professional license to practice following graduation. It is therefore the policy of the College of Health Professions and the Nursing Department that all admitted students planning to enroll in the Nursing program must consent, submit to, and satisfactorily complete a criminal background check. These will be completed at the student's expense. The University and Nursing program 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 clinical placement(s).

REQUIRED FRESHMAN PREREQUISITE COURSES IN FIRST PROFESSIONAL DEGREE PROGRAM

FYXX 125	First Year Seminar
FLO 125	The Art of Thinking
PS 110	Introduction to Psychology
BI 126/127	Nursing Human Anatomy/ Physiology 1
MA 105	Math Applications for Health Sciences
CH 117/119	General, Organic and Biochemistry An Overview
BI 128/129	Nursing Human Anatomy/ Physiology 2
HI CC 101	Human Journey: Historical Paths to Civilization
<i>or</i>	
EN CC 102	Literary Expressions of the Human Journey

ADDITIONAL COURSES REQUIRED FOR FIRST PROFESSIONAL DEGREE

NU 205	Foundations of Professional Nursing
NU 220	Pharmacology and Nursing Implications
BI 161/162	Introduction to Microbiology
HI CC 101	Human Journey: Historical Paths to Civilization
EN CC 102	Literary Expressions of the Human Journey

TRS 101	Introduction to the Study of Religion
NU 210	Health & Wellness & Cultural Diversity
NU 215	Health Assessment
PH 101	Introduction to Philosophy
PS 252	Child Development Psychology
CC 103	Social Sciences: The Individual & Society
<i>or</i>	
CC 103	Natural Sciences: Scientific Discovery & the Human Community
NU 300	Psychiatric Mental-Health Nursing
NU 330	Care of the Childbearing Family
PH/RS/CC 104	The Human Search for Truth, Justice & the Common Good
NU 310	Pathophysiology
NU 340	Introduction to Adult Nursing
NU 365	Evidence-Based Nursing Practice
MA 131	Statistics for Decision Making
SO 110	Sociology
NU 374	Concepts in Child Health Nursing
NU 360	Adult Nursing 2
TRS 340	Bioethics
<i>or</i>	
PH 258	Medical Ethics
NU 370	Nursing Leadership
NU 381	Public Health Nursing
NU 390	Senior Synthesis Seminar
NU 395	Transitions into Professional Nursing Practice

PROGRAM COMPETENCIES

Liberal Education (Essential I)

- Integrates knowledge from the biological, behavioral, social and nursing sciences when providing care to patients with

complex alterations in health.

- Integrates knowledge of pathophysiology, pharmacology, and nutrition when providing care to patients, families, communities, and populations.

Leadership (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Apply leadership concepts, skills, and decision making when coordinating the care of selected clients in a variety of settings.

Quality Improvement (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives that impact patient care and system issues.

Safety (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
- Apply quality improvement processes and safety enhancing technology to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the micro system of care.

Evidence Based Practice (Essential III)

- Provide professional nursing care that is grounded in current evidence.

- Discriminate between valid and invalid research for modifying clinical practice along with clinical expertise and patient/family preferences.
- Evaluate and propose changes based on evidence-based practice to structure the work environment to facilitate integration of new evidence into practice.
- Value the concept of evidence-based practice as integral to determining best clinical practice.

Informatics (Essential IV)

- Use computer information management systems and patient care technology to evaluate the safety and effectiveness of patient care.
- Use computer information systems to monitor and coordinate the care of patients with complex alterations in health.
- Integrate the use of technology and information systems to adapt patient care based on an analysis of expected and actual patient outcomes.

Health care policy (Essential V)

- Integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice.
- Finance: Analyze the costs and availability of healthcare options for individuals, families, communities, and select populations.
- Healthcare Policy: Analyze healthcare policies that impact the delivery of healthcare and make recommendations for change based on that analysis.
- Regulatory: Examine the state's nurse practice act in relation to the scope of practice of registered nurses in that state.

Interprofessional Collaboration/Communication (Essential VI)

- Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect, and shared decision-making.
- Participate in the development, implementation and evaluation of intra- and interprofessional projects.
- Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect and shared decision-making.
- Acknowledge own potential to contribute to effective team functioning.

Health Promotion Disease/Injury Prevention (Essential VII)

- Support culturally competent health promotion and disease/injury prevention activities across the lifespan at the individual and population level to improve population health.
- Perform population-based screenings to identify potential health related risks and intervene as appropriate to minimize the risk of disease.
- Collaborate with others to develop a plan of care that takes into account determinants, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
- Advocate for social justice including a commitment to the health of vulnerable populations and the elimination of health disparities.

Professionalism (Essential VIII)

- Demonstrate the core values of professionalism that support achievement of optimal health and wellness outcomes in patients, families, communities and populations.

- Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
- Act to prevent, recognize, and intervene when unsafe, illegal, or unethical care practices are being carried out by members of the health care team.
- Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

Patient Centered Care (Essential IX)

- Evaluate the effectiveness of patient-centered care as a member of the interprofessional health care team.
- Develop and evaluate care that reflects spiritual, cultural, ethnic and social preferences, values, and needs of patients, families, communities and populations.
- Respect the centrality of the patient/family as core members of any healthcare team. (QSEN teamwork and collaboration attitudes)

Clinical Judgment (Essential X)

- Make individualized patient care-related clinical judgments that are based on knowledge and evidence and developed through the process of clinical reasoning.
- Use evidence and clinical reasoning to support the management of care based on an ongoing evaluation of patient outcomes.

NURSING LABORATORY

The nursing laboratories are equipped with sophisticated simulation mannequins and models, exam tables, hospital beds, computers, and a variety of audiovisual material. The laboratories are designed to promote critical thinking and skill proficiency for all major content areas of nursing practice. Under the direction of a full-time

nurse, faculty members and nursing lab assistants, students are able to practice and demonstrate skills competency in a simulated clinical setting. In addition to scheduled class times, laboratories are open and staffed for students' individual practice during specified hours.

FRESHMAN PREREQUISITE COURSES FOR MATRICULATION TO THE B.S. IN NURSING PROGRAM

Fall Freshman Year: 13 credits

Spring Freshman Year: 14 credits

FYXX125	First Year Seminar
<i>or</i>	
FLO 125	The Art of Thinking
FYXX125	First Year Seminar
<i>or</i>	
FLO 125	The Art of Thinking
PS 110	Introduction to Psychology
CH 117	General, Organic and Biochemistry, I An Overview
BI 126	Nursing Anatomy and Physiology I
CH 119	General, Organic and Biochemistry Laboratory
BI 127	Nursing Anatomy and Physiology I Laboratory
BI 128	Nursing Anatomy and Physiology II
MA 105	Mathematical Applications for Health Sciences
BI 129	Nursing Anatomy and Physiology II Laboratory
HI CC 101	The Human Journey: Historical Paths to Civilization
<i>or</i>	
EN CC 102	Literary Expressions of the Human Journey

- CH 117/119 can be taken Year 1 Semester 1 or Year 1 Semester 2
- PS 110 can be taken in Year 1 Semester 1 or Year 1 Semester 2

ADDITIONAL REQUIRED COURSES FOR THE B.S. IN NURSING

Fall Sophomore Year: 16 credits

Spring Sophomore Year: 17 credits

NU 205	Foundations of Professional Nursing
NU 310	Pathophysiology
NU 220	Pharmacology and Nursing Implications
NU 215	Health Assessment
BI 161	Introduction to Microbiology
PH 101	Introduction to Philosophy
BI 162	Introduction to Microbiology Laboratory
SO 110	Sociological Imagination
HI CC 101	The Human Journey: Historical Paths to Civilization
<i>or</i>	
EN CC 102	Literary Expressions of the Human Journey
CC 103	Social Sciences: The Individual & Society
<i>or</i>	
CC 103	Natural Sciences: Scientific Discovery & the Human Community
TRS 101	Introduction to the Study of Religion

Humanities Elective

- BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4

Fall Junior Year: 14 credits

Spring Junior Year: 17 credits

NU 300	Psychiatric—Mental Health Nursing
NU 340	Introduction to Adult Nursing
NU 210	Health & Wellness & Cultural Diversity
NU 365	Evidence-Based Nursing Practice
NU 330	Care of the Childbearing Family
MA 131	Statistics for Decision Making

PH/RS CC 104 The Human Search for Truth, Justice, & the Common Good

PS 252 Child Development Psychology

Humanities Elective

Fall Senior Year: 16 credits

Spring Senior Year: 15 credits

NU 360	Adult Nursing II
NU 381	Public Health Nursing
NU 370	Nursing Leadership
NU 390	Senior Synthesis Seminar
NU 374	Concepts in Child Health Nursing
NU 395	Transitions into Professional Nursing Practice
TRS 340	Bioethics
<i>or</i>	
PH 258	Medical Ethics Free Elective (3 CR)

Course Descriptions for First Professional Degree**NU 205 Foundations of Professional Nursing**
3 CR

Foundations of Professional Nursing introduces the student to the profession of nursing. The student builds upon foundational knowledge from the liberal arts, sciences, and humanities; and applies this to the content and process of nursing. The metaparadigm of nursing is presented in conjunction with the University's mission and organizing framework. Students are introduced to the concepts of health promotion, disease injury/prevention, effective intraprofessional communication, and demonstration of the teaching/learning process as part of patient-centered care. Skills basic to nursing practice, safety, documentation, and regulatory guidelines that influence nursing practices are presented. Laboratory and clinical experiences are coordinated to offer the student practical experience with selected clients in providing basic nursing care in a professional caring

manner. Students will demonstrate effective use of available technologies to assess and monitor patient care.

Prerequisite: Acceptance to the Nursing major

NU 210 Health & Wellness & Cultural Diversity

2 CR

This course introduces the student to basic concepts, theories and methods of exploring the health, wellness and cultural diversity of individuals. Common factors that promote the health and wellness of individuals across the life span are explored. Cultural diversity expands this discussion to include the meaning and impact of culture on health and wellness through the exploration of cultural phenomenon such as perception toward time, communication, social organization and healing traditions. Values clarification related to own culture as a part of the process of developing cultural awareness and competence is discussed. Disparities related to access to care and economic barriers are discussed including vulnerable populations. Current evidence related to the impact of culture on health care systems and treatment by culturally competent practitioners is included.

Prerequisite: NU 205 and NU 220

NU 215 Health Assessment

3 CR

Health Assessment introduces assessment components including interviewing, history taking, functional assessment, and physical examination of adults and geriatric patients with emphasis on health promotion and disease/injury prevention. This course begins with foundational concepts of professionalism, patient centered care, and safety. Students will build upon learned assessment techniques to begin examining patients using a head to toe approach. Course content focuses on the role of the nurse, inter- and intraprofessional communication, data collection and patient teaching. Emphasis is placed on

the assessment phase of the nursing process. Students are expected to develop critical thinking skills to begin identifying problems and deficits in an effort to guide the development of a plan of care. By the end of the semester students will formulate a holistic and comprehensive concept map diagramming actual and potential health issues to illustrate this learning.

Prerequisite: NU 205 and NU 220

NU 220 Pharmacology and Nursing Implications

3 CR

This course introduces students to basic concepts of pharmacology used to promote, support, and restore the health status of individuals. Course content will focus on the pharmacodynamics and the pharmacotherapeutics of a broad range of drugs and their biologic, psychosocial and cultural role in health and illness. Critical thinking with the application of the nursing process will be stressed in the assessment of patient responses, discussion of nursing implications of various drug groups, therapeutic interventions, and related evaluations. Throughout the course issues of legal, ethical and professional accountability will be addressed as they pertain to the safe administration of medications. Laboratory practice will focus on the development of medication administration and supporting documentation.

Prerequisite: Acceptance to the Nursing major

NU 299 Special Topics in Nursing

3 CR

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 300 Psychiatric—Mental Health Nursing

4 CR

This course is designed to introduce students to the basic concepts of psychiatric and mental health nursing. It provides an introduction to the assessment and treatment of patients with mental health challenges (vulnerable populations). Traditional psychotherapeutic and alternative healing methods are addressed. Continuing themes of growth and development across the life span including gerontology, safety, evidence based practice, therapeutic communications, pharmacotherapeutics, client advocacy, teaching, and patient-centered care are explored. Concepts related to social/ethical/legal considerations in relation to this vulnerable population are applied. Emphasis is placed on professionalism, communication and personal self-awareness and self-growth as well as interprofessional collaboration and communication. Students have the opportunity to carry out the nursing process and develop beginning level clinical skills in individual and group counseling at a variety of mental health agencies and with a diverse group of psychiatric clients.

Prerequisites: NU 215, NU 210, BI 161/162

NU 310 Pathophysiology

3 CR

This course focuses on pathophysiology as it relates to the nursing actions and responsibilities needed to manage and provide care for clients who are experiencing acute or chronic physiologic health conditions. Reduction of risk potential, including complications from existing conditions will also be explored as well as health promotion and disease prevention as it relates to the disease process. References to the aging process and genetics and their impact on pathophysiology will be included. Content builds on prior anatomy and physiology concepts learned in prerequisite coursework.

Prerequisite: NU 205, NU 220

NU 330 Care of the Childbearing Family

4 CR

Care of the Childbearing Family focuses on the concepts of patient-centered care, safety, genetics, health promotion, and professionalism in the care of women and newborns from conception to birth. Culturally sensitive nursing practice embodies the care of women, newborns, and families ranging from healthy to at-risk health states along the continuum of their growth and development. Evidence-based research is integrated into the plan of care, which extends in to the community. Legal and ethical issues that relate to the care of the family are interwoven. Students demonstrate critical thinking and clinical reasoning skills with emphasis on communication and interprofessional collaboration as part of their clinical experience.

Prerequisite: NU 215, BI 161/162

NU 340 Introduction to Adult Nursing

5 CR

Adult Nursing 1 is the first in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered care to patients with common medical/surgical health problems. Course content emphasizes health promotion, disease/injury prevention, disease management, and health maintenance. Continuing themes of pharmacotherapeutics, gerontological considerations, safety, evidence-based practice, therapeutic communication, as well as patient education and advocacy, are explored. This course incorporates critical thinking, clinical reasoning, and clinical judgment into classroom and clinical learning experiences. A structured experience in the simulation lab is included to integrate the nursing process with new nursing interventions. Course content will focus on common health problems related to fluid and electrolytes, pulmonary, cardiovascular, urinary, gastrointestinal, and musculoskeletal disorders, problems of metabolism, sensation and perception, circulation and perioperative

care. Weekly clinical experiences will be conducted in acute care settings.

Prerequisite: NU 300, NU 330

NU 360 Adult Nursing II

6 CR

Adult Nursing 2 is the second in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered care to patients with complex medical/surgical health problems. Course content emphasizes health promotion, disease/injury prevention, disease management, and health maintenance. Continuing themes of pharmacotherapeutics, gerontological considerations, safety, evidence-based practice, therapeutic communication, multiculturalism, as well as patient education and advocacy, are explored. This course incorporates critical thinking, clinical reasoning, and clinical judgment along with evidence-based practice, the utilization of informatics, while promoting synthesis of knowledge and interprofessional collaboration. Course content will focus on common health problems related to pulmonary, cardiovascular, renal, gastrointestinal, and hematological, oncological, infectious disease, hepatobiliary, and neurological. A structured experience in the simulation lab is included to practice advanced nursing interventions required to care for high risk emergencies in a safe, controlled environment. Weekly clinical experiences will be conducted in high acuity acute care settings.

Prerequisite: NU 340, NU 365

NU 365 Evidence Based Practice

3 CR

This course prepares students to discover, examine, and critically appraise current evidence in nursing and health care. Students will develop skills needed to identify research questions in practice, analyze existing evidence, and develop strategies to integrate best current research with clinical expertise and patient/family preferences and values.

Parameters for making a recommendation for an evidence-based practice change that enhances safety and promotes quality improvement will be discussed. Students will be given the opportunity to demonstrate skills in gathering data from a variety of sources using appropriate databases to find best current evidence.

Prerequisites: NU 300, NU 330,

Corequisite: MA 131, NU 340

NU 370 Nursing Leadership

3 CR

This course focuses on the nursing profession and leadership principles which are integral to the provision of health care for individuals, families, communities, and a global society. Students are given the opportunity to explore complex issues and trends in nursing related to the provision of cost-effective, safe, quality patient care, nursing as a profession, and global health. The development of an understanding and awareness of their need to become involved in the development of health care policies and changes in health care systems will be fostered by an analysis of current issues such as cross-cultural communication, the nursing shortage, inefficient health care systems, and international issues. Discussion and assignments will include implementation strategies and skills for successful transition into the work place environment.

Prerequisites: NU 340, NU 365

NU 374 Concepts in Child Health Nursing

4 CR

The concepts in this course address family-centered care, safety, genetics, health promotion and disease/injury prevention in the care of children and their families from birth through childhood and adolescence. Course content focuses on the application of clinical judgment, evidence based practice, and growth and development. Students will engage in intra- and inter-professional collaboration and communication while advocating for the needs of this vulnerable

population. Clinical experiences incorporate informatics, caring, cultural sensitivity and leadership. Students will be expected to demonstrate professionalism and increasing levels of autonomy while providing care that is respectful and preserves human dignity.

Prerequisite: NU 340, NU 365

NU 381 Public Health Nursing

5 CR

This course focuses on providing population-focused care. Community and family assessments identify the need for intervention strategies that support health promotion and disease/injury prevention while promoting optimal functioning of various populations. Nursing services/ interventions are delivered based on this assessment with an emphasis on vulnerable populations and cultural variations in the community. Collaboration with community agencies/institutions and health care systems provide an opportunity to practice health promotion activities that address current or emergent health needs of specific populations. The development of community partnerships is a focus and encourages student engagement.

Prerequisite: NU 360

NU 390 Senior Synthesis Seminar

3 CR

This course utilizes the concepts of professionalism, leadership, and patient-centered care in preparing the student to assume the role of baccalaureate nurse generalist. Critical discussions of professional issues prepare graduates for a successful transition into their first nursing role. Students will be expected to apply and synthesize previous course content while demonstrating accountability to self, peers, and the program as they prepare to take the NCLEX exam. Students analyze and evaluate individual learning needs and develop a learning contract to meet deficiencies. Content mastery testing is utilized to prepare students for the NCLEX exam.

Prerequisites: NU 360

NU 395 Transitions into Professional Nursing Practice

4 CR

This clinically based immersion experience is focused on refining the knowledge, skills, and attitudes necessary to manage care as part of an interprofessional team within a health care system. Theoretical learning becomes reality as students are clinically immersed to make connections between the standard case or situation that is presented in the classroom or laboratory setting in the constantly shifting reality of actual patient care. The experience supports objectives identified in the Senior Synthesis Seminar. Students demonstrate and utilize evidence-based research to support clinical judgment. The expectation is to analyze and reflect on experiences encountered during the clinical experience. Focus is on moving the student toward autonomous professional nursing practice within their clinical setting.

Prerequisites: NU 360

Nursing Completion Program (RN to BSN)

The Registered Nurse to Bachelor of Science in Nursing program provides registered nurses who have graduated from accredited diploma or associate degree programs educational mobility in a program designed for the adult learner. No entrance exams are required for practicing, licensed nurses. The upper-division curriculum has been specially designed for RN students returning to finish their baccalaureate education. Sacred Heart offers two RN-BSN completion programs: an all online program and a contracted onsite program at selected hospital/organization sites, which combines online and onsite classes at these sites. Personal attention and interaction between the faculty and student are a major focus in the School of Nursing.

The RN to BSN program is student-friendly and tailored to meet the needs of adult learners. There are two courses in the curriculum with a practicum component:

care management and public health nursing. Students select preceptors and design learning objectives and strategies, with faculty approval, based on their personal learning needs and areas for growth. Students do not have to repeat previous clinical experiences. Required Nursing courses are upper-division courses and are designed specifically for RN students.

To receive a BS degree in Nursing, the RN must complete 120 credit hours of study: 63 credit hours in prescribed general education courses and 57 credit hours in the major with at least a 2.8 GPA. A minimum of 30 nursing credits are awarded through the Connecticut Nursing Education Articulation Plan. The professional major is built on a core of sciences, humanities, social sciences and mathematics courses. Prior to entry into the major, specific prerequisite courses must be completed at Sacred Heart University or another accredited college, or by college-level examinations (CLEP).

Accelerated RN to MSN Program

This program is for registered nurses who have graduated from accredited diploma or associate degree programs in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. RN-MSN students must maintain a 3.0 GPA throughout their course of study. All required undergraduate nursing courses for this degree are available online, as are the graduate nursing core courses and nursing courses required for the MSN in Patient Care Services Administration, Clinical Nurse Leader and Nursing Education tracks. Please refer to the Sacred Heart University Graduate catalog for additional information.

ADMISSION REQUIREMENTS FOR RN-BSN AND RN-MSN

This program is limited to students with experience in nursing who are seeking to complete their baccalaureate education in nursing. Students apply through the online admissions process directly for the RN to BSN program. Application materials must include:

- For admission to the RN-BSN program, an undergraduate GPA of 2.5 is required.
- For admission to the RN-MSN program, an undergraduate GPA of 2.8 or above is required for applicants covered by the CT Articulation Agreement. For applicants not covered by this agreement, an undergraduate GPA of 3.0 is required for the RN to MSN program
- official transcripts,
- an application,
- two letters of recommendation, (one from a supervisor and one from a peer)
- a resume,
- a statement of professional goals, and
- completion of the interview with an admissions representative for faculty review.
- Applicants must provide a copy of their RN license in their state of practice, and must carry liability insurance. One year of nursing experience is preferred.

PREREQUISITE COURSES TO THE UPPER-DIVISION NURSING MAJOR

- | | |
|------------|--|
| BI 126/127 | Nursing Anatomy and Physiology I |
| BI 128/129 | Nursing Anatomy and Physiology II |
| BI 161/162 | Introduction to Microbiology Biology, Chemistry, or Physics Elective |
- 9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics

Freshman Seminar or Academic Writing (b)

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

FLO 125	Logic
HICC 101	The Human Journey: Historical Paths to Civilizations
EN/CC 102	Literary Expressions of The Human Journey
CC 103	The Human Community: The Individual and Society or The Human Community and Scientific Discovery
CC 104	(PH or RS) The Human Search for Truth, Justice and the Common Good
MA 131	Statistics for Decision Making
PH 101	Introduction to the Problems of Philosophy
TRS 101	Introduction to the Study of Religion
TRS 340	Bioethics: Religious Perspectives
Two electives from Area B-1 (Humanities)	
Free elective(s)	

NURSING MAJOR REQUIREMENTS—BSN

NU 290	Validation of Prior Learning (30 - 36 undergraduate nursing credits)
NU 305	Transition to Professional Practice
NU 315	The Human Journey in Nursing
NU 325	Health Assessment

NU 335	Information and Technology for Nursing Practice
NU 345	Evidence Based Practice
NU 355	Leadership in Contemporary Nursing Practice
NU 376	Care Management: Individuals and Families
NU 387	Populations and Global Health Nursing

REQUIRED BSN COURSES FOR ACCELERATED DEGREE RN-MSN—ALL TRACKS

NU 290	Validation of Prior Learning (30 to 33 credits)
NU 325	Health Assessment for RNs
NU 376	Care Management: Individuals and Families
NU 387	Populations and Global Health Nursing
NU 401	Health Care Policy and Ethics for Contemporary Nursing Practice
NU 430	Principles of Health Care Research for Contemporary Nursing Practice (3 credits)
NU 431	Evidence-Based Practice for Quality
NU 433	Theory and Professional Roles for Contemporary Nursing Practice

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. Nursing 305, 315, 325, 335, 345 and 355 (or NU 401, 430, 431, and 433 for RN to MSN students) 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) The University Common Core Courses CC 101 and CC 102 must be completed before NU 315 and NU 345.

b) Students who have completed and received SHU credit for an Academic Writing Course are exempt from Freshman Seminar.

c) MA 131 must be completed before NU 345.

d) The Validation of Prior Learning is awarded upon admission and validation of courses.

e) RN-MSN students take NU 401, 430, 431, 433 at the graduate level (instead of NU 305, 315, 345—which the RN-BSN students take).

Courses cannot be audited or taken for Pass/Fail. Credit may later be applied to a degree if the student enrolls in a degree program within 5 years.

Students must achieve a grade of C or better (undergraduate) or B or better (graduate) in the courses to be awarded the certificate.

If certificate students later apply for a MSN, only grades of B or better will be applied to the degree. Students enrolled in degree programs will meet the admission and progression criteria for the degree.

Nursing Major — MSN

Please refer to the Graduate catalog for Nursing major requirements—MSN.

Certificate Program in Home Health Care Management for RNs—Online

The certificate program in Home Health Care Management is designed for nurses in management positions in home health agencies to meet the State of Connecticut's Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing.

ADMISSION

Students must apply to the School of Nursing for the Certificate Program and enroll as a Special Student at Sacred Heart University. There is a \$25 fee for processing the application. Students must take the course for credit, which may later be applied to the RN to BSN degree.

REQUIRED COURSES

NU 355	Leadership in Contemporary Nursing Practice
NU 382	Management of Home Health Care Agencies

Course Descriptions for RN to BSN/RN and Home Health Care Management

NU 305 Transition to Professional Practice 3 CR

This course is for RNs and is designed as a transition to the nursing major and as a forum to facilitate comparison between the scope of practice of the registered nurse and the baccalaureate prepared nurse. Role behaviors of the baccalaureate practitioner will be analyzed and applied within a framework of the health care environment and the ethical, legal and social issues that influence nursing practice. Critical thinking skills are developed as an essential component of professional practice.

Prerequisite: Acceptance to the RN-BSN Nursing Major

NU 315 The Human Journey of Nursing 3 CR

This course is for RNs. The Human Journey in Nursing utilizes the four questions posed in the University Common Core to address Nursing's role in building a just society. Concepts such as human vulnerability, resiliency, spirituality and cultural diversity will provide the platform from which discussions about the professions and the professional nurse's role in shaping past,

current and future health care will be based. Reflection on service learning experiences will personalize and professionalize the meaning and responsibility for addressing health inequities within the workplace and the perpetuation of health disparities in society.

Prerequisites: Acceptance to the RN-BSN Nursing Major and Completion of University Common Core 101 and 102 courses.

This course is not a substitute for the Common Core Courses

NU 325 Health Assessment for RNs

3 CR

Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool.

Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

NU 335 Information and Technology for Nursing Practice

3 CR

This course is for RNs and provides an introduction to information and technology needed for the practice of nursing today. It will focus on providing material to enable nurses to be computer literate by exploring the use of emerging information sources and communication technology and their impact on health care. Emphasis will be placed on trends and issues in clinical technology. It will also examine key issues such as security and the use of data bases.

Prerequisite: Acceptance to the RN to BSN Nursing Major

NU 345 Evidence Based Practice

3 CR

This course is for RNs and prepares nursing students to critically evaluate evidence developed through methodologies such as research and research protocols for its application to the practice of professional nursing. The course reviews levels of evidence and provides a foundational overview of quantitative and qualitative research methodologies. Ethical issues and policy agendas that influence research are considered throughout the course.

Prerequisites: Acceptance to the RN-BSN Nursing Major, MA 131

NU 355 Leadership in Contemporary Nursing Practice

3 CR

This course is for RNs and will focus on the professional nurse's role in applying theory and principles of leadership and management in organizations across the health care continuum. Focus will be placed on strategies necessary to function effectively in a changing health care system by exploring interrelated process of thinking systematically, developing reflective judgment, and exercising leadership. Strategies for managing the quality and cost of health care, as well as research utilization, are emphasized to promote effective practice.

Prerequisite: Acceptance to the RN-BSN Nursing Major

NU 376 Care Management: Individuals and Families

4 CR

This course is for RNs and is focused on the elements of care management across the health care continuum. Care management requires an integration of understanding, skills and professional practices of clinical leadership, collaboration, communication, teaching and learning, evidence based practice and evaluation. Students will engage in analytic discussion and analysis of the influence of standards, systems of care, clinical practice, family systems, family

assessment, and personal reflection on one's practice in contemporary nursing.

Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, NU 401, NU 430, NU 431, and NU 433

NU 382 Management of Home Health Care Agencies

3 CR

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

NU 387 Populations and Global Health Nursing

5 CR

This course is for RNs and focuses on global communities as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of populations, communities, and societies are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of aggregates, groups, the community, and global health needs.

Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, 401, 430, 431, 433 and 376.

NU 401 (NU 501) Impact of History and Policy on Nursing and Health Care

3 CR

The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current

practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

NU 430 (NU 601) Principles of Health Care Research for Contemporary Nursing Practice

3 CR

This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

Prerequisite: MA 131

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

3 CR

Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

NU 433 (NU 530) Theory and Professional Roles for Contemporary Nursing Practice

3 CR

Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad

philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.

PRE-OCCUPATIONAL THERAPY

Pre-Occupational Therapy preparation is a three or four-year course of study leading to the baccalaureate degree and the completion of required Occupational Therapy Program prerequisite courses, followed by two years of graduate study in Occupational Therapy. Pre-Occupational Therapy in itself is not an undergraduate major at Sacred Heart University. Graduate study in Occupational Therapy requires two calendar years, including summers, of graduate level coursework and supervised clinical fieldwork education beyond the baccalaureate degree. Students may complete their undergraduate degree in a discipline of their choice; however, the Health Science major leading to the Bachelor of Science in Health Science (BSHS) is preferred as it offers students a solid foundation in aspects specific to health care. Pre Occupational Therapy preparation can be accomplished in any undergraduate major but the 3 + 2 plan can only be completed in the Health Science major. The Health Science major must be declared by the end of the freshman year and requires summer and winter intersession courses to complete the baccalaureate degree in three years. Students must successfully complete all required prerequisites by the end of the summer prior to enrolment. A 3.0 cumulative GPA, 3.0 Prerequisite science GPA (Biology with lab, Human Anatomy and Physiology I and II with labs), and 3.2 prerequisite GPA with no individual prerequisite course grades below a C are required for admission. Prerequisite course grades of C or lower are not accepted and must be repeated. All of the following prerequisite courses must be completed with grades entered with the University Registrar by the June 30th application deadline to determine admission status and eligibility for enrollment in the Program: Psychology, Statistics, two of the three science prerequisites (Biology with lab; Human Anatomy & Physiology I with lab; Human Anatomy & Physiology II with lab), and one additional prerequisite course. For details regarding the Graduate Occupational

Therapy program, program accreditation, admission, and application information, see Sacred Heart University's Graduate Catalog or contact the Office of Graduate Admissions.

Freshman Admission Decision Option

A freshman admission decision application option is available to outstanding incoming Sacred Heart University Freshman. Freshman admission requirements include:

- Successful completion of four years of high school Science
- High school GPA of 3.2 or higher in academic courses (Math, Science, History, English, Modern Foreign Language)
- SAT scores of 1080 or higher (SAT required)

Sacred Heart University students accepted to the Occupational Therapy Program as freshmen must meet the following criteria prior to beginning the graduate phase of the Occupational Therapy Program:

- Successful completion of the baccalaureate degree in an undergraduate major
- Successful completion of all prerequisite course requirements with no individual prerequisite course grade below a C, with a 3.2 prerequisite GPA, and,
- Maintenance of a 3.0 cumulative GPA, and,
- A 3.0 prerequisite science GPA (Biology with lab, Human Anatomy and Physiology I and II with labs), and,
- Completion of the online graduate application by June 30th following the junior year for 4 + 2 students, and following the sophomore year for 3 + 2 students

Sacred Heart University undergraduates who were admitted into the Program as freshman who do not meet all of these criteria will lose

their seat and eligibility for enrollment in the Occupational Therapy Program.

Regular Admission Application Option

Sacred Heart University undergraduates, who were not admitted into the Occupational Therapy Program as freshman, may apply to the Program on a competitive basis for either the Early or Regular Decision application options. Sacred Heart University undergraduates should apply by the June 30th application deadline following the junior year for 4 + 2 students, and following the sophomore year for 3 + 2 students. All of the following prerequisite courses must be completed with grades entered with the University Registrar by the application deadline to determine admission status and eligibility for enrollment in the Program: Psychology, Statistics, two of the three science prerequisites (Biology with lab; Human Anatomy & Physiology I with lab; Human Anatomy & Physiology II with lab), and one additional prerequisite course. (See the Office of Graduate Admission's website for admission criteria and application information):

Sacred Heart University students applying for the Occupational Therapy Program must meet the following criteria:

- Successful completion of the baccalaureate degree in an undergraduate major
- Successful completion of all prerequisite course requirements with no individual prerequisite course grade below a C, with a 3.2 prerequisite GPA, and,
- Maintenance of a 3.0 cumulative GPA, and,
- A 3.0 prerequisite science GPA (Biology with lab, Human Anatomy and Physiology I and II with labs), and,
- Completion of the online graduate application by June 30th following

the junior year for 4 + 2 students, and following the sophomore year for 3 + 2 students

Program Accreditation

The Occupational Therapy Program is fully accredited through 2016-2017 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. For information about accreditation, contact ACOTE c/o American Occupational Therapy Association, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. Tel: 301-652-6611 ext. 2914, www.acoteonline.org or www.aota.org

Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note: A criminal or felony background or conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. The graduate occupational therapy program requires the successful completion of all required coursework and level I and level II clinical fieldwork. The majority of clinical sites require students to complete a criminal background check (CBC), fingerprinting, and or drug screening prior to participating in clinical education placements. Students with criminal convictions or backgrounds may not be able to obtain required clinical education

experience(s), thus failing to meet the academic requirements of the Occupational Therapy Program. It is therefore the Occupational Therapy Program's policy that prior to enrolling in the professional graduate phase of the Program, all admitted students 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, and/or fingerprinting, and/or drug screening are the responsibility of the applicant/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. Please refer to the Occupational Therapy Program's website for the CBC policy and procedures.

Students are admitted to the program on a competitive basis. Admission is based on successful completion of admission requirements, including completion of a baccalaureate degree in a field other than occupational therapy, and completion of all prerequisite courses by the end of the summer semester prior to enrollment.

If students require the summer prior to enrollment to complete prerequisites or the baccalaureate degree, any acceptance for admission into the program will be provisional to successful completion of the baccalaureate degree, all prerequisite coursework, maintenance of GPA requirements, and group interview and PBL experience with the Occupational Therapy Admissions Committee. All applicants must have successfully completed all of the following prerequisite courses, with grades entered with the University Registrar, by the

time of application: Psychology, Statistics, two of the three prerequisite science courses (Biology with a laboratory, Human Anatomy and Physiology I with laboratory, Human Anatomy and Physiology II with laboratory), and one additional prerequisite course. See the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions for admission criteria, application procedures, and program information.

Faculty

JODY BORTONE, ED.D., OT/L

Chair and Director of Graduate Occupational Therapy Program and Clinical Associate Professor

LENORE FROST, PH.D., CHT, FAOTA, OTR/L

Clinical Assistant Professor

LOLA HALPERIN MA, OTR/L

Clinical Assistant Professor

MARY-ELLEN JOHNSON, O.T.D., OTR/L

Clinical Assistant Professor

SHARON MCCLOSKEY MBA, OTR/L, DIPCOT

Clinical Assistant Professor

HEATHER MILLER-KUHANECK, PH.D., F.A.O.T.A., OTR/L

Clinical Assistant Professor

SHEELAGH SCHLEGEL, MPH, OT/L

Academic Fieldwork Coordinator

Prerequisite Course Requirements

Applicants are required to maintain a 3.2 prerequisite course GPA, a 3.0 science prerequisite course GPA, and a 3.0 cumulative GPA. Only grades of C or better meet prerequisite course requirements. Students must take the following prerequisite courses while fulfilling requirements for their major field of study in earning a traditional Bachelor of Arts or Bachelor of Science

degree:

- Biology I with lab (4 credits)
- Human Anatomy and Physiology I and II with laboratories (8 credits)*
- Life Span Development or Developmental Psychology (course content must include the entire lifespan from birth to old age) (3–9 credits)
- Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Sociology, or Anthropology, or Multicultural/Diversity Studies, or Social Psychology (3 credits)
- Statistics, or Psychological Statistics, Social Statistics, or Biostatistics (3 credits*) (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing)

* Must have been taken within the past 10 years.

RECOMMENDED ELECTIVES

The following courses will help you once in the Occupational Therapy Program

- Neuroscience, or Brain and Behavior
- Physics
- Exercise Science
- Kinesiology

PRE-PHYSICAL THERAPY

Pre-Physical Therapy preparation is a three- or four-year course of study leading to graduate study in Physical Therapy at Sacred Heart University. Pre-Physical Therapy preparation can be done using any undergraduate major, but can only be accomplished in three years if a major in Biology, Exercise Science, or Psychology is selected. Students should declare their undergraduate major no later than the end of the Freshman year. Regardless of undergraduate major, students must successfully complete the physical therapy prerequisite coursework described below. Only grades of C or better will be considered as prerequisites.

The professional phase of the graduate Physical Therapy is an additional three years. Application to the professional phase occurs at the end of the Pre-Physical Therapy preparation and the undergraduate major. For details, see the graduate admissions process. Admission to the professional phase is on a competitive basis.

Faculty

YVETTE BLANCHARD PT, SCD, PCS
Professor

DONNA M. BOWERS PT, MPH, PCS
Clinical Associate Professor

DAVID A. CAMERON PT, PHD, OCS, ATC
Clinical Associate Professor

KEVIN K. CHUI PT, DPT, PHD, GCS, OCS, FAAOMPT
Associate Professor and Chair

MICHAEL J. EMERY PT, EDD, FAPTA
Professor Emeritus

BEVERLY D. FEIN PT, EDD
Associate Professor

JASON GRIMES PT, MPT, OCS, ATC
Clinical Assistant Professor

SETH HAGYMASI, PT, DPT, OCS
Clinical Instructor

JANINE HATCH PT, DPT, MS, GCS
Clinical Instructor

MICHELLE M. LUSARDI, PT, DPT, PHD
Professor Emeritus

WENDY ROMNEY PT, DPT, NCS
Clinical Assistant Professor

KRISTIN SCHWEIZER PT, MS
Clinical Assistant Professor

ALICIA L. SPIRO PT, MS, NCS, NDT, SLVT
Clinical Instructor

JONATHAN SYLVAIN PT, MPT, OCS, FAAOMPT
Clinical Instructor

VICTOR VAUGHAN PT, DPT, MS, OCS, ATC
Clinical Instructor

SHEILA THOMAS WATTS PT, DPT, MBA, MS, GCS
Clinical Instructor

MICHELLE WORMLEY PT, MPT, PHD, CLT
Clinical Assistant Professor

EMMANUEL YUNG PT, DPT, MA, OCS, FAAOMPT
Clinical Assistant Professor

Requirements

The Pre-Physical Therapy preparation provides the necessary prerequisites for the Doctor of Physical Therapy program. Students also complete required undergraduate coursework for their selected major, and required and elective core courses required by the University for a Bachelor of Science or Bachelor of Arts degree.

**REQUIRED PHYSICAL THERAPY
PREREQUISITE COURSES**

- BI 111/BI 112 Concepts in Biology I & II
- BI 113/BI 114 Concepts in Biology
Laboratory I & II
- BI 131/BI 132 Human Anatomy &
Physiology I & II
- BI 133/BI 134 Human Anatomy & Physiology
Laboratory I & II
- CH 151/CH 152 General Chemistry I & II
- CH 153/CH 154 General Chemistry
Laboratory I & II
- MA 131 Statistics for Decision Making
- MA 140 Precalculus
- PY 111/PY 112 General Physics I & II
- PY 113/PY 114 General Physics
Laboratory I & II
- Psychology General Psychology and one
additional elective

PRE-SPEECH-LANGUAGE PATHOLOGY

Speech-Language Pathology (SLP) is not an undergraduate major at SHU. Rather, the program is a Pre-Professional Minor concentration that must be taken in conjunction with another major, such as Health Science or Psychology, at SHU. Students who wish to practice as Speech-Language Pathologists will need to complete these undergraduate prerequisites, and then apply to and complete a Master's degree program in SLP at SHU, or elsewhere. Graduate study in SLP requires two calendar years, including 1-2 summers of graduate level coursework and 400 hours of supervised clinical practicum.

Students who minor in Speech-Language Pathology may complete their undergraduate degree at SHU in a major discipline of their choice; the Health Science major leading to the Bachelor of Science in Health Sciences is preferred, as it offers students a solid foundation in information specific to health care practice. Other suggested majors could include English, Foreign Language & Culture, or Psychology. Majors must be declared by the end of the freshman year and may require summer or intersession courses to complete the major requirements as well as all the prerequisite SLP courses. The minor must be declared by the first semester of sophomore year. Regardless of the undergraduate major, students must successfully complete all required prerequisites by the end of the summer prior to enrollment in a graduate program. A 3.0 cumulative and 3.2 prerequisite GPA with no individual prerequisite course grade below a C are required for admission to SHU's graduate program in SLP.

The Speech-Language Pathology Pre-Professional Program at SHU is designed to meet all requirements of the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and to prepare students for graduate study in

communication disorders. The SHU graduate SLP program 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 and 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 Accreditation

The Speech-Language Pathology Pre-Professional Program at SHU is designed to meet all requirements of the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and to prepare students for graduate study in communication disorders. The SHU Master's program in Speech-Language Pathology is currently seeking candidacy status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Information on accreditation is available at www.asha.org/academic/accreditation

Faculty

RHEA PAUL, PH.D., CCC-SLP
Prof., Chair and Founding Director

ALISON SPRENGELMEYER, M.S., CCC-SLP
Clinical Assistant Prof.
Director of Clinical Education

ROBIN DANZAK, PH.D.
Assistant Prof.

JILL DOUGLASS, PH.D., CCC-SLP
Assistant Prof.

ELLEN MASSUCCI, M.S. CCC-SLP
Clinical Instructor
Coordinator of Educational Placements

Requirements

Pre-Professional Speech-Language Pathology preparation includes the necessary prerequisite courses for graduate work in Speech-Language Pathology or Audiology. Undergraduates must also complete coursework for their selected major, Sacred Heart University required foundational, elective, and common core courses for a Bachelor of Science or Bachelor of Arts degree. Twenty-five hours of observation of Speech-Language Pathology practice is required and is included in pre-professional course work.

PREREQUISITE COURSE REQUIREMENTS

Students must take the following prerequisite courses in addition to fulfilling requirements for their major field of study and earning a Bachelor of Science or Bachelor of Arts degree (only grades of C or better meet prerequisite requirements):

Basic Science Requirements

Biological Sciences 3 CR
(for example, BI 111 or BI 030)

Physical Sciences 3 CR
(for example, PY 100 or CH 030)

Statistics 3 CR
(for example MA 131)

Social/Behavioral Sciences 6 CR
(for example, PS 110, PS 252)

Minor Courses

(Must be taken in conjunction with other SHU Major; e.g., Health Sciences, English, Foreign Language & Culture, Psychology)

SLP 112	Speaking on Film (elective)
CR SLP 200	Introduction to Communication Disorders*
SLP 210	Phonetics*
SLP 300	Anatomy and Physiology of Speech and Swallowing*
SLP 310	Introduction to Audiology and Hearing Science
SLP 320	Speech Science*
SLP 330	Development of Language*
SLP 340	Neurological Bases of Communication and Swallowing
SLP 350	Introduction to Clinical Methods and Observation*
ED 152/552	Education in the US**
ED 205/569	Education of Children with Special Needs**

* Required for Minor; the other non-elective courses listed are needed for admission to graduate programs in Communication Disorders (SLP or Audiology).

** Requires Criminal Background Check (See Department for information)

Course Descriptions

SLP 112/HS 112 Speaking on Film: The Treatment of Communication Disorders in the Popular Cinema

This elective course will present an overview of communication disorders such as deafness, autism, aphasia, and stuttering. Students will watch films with people who have these disorders as protagonists, and discuss the portrayal of the disorder, as well as the symptoms portrayed in each film. Students will research one of the disorders portrayed to compare and contrast its portrait in the film with the findings of their research. A service learning project will be included within the course.

SLP 200 Introduction to Communication Disorders

The course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. The course considers normal development of communication behavior, the nature of communication disorders, and reviews 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. 3 credits; Lecture format.

SLP 210 Phonetics

Students will be introduced to the acoustic and 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 general American 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. 3 credits; includes both lecture and laboratory experience.

SLP 300 Anatomy and Physiology of Speech and Swallowing

SLP 300 Anatomy and Physiology of Speech and Swallowing

Students will become familiar with the anatomical and physiological bases of human communication and swallowing, including the support structures of the respiratory, articulatory phonatory, and swallowing systems, and the identification and function of muscles in these systems. 3 credits; includes both lecture and laboratory experience.

Prerequisite: 3 credits of Biology

SLP 310 Introduction to Audiology and Hearing Science

This course presents an introduction to the practice of audiology, to the anatomy, physiology and common pathologies of the auditory system, the impact of hearing loss, types and characteristics of hearing loss, 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. 3 credits; includes both lecture and laboratory experience.

Prerequisite: 3 credits of Biology

SLP 320 Speech Science

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 tract, acoustic features of vowels, consonants, and suprasegmentals of speech, as well as the physics and biomechanics of phonation, articulation, and resonance. The instruments, applications, and programs used to assess speech production will be reviewed, with laboratory practice. Principles and models of speech perception will also be discussed. 3 credits; 2 hours of lecture and 2 hours of laboratory experience.

Prerequisite: SLP 300 Anatomy and Physiology of Speech and Swallowing

SLP 330 The Development of Language

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. Dialectal variations in

language development and second language learning will be highlighted. 3 credits; Lecture/Discussion format.

Prerequisites: PS 252 Child Development Psychology or HS 310 Lifespan Development or EX 320 Pediatric Exercise Science

SLP 340 Neurological Bases of Communication and Swallowing

This course describes the development and 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. 3 credits; includes both lecture and laboratory experience.

Prerequisite: SLP 300: Anatomy and Physiology of Speech and Swallowing; SLP 310 Introduction to Audiology and Hearing Science

SLP 350 Clinical Methods and Observation

This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes and other clinical documentation, electronic medical record-keeping, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of communication disorders in educational and medical settings will be presented. As part of this course, students will complete a series of intensive observations in various educational and medical settings. 3 credits; Lecture/Discussion/Observation format.

Prerequisite: SLP 200: Introduction to Communication Disorders

John F. Welch College of Business

JOHN CHALYKOFF, PH.D.
Dean

Mission Statement

The John F. Welch College of Business 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 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.

The Welch Experience

The John F. Welch College of Business has created a benchmark program for business students that is designed to accomplish two very important goals: 1) To provide ongoing exposure to professional resources that will help students explore career options and decide the best way to apply a business degree. 2) To engage students in a comprehensive series of programs that will build resumes and develop the skills that employers are looking for.

DISCIPLINE	CONCENTRATIONS	BACHELOR'S DEGREE	
		MAJOR	MINOR
B.S. DEGREE			
Accounting		Yes	Yes
Management		Yes	Yes
Small Business Management and Entrepreneurship	Yes		
Human Resource Management	Yes		
International Business	Yes		
Management	Yes		
Global Business Management			
Marketing	Yes		
Business Economics		Yes	Yes
Finance		Yes	
Marketing		Yes	
Digital Advertising	Yes		
Digital Marketing			Yes
Fashion Marketing and Merchandising	Yes		Yes
Sports Marketing	Yes		
Sport Management		Yes	Yes

HIGHLIGHTS OF THE WELCH EXPERIENCE INCLUDE:

- waived tuition for one short-term study abroad course, making valued intercultural experiences more accessible;
- free golf lessons, focusing on not only the game of golf but on its links to the business world, from networking to marketing and sponsorships;
- interactive presentations from successful business professionals exposing students to new career opportunities;
- research, mentoring and leadership positions;
- Professional Electronic Portfolio;
- networking and business etiquette receptions and banquets;

- trips to businesses in the northeast corridor from New York to Boston
- Student-run businesses on campus

College of Business Core Curriculum

All candidates for a baccalaureate degree in the Welch College of Business must complete the Business foundations course of three (3) credits and core curriculum consisting of twenty-four (24) credits. The Business core consists of the following courses:

AC 221	Financial Accounting and Reporting
AC 222	Managerial Accounting and Control
MGT 201	Organizational Management

MGT 231	Business Law I
MGT 257	Business Ethics
MGT 401	Business Policy
FN 215	Financial Management
MK 201	Principles of Marketing

In addition, all Welch College of Business majors are required to complete EC 202 Principles of Microeconomics, EC 203 Principles of Macroeconomics and MA 133 Elementary Statistics with Business Applications as required supporting courses. A minimum grade of C is required for core curriculum courses and for all courses required for each major within the Welch College of Business. Core courses may also be part of each major's course requirements.

ACCOUNTING

The effective use of financial information is vital for decision makers in business, industry, banking, government, education, law and many related fields. Individuals with a strong background in accounting and finance are in great demand for positions such as financial analysts, estate planners, investment counselors, market researchers, auditors, comptrollers and accounting managers.

The Accounting program is designed to meet both the short- and long-term needs of students who enter the accounting profession. The program meets the needs of students who plan to start a career after graduation or who plan to continue their education on the graduate level.

Faculty

BENOÎT N. BOYER, PH.D.
Professor

KAREN T. CASCINI, PH.D., C.P.A.
Professor, Chair

KITTIPONG LAOSETHAKUL, PH.D.
Associate Professor

MAHFUJA MALIK, PH.D.
Assistant Professor

CHERI MAZZA, PH.D.
Associate Professor

DANNY A. PANNESE, M.S.T., C.P.A.
Associate Professor

STEPHEN SCARPATI, M.B.A., C.P.A.
Clinical Associate Professor

E. DANIEL SHIM, PH.D.
Professor

DEZROY STEWART, M.B.A., C.P.A.
Visiting Assistant Professor

BARBARA TARASOVICH, M.B.A., C.P.A., PH.D.
Assistant Professor

Major in Accounting

All Accounting students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221 Financial Accounting and Reporting

AC 222 Managerial Accounting and Control

MGT 101 Organizational Management

MGT 231 Business Law I

MGT 257 Business Ethics

MGT 401 Business Policy

FN 215 Financial Management

MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (33 CREDITS)

The following required eight courses:

AC 331 Intermediate Accounting I

AC 332 Intermediate Accounting II

AC 401 Advanced Accounting I

AC 313 Cost Management

AC 421 Auditing I

AC 431 Federal Taxes I

MGT 232 Business Law II

IS 272 Dynamics of Information Technology

AC 490 Accounting Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202	Principles of Microeconomics
EC 203	Principles of Macroeconomics
MA 133	Elementary Statistics with Business Applications

Electives necessary to complete degree requirements.

ACADEMIC REQUIREMENTS FOR AICPA EXAMINATION

Baccalaureate degree required. 46 semester hours from an accredited college in the study of accounting and related subjects, including, but not limited to business law, economics, and finance; of which at least 24 semester hours shall be in the study of accounting. 150 credit hours* required for certification, not to take exam.

* Including 36 hours of accounting

Accounting Course Descriptions

AC 221 Financial Accounting and Reporting

3 CR

Emphasis on the information that the language of business provides for decision makers. This is accomplished by using a transactions-analysis approach. Individual and team-based problems and cases are used to stress accounting fundamentals as well as the global and ethical issues of accounting decisions.

AC 222 Managerial Accounting and Control

3 CR

Covers the role of managerial accounting in corporate management. emphasis is on the introduction of product and service costing, profit planning, cost analysis and the cost allocation process. Current financial accounting and control matters are reviewed and evaluated. individual and team-based problems and cases are used to explore global ethical issues.

AC 331 intermediate Accounting I

3 CR

Further discusses accounting concepts, principles and practices, placing more emphasis on the theoretical aspects involved. While intended for the Accounting major, this is also a most useful course for other majors in the college of Business.

Prerequisite: AC 221

AC 332 Intermediate Accounting II

3 CR

Covers specialized topics in accounting including, but not limited to, pension accounting, debt and equity financing issues, stockholders' equity, earnings per share, international accounting and in depth analysis of the statement of cash flows. Emphasis is on the most recent pronouncements of the FASB and the IASB.

AC 401 Advanced Accounting I

3 CR

Advanced Accounting i covers financial accounting and reporting topics such as investments, business combinations, consolidated financial statements, foreign currency transactions, translation of foreign currency financial statements and partnerships. The topics are analyzed from the perspective of ongoing developments in the business environment, domestic and international standard setting, and associated ethical implications.

AC 402 Advanced Accounting II

3 CR

Advanced Accounting ii covers financial accounting and reporting topics such as accounting changes, leases, deferred taxes, estates and trusts, worldwide accounting diversity and international standards. it also includes coverage of the securities and exchange commission and its financial reporting requirements, accounting for not-for-profit organizations and state and local governments. The topics are analyzed from the perspective of ongoing developments

in the business environment, domestic and international standard setting, and associated ethical implications.

AC 313 Cost Management

3 CR

Explores critical issues facing accounting and financial managers in the current business environment. Topics include: introduction to state-of-the-art managerial accounting practices, in-depth understanding of cost management, product and service costing methods, performance evaluation and managerial compensation systems. global and ethical issues are examined. Written assignments, case studies and team discussions comprise much of classroom interaction.

Prerequisite: AC 222

AC 314 Advanced Management Accounting

3 CR

Introduces modern theory of management accounting and control and strategic cost management. Financial and managerial controls issues faced by multinational corporations are examined. Topics include: cost analysis, activity-based accounting and management, strategic cost control, agency theory, decentralization issues and incentive and compensation systems. Case studies and development, team discussions and empirical study comprise much of classroom interaction.

Prerequisite: AC 221

AC/FN 441 Financial Analysis

3 CR

Develops students' ability to analyze financial statements to determine both asset value and earning capacity of the public corporation's securities. Requires an understanding of the positive and negative effects of operating and financial leverage, as well as ratio analysis as it concerns the capitalization, stock and bond markets. Proof of students' ability lies in the preparation of an analysis of annual report of a major,

publicly held corporation.

Prerequisite: FN 215

AC 421 Auditing I

3 CR

Studies audit practices used by independent public accountants in examining accounting records and statements. Emphasis is on "generally accepted auditing standards" of evaluation of internal control as well as ethical issues.

Prerequisite: AC 332

AC 431 Federal taxes I

3 CR

Introduces individual income taxation. Topics include: formulation of tax statutes, research methodology, tax planning, analysis of taxable income as well as ethical considerations.

Prerequisite: AC 332

AC 490 Accounting Internship

3-9 CR

Students are directly involved in various dimensions of accounting. Emphasis is on the practical application of accounting principles and skills to a specific industry or organization. An on-site accounting professional supervises students

Prerequisite: Permission of the department chairperson

AC 397 Volunteer Income Tax Assistance Program (VITA)

3 CR

The VITA program provides low- to moderate-income taxpayers assistance in the preparation of their tax returns. Students receive internal revenue service (IRS) training to help prepare basic tax returns in the local community. Once training is completed, students must pass the irs's written examination to become VITA certified and complete the required staffing hours during tax filing season.

Emphasis is on the application of current tax law, communication skills, and community service.

Prerequisite: AC 221

AC 499 Independent Study

1-3 CR

Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified accounting majors on the basis of a written proposal from the student.

Information Systems Course Descriptions

IS 272 Dynamics of Information Technology

3 CR

Presents information systems concepts from a managerial perspective to understand how information systems work and how they are used for business purposes. This course is designed to help students understand and use fundamental information systems principles so that they will efficiently and effectively function as future business employees and managers. Topics include: hardware and software of computers, telecommunication and networks (including the internet), database management, e-commerce, systems development and systems security.

BUSINESS ECONOMICS

The Business Economics major gives students a solid understanding of today's global business environment and market structure. It combines in-depth study of economic theory with business applications within an ethical framework. The program enables students to understand market forces and their interplay with government policies and business decisions. It emphasizes the application of economic concepts and the use of critical thinking to resolving economic and managerial problems. Students acquire the analytical and problem-solving skills needed to investigate and critically evaluate economic trends and business conditions. They learn to interpret current issues confronting society (e.g., deficits, inflation, unemployment, poverty) as well as individuals (e.g., wages, cost of living, taxes). The major in Business Economics requires completion of 48 major credits. The curriculum is designed to enable students to succeed in business and government careers, graduate schools, and law schools as well as to become better-informed and productive citizens.

Faculty

RALPH LIM, M.B.A., C.F.A.

Associate Professor

KHAWAJA A. MAMUN, PH.D

Associate Professor, Chair

LUCJAN T. ORLOWSKI, PH.D.

Professor

STEPHEN RUBB, PH.D.

Associate Professor

JENNIFER TRUDEAU, PH.D.

Assistant Professor

Business Economics Major

All Business Economics students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATION COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221 Financial Accounting and Reporting

AC 222 Managerial Accounting and Control

FN 215 Financial Management

MGT 101 Organizational Management

MGT 231 Business Law I

MGT 257 Business Ethics

MK 201 Principles of Marketing

MGT 401 Business Policy

OTHER COURSES IN MAJOR (21 CREDITS)

EC 302 Global Financial Markets and Institutions

EC 313 Managerial Economics

EC 316 International Economics
or

FN 316 International Finance

FN/EC 390 Internship in Economics

EC 491 Quantitative Methods in Economics

Two Economics Electives

REQUIRED SUPPORTING COURSES

EC 202 Principles of Microeconomics

EC 203 Principles of Macroeconomics

MA 133 Elementary Statistics with Business Applications

Electives necessary to complete degree

requirements.

Minor in Business Economics

The minor in Business Economics requires the completion of 18 credits.

REQUIRED COURSES

EC 202	Principles-Microeconomics
EC 203	Principles-Macroeconomics
EC 302	Global Financial Markets and Institutions
EC 313	Managerial Economics
	Economics Elective (EC 299 and up)
	Economics Elective (EC 299 and up)

A&S majors may take EC 101 in lieu of either EC 202 or EC 203. A&S majors may take either SO 254, PO 320, or MA 151 in lieu of one economics elective.

Course Descriptions

EC 101 Introduction to Economics (Non-Business majors only)

3 CR

Introductory course for the non-Business major. Provides a foundation in the workings of the economy. Describes and analyzes major concepts and issues of macroeconomics and microeconomics. Examines key institutions including the Federal Reserve System, corporations and labor unions.

EC 202 Principles of Microeconomics

3 CR

An introduction to basic microeconomics principles and tools. Topics include: demand, supply, market equilibrium, costs of production, and resource pricing. Examines the market structures of pure competition, oligopoly, monopolistic competition, and monopoly. Markets for labor and capital are examined. Comparative advantage, International trade, and exchange rates are

also explored.

Prerequisite: MA 106 or MA 109 or MA 110 (MA 110 is encouraged for those considering graduate school)

EC 203 Principles of Macroeconomics

3 CR

Covers the determinants of economic growth and economic fluctuations within the business cycle. Topics include: inflation, unemployment, interest rates, savings and Investment, money and banking, and international finance. Fiscal policy and monetary policy are discussed using an aggregate supply/aggregate demand framework. Topics of supply and demand and exchange rates introduced in EC 202 are reviewed.

Prerequisites: MA 109 or MA 110 and EC 202 (MA 110 is encouraged for those considering graduate school)

EC 211 Economics of Social Issues

3 CR

Applies basic economic principles to analyze social issues. Topics include prices and the allocation of resources, the role of incentives, free trade, economic growth, market failure, the distribution of wealth and income, health care, crime and education.

EC 299 Special Topics in Economics

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc.

Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

EC 301 Intermediate Macroeconomic Analysis

3 CR

A course in aggregate economic analysis. Examines theories of the determination of national income and employment. Policies associated with these theories are critically examined.

Prerequisite: EC 203

EC 302 Global Financial Markets and Institutions

3 CR

This course overviews the global financial markets and institutions. It examines the regulatory framework and asset/liability management at commercial banks and other financial institutions. It analyzes the significance of money, credit, and interest rates, as well as the impact of monetary policy on the economy. Students learn about assessment and management of various types of risks faced by global financial institutions.

Prerequisite: EC 203

EC 303 Seminar on U.S. Economy and Monetary Policy

1 CR

This is a one credit course to learn about U.S. Macroeconomics aspects and monetary policy implementation by the Federal Reserve Bank. Selected students will participate in the Fed Challenge competition held in November by the Eastern Economic Association with partnership of New York Federal Reserve Bank. Students learn to work in a team environment, conduct research in macroeconomics, write short papers on economic topics, and conduct data analysis to make graphs and tables. In addition, they also learn how to make PowerPoint presentation and give presentation in front of audience. The course is open to Business Economics and/or Finance majors only.

Prerequisite: EC 203

EC 313 Managerial Economics

3 CR

Analyzes the structure of industry, business firms and the application of analytical tools of economics to decision making. Topics include: the determination of relevant costs for decisions within the business firm, pricing and capital budgeting problems, risk and uncertainty, and cases involving actual managerial situations that require the use of economic analysis.

Prerequisite: EC 202 or MA133

EC 315 Game Theory

3 CR

Game theory is a collection of tools used to study and model strategic decision making. These methods can be used to study optimal decision making in contexts ranging from those normally viewed as "games" such as poker to situations that economists are more concerned with that can include how to place a bid in an auction, how to set prices to draw business from a competitor etc. This class will begin by developing the formal tools of game theory and then alternate between showing interesting applications of that theory and developing additional theoretical tools. The types of applications that will be discussed will include a study of optimal auctions, pricing games, and models of election games. The goal for this class is that by the end of it, students should be able to engage in complex strategic analysis of real world situations.

Prerequisite: EC 202

EC 321 Labor Economics

3 CR

Applies the fundamentals of microeconomic and macroeconomic analysis to important decisions that people make in labor markets. Topics include the understanding of the wage and employment determination in the labor market, the wage differential, investing in human capital (i.e. education and training), labor mobility (including immigration), discrimination, unions and unemployment.

The course will cover both theoretical and empirical aspects of these issues.

Prerequisite: EC 203

EC 316 International Economics

3 CR

This course examines basic theories of international trade, modern trade policies and international finance. It overviews the changing global business patterns, with a special focus on new economic and regulatory policy challenges in the aftermath of the first global recession of the 21st century. Students who master the course material will gain knowledge and skills for succeeding both in the public sector institutions and in international business organizations.

Prerequisite: EC 203

EC 342 European Economic Development

This course provides students with a comprehensive examination of the European economic development and integration process. Historical, political, legal, and institutional aspects of the economic development and integration are analyzed. In addition, the course material overviews the main macroeconomic and regulatory policies of the European Union.

Prerequisite: EC 203

EC 373 Public Finance

3 CR

Examines the role of the public sector in the economy. Provides an understanding of the reasons for government intervention in the economy, the extent of that intervention, and the response of private agents to the government's actions. Analyzes both the taxation and the expenditure sides of the government budget. Discusses the impact of taxes on income distribution and explores the expenditure programs, their nature, importance, purposes and economic effects.

Prerequisite: EC 203

FN/EC 390 Internship

3-9 CR

Students are directly involved in various practical applications of economics and finance knowledge to a specific industry or organization. The emphasis is on acquiring hands-on skills. An on-site professional supervises students.

EC 491 Quantitative Methods in Economics and Finance

3 CR

Aimed at developing advanced quantitative skills needed for modern economic and financial analyses. The course covers the fundamental of regression analysis as well as regression with panel data and binary dependent variable. Time-series multivariate regression is also examined including cointegration tests, ARMA procedures and causality tests. Computer applications of econometric programs are required.

Prerequisite: MA 133 or equivalent

EC 492 Economic and Financial Forecasting

3 CR

Survey and applications of core time-series techniques of economic and financial analysis. Incorporates standard and advanced models of trend, seasonality and cycles as well as recursive techniques, volatility measures, simulation methods, and stochastic trends. Extensive use of the EViews software program for both modeling and forecasting purposes.

Prerequisite: EC/FN 491

EC 399 Current Issues in Economics

3 CR

Examines major contemporary economic issues. Demonstrates how economists deal with the difficult problems of the day. Open to both prospective majors and non-majors.

Prerequisite: EC 203

FINANCE

The Finance major provides students with the knowledge and skills required to apply the tools and techniques of financial management in all types of organizations. The discipline focuses on financial management as it relates to the raising and investing of capital consistent with the stated goals of an organization. The Finance major also covers topics related to personal investing from the perspectives of both the individual investor and the people entrusted to manage investment funds. Internships are widely available and required of all majors. Additional opportunities are available through the Problem based Learning Lab.

Faculty

ABU AMIN, PH.D.
Assistant Professor

KWAMIE DUNBAR, PH.D.
Assistant Professor

JOHN T. GERLACH, M.B.A.
Senior Executive in Residence
Associate Professor

JING JIANG, PH.D.
Assistant Professor

RALPH LIM, M.B.A., C.F.A.
Associate Professor

BRIDGET LYONS, D.P.S.
Professor

KHAWAJA A. MAMUN, PH.D
Associate Professor, Chair

LUCJAN T. ORLOWSKI, PH.D.
Professor

RUPENDRA PALIWAL, PH.D.
Associate Professor

Major

All Finance students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221 Financial Accounting and Reporting

AC 222 Managerial Accounting and Control

FN 215 Financial Management

MGT 101 Organizational Management

MGT 231 Business Law I

MGT 257 Business Ethics

MK 201 Principles of Marketing

MGT 401 Business Policy

OTHER COURSES IN MAJOR (21 CREDITS)

FN 351 Corporate Finance

EC 302 Global Financial Markets and Institutions

FN 315 Investments

FN 316 International Finance

FN /EC 390 Internship in Finance

Two Finance electives

In some circumstances an additional elective may be substituted for the internship if the student can demonstrate other experience in the field.

REQUIRED SUPPORTING COURSES

EC 202 Principles of Microeconomics

EC 203 Principles of Macroeconomics

MA 133 Elementary Statistics with Business Applications

Electives necessary to complete degree requirements.

Course Descriptions

FN 215 Financial Management

3 CR

Provides an overview of the principles and techniques used in financial management and an introduction to financial markets. Topics include time value of money, measures of risk, models for pricing bonds and stocks, financial analysis, capital structure, cost of capital, capital budgeting and working capital management. Students are introduced to financial problem solving using Microsoft Excel.

Prerequisite: AC 221

FN/SM 243 Sport Finance

3 CR

Examines the application of financial methodology for sport enterprises. Emphasis is on understanding the important sources of revenue (e.g., ticket sales, sponsorships) and media as well as the principal expenses of managing a professional team (e.g., salaries). The course also provides insight to the financing of stadiums and arenas and the valuation of teams.

Prerequisites: AC 221 and FN 215

FN 351 Corporate Finance

3 CR

Emphasizes corporate financial management. Covers financial analysis, working capital management, cost of capital, capital budgeting, valuation, and capital structure. Includes extensive use of financial models.

Prerequisite: FN 215

FN 299 Special Topics in Finance

Designates new or occasional course material that may or may not become part of the department's permanent offerings. This

course addresses a timely topic, consistent with a faculty member's particular interest. The most recent focus of this course material is on financial risk management.

AC/FN 441 Financial Analysis

3 CR

Develops students' ability to analyze financial statements to determine both asset value and earning capacity of the public corporation's securities. Requires an understanding of the positive and negative effects of operating and financial leverage, as well as ratio analysis as it concerns the capitalization, stock and bond markets. Proof of students' ability lies in the preparation of an analysis of annual report of a major, publicly held corporation.

Prerequisite: FN 215

FN 315 Investments

3 CR

Introduces students to the various types of investment products and markets both in the United States and globally. Topics include valuation techniques and risk measurements for common stocks, mutual funds and bonds; use of options; socially responsible investing; and expected returns for each type of investment.

Prerequisite: FN 215

FN 316 International Finance

3 CR

Explores the principles of financial management from an international perspective. The course provides a broad introduction to the operations of international financial markets and instruments. Students develop an understanding of the workings of international financial markets, the risks of doing business in the international arena, and management of exchange risk exposure. Among the topics covered are foreign exchange markets, foreign exchange risk, management of exchange risk exposure, impact of different exchange rates, taxation

systems and inflation rates on financial decisions, project evaluation and interaction among various national financial markets.

Prerequisites: EC 202 and FN 215

FN 318 Current Problems in Finance

3 CR

Seminar on special current topics in finance. Open to seniors majoring in Finance and to Seniors majoring in Business Economics, Business and Accounting with permission of the Finance department.

Prerequisite: FN 215 or departmental permission

FN 442 Derivatives and Risk Management

3 CR

Designed to help undergraduate students understand the basic derivative markets such as forward, futures, options and swap markets. Key concepts needed to price these basic claims, such as the law of one price, the cash and carry arbitrage and the put call parity, are introduced and explained. Explores the pricing of these claims, as well as arbitrage and hedging in these markets.

Prerequisite: FN 215

FN 220 Personal Finance

3 CR

Examines the financial planning, management and investment needs of individuals and households as they pursue their financial goals. Topics include: personal budgeting, credit buying, banking and borrowing, home ownership, insurance and investing. Upon successful completion of the course, students should have gained a basic understanding as to how to (1) prepare their personal financial plan or program; (2) budget and control their income and expenses; (3) economically and wisely purchase major expense items such as a house or an automobile; (4) purchase needed insurance thoughtfully and purposefully; and (5) begin a program for retirement and investments so that their personal financial objectives can be reached.

FN 450 Investment Management Capstone

3 CR

This course is required for students selected in the Finance department's Investment Management Program. The course parallels the curriculum found in the Chartered Financial Analysts, CFA Level I examination. Topics include ethics and professional standards, economics, financial statement analysis, equity and fixed income analysis, quantitative techniques, derivatives, and portfolio management. Completion of the course assists the students in preparing for the CFA Level I examination.

Prerequisite: FN 315 (Investments and Instructor Permission)

FN 351 Experiential Learning: Rotaract

1 CR

The Sacred Heart Rotaract which is sponsored by the Welch College of Business aims to prepare young adults to become the next generation of business and community leaders. The club is guided by its core value of helping to prepare individuals who will not only seek to excel academically but will work to improve local communities and the greater society. The Sacred Heart Rotaract Club which was established in the spring of 2010 is a service based club that centers its efforts within the local community. The club is open to all students of the university and exposes students to service learning and leadership training.

Each semester, as part of the service learning experience provides an overview of the principles and techniques used in Non Profit Management and an introduction to the Non Profit Sector. Topics discussed include: the role of Non Profits, managing Non Profit resources, the laws governing Non Profits, Non Profit marketing and social media, and the governance of Non Profits and ethics. In addition to learning basic Non Profit management techniques, students will be required to identify and analyze one basic operational problem within an assigned Non Profit. The analysis will require you to

provide a viable solution to this problem which will be presented in class prior to the midterm and final week of class. Students will be required to satisfactorily complete 26 hours of work at their designate Non Profit over the semester (approximately 2 hours per week). At the completion of this exercise students earn 1 credit toward their respective degree programs.

FN 357 Financial Literacy

1 CR

This one credit course will cover a number of areas of basic finance including personal budgeting, appropriate ways to finance large purchases, such as an automobile or home purchase, personal taxes, managing student loans and credit cards, and the best methods to start saving for the future. The course will focus on simple financial principals but will require each student to develop examples from his or her own situation. This course assumes no business or financial background and is appropriate for any major.

FN/EC 390 Internship

3-9 credits

The internship is focused on developing job search, interviewing and career assessment skills while providing practical experience. Students work with a faculty advisor and the career development office to write a resume, search for and obtain an internship and work at a site for a minimum of 120 hours. The internship introduces students to the opportunities and rigors of the business environment. Upon completion, students work with the supervisor and faculty advisor to reassess skills and career development plans.

MANAGEMENT

The Management major is a broad-based degree program enabling students to understand how organizations operate in the contemporary global environment. Management majors acquire an understanding of the external environment of business and how it affects the internal activities of an enterprise.

Drawing on management theory as well as current business practices, students develop knowledge, skills and competencies that will enable them to assume positions in a wide variety of industries and organizations. The Management curriculum places special emphasis on personal ethical accountability and corporate social responsibility. In addition to coursework in business disciplines such as accounting, economics, finance, law, marketing, management information systems and operations management, students complete management courses that explore how resources— whether human, information, technology, knowledge or materials—all strategically combine to achieve the goals of an organization. The communication, teamwork and leadership skills needed in managerial roles are emphasized across the curriculum. Students also choose a four - course concentration in one of four areas. An internship from any Business school major is required.

Faculty

JEANINE ANDREASSI, PH.D.
Associate Professor

STEPHEN M. BROWN, ED.D.
Professor

MICHAEL CARRIGER, PH.D.
Assistant Professor

VALERIE CHRISTIAN, M.B.A.
Assistant Professor

ANDRA GUMBUS, ED.D.
Professor, Chair

GRACE CHUN GUO, PH.D.
Assistant Professor

TIM CRADER, D.B.A.
Visiting Assistant Professor

LEANNA LAWTER, PH.D.
Assistant Professor

ROBERT MARSH, PH.D.
Associate Professor

MARCUS MUELLER, PH.D.
Assistant Professor

RICHARD L. PATE, J.D.
Associate Professor

TUVANA RUA, M.A., M.B.A., PH.D.
Assistant Professor

JING'AN TANG, PH.D.
Associate Professor

MARY G. TREFRY, PH.D.
Associate Professor

CHRISTOPHER YORK, J.D.
Clinical Assistant Professor

MICHAEL ZHANG, D.B.A.
Associate Professor

Major in Management

All Management students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 15 REQUIRED SUPPORTING CREDITS + A 12 CREDIT CONCENTRATION)

AC 221	Financial Accounting and Reporting
AC 222	Managerial Accounting and Control
MGT 101	Organizational Management
MGT 231	Business law I
MGT 257	Business Ethics
MGT 401	Business Policy
FN 215	Financial Management
MK 201	Principles of Marketing

OTHER COURSES IN MAJOR (15 CREDITS)

MGT 202	Organizational Behavior
MGT 278	International Business
MGT 375	Operations Management
IS 101	Dynamics of Information Technology
MGT 390	Internship
MGT 344	Junior Achievement

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202	Principles of Microeconomics
EC 203	Principles of Macroeconomics
MA 133	Elementary Statistics with Business Applications

CONCENTRATION (12 CREDITS)

Choose from:

Human Resources Management

MGT 207	Management of Human Resources
MGT 334	Human Resources Law
	Management elective
	Management elective

Global Business Management

MGT 203	Cross-Cultural Relations
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MGT 370	Global Leadership
	Management elective
	Management elective

General Management

MGT 403	Frontline Supervisory Skills
MGT 304	Decision Making for Business
	Management elective
	Management elective

Small Business Management and Entrepreneurship

MGT 373	Business Plan Creation
MGT 374	Introduction to Small and Family Business Management
	Management elective
	Management elective

Minor in Business

The minor in Business Administration requires the completion of 15 credits.

REQUIRED COURSES

AC 221	Financial Accounting and Reporting
MGT 101	Organizational Management
MK 201	Principles of Marketing
EC 202	Principles of Microeconomics
FN 215	Financial Management

Business Course Descriptions

MGT 101 Organizational Management

3 CR

An interdisciplinary study of the management of organizations and decision-making, utilizing behavioral and quantitative approaches. Topics include: decision-making, motivation and behavior, leadership, group behavior, organizational change, planning, control and allocation of resources. These topics are addressed against a backdrop of

management responses to issues of ethics, social responsibility, and globalization. Lecture and case study format.

MGT 202 organizational Behavior

3 CR

Organizational behavior is about people and how they act and interact, mostly as members of groups. Current theories of organizational behavior are examined through the use of self-administered tests, experiential exercises, discussion and case analysis.

Prerequisite: MGT 101

MGT 203 Cross-Cultural relations

3 CR

Being able to work well with people from other cultures, both outside and inside your country, is vital in the changing global environment. Cultural sensitivity and awareness of different perceptions, values, and traditions are important individual skills. Many people identify with more than one culture, adding to the complexity of cross-cultural relations. In this course students learn to be alert to possible cultural differences. Students come to understand these differences and learn not to rely on self-referential criteria.

MGT 207 Management of Human Resources

3 CR

Explores the contemporary human resources function and basic processes involved in the recruitment, selection, training, development, and evaluation of an organization's human resources. Additional topics include today's emphasis on talent management as well as legal issues in HR management, labor relations, performance assessment and improvement, career paths, termination, compensation and benefit systems and managing diversity.

Prerequisite: MGT 101

MGT 231 Business Law I

3 CR

Provides a general survey of law adapted to the business environment. Areas of study include the judicial system, constitutional law, criminal law, tort law, contract law, international law, and employment law.

MGT 232 Business Law II

3 CR

Provides an advanced survey of law adapted to the business environment. Areas of study include the uniform commercial code, agency law, business organizations, property law, securities law, secured transactions law and bankruptcy law.

Prerequisite: MGT 231

MGT 333 International Business Law

3 CR

A general survey of international law including treaties and international organizations. Topics include: the European community, WTO, U.S. trade policy, international contracts and international payment mechanisms.

Prerequisite: MGT 231

MGT 334 Human Resources Law

3 CR

A survey of the laws which create, regulate and terminate the relationship between the employer and the employee, including contract law, federal and state anti-discrimination statutes, wage and hour statutes, and other applicable law. With a micro analysis of the life of an employee complaint, from internal filing to litigation.

Prerequisite: MGT231

MGT 257 Business Ethics

3 CR

Investigates the ethical questions that arise in normal business situations. The case study method is used to examine topics such as justice and the market system,

whistle-blowing, trade secrets and conflict of interest, privacy, discrimination and affirmative action, marketing, safety and employment issues. Special emphasis is given to ethics as it relates to finance, corporations and international business.

Prerequisites: PH 101 and MGT 101

MGT 344 Junior Achievement

1-3 CR

Junior Achievement is an experiential course for junior and senior Management students. The course is a variable credit course, such that students can complete up to 3 credits. The course will require students teach the Junior Achievement Business curriculum, including but not limited to financial literacy, developing a business plan and entrepreneurship, at high schools in the community in a seven to 10 week format based on the program they will be volunteering in. The course is designed to have students apply concepts they learn in the Business Administration program to their teachings, and it will help students strengthen their presentation skills while encouraging them engage in community service.

MGT 375 Operations Management

3 CR

This course serves as the introduction to the operations function of business. All organizations, for profit or not-for-profit, manufacturing, processing, or services, have operations as their central function. Despite their diversity, these organizations share common objectives and problems; in most cases, the same principles can be applied to help manage the operations. Major topics include determining operations strategy and objectives, planning the operations process, controlling operations, and managing its quality. The course introduces concepts to help understand how operations are organized and how operations decisions affect virtually every aspect of the firm.

Prerequisites: BU 201 and MA 133

MGT 278 Principles of international Business

3 CR

Surveys the scope of international business with special emphasis on various environments including political, economic, legal, technological, and socio-cultural. Also discusses the managerial process of planning, organizing, controlling, and leading in a global context, and its application to achieve success in international business.

Prerequisite: MGT 101

MGT 299 Special Topics in Management

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the department as appropriate for the specific course. Consult the current course schedule for available topics and current prerequisites.

MGT 401 Business Policy

3 CR

Explores the formulation and administration of policy, integration of the various specialties of business and development of an overall management viewpoint.

Prerequisite: senior standing

MGT 403 Frontline Supervisory Skills

3 CR

Explores supervisory skills required to effectively manage and deal with people in the workplace. Emphasis is on strategic human resource issues of recruiting and managing to retain talent. Includes skill-building applications to practice supervisory skills such as interviewing, providing feedback, conducting effective meetings, resolving team conflict, dealing with emotional behavior, and managing separations, terminations, and outplacement.

Prerequisite: MGT 202

MGT 304 Decision Making in Business

3 CR

This course gives students an opportunity to explore business decision-making tools and to apply them to business problems. Students will work in teams on complex problems facing managers and make decisions and recommendations for actions. Students are required to spend time outside of class to research information and work with team members. Prerequisites: Bu201, Fn215, MA133

MGT 373 Business Plan Creation

3 CR

Students utilize their skills in various business disciplines to explore the passion of creativity. The course enables students to conceptualize and pursue the development of a new idea or concept or the improvement/new application of an existing product or service. Students utilize their knowledge of the market and competitive landscape, research, financial models, and management skills to determine the feasibility of a project and evaluate risk and the process of raising venture or risk capital. Prerequisites: MGT 101, FN 215, and Junior or senior standing

MGT 374 Introduction to Small and Family Business Management

3 CR

This course introduces the student to the challenges, opportunities and rewards of owning a small business and provides the tools needed to be successful from startup through growth. The course is also directed to students who will enter into the management of family businesses, either their own family's or someone else's, and who will do business with family firms, consult to them, work with them in private wealth management, mergers and acquisitions, banking, consulting, outsourcing, etc.

Prerequisites: BU 201

MGT 390 Internship

3-9 CR

Students are directly involved in various dimensions of business. Emphasis is on the practical application of business principles and skills to a specific industry or organization. An on-site business professional supervises students.

Prerequisites: Junior or senior status plus permission of the internship coordinator and department chairperson

MGT 370 Global Leadership

3 CR

Global business means political, economic and socio-cultural interdependence and the linkages among politics, economics, cultural traditions, industries and regional trading blocs create an environment of change and uncertainty. It is in this changing environment that business leaders must learn to operate successfully. This course introduces students to global leadership and its development and is designed for students who want to work effectively with people from various cultures. The content and skills taught in this course provide tools for students to lead more effectively in today's more integrated global economy.

MGT 399 independent Study

1-3 Cr

Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified Business majors on the basis of a written proposal from the student.

MARKETING

The Marketing major provides an opportunity for students to not just develop the knowledge and skills required of today's marketing professionals but also the business acumen to negotiate the global business environment. The curriculum of the Marketing major is a well balanced course of study with a common business knowledge core and specialized courses that provide an understanding of a multitude of topics within the marketing discipline. Within the curriculum students learn to develop new and unique marketing opportunities, think independently, communicate effectively, and appreciate the impact of marketing on their own and other cultures. Graduates in the Marketing major should be well prepared and positioned to achieve increasingly higher levels of marketing management positions in corporations, marketing agencies, or entrepreneurial enterprises.

Faculty

ARNE BARUCA, PH.D.

Assistant Professor

TEMO LUNA-NAVAREZ, PH.D.

Assistant Professor

ENDA F. MCGOVERN, PH.D.

Associate Professor

PETER A. MARESCO, PH.D.

Clinical Associate Professor

ANCA MICU, PH.D.

Associate Professor

JOSHUA A. SHUART, PH.D.

Associate Professor, Chair

DAVID G. TAYLOR, PH.D.

Assistant Professor

Major in Marketing

All Marketing students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 101 Financial Accounting and Reporting

AC 105 Managerial Accounting and Control

BU 201 Organizational Management

BU 231 Business Law I

BU 257 Business Ethics

BU 301 Business Policy

FN 215 Financial Management

MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (24 CREDITS)

MK 270 Consumer Insights Using Technology OR

or

IS 101 Dynamics of Information Technology

MK 362 Marketing Research

MK 320 Consumer Behavior

MK 425 International Marketing

MK 430 Marketing Management

MK 390 Marketing Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202 Principles of Microeconomics

EC 203 Principles of Macroeconomics

MA 133 Elementary Statistics with Business Applications

An additional 6 credits of marketing electives are required. Three credits from marketing electives may be applied toward a minor in digital advertising, fashion marketing and merchandising, or sport marketing if the student chooses to pursue a minor. Minors are encouraged, but not required, for students majoring in Marketing.

Additional electives necessary to complete degree requirements.

Minor in Marketing

The minor in Marketing requires the completion of 18 credits.

REQUIRED COURSES

MK 201	Principles of Marketing
MK 215	Marketing Research
MK 220	Consumer Behavior
MK 225	International Marketing
MK 234	E-Marketing
<i>or</i>	
MK 235	Digital Advertising
MK elective	

Minor in Digital Marketing

The minor in Digital Marketing requires the completion of 15 credits.

REQUIRED COURSES

MK 201	Principles of Marketing
MK 334	e-Marketing Strategy
MK 335	Digital Advertising
MK 238	Software Tools for Design
MK 236	Media Planning OR
<i>or</i>	
MK 237	Social Media

Minor in Fashion Marketing & Merchandising

The minor in Fashion Marketing & Merchandising requires the completion of 15 credits.

REQUIRED COURSES

MK 201	Principles of Marketing
MK 240	Fashion Marketing
MK 310	Retailing and Merchandising
<i>or</i>	
MK 335	Digital Advertising
MK 350	Fashion Brand Marketing
MK 360	Marketing Integration: Textiles & Fashion

Marketing Course Descriptions

MK 201 Principles of Marketing

3 CR

Investigates the components of the marketing mix. A managerial approach is employed and case studies supplement each area of exploration. Topics include: customer behavior, product policy, channels of distribution, advertising and promotion, price policy, marketing programs and the legal aspects of marketing.

MK 205 Advertising

3 CR

Analyzes advertising from the managerial viewpoint of its relationship within the marketing mix. Examines social and economic aspects of advertising, practices and issues, analysis of media, the communications function, creative aspects including art and copy, and measures of effectiveness.

Prerequisite: MK 201

MK 237 Social Media Marketing

3 CR

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 these efforts. Topics Include :infrastructure of social medias, social media platforms, social media marketing strategy, social media marketing mix, social communities, social publishing, social entertainment, social commerce, social media for consumer insights, and social media metrics.

Pre-requisite: MK 201

MK 238 Software Tools for Design

3 CR

This course offers a practical application of graphic design concepts for marketing objectives. Students will learn to manipulate scanned images and digital photographs in preparation for publication layout and design, to create single and multipage marketing publications (e.g., brochures, advertisements, flyers), and to design and publish commercial websites. The course provides students with hands-on experience in the use of state-of-the-art design tools such as Photoshop, InDesign (Publisher) and Dreamweaver.

Pre-requisite: MK 201

MK 240 Fashion Marketing

3 CR

Examines the history, evolution, and business of fashion from the 19th century to the present. Focus is on the marketing of fashion apparel from the development of product line to distribution through multiple retail channels and purchase by targeted consumers. Advertising and promotional strategies will also be examined.

Prerequisite: MK 201

MK 270 Customer Insights Using Technology

3 CR

Provides students with a working knowledge of resources and tools available to marketing professionals. 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. It requires extensive use of Excel spreadsheets, the Internet, public and professional databases, specialized software and other technology resources.

Prerequisite MK 201

MK 299 Special Topics in Marketing

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

Prerequisite: MK 201

MK 310 Retailing and Merchandising

3 CR

Studies history and development of the retail function and its relationship to the wholesaler and manufacturer. Topics include: store management, the buying function, elements of style and fashion, pricing policies, customer relations, store location and sources of supply. Examines retail mathematics including markup, markdown and turnover.

Prerequisite: MK 201

MK 320 Consumer Behavior

3 CR

Explores various fields of knowledge necessary to understand marketing behavior. Materials from psychology, sociology, cultural anthropology and history are used in conjunction with marketing problems. Examines consumers in terms of both individual and group buying behavior patterns; the consumer's process of arriving at buying decisions is appraised at both the retail and non-retail levels.

Prerequisite: MK 201

MK 334 E-Marketing

3 CR

This course is designed to provide students with a comprehensive understanding of e-marketing and its role in the global economy. Topics include: the role of e-business in the global economy, e-business models, privacy/security issues, payment systems, social networking sites, logistics and delivery, integration of online and offline channels and related topics. Students will learn how to develop new e-business ideas, create a business plan, select technologies, develop a website and market an e-business and its products or services. Students will have an opportunity to apply their knowledge through hands-on exercises, cases and/or project assignments.

Prerequisite: MK 201

MK 335 Digital Advertising

3 CR

This course is an introduction to the rapidly evolving and dynamic digital advertising sector (e.g. search, display, social, and mobile advertising). Recent changes in consumer behavior and opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing communications function are examined. The course also includes discussion of current metrics used to gauge the effectiveness of digital advertising

Prerequisite: MK 201

MK 336 Media Planning

3 CR

This course will explore different classes of media (traditional mass media, new media, nontraditional media and specialized media), examine the respective role each can play in delivering a brand's message to the targeted consumer market and how to create, evaluate and execute the media plan.

Pre-requisite: MK 201

MK 350 Fashion Brand Marketing

3 CR

This course encompasses the history, development, and process of brand marketing in the fashion industry. The array of national, designer, private label, store and corporate brands, their background, and developmental strategies will be covered. Through the understanding of brand elements, brand equity and brand communications, the student will create a positioning brief, and launch their own fashion brand as a final project. In addition, this course will examine brand global expansion through such vehicles as licensing and franchising.

Prerequisite: MK 201, MK240

MK 360 Marketing Integration: Textiles and Fashion

3 CR

Encompasses the processes involved in global supply chain management and integration from a raw material base to finished apparel. By understanding the building blocks of fiber, yarn, weaving, knitting and color penetration systems, the student will understand what is essential in making decisions concerning aesthetics, cost, care and wearability of fashion apparel. This course is essential for any student who wishes to enter, and manage, in the fields of apparel merchandising, marketing and design.

Prerequisite: MK 201, MK240

MK 362 Marketing Research

3 CR

Explores principal areas and methods of marketing research including mail, diary, panel, phone and the personal interview. Various types of research are analyzed with emphasis on the information gathering function of research as a means to more effective business decision-making.

Prerequisite: MK 201

MK 390 Marketing Internship

3-9 CR

Students are directly involved in various dimensions of marketing management. Emphasis is on the practical application of marketing principles and skills to a specific profit or non-profit enterprise. On-site marketing professionals supervise students.

Prerequisites: MK 201 and permission of the Marketing internship coordinator.

MK 399 Independent Study

1-3 CR

Directed study of a specific, well-defined marketing topic. Permission of the instructor and departmental chairperson is granted to qualified Marketing majors on the basis of a written proposal from the student.

Prerequisite: MK 201

MK 425 International Marketing

3 CR

Provides a broad-based understanding of the challenges, opportunities and problems associated with international marketing. Emphasis is on understanding other cultures and current events and how they affect international marketing. Classroom work is supplemented with case studies, current readings, videos and speakers who are active in the field.

Prerequisite: MK 201

MK 430 Marketing Management

3 CR

Studies the effective management of the marketing mix. The case approach assists in viewing the marketing manager's efforts as coordinated with the contributions of the firm's segments. Provides understanding of marketing decision-making as being wholly related to the firm's goals, with a view to the larger context of society itself.

Prerequisite: MK 201

SPORT MANAGEMENT

The increasing complexity of the sport industry, the globalization of sport, and the increasing influence of media and technology underscore the importance of specific and comprehensive preparation for sport management professionals in the new economy. The Sport Management curriculum emphasizes the unique management, business, and legal principles and practices necessary to succeed in a dynamic global industry. The Sport Management major prepares professionals who are self-directed in their learning, critical thinkers and problem-solvers, interdisciplinary in their approach, and capable of effectively managing complex sport enterprises and marketing sport-related services and products to diverse markets.

Faculty

JOHN T. GERLACH, MBA
Associate Professor

DOUGLAS LILLY, J.D.
Instructor

RICHARD A. LIPSEY, MBA
Instructor

ANCA MICU, PH.D.
Associate Professor

JAMES P. SANTOMIER, JR., PH.D.
Professor

JOSHUA A. SHUART, PH.D.
Associate Professor, Chair

Major in Sport Management

The Sport Management curriculum provides a theoretical and skill-based framework in core business disciplines, functional business skills, and in specific sport business areas. Focus is on the financial, marketing, media, legal and ethical dimensions of sport

business. The program provides students with opportunities to pursue U.S. based and international internships.

The Sport Management major requires completion of 54 major credits plus 12 credits in related supporting courses.

SACRED HEART UNIVERSITY CORE CURRICULUM (54-56 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 101 Financial Accounting and Reporting

AC 105 Managerial Accounting and Control

BU 201 Organizational Management

BU 231 Business Law I

BU 257 Business Ethics

BU 301 Business Policy

FN 215 Financial Management

MK 201 Principles of Marketing

OTHER COURSES IN MAJOR (24 CREDITS)

SM 255 Sport Sponsorship

IS 272 Dynamics of Information Technology

SM 206 Sport Enterprise Management

SM 235 Sport Law

SM 243 Sport Finance

SM 245 Sport Media

SM 265 Sport Marketing

SM 391 Sport Management Internship

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202 Principles of Microeconomics

EC 203 Principles of Macroeconomics

MA 133 Elementary Statistics with
Business Applications

SPORT MANAGEMENT ELECTIVES (6 CREDITS)

Choose from:

SM 281 Sport Venue and Event
Management

SM 283 Sporting Goods Industry

SM 382 Sport New Media

SM 299 Special Topics in Sport
Management

Minor in Sport Management

The minor in Sport Management requires the completion of 15 credits

REQUIRED COURSES

MK 201 Principles of Marketing

SM 206 Sport Enterprise Management

SM 305 Sport Sponsorship

SM 265 Sport Marketing

SM Elective

Course Descriptions

SM 206 Sport Enterprise Management

3 CR

Examines principles and foundations of sport management and how the functions of planning, organizing, leading, and directing apply to the sport enterprise. Focus is on the application of core management principles, including ethics. The course provides a basis for understanding the development and governance of the sport industry and for addressing contemporary problems and issues. Students develop a model of management designed to achieve the goals of the sport enterprise.

Prerequisite: BU 201

SM 235 Sport Law

3 CR

Explores the application of legal principles to the sport industry and provides basic knowledge of a wide range of legal statutes that relate to various dimensions of sport business. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues that frequently have been addressed in cases involving sport enterprises.

Prerequisite: SM 206

SM 243 Sport Finance

3 CR

Examines the application of financial methods and procedures for the sport enterprise. Focus is on understanding the development and management of enterprise budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise.

Prerequisites: FN 215

SM 245 Sport Media

3 CR

Examines the principles and fundamentals related to developing and implementing media relations programs for sport enterprises. Focus is on the development of electronic communications including press releases, local features, media guides and brochures, statistical breakdowns and web pages. Issues addressed include working with local, regional and national press; crisis management; ethical concerns; and promotion of specific events, teams and individuals.

Prerequisite: SM 206

SM 265 Sport Marketing

3 CR

Analyzes how marketing, promotion and public relations principles apply to the sport

industry. Explores issues in marketing of the sport enterprise, sport-related events and venues and, products and services. Focus is on the marketing of sport as a product and on the marketing of non-sport products and services using sport as a promotional tool. Addresses unique challenges and limitations as well as new trends in sport marketing.

Prerequisites: SM 206 and MK 201

SM 281 Sport Venue and Event Management

3 CR

Examines principles and fundamentals of managing and financing sport and entertainment venues. Focuses on developing knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Emphasizes design analysis, operations and event management. Includes site visits.

Prerequisite: SM 206

SM 283 Sporting Goods Industry

3 CR

Examines the history, foundations, organization, management and future of the sporting goods industry. Designed specifically for individuals interested in a career in the sporting good industry and focuses on understanding the development of core dimensions of the industry, including market structure, sporting goods manufacturers, marketing strategies and channel distribution and sporting goods e-commerce. The course emphasizes problem solving and developing critical thinking skills within the context of the sporting goods industry.

Prerequisite: SM 206

SM 299 Special Topics in Sport Management

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department

as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

Prerequisite: SM 206

SM 305 Sport Sponsorship

3 CR

Examines the unique dimensions of corporate sponsorship. Emphasis is placed on proven sponsorship sales techniques, the dynamics of selling sport sponsorships, and on an analysis of the global sponsorship market and the necessary steps needed to generate sponsorships revenues for sports events. Insights into creating a sponsorship inventory, research base, and sales plan are provided.

Prerequisite: SM 265

SM 382 Sport New Media

3 CR

Examines the relationship between new media and the sport industry, including broadband, wireless, mobile technologies, sport websites, streaming video, audio, iTV, podcasting, e-commerce, and online marketing. Focus is on the relationship of new media to current trends in sport marketing, sponsorship, broadcasting, UGC, CRM, etc. Emphasizes developing critical new media-related skills, including web page design.

Prerequisites: IS 272, SM 265; Recommended SM 245

SM 391 Sport Management Internship

3-9 CR

Students are directly involved in various dimensions of managing the sport enterprise. Emphasis is on the practical application of management and marketing principles and skills to a specific sport business. On-site sport management professionals supervise students.

Prerequisites: SM 206 and permission of the Sport Management internship coordinator.

University College

MARY LOU DEROSA, MBA
Dean

University College brings Sacred Heart University's resources and programs to part-time students and to the community. Bachelor's degrees in General Studies and Professional Studies and Associates degrees in General Studies are offered through University College.

University College administers Weekend University, the AHEAD (accelerated format) Terms, Summer Sessions, Winter Intersession, English as a Second Language, the Center for Financial Education (CFE), the Pre-College Program, Upward Bound, and the Minority Scholars Program. The campus in Stamford is home to the Center for Financial Education, and graduate studies.

A major objective for the college is to maintain and expand its position as the regional leader in providing learning opportunities to 21st century students. University College develops, markets and delivers certificate and degree programs. It is responsive to the education needs of business, social service, professional and governmental organizations. University College is an admissions office as well as the office for academic advising for undecided PTUG majors, General Studies majors, and Professional Studies majors.

Admissions Process for Part-Time Study

All part-time undergraduate day, evening, weekend, visiting, and summer /winter intersession students are admitted through University College. Part-time students seeking admission to Sacred Heart University do not need prior college experience to begin their studies and standardized tests are not required.

All applicants for admission through

University College must submit an official high school transcript or equivalent. Students who have an Associate's degree must provide an official transcript with notation of degree. An official transcript must be received and evaluated before acceptance can be complete. After receiving acceptance into a degree program, the student will review the individualized plan of study with an advisor.

All admissions requirements must be fulfilled prior to being awarded financial assistance. A prospective student may be issued an "in-process status" and may register for classes. 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/healthservices

New students should follow these steps: For all non-native English speakers, an official English language proficiency examination is required. The following minimum scores are accepted:

- TOEFL PBT: 570
- TOEFL iBTL: 80
- IELTS: 6.5
- MELAB: 80 (proctored on-site at SHU)
- PTE: 62
- iTEP: 5
- Cambridge Certificate in Advanced English (CAE): 5.5
- Cambridge Certificate in Proficiency in English (CPE): 5.5

Correspondence should be directed to:

University College
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
Phone: 203-371-7830
Fax: 203-365-7500
www.sacredheart.edu/uc

First-Time Students

- Schedule an appointment to meet with an academic advisor.
- Complete an application form and submit with the non-refundable application fee. The application form is available online at www.apply.sacredheart.edu
- Submit an official high school transcript or GED
- You may register with an advisor's signature as an in-process student prior to our receipt of your application requirements.

Transfer Students

- Fax an unofficial copy of your college transcript(s) to University College at 203-365-7500. The advisor will do a preliminary evaluation of all transfer credits prior to your appointment if possible.
- Schedule an appointment with a University College advisor.
- Complete an application form and submit with a non-refundable application fee. The application form is available online at www.sacredheart.edu/ucadmissions
- www.sacredheart.edu/ucadmissions
- You may register with an advisor's signature as an in-process student prior to our receipt of your application requirements.
- An official transcript must be received and evaluated before acceptance can be complete.

Visiting Students

- Confirm with your college that they will accept Sacred Heart University credits.
- Visiting students are required to have

completed all prerequisites.

- Contact University College regarding class availability.
- Complete the online Visiting Student Form.
- Bring your registration form to University College or fax it to 203-365-7500. There is a non-refundable registration fee per semester.

Registration is ongoing.

Specialized Services and Programs of University College

ACADEMIC SERVICES

Academic Services are designed to assist part-time students in establishing and achieving educational goals. Services include pre-admission and new student advisement, degree planning information, academic support and referral. Academic support assistance includes major options and declaration, early and mid-term assessment indicators, course selection and registration. As a Yellow Ribbon school, University College provides special support services and advisement for veterans: www.sacredheart.edu/veterans

The Jandrisevits Learning Center provides academic support to all SHU students with special focus on math, writing, study skills and some content areas. Through a variety of teaching modalities such as tutoring, the CLA (Classroom Learning Assistants) program and workshops, the JLC empowers students with concrete learning strategies to promote self-directed learning.

PRIOR LEARNING ASSESSMENT

Recognizing that higher education also occurs outside the classroom, the University awards academic credit to students for what they have learned through life and/or work experience in very exceptional circumstances. This experience can be

the result of self-education, professional certification, in-service training programs, volunteer work or management work. Refer to the website for current policies. For additional information on the Prior Learning Assessment program, contact University College at 203-371-7830.

Sacred Heart University offers the Nursing student the opportunity to take EXCELSIOR exams in Anatomy and Physiology I and II, and the National League for Nursing (NLN) challenge exam in Microbiology. For additional information concerning these exams, contact the Nursing Programs Office at 203-371-7715.

CAREER COUNSELING SERVICES

Professional staff members work with students to assess abilities and interests in order to formulate a potential study plan. Emphasis is on planning for life. Services are offered to identify and establish career goals, address current career issues and research new options. In-depth career consultation, testing, résumé writing and employment search assistance are available on an appointment basis.

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 an American academic institution.

Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, pronunciation and service learning, totaling 22 hours per week.

Placement in the noncredit pre-academic intensive English Language Program, is determined by the 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. The program runs five semesters per year.

For more information regarding the program, contact the Director at 203-365-7528. ESL classes are offered on the Fairfield.

Please see our website for further information: www.sacredheart.edu/esl

FINANCIAL ASSISTANCE SERVICES

The Office of Student Financial Assistance counsels part-time students regarding all of the options available to meet the cost of education. To be awarded financial aid, part-time students must be officially accepted and matriculated into a degree granting program. By combining grant money, government guaranteed loans, low fixed-interest loans, deferred payment plans, employer reimbursement opportunities, Veterans Administration eligibility programs, a plan will be designed for the specific requirements of each student.

Curricular Formats in University College

University College allows students to pursue undergraduate study in a variety of formats. Classes are offered at Sacred Heart University campuses in Fairfield and Stamford. Students can elect from the following choices:

ACCELERATED CLASSES

Traditional collegiate study terms run anywhere from 15 to 18 weeks. Depending on the course, students can choose 5 1/2- or 7 1/2-week terms, with class meetings either once or twice per week, intensive sessions of varying lengths, or a weekend schedule. University College offers a variety of options for term formats.

AHEAD CLASSES**(Adults in Higher Education Working for Accelerated Degrees)**

AHEAD is an accelerated scheduling format. The core curriculum is the same for all University majors; AHEAD courses are available to all part-time students. AHEAD terms provide the unique opportunity to complete an Associate or Baccalaureate degree program of study in an accelerated format. It consists of four terms per year. Each term is seven and one-half weeks in duration. Classes meet two nights per week for 2 hours and 15 minutes per night, or one night per week for 4 hours and 15 minutes.

ONLINE LEARNING

Sacred Heart University offers on-line and blended courses through Blackboard. Blackboard is the standard university Web-based courseware that enables faculty to deliver courses totally or partially online and to supplement a course with on-line material. Students must activate their Sacred Heart University network account and be registered for the course to have access to Blackboard course material and on-line applications.

Courses require that students work independently and interdependently with their instructor and with fellow students. A commitment to do this is required of the students in order to sustain their participation. Participants must maintain their own access to the Internet, with e-mail capability and have Microsoft Word or compatible word processing software.

TRADITIONAL SEMESTER STUDY

Part-time students who prefer standard course presentation and time intervals can elect to tailor their programs in the traditional format, both during the day, evening, and online. Many students take courses in a variety of formats, depending on subject, content and degree of difficulty.

WEEKEND UNIVERSITY

The Weekend University offers University curriculum courses that facilitate the pursuit of a degree. There are two consecutive sessions available during each semester.

WINTER INTERSESSION AND SUMMER SESSIONS

Students may take only one course during the Late Spring session and two courses during each of the summer sessions (Summer 1 session and Summer 2 session). Students are ordinarily limited to one course during each Winter Session.

PRE-COLLEGE SUMMER PROGRAM

Qualified rising high school juniors and seniors may take one freshman level course from our Pre-College course offerings and earn 3 credits toward their college degree. Course offerings may vary each summer. Contact 203-371-7942 for more information.

TASTE OF COLLEGE-LIFELONG LEARNER

Adults 62 years of age or older interested in lifelong learning may take college courses on a seat-available basis. Adults may take college courses at a reduced tuition per course. Selected course offerings vary each semester. Interested adults should contact 203-371-7830 for more information.

The Center for Financial Education

The Center for Financial Education was established on the Stamford Campus of Sacred Heart University to offer greater Fairfield County opportunities for continuing education in the financial services area. The center assists the university in carrying out the mission of being "able to respond to an ever-changing world" and "combining education for life with preparation for professional excellence."

Admission to the Financial Planning Certificate program is open to individuals with a baccalaureate degree in any discipline.

Transfers from other board-approved programs are also welcome.

Offerings include:

- Financial Planning Certificate Program (CFP)
- Series 7 Prep Course
- Paralegal Certificate Program
- Advanced Paralegal Certificate Program
- Legal Secretary Certificate Program
- Legal Investigation Certificate Program

Professional Studies

The Professional Studies Degree serves as a career advancement step for professionals looking to obtain a Bachelor's degree.

Building on the University's core curriculum and the required Professional Studies major core, students will have the opportunity to pursue individual interests through a constellation of electives and a choice of three designated tracks. This degree serves to support student's interest in assuming leadership roles within their organizations.

- Leadership Track
- Geriatric Health and Wellness Track
- Eco-Awareness and Sustainability Track

The degree is designed for current University undergraduate students who are seeking an interdisciplinary education, transfer students who wish to pursue degree completion, professionals holding an Associate's degree and seeking career advancement and community college graduates who are interested in furthering their careers by expanding their knowledge in the interdisciplinary areas of communication, technology and management.

PROGRAM STRUCTURE

In addition to core requirements, students are required to fulfill 9 credits in each

of three disciplines, Computer Science, Communications and Business for a total of 27 credits. A minimum of 15 credits is required in one of the tracks.

General Studies

The General Studies program was developed specifically for students interested in custom-designing their own multidisciplinary curriculum. It allows students to investigate areas of study that best serve their life and/or work situation. Students select courses from either one or two broad areas of study. With the help of a faculty advisor, a cohesive plan of study, which culminates in a project to synthesize the learning experience, is designed. Classes may be taken in any number of formats. There are a minimum of 120 credits required for the Bachelor Degree with no more than 27 credits in total from the John F. Welch College of Business.

PROGRAM STRUCTURE

Students select 36 major credits from either one or two broad areas of study plus a capstone project (3 credits). The broad areas of study are:

Arts and Humanities

Natural Science, Numerical and Symbolic Reasoning

Professional Studies

Social Science

A capstone project course is required at the end of the program to synthesize learning. In developing the General Studies major, students, with the help of a faculty advisor, formulate a comprehensive plan of study thus ensuring the pursuit of a meaningful program.

QUALIFICATIONS FOR ADMISSION

Admission to the General Studies program is open to individuals with a high school diploma or its equivalent. Students who already have transfer credits are also welcome. Credit through CLEP, DANTES

and EXCELSIOR exams and through the Assessment of Prior Learning Program is also available.

Associate of Arts and Associate of Science Degree Programs

Associate Degrees are offered for students whose needs are best met by this degree or for students who may seek to further their education at a later time with a baccalaureate degree. The Associate degree programs fall in two general categories: Associate of Arts (AA) in General Studies degree, with specialties in 19 different fields, and career-based Associate of Science (AS) degrees in one field. In addition to the specialty courses, each program has its foundation within a liberal arts base.

ASSOCIATE OF ARTS DEGREE - GENERAL STUDIES PROGRAM

All Associate of Arts degrees are offered by University College. The candidate for the AA degree in General Studies must complete 60 credits, which include the AA Core Curriculum as well as an emphasis of not less than 15 credit hours and elective courses chosen in consultation with the student's advisor. A minimum of 30 of these credits must be taken at Sacred Heart University, and a minimum cumulative GPA of 2.0 is required.

CORE CURRICULUM

The Core Curriculum for the AA degree provides the student with the opportunity to experience other disciplines, obtain a background for further study, and gain the knowledge to become a knowledgeable and educated human being.

Foundational Core

FY XX 125 First Year Seminar
FLO 125 The Art of Thinking
College Math

Effective 7/1/08, MA 006 will no longer count

toward any degree, MA 101 or above unless otherwise specified; Many Business College programs require MA 133 (Statistics)

*A grade of C or better is required.

Common Core: The Human Journey

Sacred Heart University's academic signature centerpiece, The Human Journey, is a coherent, integrated, and multidisciplinary study of the liberal arts and sciences and the Catholic Intellectual Tradition. See description of the Common Core: The Human Journey courses listed previously in this chapter.

Elective Core

To accomplish the elective core, students will complete the following: Humanities (3 credits), Social and Behavioral Sciences (3 credits), Natural Sciences (3 credits), Religious Studies/Philosophy (3 credits).

Emphasis

Credits range from 15-32, depending on the emphasis. Note: The required courses for each emphasis are listed under each college and department section. A grade of C or better is required in all emphasis courses. Area discipline courses cannot be used in above core areas. Areas of emphasis with required courses are:

Associate of Arts Degree

Biology

Chemistry

Communication and Media Studies

English

French

Graphic Design and Visual Arts

History

Italian

Mathematics

Music

Philosophy

Political Science

Psychology

Religious Studies

Sociology

Spanish

Associate of Science Degree

Computer Science

Information Technology

Credit Certificate Programs

Sacred Heart University offers credit certificate programs as a short-term goal and as a way to enhance students' knowledge and skills in a particular area, by providing specialized in-depth instruction. Credits earned can be later applied to an associate or baccalaureate degree program.

PROGRAMS IN ARTS AND SCIENCES INCLUDE:

- Catholic Studies
- Computer Science and Information Technology
- Computer Gaming, Design, and Development
- Interdisciplinary Certificate Program in Interactive Design

PROGRAMS IN THE JOHN F. WELCH COLLEGE OF BUSINESS INCLUDE:

- Accounting

PROGRAMS IN THE COLLEGE OF HEALTH PROFESSIONS INCLUDE:

- Geriatric Health and Wellness

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 including harassment, under Title VI, Title IX, Section 504 of the Rehabilitation Act and the Age Discrimination Act.

An individual who believes that she/he 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 such matters. In the absence of the Executive Director or if the complaint is against the Executive Director, the report may be to the Vice President for Human Resources or any Vice President of the University. Reports/complaints are to be filed within ninety (90) calendar days after the conduct complained of occurred or within the time the person reasonably becomes aware of the conduct. (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 them,
- 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 her/his designee.
- In addition, the person should provide any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

Informal Procedure

Any individual who believes that she/he has been unlawfully harassed or discriminated against may, if she/he 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 her/his designee. The purpose of this consultation is multi-fold.

The Executive Director or her/his 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 her/his 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 her/his 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 her/his designee (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 her/his 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, she/he 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.

Time Lines

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, Title VI, Title IX and the Age Discrimination Act

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

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**SR. VICE PRESIDENT FOR FINANCE &
ADMINISTRATION**

Michael J. Kinney, 203-371-7872

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James Barquinero, 203-365-4763

**VICE PRESIDENT FOR UNIVERSITY
ADVANCEMENT**

William Reidy, 203-396-8086

**VICE PRESIDENT FOR MARKETING AND
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Michael Iannazzi, 203-371-7899

VICE PRESIDENT FOR HUMAN RESOURCES

Robert Hardy, 203-365-7676

VICE PRESIDENT FOR FINANCE

Philip McCabe, 203-371-7934

**VICE PRESIDENT FOR INFORMATION
TECHNOLOGY & SECURITY**

Michael Trimble, 203-365-7555

Directions to Sacred Heart University

Main Campus, Fairfield, CT

5151 PARK AVENUE
FAIRFIELD, CT 06825-1000

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only).

Take Exit 47. At end of ramp turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (passenger vehicles only)

Take Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway south, and follow directions above.

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 Pkwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.**

From Merritt Parkway SOUTHBOUND (passenger vehicles only)

Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.**

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue. Follow Reservoir Avenue (go under Parkway bridge) and turn right onto

Lindeman Drive.

At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead-ends. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

From Merritt Parkway NORTHBOUND (passenger vehicles only)

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

Stamford Campus

12 OMEGA DRIVE, STAMFORD, CT 06907

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (all vehicles)

Exit 9. Follow Route 106/Courtland Avenue to Glenbrook Road; turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance, on right just before the Springdale train station. Follow signs to first building on right.

Stamford Graduate Center at Landmark Square

3 LANDMARK SQUARE
STAMFORD, CT 06901

From Connecticut Turnpike (I-95) SOUTH

Exit 8 (Elm St.). Turn right onto Elm St., Elm St. becomes Grove St. Turn left onto Broad Street. Turn left onto Landmark Square

From Connecticut Turnpike (I-95) NORTH

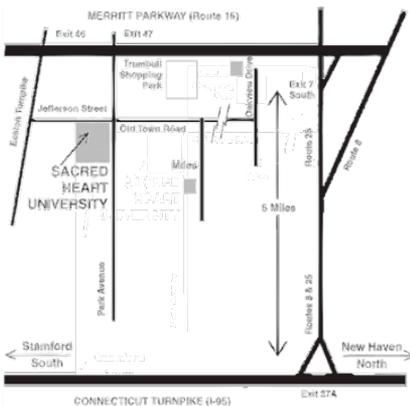
Exit 8 (Atlantic St.). Turn left onto Atlantic St. Turn right onto Broad St. Take first right onto Landmark Square

Cambridge Campus

7 CAMBRIDGE DRIVE,
TRUMBULL, CT 06611

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

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, go straight on to Cambridge Drive. Proceed to first building on the left.



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Program Director, Undergraduate Exercise Science

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Social and Behavioral Sciences Librarian

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Nancy Del Vecchio, M.L.S., M.A.T.

Collection Development Librarian

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Head of Technical Services

Amy Jansen, M.S.L.I.S., M.A.

Business and Web Resources Librarian

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Financial Aid**Mathew Magliocco, B.S.**Assistant Director, Student Financial
Assistance**David Renski, B.S.**Assistant Director, Student Financial
Assistance Programs/Asst. Loan Coordinator**Keith Tucker, B.A.**Associate Director, Student Financial Aid/
Loan Coordinator

Kelly Jambo, B.A.

Director, First Year and Transfer Student
Financial Aid

STUDENT AFFAIRS AND ATHLETICS**James M. Barquinero, M.A.**

Senior Vice President
Student Affairs and Athletics

Deanna Fiorentino, B.A.

Executive Director of Student Affairs
Research & Special Projects

Judy Ann Riccio, CPA

Executive Director of Budget, Student Affairs
& Athletics

DEPARTMENT OF ATHLETICS**Bobby Valentine**

Executive Director of Intercollegiate Athletics

Meghan Kavanagh, M.S.

Senior Associate Athletic Director/SWA/
Director of Compliance

Mike Guastelle, M.Ed.

Senior Associate Athletic Director of
Operations
Tennis, Women's Head Coach

Kalani Efstathiou, B.S.

Men's Volleyball Head Coach

Leo Katsetos, M.Ed.

Senior Associate Athletic Director/Head
Athletic Trainer

Mark Adzigian, M.S.

Senior Associate Athletic Director of
Operations

Lucy Cox, B.S.

Senior Associate Athletic Director/Director of
Student-Athlete Support Services

Nick Giaquinto, M.S.

Baseball, Head Coach

Dave Bike, B.A.

Athletic Business Manager

Jessica Mannetti

Basketball, Women's , Head Coach

Deborah Holt, M.A.T.

Cheerleading, Head Coach

Christian Morrison, J.D.

Cross Country, Track and Field, Men's and
Women's, Head Coach

Tiffany Haidasz

Equestrian, Head Coach

Paul Gagliardi, B.A.

Tennis, Men's, Head Coach

Paul Gorham, B.A.

Football, Head Coach

Bill Peterson, B.A.

Associate Director of Athletic
Communications

Matt McGreevy

Golf, Men's and Women's, Head Coach

Thomas Vrabel, Ph.D.

Fencing, Men's and Women's, Head Coach

Carl J. (C.J.) Marottolo, B.A.

Ice Hockey, Men's, Head Coach

Thomas O'Malley, B.A.

Ice Hockey, Women's, Head Coach

Tom Mariano, B.S.

Lacrosse, Men's, Head Coach

Laura Cook, B.S.

Lacrosse, Women's, Head Coach

Nicoleta Mantescu

Women's Rowing, Head Coach

Joe Barroso, B.S.

Soccer, Men's, Head Coach

Kim Banner, M.A.

Soccer, Women's, Head Coach

Elizabeth Luckie, B.A.Director of Athletic Administration/Softball,
Co-Head Coach**Pam London, B.S.**

Softball, Co-Head Coach

Brent Noble

Swimming, Women's, Head Coach

Becky Kregling

Women's Bowling, Head Coach

Rob Machan, M.S.

Volleyball, Women's, Head Coach

Katie Kloeckener, B.S.

Women's Field Hockey, Head Coach

Andy Lausier, M.Ed.

Wrestling, Head Coach

OFFICE OF CAREER DEVELOPMENT**Patricia Klauser, M.S., L.P.C.**

Executive Director, Career Development

Leonard (Rick) DelVecchio, B.A.

Director of Career Placement

Tammy Petrucelli, B.S.

Assistant Director, Career Development

Aimee Piccin, M.S.

Director, Career Development

OFFICE OF STUDENT LIFE**Lawrence J. Wielk, M.A.**

Dean of Students

Denise Tiberio, M.A.T.

Associate Dean of Students

Michael Moylan, M.B.A.

Director of Student Union

Ray Mencio, M.B.A.

Director of Club Sports

Scott Aliberti, B.S.

Director of Dance

Elizabeth McGreevy, B.A.Assistant Director for Intramurals and
Recreation**Keith Johnston, M.M.**

Director, Pioneer Bands

Andrew Kolar, M.M.

Assistant Director of Pioneer Bands

Jocelyn Novella, M.A.

Assistant Director, Personal Counseling

Karen Flanagan, M.A., L.P.C.

Personal Counselor/s.w.e.e.t

Janice Kessler, M.S.N.

Counselor, Drug & Alcohol

Kathleen Healy, M.S.

Nutritionist/Counselor

Gary Reho, Ed.M.

Director of Fitness and Recreation

Patrice Klein, B.S.

Director, Health Services

Anne Mavor, R.N.

Nurse Practitioner

Pamela Howard, M.S.

Nurse Practitioner

Mary Jo Mason, Ph.D.

Assistant Dean of Students for Wellness

Amy Ricci, M.B.A.

Director of Student Activities

Leonora Campbell, M.S.

Assistant Dean for Student Conduct and
Community Standards

Gerald A. Goehring, B.G.S.

Executive Director, Edgerton Center for the
Performing Arts

Joel Quintong, M.A.

Director of Residential Life

Vacant

Director of Greek Life

Christopher Rader, M.Ed.

Assistant Director of Residential Life/Housing
Services

Galen Tate, M.M.

Assistant Director of Choral Programs

Frank Veres

Technical Director, Edgerton Center for
Performing Arts

John Michniewicz, D.M.A.

Director of Choral Programs

Tina Barbar, B.S., RN

Registered Nurse

Leonor Barroso, B.S.

Marketing Assistant, Edgerton Center for
Performing Arts

Nancy DeKraker, M.A.

Staff Counselor
Nurse Practitioner

Andrew Campbell, M.S.

Staff Counselor

Robert Gardiner, M.D.

Staff Psychiatrist

Greg Madrid, M.A.

Freshman Area Coordinator

Kristen Eschwie, M.S.

Residence Hall Director

FINANCE AND ADMINISTRATION**Michael J. Kinney, M.B.A.**

Senior Vice President for Finance and
Administration

Philip J. McCabe, M.S.

Vice President for Finance

BUSINESS OFFICE**Peter J. Ward, C.P.A.**

Controller

Liz-Ann St. Onge, C.P.A.

Assistant Controller

Lisa A. Boland, B.S.

Director, Financial Planning and Operations

OFFICE OF STUDENT ACCOUNTS**Alice Avery, B.B.A.**

Bursar

OFFICE OF CAMPUS OPERATIONS AND FACILITIES MANAGEMENT

Paul J. Healy, M.S.

Executive Director, Campus Operations

Trigona Mililli, B.A.

Director, Custodial Services and Moves

Marc Izzo, B.A.

Director of Construction

William W. Watson, B.S.

Project Manager, University Construction

Michael Austin

Director of Athletic Facilities & Maintenance/
Trades

OFFICE OF INFORMATION AND TECHNOLOGY

Michael Trimble, M.A.

Vice President for Information Technology
and Security

Robert Tullonge

Director, Academic Computing

Shirley Canaan, M.B.A.

Director, Administrative Computing

Saburo Usami, B.S.

Director, Telecom, Mail and Duplicating

DEPARTMENT OF PUBLIC SAFETY

Paul J. Healy, M.S.

Executive Director for Emergency
Management

Jack Fernandez

Director, Public Safety

WSHU Public Radio Group (NPR)

ADMINISTRATION

George Lombardi, B.S.

General Manager

DEVELOPMENT

Gillian Anderson, B.S.

Development Director

Cameron LiDestri, M.A.

Director, Individual Gifts

Janice Portentoso, B.A.

Director, Communications

PROGRAMMING

Tom Kuser, B.S.

Program Director

Naomi Starobin, M.S.

News Director

Kate Remington, B.A.

Music Director and Host

PRODUCTION/ENGINEERING

Julie Freddino, B.S.

Director, Production

Paul Litwinovich, A.S.

Chief Engineer

Human Resources

Robert M. Hardy, M.A.

Vice President for Human Resources

Julia E. Nofri, B.A.

Executive Director for Human Resources

Lisa Gockley, B.S.

Director, Employee Benefits

Paul Rogalin, A.S.

Executive Director for Human Resources

Heidi Foster-Cho, B.S.

Human Resources Director for Academic Affairs

Mission and Catholic Identity**Michael W. Higgins, Ph.D.**

Vice President for Mission and Catholic Identity

Fr. Anthony Ciorra, Ph.D.

Assistant Vice President for Mission & Catholic Identity

OFFICE OF CAMPUS MINISTRY**Fr. Jerry Ryle**Director of Campus Ministry
Campus Minister**OFFICE OF SERVICE-LEARNING AND VOLUNTEER PROGRAMS****Matthew Kaye, Ph.D.**

Director of Volunteer Programs and Service Learning

University Advancement**William A. Reidy, B.S.**

Vice President for University Advancement

Lori Christian

Major Gift Officer

Annette Hird Carbone

Grants Writer

Vincent CivianSenior Associate Athletic Director
for Development**C. Donald Cook**Executive Director of Intercollegiate
Athletics, Emeritus**Oscar Fornoles**

Director of Prospect Research

Gina A. Gardner

Director of Information Services

Katie Gallagher

Alumni Relations Program Coordinator

Emily Gillette

Director of Alumni Relations

Virginia M. Harris, Ed.D.

Executive Director of Foundations and Grants

Nick MarkeseDevelopment Coordinator for
the Pioneer Club**Arielle Purcell**

Assistant Director of Annual Giving

Judite C. Vamvakides

Director of Annual Giving

Anne Whitman

Special Events Coordinator

Marketing and Communications

Michael L. Iannazzi, M.Div.

Vice President for Marketing and Communications

Funda Alp, B.A.

Executive Director of Public Relations

Alane Bikovsky, M.B.A.

Director of Marketing

Emily Dauenhauer, M.S.

Director of Marketing

Tracy Deer-Mirek, B.S.

Assistant Director of Communications

Bill Haug, B.A.

Communications Coordinator

Jennifer L. MacLeman, B.A.

Director of Graphic Design

Ann Miron, A.S.

Director of Special Events and Community Relations

Deborah Noack, B.A.

University Editor and Writer

OFFICE OF WEB CONTENT MANAGEMENT

Nancy Boudreau, B.S.

Director of Web Content Management

Kim Galiette, B.A.

Assistant Director of Web Content Management

Caitlin Robles, B.S.

Assistant Director of Web Content Management

Full-Time Faculty

*tenured

**tenured effective 9/1/15

Sandra Adams

Associate Professor

Computer Science/Information Technology
B.A., C.P.C., M.S., University of Hawaii

Joseph A. Alicastro

Instructor

Communication and Media Studies
B.S., Boston University

*Eid A. Alkhatib

Chairperson, Chemistry

Director, Master of Science in Chemistry

Associate Professor

Chemistry

B.S., Kuwait University

M.S., University of New York

Ph.D., University Rhode Island

Benjamin J. Alper

Assistant Professor

Chemistry

B.A., B.S., Clemson University

Ph.D., University of Georgia

Abu Amin

Assistant Professor

Finance

B.B.A., M.B.A., University of Dhaka,
Bangladesh

M.S., University of Nottingham, U.K.

Ph.D., University of Houston

*Jeanine K. Andreassi

Associate Professor

Management

A.B., Lafayette College

M.B.A., Ph.D., City University of New York,
Baruch College

***Joseph H. Audie**

Associate Professor
Chemistry
B.S., Hofstra University
M.S., University of Connecticut
Ph.D., State University of New York at Stony Brook

Anita August

Director, Writing Programs
Assistant Professor
English
B.A., University of Louisiana
M.F.A., California Institute of the Arts
Ph.D., University of Texas at El Paso

***Gary P. Austin**

Associate Professor
Physical Therapy
B.S., M.A., Ph.D., University of Connecticut

Jesse I. Bailey

Assistant Professor
Philosophy
B.A., University of Texas at Austin
M.A., St. John's College
Ph.D., The Pennsylvania State University

Michael K. Barbour

Director of Doctoral Studies
Assistant Professor
Leadership and Literacy
B.A., Carleton University
B.Ed., M.Ed., Memorial University
Ph.D., University of Georgia

***Anne M. Barker**

Professor
Nursing
B.S.N., University of Virginia
M.S.N., Catholic University of America
Ed.D., Teachers College, Columbia University

***Kirk Bartholomew**

Associate Professor
Biology
B.S., Ph.D., University of Vermont

Arne Baruca

Assistant Professor
Marketing
B.S., University of Ljubljana
M.B.A., University of Maribor
Ph.D., University of Texas - Pan American

Audrey M. Beauvais

Undergraduate Nursing Program Director
Assistant Professor
Nursing
B.S.N., Fairfield University
M.S.N., M.B.A., Sacred Heart University
D.N.P., Case Western Reserve University

Marlene Beck

Program Director, MSN Program
Clinical Assistant Professor
Nursing
B.S.N., Western Connecticut State University
M.S.N., Sacred Heart University
D.N.P., Case Western Reserve University

***Mark A. Beekey**

Associate Professor
Biology
B.S., Juniata College
Ph.D., University of Delaware

Lori B. Bindig

Director, Performing Arts Program
Assistant Professor
Communication and Media Studies
B.A., M.A., University of Hartford
B.F.A., The Hartt School, University of Hartford
Ph.D., University of Massachusetts, Amherst

Wendy Bjerke

Clinical Associate Professor
 Human Movement Science
 B.S., University of California at Davis
 M.S., M.P.H., Southern Connecticut State University
 Ph.D., Walden University

***Yvette Blanchard**

Professor
 Physical Therapy
 B.S., M.S., Université de Montreal
 D.Sc., Boston University

Jody Bortone

Associate Dean, College of Health Professions
 Chairperson, Occupational Therapy and Health Sciences
 Director, Occupational Therapy Program
 Clinical Associate Professor
 Occupational Therapy
 B.S., Columbia University
 M.A., New York University
 Ed.D., Fordham University

Rebecca Bourgault

Instructor
 Biology
 B.S., M.S. University of Maryland
 Ph.D., University of Vermont

Donna M. Bowers

Clinical Associate Professor
 Physical Therapy
 B.S., Northeastern University
 M.P.H., Southern Connecticut State University

***Rachel E. Bowman**

Interim Chairperson, Psychology
 Associate Professor
 Psychology
 B.S., M.A., Appalachian State University
 Ph.D., City University of New York–Hunter

***Benoit Boyer**

Professor
 Accounting
 B.S., University of Montreal
 Ph.D., University of California, Los Angeles

Bernadette M. Boyle

Assistant Professor
 Mathematics
 B.A., Providence College
 M.S., Ph.D., University of Notre Dame

Stephen Briner

Assistant Professor
 Psychology
 B.A., Lyon College
 M.S., University of Memphis
 Ph.D., DePaul University

***Stephen M. Brown**

Professor
 Management
 B.A., University of Massachusetts
 M.A., University of Rhode Island
 Ed.D., Boston University

***Antoinette Bruciati**

Coordinator for Education Technology
 Associate Professor
 Teacher Education
 B.S., M.S., Southern Connecticut State University
 M.A., Sacred Heart University
 Ph.D., Nova Southeastern University

Pamela Buck

Assistant Professor
English
B.A., Wellesley College
M.A., University of Chicago
Ph.D., Tufts University

Stephen Burrows

Chair and Program Director, Healthcare
Information Systems
Clinical Assistant Professor
Healthcare Information Systems
B.S., Brooklyn College of the City University
of New York
D.P.M., Barry University
M.B.A., Sacred Heart University

Colleen Butler-Sweet

Assistant Professor
Sociology
B.A., Mount Holyoke College
Ph.D., Boston University

***Jeffrey P. Cain**

Chairperson, English
Associate Professor
English
A.B., Upsala College
M.A., University of Pennsylvania
Ph.D., University of Connecticut

David Cameron

Clinical Associate Professor
Physical Therapy
B.S., Central Connecticut State University
B.S., M.A., University of Connecticut
Ph.D., New York University

***James C. Carl**

Dean, Farrington College of Education
Professor
Education
B.A., Union College
M.A., Ph.D., University of Wisconsin-Madison

Patricia Carl-Stannard

Clinical Assistant Professor
Social Work
B.S., Southern Connecticut State University
M.S.W., Ohio State University

Michael S. Carriger

Director, Human Resources Management
Assistant Professor
Management
B.S., D.M., University of Maryland
M.S., University of Pennsylvania

***Karen T. Cascini**

Chairperson, Accounting and Information
Systems
Professor
Accounting
B.S., M.S., University of New Haven
Ph.D., University of Connecticut

***James Castonguay**

Director, Master of Arts in Communication
Professor
Communication and Media Studies
B.A., Clark University
M.A., Ph.D., University of Wisconsin,
Milwaukee

Robin L. Cautin, Ph.D.

Dean, College of Arts and Sciences
B.A., University of Delaware
M.A., Ph.D., Case Western Reserve University

***John Chalykoff**

Dean, Welch College of Business
 Professor
 Management
 B.A., Boston College
 M.B.A., University of Western Ontario
 Ph.D., Massachusetts Institute of Technology

Karen Christensen

Director, Griswold Campus
 Clinical Associate Professor
 Teacher Education
 B.S., M.S., 6th Yr., Southern Connecticut State University
 Ph.D., Union Institute

Valerie L. Christian

Assistant Professor
 Management
 B.A., Colgate University
 M.B.A., The Amos Tuck School of Business Administration, Dartmouth College

***Kevin K. Chui**

Associate Professor
 Physical Therapy
 B.S., M.S., Long Island University
 Ph.D., New York University

Ann E. Clark

Chairperson, Leadership and Literacy
 Director, Educational Leadership Program
 Clinical Associate Professor
 Leadership and Literacy
 B.A., McGill University
 M.Ed., Worcester State College
 Ph.D., University of Connecticut

Michelle A. Cole

Assistant Professor
 Nursing
 B.S.N., Saint Joseph College
 M.S.N., University of Hartford
 D.N.P., University of Massachusetts, Amherst

***Maureen A. Conard**

Associate Professor
 Psychology
 B.A., Providence College
 M.A., Ph.D., University of Connecticut

Patricia A. Conti

Instructor
 English
 B.A., San Jose State University
 M.S., Boston University

Linda L. Cook

Clinical Assistant Professor
 Nursing
 B.S.N., Ohio State University
 M.P.H., New York Medical College
 D.N.P., University of Connecticut

Timothy J. Crader

Visiting Assistant Professor
 Management
 A.S., Norwalk State Technical College
 B.S., University of Connecticut
 M.B.A., Sacred Heart University
 D.B.A., University of Phoenix

Bronwyn Cross-Denny

Interim Director, Social Work Program
 Assistant Professor
 Social Work
 B.S., Western Michigan University
 M.S.W., Ph.D., Fordham University

***Thomas D. Curran**

Professor

History

B.A., University of Delaware

M.A., M.Phil., Ph.D., Columbia University

Rosemary M. Danaher

Instructor

Mathematics

B.S., Fairfield University

M.B.A., University of New Haven

***Debra Danowski**

Associate Professor

Communication and Media Studies

B.S., Sacred Heart University

M.S., Syracuse University

Ph.D., Capella University

Robin L. Danzak

Assistant Professor

Speech-Language Pathology

B.A., New College of Florida

M.A., Universidad de Concepción, Chile

Ph.D., University of South Florida

Patricia C. DaSilva

Assistant Professor

Leadership and Literacy

B.S., 6th Yr., Ph.D., University of Connecticut

M.S., Southern Connecticut State University

***John S. deGraffenried**

Associate Professor

Art and Design

B.A., University of Miami

M.F.A., Vermont College of Norwich University

***Lesley A. DeNardis**

Director, Global Studies

Associate Professor

Political Science

B.A., Connecticut College

M.A., The George Washington University

Ph.D., University of Connecticut

Susan DeNisco

Interim Chairperson, School of Nursing

Graduate Nursing Program Director

Associate Professor

Nursing

B.S.N., Western Connecticut State University

M.S., Pace University

D.N.P., Case Western Reserve University

Nancy L. Dennert

Clinical Assistant Professor

Nursing

B.S.N., Barry University

M.S., Southern Connecticut State University

M.S.N., Sacred Heart University

***Suzanne M. Deschênes**

Director, Thomas More Honors Program

Associate Professor

Biology

B.A., College of the Holy Cross

Ph.D., University of Pennsylvania

Eleni Diakogeorgiou

Clinical Assistant Professor

Human Movement Science

B.S., University of Connecticut

M.B.A., Sacred Heart University

Clotilde Dudley Smith

Assistant Professor

Health Science

B.S., Ed.D., University of Bridgeport

M.P.A., University of New Haven

Kwamie O. Dunbar

Director, M.S. in Finance

Assistant Dean, John F. Welch College of
Business

Assistant Professor

Finance

B.S., University of the West Indies

M.B.A., Sacred Heart University

Ph.D., Fordham University

M.S., Fairfield University

Onoriode O. Ekeh

LLC Academic Co-Leader – Social Justice

Assistant Professor

Theology

B.S., Daemen College

M.A., Ph.D., The Catholic University of
America***Michael J. Emery**Associate Dean, College of Health
ProfessionsChairperson, Physical Therapy and Human
Movement Science

Director, Physical Therapy Program

Professor

Physical Therapy

B.S., M.Ed., Ed.D., University of Vermont

Cara Erdheim

Assistant Professor

English

B.A., Colby College

M.A., Ph.D., Fordham University

Richard Falco

Instructor

Communication and Media Studies

B.A., State University of New York at Stony
Brook***Linda Farber**

Assistant Professor

Chemistry

B.S., Dickinson College

M.S., Ph.D., Rensselaer Polytechnic Institute

Beverly Fein

Academic Coordinator of Clinical Education

Associate Professor

Physical Therapy

B.S., University of Pennsylvania

M.S., Temple University

Ed.D., University of Bridgeport

Heather A. Ferrillo

Clinical Assistant Professor

Nursing

B.S.N., Western Connecticut State University

M.S.N., Sacred Heart University

Harriet A. Fields

Clinical Associate Professor

Nursing

B.S., Mount St. Mary's College

M.Ed., Ed.D., Teachers College, Columbia
University**Maureen B. Fitzpatrick**

Assistant Professor

Leadership and Literacy

B.S., Southern Connecticut State University

M.S., Fairfield University

6th Yr., Ph.D., University of Connecticut

John Fleming

Lecturer

Chemistry

B.S., Pennsylvania State University

Ph.D., Michigan State University

Kimberly A. Foito

Clinical Assistant Professor

Nursing

A.S.N., B.S.N., Salve Regina University

M.S.N., Sacred Heart University

***Thomas V. Forget**

Associate Professor

Leadership and Literacy

B.A., M.A., Ph.D., Fordham University

Lenore D. Frost

Clinical Assistant Professor

Occupational Therapy

B.S., Quinnipiac University

M.A, University of Phoenix

Ph.D., Walden University

Susan B. GannonCoordinator, Bachelor of Science in
Psychology

Instructor

Psychology

B.A., Sacred Heart University

M.S., Southern Connecticut State University

JoAnne Gatti-Petito

Assistant Professor

Nursing

B.S., Dickinson College

B.S.N., Long Island University

M.S.N., University of Pennsylvania

D.N.P., University of Connecticut

John GerlachSenior Business Executive in Residence and
Associate Professor

Economics and Finance

B.S., Drexel University

M.B.A., University of Pennsylvania

Michael F. GiarratanoCo-director, Intern Program and Five Year
Program

Clinical Assistant Professor

Teacher Education

B.A., Boston College

M.S., 6th Year, University of Bridgeport

Randall G. Glading

Assistant Professor

Leadership and Literacy

B.S., State University of New York at Cortland

M.S., Long Island University

Ph.D., Fordham University

Jeffrey H. Glans

Lecturer

Chemistry

B.S., University of North Carolina

M.S., Ph.D., University of Michigan

Constance H. Glenn

Clinical Assistant Professor

Nursing

B.S.N., M.S.N., Sacred Heart University

Gregory J. Golda

Instructor

Communication and Media Studies

B.S., State University of New York at Buffalo

M.S., Pennsylvania State University

***Hema Gopalakrishnan**

Associate Professor
 Mathematics
 B.S., M.S., Bombay University
 M.S., Marquette University
 Ph.D., University of Wisconsin–Milwaukee

George K. Goss

Instructor
 Mathematics
 B.S., Southern Connecticut State College
 M.S., Michigan State University
 M.A., Wesleyan University

***Sidney P. Gottlieb**

Professor
 Communication and Media Studies
 A.B., Bates College
 M.A., M.Phil., Ph.D., Rutgers University

***Charlotte M. Gradie**

Professor
 History
 B.A., M.A., Ph.D., University of Connecticut

Ruth Grant

Assistant Professor
 Psychology
 B.A., M.A., University of Bridgeport
 Ph.D., Columbia University

Tanya M. Grant

Assistant Professor
 Criminal Justice
 B.A., Fairfield University
 M.S., University of New Haven
 Ph.D., Capella University

***June-Ann Greeley**

Associate Professor
 Religious Studies
 B.A., Connecticut College
 M.A., University of Connecticut
 M.A., Ph.D., Fordham University

***Beau K. Greer**

Program Director, Masters of Science in
 Exercise Science and Nutrition
 Associate Professor
 Human Movement Science
 B.S., M.A., Furman University
 Ph.D., Florida State University

***Richard M. Grigg**

Professor
 Religious Studies
 B.A., University of Iowa
 M.Div., Drew University
 Ph.D., University of Iowa

Jason K. Grimes

Clinical Assistant Professor
 Physical Therapy
 B.S., M.P.T., Quinnipiac University

***Frances S. Grodzinsky**

Co-Director, Hersher Institute for Applied
 Ethics
 Professor
 Computer Science/Information Technology
 A.B., University of Rochester
 M.A., Ph.D., University of Illinois

Michele Guidone

Lecturer
 Biology
 B.S., University of Connecticut
 M.S., Southern Connecticut University
 Ph.D., University of Rhode Island

***Andra Gumbus**

Chairperson, Management
 Professor
 Management
 B.A., Miami University
 M.P.A., University of New Haven
 Ed.D., University of Bridgeport

Chun “Grace” Guo

Assistant Professor
 Management
 B.A., Sichuan International Studies University,
 China
 M.B.A., Oklahoma State University
 Ph.D., University of Massachusetts

***Dhia A. Habboush**

Professor
 Chemistry
 B.Sc., University of Baghdad, Iraq
 Ph.D., University of Southampton, England

Lola Halperin

Clinical Assistant Professor
 Occupational Therapy
 B.S., Tel-Aviv University, Israel
 M.A., New York University

Ronald Hamel

Instructor
 Psychology
 B.S., Post College
 M.A., Southern Connecticut State University

Velma E. Heller

Coordinator, Student Teacher Supervisors
 Assistant Professor
 Teacher Education
 B.A., City University of New York, Queens
 College
 M.S., Ed.D., University of Bridgeport

Marie Hulme

Director, SHUSquare Project
 Instructor
 English
 B.A., Smith College
 M.A., New York University
 M.A.T., Sacred Heart University
 M.F.A., Fairfield University

Mary Ignagni

Instructor
 Psychology
 B.S. Central Michigan University
 M.A. New York University
 M.S. Baruch College, CUNY

***Pearl Jacobs**

Associate Professor
 Criminal Justice
 B.A., Hunter College
 M.P.A., Long Island University
 Ph.D., Fordham University

***Mark Jareb**

Chairperson, Biology
 Associate Professor
 Biology
 B.S., Pennsylvania State University
 Ph.D., University of Virginia

Alka Jauhari

Assistant Professor
 Political Science
 B.A., Isabella Thoburn College
 M.A., Ph.D., Lucknow University

Jing “Jack” Jiang

Assistant Professor

Finance

B.A., Nankai University

International M.B.A., Tsinghua University with
Massachusetts Institute of Technology

Ph.D., State University of New York at Buffalo

Mary-Ellen Johnson

Clinical Assistant Professor

Occupational Therapy

B.S., Dominican College

M.S., Sacred Heart University

O.T.D., Creighton University

Michelle Johnson

Assistant Professor

Nursing

B.S.N., University of Michigan

M.S., Georgia State University

Ed.D., University of Phoenix School

Jo-Marie Kasinak

Instructor

Biology

B.S., Sacred Heart University

M.S. Auburn University

Jacqueline P. Kelleher

Coordinator, NCATE Process

Assistant Professor

Teacher Education

B.A., University of Southern Maine

M.A., Ph.D., University of Connecticut

Christopher J. Kelly

Assistant Professor

Religious Studies

B.A., M.A., University of South Florida

Ph.D., University of Iowa

***Efim Kinber**

Professor

Computer Science/Information Technology

B.S., M.S., Ph.D., Latvia University

Ph.D., Steklov Institute of Math

Stephane J. Kirven

LLC Academic Co-Leader – Social Justice

Assistant Professor

Criminal Justice

B.A., Tufts University

J.D., Georgetown University

Kenneth A. Knies

Director, Honors LLC

Assistant Professor

Philosophy

B.A., Brown University

M.A., Ph.D., Stony Brook University

Heather Miller Kuhaneck

Assistant Professor

Occupational Therapy

B.S., Boston University

M.S., Ohio State University

Ph.D., University of Connecticut

Gregory KyrtschenkoAssociate Director of Master of Science in
Cyber Security

Instructor

Computer Science/Information Technology

B.S., M.B.A., Sacred Heart University

Tammy M. Lampley

Assistant Professor

Nursing

B.S.N., M.S.N., Gardner-Webb University

Ph.D., University of Nevada

***Kittipong Laosethakul**

Associate Professor
Information Systems

B.S., Chulalongkorn University, Bangkok,
Thailand

M.S., University of Alabama

Ph.D., Auburn University

***Michael D. Larobina**

University Counsel
Professor

Management

B.A., Pace University

J.D., University of Bridgeport

LL.M., Fordham University School of Law

Leanna Lawter

Assistant Professor
Management

B.A., Colgate University

M.S., University of Vermont

M.B.A., University of Connecticut

Ph.D., The City University of New York

Andrew Lazowski

Assistant Professor
Mathematics

B.S., Hofstra University

Ph.D., Wesleyan University

Marian Leal

Instructor

Biology

B.S., M.S., St. John's University

Joslin B. Leasca

Clinical Assistant Professor
Nursing

B.S.N., Regents University

M.S.N., D.N.P., University of Rhode Island

Corinne A. Lee

Clinical Assistant Professor
Nursing

B.S.N., State University of New York,
Binghamton

M.S.N., Hunter College

****Nathan Lewis**

Associate Professor
Art and Design

B.A., Lyme Academy College of Fine Arts

M.F.A., Tufts University

***Lois A. Libby**

Co-Director, Intern Program and Five Year
Program

Associate Professor

Teacher Education

B.A., M.Ed., C.A.S., University of Maine

Ph.D., University of Connecticut

Justin Liberman

Clinical Instructor

Communication and Media Studies

B.A., Sacred Heart University

M.F.A., Columbia University

***Stephen J. Lilley**

Chairperson, Sociology

Professor

Sociology

B.A., College of the Holy Cross

M.A., Ph.D., University of Massachusetts,
Amherst

Ralph Lim

Associate Professor

Economics and Finance

B.S.E., Princeton University

M.B.A., Wharton School, University of
Pennsylvania

***Maria Lizano-DiMare**

Associate Professor
 Teacher Education
 B.S., University of Switzerland
 M.A., Ed.D., University of Hartford

Karl M. Lorenz

Director, Student Teaching and Teacher
 Certification
 Clinical Associate Professor
 Teacher Education
 B.S., Illinois Benedictine College
 M.A., Ed.D., Columbia University

***Michelle Loris**

Associate Dean, College of Arts and Sciences
 Professor
 English
 B.A., Sacred Heart University
 M.A., M.S., University of Bridgeport
 Ph.D., Fordham University
 Psy.D., Antioch New England

***Peter Loth**

Professor
 Mathematics
 M.S. equiv., University of Erlangen, Nurnberg,
 Germany
 Ph.D., Wesleyan University

Cuahtemoc "Temo" Luna-Nevarez

Assistant Professor
 Marketing
 B.S., M.S., Monterrey Institute of Technology
 and Higher Education
 M.B.A., Ph.D., New Mexico State University

***Bridget Lyons**

Professor
 Economics and Finance
 B.A., Georgetown University
 M.S., Columbia University
 D.P.S., Pace University

Anthony D. Macari

Executive Director
 Graduate Programs
 Clinical Assistant Professor
 Finance
 B.A., M.B.A., University of Connecticut
 J.D., Pace University

***Richard M. Magee**

Associate Professor
 English
 B.A., University of California at Berkeley
 M.A., Polytechnic State University, San Luis
 Obispo
 Ph.D., Fordham University

Mahfuja Malik

Assistant Professor
 Accounting
 M.B.A., University of Dhaka
 M.B.A. Brandeis University
 Ph.D., Boston University

***Edward W. Malin**

Associate Dean, Farrington College of
 Education
 Interim Chair, Teacher Education
 Professor
 Teacher Education
 B.A., University of Notre Dame
 M.A., Ph.D., Fordham University

***Khawaja A. Mamun**

Chairperson, Associate Professor
 Associate Professor
 Economics and Finance
 B.S.S., M.S.S., M.B.A., University of Dhaka,
 Bangladesh
 M.A., Ph.D., Southern Methodist University

***Christel Manning**

Professor

Religious Studies

B.A., Tufts University

M.A., Ph.D., University of California

Peter A. Maresco

Clinical Associate Professor

Marketing

B.A., University of Charleston

M.A., Fairfield University

Ph.D., Walden University

***Claire Marrone**

Coordinator, Italian and French

Professor

Foreign Languages and Cultures

B.A., University of Delaware

M.A., Ph.D., University of Pennsylvania

***Robert F. Marsh**

Associate Professor

Management

B.S., Miami University

M.B.A., Xavier University

Ph.D., University of Cincinnati

***Mark J. Mascia**

Chairperson, Foreign Languages and Cultures

Coordinator, Spanish

Associate Professor

Foreign Languages and Cultures

B.A., University of Pennsylvania

M.A., M.Phil., Ph.D., Columbia University

Paul W. Massey

Assistant Professor

Teacher Education

B.S., University of Hartford

M.A., 6th Yr., University of Bridgeport

6th Yr., Southern Connecticut State University

***Jennifer Mattei**

Director, Master of Science in Environmental Systems Analysis Management

Professor

Biology

B.S., University of Maryland

M.F.S., Yale University

Ph.D., SUNY at Stony Brook

Keri A. Matthews

Instructor

Computer Science/Information Technology

B.A., Tufts University

M.S., University of New Haven

Damon Maulucci

Visiting Assistant Professor

Communication and Media Studies

B.A., M.A., University of Massachusetts

M.F.A., Columbia University

William F. Mayer

Director, Master of Science in Applied Psychology

Lecturer

Psychology

B.A., Colorado State University

M.A., Psy.D., Alliant International University

***Robin L. McAllister**

Associate Professor

English

B.A., Wesleyan University

M.A., Ph.D., Princeton University

***James E. McCabe**

Chairperson, Criminal Justice
 Director, Master of Arts in Criminal Justice
 Associate Professor
 Criminal Justice
 B.A., City University of New York, Queens College
 M.A., State University of New York, Empire State College
 M.A., City University of New York, John Jay College
 M.Phil., Ph.D., City University of New York, Graduate School and University Center

Sharon M. McCloskey

Clinical Assistant Professor
 Occupational Therapy
 National Board for Certification in Occupational Therapy (B.S. O.T. equivalent)
 M.B.A., University of New Haven

***Robert C. McCloud**

Faculty Representative and Advisor, Fulbright
 Associate Professor
 Computer Science/Information Technology
 B.A., Williams College
 Ed.D., University of Bridgeport

****Enda F. McGovern**

Associate Professor
 Marketing
 B.E., M.B.A., University College, Galway, Ireland
 Ph.D., Brunel University, United Kingdom

Jennifer P. McLaughlin

Instructor
 History
 B.A., Fordham University
 M.A., College of William and Mary

John P. McTigue

Assistant Professor
 Social Work
 B.A., Concordia University
 M.Div., Washington Theological Union
 M.S.W., Ph.D., New York University

Dawn K. Melzer

Assistant Professor
 Psychology
 B.A., State University of New York at Binghamton
 M.S., Ph.D., University of Massachusetts, Amherst

***Steven J. Michels**

Associate Professor
 Political Science
 B.S., Eastern Michigan University
 M.S., University of Georgia
 Ph.D., Loyola University, Chicago

***Anca C. Micu**

Associate Dean, John F. Welch College of Business
 Associate Professor
 Marketing
 B.S., B.A., Academy for Economic Studies, Bucharest, Romania
 M.B.A., Ph.D., University of Missouri

***Andrew Miller**

Chairperson, Communication and Media Studies
 Associate Professor
 Communication and Media Studies
 A.B., University of Michigan
 M.A., University of Iowa
 Ph.D., University of Pittsburgh

Kerry A. Milner

Assistant Professor

Nursing

B.S.N., University of Connecticut

M.S.N., Southern Connecticut State University

D.N.S., Yale University School of Nursing

***Mindy Miserendino**

Psychology

Associate Professor

Psychology

B.A., Franklin and Marshall College

M.A., Ph.D., New York University

Theresa Miyashita

Program Director, Athletic Training

Assistant Professor

Athletic Training

B.S., Canisius College

M.A., University of North Carolina

Ph.D., Colorado State University

Christopher F. Mojcik

Lecturer

Biology

B.A., Washington University

M.D., Ph.D., University of Connecticut School of Medicine

***Jason Moliterno**

Chairperson, Mathematics

Associate Professor

Mathematics

B.S., Connecticut College

Ph.D., University of Connecticut

Matthew F. Moran

Program Director, Undergraduate Exercise Science

Assistant Professor

Human Movement Science

B.S., The College of William and Mary

M.S., Ph.D., The Pennsylvania State University

Amanda Moras

Director, Women's Studies

Academic Co-Leader, LLC – Social Justice

Assistant Professor

Sociology

B.A., William Patterson University

M.A., Ph.D., University of Florida

Patrick W. Morris, Jr.

Assistant Professor

Criminal Justice

B.S., University of Delaware

M.P.A., University of New Haven

Ph.D., City University of New York

Linda S. Morrow

Clinical Assistant Professor

Nursing

B.S.N., Edinboro State University

M.S.N., George College and State University

M.B.A., Mercer University

D.N.P., Duquesne University

Julie Mujic

Assistant Professor

History

B.S., Indiana University

M.A., Ph.D., Kent State University

Marcus B. Müller

Assistant Professor

Management at Luxembourg

S.Sc., Hochschule Für Technik Und Wirtschaft, Germany

M.B.A., Melbourne Business School, Australia

Ph.D., University of the Sunshine Coast, Australia

***Pilar Munday**

Associate Professor

Foreign Languages and Cultures

A.S., B.A., University of Granada, Spain

M.A., Ph.D., New York University

Annamarie Murphy

Lecturer

Psychology

B.A., State University of New York, Albany

M.S., Ph.D., Rutgers University

***Edward T. Murray**

Director, MAT

Associate Professor

Teacher Education

B.S., M.S., Southern Connecticut State University

Ph.D., University of Connecticut

Joseph L. Nagy

Instructor

English

B.A., Fairfield University

M.A., Regis University

Gerald E. Neipp

Assistant Professor

Teacher Education

B.S., Boston University

M.S., Central Connecticut State University

Ed.D., Nova Southeastern University

Terry Neu

Assistant Professor

Teacher Education

B.A., Harding University

M.S., University of Central Arkansas

Ph.D., University of Connecticut

***Laura Niesen de Abruna**

Provost and Vice President for Academic Affairs

Professor

English

A.B., Smith College

M.A., Ph.D., University of North Carolina at Chapel Hill

M.S.Ed., University of Pennsylvania

Gail M. Nordmoe

Assistant Professor

Teacher Education

B.A., University of Illinois

M.Ed., Ed.D., Wayne State University

***Lucjan T. Orłowski**

Director, DBA in Finance

Professor

Economics and Finance

M.A., Ph.D., Academy of Economy, Katowice, Poland

Paul E. Pabst

Instructor

Communication and Media Studies

B.A., Southern Illinois University

***Rupendra Paliwal**

Associate Professor

Economics and Finance

B.E., Govt. Engineering College, Jabalpur, India

M.B.A., ICFAI Business School, Ahmedabad, India

Ph.D., University of Connecticut

***Danny A. Pannese**

Associate Professor

Accounting

B.S., Sacred Heart University

M.S., University of New Haven

Anthony Papa

Lecturer

Criminal Justice

B.A., City University of New York, Baruch College

J.D., New York Law School

***Edward A. Papa**

Associate Professor

Philosophy

A.B., Georgetown University

Ph.D., State University of New York at Stony Brook

Phani C. Papachristos

Instructor

Mathematics

B.S., M.S., Southern Connecticut State University

Richard Pate

Assistant Professor

Business Law Management

B.A., University of Bridgeport

J.D., Quinnipiac College

***Rhea Paul**

Chair and Program Director, Speech-Language Pathology

Professor

Speech-Language Pathology

B.A., Brandeis University

Ed.M., Harvard University

Ph.D., University of Wisconsin

Shirley A. Pavone

Assistant Professor

Psychology

B.S., Sacred Heart University

M.S., Fairfield University

Ph.D., The Union Institute Graduate School

Andrew Pierce

Lecturer

Philosophy

B.A., M.A., Michigan State University

Ph.D., Loyola University

***Barbara J. Pierce**

Associate Professor

Biology

B.Sc., Eastern Connecticut State University

M.A., Central Connecticut State University

Ph.D., University of Rhode Island

Domenick Pinto

Chairperson, Computer Science and Information Technology

Director, Master of Computer Science and Information Technology

Associate Professor

Computer Science/Information Science

B.S., Fairfield University

M.A., Fordham University

M.A., Southern Connecticut State University

M.S., Polytechnic Institute of New York

Anna E. Price

Assistant Professor

Exercise Science

B.S., Furman University

M.S., University of Florida

Ph.D., University of South Carolina

Gordon Purves

Assistant Professor

Philosophy

B.A., Bucknell University

Ph.D., University of South Carolina

John Rapaglia

Assistant Professor

Biology

B.S., Mary Washington College

M.S., Ph.D., State University of New York at Stony Brook

***Gerald F. Reid**

Associate Dean, College of Arts and Sciences
 Program Director, Irish Studies
 Professor
 Sociology/Anthropology
 B.A., M.A., Ph.D., University of Massachusetts
 M.A., University of Chicago

Wendy M. Romney

Clinical Assistant Professor
 Physical Therapy
 B.S., M.S.P.T., D.P.T., Ithaca College

Peter J. Ronai

Clinical Associate Professor
 Exercise Science and Nutrition
 B.S., M.S., Southern Connecticut State
 University

***John B. Roney**

Chairperson, History
 Professor
 History
 B.A., King's College, New York
 M.A., Wheaton Graduate School
 Ph.D., University of Toronto

Sherry L. Roper

Assistant Professor
 Nursing
 B.S., M.S., The Pennsylvania State University
 Ph.D., The University of Tennessee Health
 Science Center

***Gary L. Rose**

Chairperson, Government, Politics and
 Global Studies
 Professor
 Political Science
 B.A., University of New Haven
 M.A., Kansas State University
 Ph.D., Miami University of Ohio

***Sara Ross**

Associate Professor
 Communication and Media Studies
 B.A., M.A., Ph.D., University of Wisconsin

****Nicole M. Roy**

Co-Advisor, Pre-Health Professions
 Associate Professor
 Biology
 B.S., Assumption College
 Ph.D., University of Massachusetts Medical
 School

Tuvana Rua

Instructor
 Management
 B.A., Bogazici University
 M.B.A., International University of Monaco
 M.A., Emerson College
 Ph.D., The City University of New York

***Stephen Rubb**

Professor
 Economics and Finance
 B.S., University of Dayton
 M.S., Rensselaer Polytechnic Institute
 Ph.D., Northeastern University

Linda-Jo Russo

Instructor
 Nursing
 A.S.N., St. Vincent's College of Nursing
 B.S.B.M., Albertus Magnus College
 M.S.N., University of Hartford

Gail Samdperil

Clinical Associate Professor
 Human Movement Science
 B.S., Boston University
 M.A.T., University of North Carolina at Chapel
 Hill
 Ed.D., Fordham University

Jessica Samuolis

Lecturer

Psychology

B.A., M.A., Fairfield University

Ph.D., Fordham University

***James Santomier**

Professor

Sport Management

B.A., M.A., Montclair State University

Ph.D., University of Utah

Ann-Marie Saranich

Clinical Assistant Professor

Nursing

B.S.N., Southern Connecticut State University

M.S.N., Sacred Heart University

Francesco Sardo

Instructor

Computer Science

B.F.A., Massachusetts College of Art and Design

M.S., Sacred Heart University

Stephen A. Scarpati

Clinical Associate Professor

Accounting

B.S., M.B.A., Fordham University

Sheelagh M. Schlegel

Instructor

Occupational Therapy

B.S., University of Dublin, Trinity College

M.P.H., Southern Connecticut State University

Kristin A. Schweizer

Associate Director, Clinical Education for Physical Therapy

Clinical Assistant Professor

Physical Therapy

B.S., Fairfield University

M.P.T., Allegheny University of the Health Sciences

Eric P. Scibek

Clinical Assistant Professor

Human Movement Science

B.S., Quinnipiac College

M.S., Southern Connecticut State University

***Cima A. Sedigh**

Associate Professor

Teacher Education

B.S., New York Institute of Technology

B.A., University of Dakar

M.S., Ed.D., University of Hartford

Pennie Sessler-Branden

Clinical Assistant Professor

Nursing

B.S.N., George Mason University

M.S.N., Columbia University

Ph.D., Villanova University

David Shaenfield

Lecturer

Psychology

B.S., The University of Texas, Austin

Ph.D., Teachers College, Columbia University

Carolyn J. Shiffman

Health Sciences Program Director

Assistant Professor

Health Science

B.S.N., Baylor University

M.N.A., University of Phoenix

Ph.D., Capella University

***Eun Sup Shim**

Professor

Accounting

B.S., Dong-Guk University, Seoul

M.B.A., Ph.D., Rutgers University

***Joshua A. Shuart**

Chairperson, Marketing and Sport Management

Associate Professor

Sport Management

B.A., Grove City College

M.A., St. Bonaventure University

Ph.D., University of Connecticut

***Marlina Slamet**

Associate Professor

Physics

B.S., University of Indonesia

M.A., Brooklyn College of City University of New York

Ph.D., City University of New York Graduate School and University Center

Rebecca A. Smart

Clinical Assistant Professor

Nursing

B.S.N., University of Virginia

M.P.H., New York Medical College

M.S.N., Sacred Heart University

Lisa Smith

Lecturer

Psychology

B.A., Binghamton University, SUNY

M.S., Psy.D., Nova Southeastern University

***Penny A. Snetsinger**

Associate Professor

Chemistry

A.B., Brandeis University

M.S., University of Illinois

Ph.D., University of New Hampshire

Alison Sprengelmeyer

Director, Clinical Education, Speech-Language Pathology

Clinical Assistant Professor

Speech-Language Pathology

B.A., Johns Hopkins University

M.Ed., University of Virginia

***Roberta Lynne Staples**

Professor

English

B.A., Russell Sage College

M.A., University of Virginia

Ph.D., University of Massachusetts

LaTina Steele

Lecturer

Biology

B.S., Ph.D., University of South Alabama

Alfred Steinherr

Academic Director, Luxembourg Campus

Professor

Management

Diploma, University of Madrid, Spain

Diploma, University of Florence, Italy

M.A., McMaster University, Ont., Canada

M.S., George Washington University

Ph.D., Cornell University

Dezroy Stewart

Visiting Assistant Professor

Accounting

B.S., University of the West Indies

M.B.A., University of Connecticut

Julie A. Stewart

Interim Program Director, DNP Program
 Program Director, FNP Program
 Assistant Professor
 Nursing
 B.S.N., Regents College, University of the
 State of New York
 M.S.N., Sacred Heart University
 M.P.H., University of Connecticut Health
 Center
 D.N.P., Case Western Reserve University

***Brian Stiltner**

Chairperson, Philosophy, Theology, and
 Religious Studies
 Associate Professor
 Religious Studies
 B.A., Carroll University
 M.A.R., Yale Divinity School
 M.Phil., Ph.D., Yale University

Julianna M. Stockton

Assistant Professor
 Mathematics
 B.S., Franklin W. Olin College of Engineering
 M.A., M.Phil., Ph.D., Teacher's College,
 Columbia University

****Geffrey F. Stopper**

Associate Professor
 Biology
 B.A., Hartwick College
 M.S., Ph.D., Yale University

***Linda L. Strong**

Program Director, RN to BSN and RN to MSN
 Program
 Assistant Professor
 Nursing
 B.S.N., University of Bridgeport
 M.S.N., The Catholic University of America
 Ed.D., Teachers College, Columbia University

****Jing'an Tang**

Associate Professor
 Management
 B.A., Renmin (People's) Univ. of China
 M.B.A., University of Maryland
 Ph.D., University of Western Ontario

Barbara Magi Tarasovich

Director, MS Accounting
 Assistant Professor
 Accounting
 B.S., M.B.A., Sacred Heart University
 D.P.S., Pace University

***Christina J. Taylor**

Associate Professor
 Psychology
 B.A., Sacred Heart University
 M.A., University of Missouri
 M.Phil., Ph.D., City University of New York

David G. Taylor

Director, Digital Marketing
 Assistant Professor
 Marketing
 B.S., The University of Texas
 B.B.A., LeTourneau University
 M.B.A., Ph.D., University of North Texas

***Thomas A. Terleph**

Co-Advisor, Pre-Health Professions
 Associate Professor
 Biology
 B.A., Columbia University
 Ph.D., City University of New York, Graduate
 School and University Center

Brian Thorne

Instructor
 Communication and Media Studies
 B.S., Sacred Heart University

***Mary Garlington Trefry**

Coordinator, Luxembourg
 Associate Professor
 Management
 B.A., Agnes Scott College
 M.L.S., University of Maryland
 M.A., M.Phil., Ph.D., Columbia University

Mary L. Treschitta

Assistant Professor
 Art and Design
 B.A., M.A.T., University of New Hampshire
 M.F.A., Miami International University of Art
 and Design

Jennifer M. Trudeau

Assistant Professor
 Economics and Finance
 B.S., Fairfield University
 M.A., University of New Hampshire
 Ph.D., University of New Hampshire

***Michael J. Ventimiglia**

Co-Director, Hersher Institute for Applied
 Ethics
 Coordinator, Art of Thinking
 Associate Professor
 Philosophy
 B.A., M.A., Fordham University
 Ph.D., Pennsylvania State University

***Gregory F. Viggiano**

Associate Professor
 History
 B.A., University of Montana
 M.A., University of Texas
 M.Phil., Ph.D., Yale University

Albert Wakin

Instructor
 Psychology
 B.A., M.S., University of Bridgeport
 6th Year, Southern Connecticut State
 University

***Jonathan Walker**

Chairperson, Art and Design
 Associate Professor
 Art and Design
 B.A., Southern Connecticut State College
 M.F.A., University of Connecticut

***Patricia Wade Walker**

Dean, College of Health Professions
 Professor
 Medical Technology
 B.S., University of Illinois at Chicago
 M.A., Central Michigan University
 Ed.D., Loyola University of Chicago

Michael Ward

Lecturer
 Mathematics
 B.S., Cornell University
 M.A., New York University

Karen C. Waters

Director, CT Literacy Specialist Program
 Clinical Assistant Professor
 Leadership and Literacy
 B.A., M.S., University of Bridgeport
 6th Year, Southern Connecticut State
 University
 Ed.D., Walden University

Sherylyn M. Watson

Clinical Assistant Professor
 Nursing
 B.S.N., Fairfield University
 M.S.N., Quinnipiac University

Valerie Wherley

Clinical Assistant Professor
 Exercise Science
 B.S., M.S., University of Maine
 Ph.D., University of Connecticut

Michelle E. Wormley

Clinical Assistant Professor
 Physical Therapy
 B.S., M.P.T., Quinnipiac University

Mary E. Yakimowski

Assistant Professor
 Educational Leadership
 B.S., Bridgewater State College
 M.A., 6th Yr., Ph.D., University of Connecticut

****Deirdre M. Yeater**

Associate Professor
 Psychology
 B.S., State University of New York, Maritime
 College
 M.A., Ph.D., University of Southern Mississippi

Christopher C. York

Clinical Assistant Professor
 Management
 A.B., Colgate University
 M.A., University of Hawaii
 J.D., Emory University Law School

Eileen T. Yost

Clinical Assistant Professor
 Nursing
 A.S., B.S.N., Pace University
 M.S.N., Western Connecticut State University

***Sandra G. Young**

Associate Professor
 English
 B.A., Rosary College
 M.A., Ph.D., University of Louisville

Emmanuel Yung

Clinical Assistant Professor
 Physical Therapy
 B.S., University of Santo Tomas Manila,
 Philippines
 M.A., New York University
 D.P.T., University of Southern California

***Jonas Zdanys**

Professor
 English
 B.A., Yale University
 M.A., Ph.D., State University of New York

***Jijin “Michael” Zhang**

Associate Professor
 Management
 B.A., Guangzhou Institute of Foreign
 Language
 M. Ph., Eastern Washington University
 M.B.A., Gonzaga University
 D.B.A., Cleveland State University

Emeriti Faculty**Edward J. Bordeau**

Professor Emeritus
 Religious Studies
 Ph.B., University of Montreal
 M.A., Ph.D., Fordham University

Donald W. Brodeur

Professor Emeritus
 Psychology
 B.S., M.S., Ph.D., Fordham University

Ralph L. Corrigan, Jr.

Professor Emeritus
 English
 B.A., Iona College
 M.A., Ph.D., Fordham University

Angela DiPace

Professor Emerita

English

B.A., Quinnipiac College

M.A., State University of New York at
Binghamton

Ph.D., Washington State University

Edward Donato

Professor Emeritus

History

B.A., M.A., Providence College

Michael J. Emery

Professor Emeritus

Physical Therapy and Human Movement
Science

B.S., Ed.D., FAPTA , University of Vermont

Rawlin A. Fairbaugh

Professor Emeritus

Management

B.A., Washington and Jefferson University

M.B.A., New York University

Ed.D., University of Bridgeport

Ramzi N. Frangul

Professor Emeritus

Economics and Finance

B.A., University of Baghdad, Iraq

M.S., Loyola University of Chicago

Ph.D., New York University

Edward W. Gore

Professor Emeritus

Management

B.S., Massachusetts Institute of Technology

M.S., Columbia University

O.P.S. Pace University

Theodore Gutswa

Professor Emeritus

Art

B.A., Jersey City State College

M.F.A., Pratt Institute

Saul Haffner

Professor Emeritus

Management

B.S., Polytechnic Institute of New York

M.B.A., Hofstra University

Thomas H. Hicks

Professor Emeritus

Psychology

B.A., Cathedral College

S.T.B., The Catholic University of America

M.S.Ed., Iona College

Ph.D., St. John's University

William B. Kennedy

Professor Emeritus

History

Vice President, Public Affairs

B.A., University of Bridgeport

M.A. University of Pennsylvania

6th Yr. Certificate, University of Bridgeport

John F. Kikoski

Professor Emeritus

Political Science

B.A., Wesleyan University

M.A., Ph.D., University of Massachusetts

Rose Marie B. Kinik

Professor Emerita

Mathematics

B.A., Molloy College

M.A., St. John's University

Carol Kravitz

Professor Emerita
Nursing
B.S., Regents College
M.S., Binghamton University

Michelle Lusardi

Professor Emerita
Physical Therapy
B.S., SUNY Downstate Medical Center
M.S., Ph.D., University of Connecticut

Judith D. Miller

Professor Emerita
English
B.A., Tufts University
M.A., Western Connecticut State College
Ph.D., University of Connecticut

Camille P. Reale

Professor Emerita
Management
B.S., Central Connecticut State College
M.S., Fairfield University

Leland R. Roberts

Professor Emeritus
Music
B.M., M.M., University of Kansas

Carol D. Schofield

Professor Emerita
Biology
B.S., College of Mount St. Vincent
M.S., Fordham University
Ph.D., University of Connecticut

Paul Siff

Professor Emeritus
History
B.A., Brooklyn College
Ph.D., University of Rochester

Jean Silva

Professor Emerita
Mathematics
B.S., Seton Hall University
M.A., 6th Yr., Fairfield University

Maria-Teresa Torreira Tenorio

Professor Emerita
Modern Languages (Spanish)
B.S., Nuestra Senora del Sagrado Corazon,
Madrid, Spain
M.A., Social Institute Leo XIII
Ph.D., University of Madrid, Spain

Constance E. Young

Professor Emerita
Nursing
B.S., Burbank Hospital School of Nursing and
State College at Fitchburg
M.A., Ed.D., Teachers College, Columbia
University

Virginia F. Zic

Professor Emerita
Art
Ph.B., DePaul University
M.A., Villa Schifanoia Graduate School of
Fine Arts, Italy
M.F.A., Syracuse University

Carol Kravitz

Professor Emerita
Nursing
B.S., Regents College
M.S., Binghamton University

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Professor Emerita
Physical Therapy
B.S., SUNY Downstate Medical Center
M.S., Ph.D., University of Connecticut

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Fine Arts, Italy

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Sacred Heart UNIVERSITY

5151 Park Avenue
Fairfield, CT 06825-1000
www.sacredheart.edu