

2016–2017

UNDERGRADUATE
CATALOG



Sacred Heart
UNIVERSITY

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Welcome from the President



Dear Friends,

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

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

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

For more than 50 years, Sacred Heart University has remained rooted in the Catholic intellectual traditions. At the same time, we have grown and adapted to meet the ever-changing needs of our students and the workplace. We are here to assist you in your journey of learning and to travel with you as you work to build a better, more peaceful world. Please call on anyone listed in these pages with your questions and concerns. We welcome your interest in our community of active and engaged learners and hope your time with us is both challenging and productive.

Sincerely,

John J. Petillo, PhD

University Telephone Numbers

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

Undergraduate Calendar

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

Please note deadlines for add/drop and withdrawals. These deadlines vary for different programs. See the Course Withdrawal Policy on the Registrar's webpage.

Statement of University Policies

While every effort is made to ensure the accuracy of information provided in this catalog, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides the information in this catalog solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

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

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

The University is an Equal Opportunity Employer in accordance with its Affirmative Action Policy. It does not discriminate as required by law in its employment practices on the basis of race, color, religious creed, age, gender, marital status, national origin, disability, sexual orientation, or veteran status.

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

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

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

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

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

or

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

The University

Accreditation and Memberships

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

In addition, several University programs have received either specialized accreditation or approval by the state of Connecticut or have been granted specialized accreditation by national professional organizations. The Farrington College of Education Intermediate Administrator program is nationally recognized by the Educational Leadership Constituent Council. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education, and the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education. Literacy and Education Leadership are accredited by the Connecticut State Department of Higher Education (now the Office of Higher Education). Remedial Reading, Reading Consultant and Intermediate Administrator are approved by the Connecticut State Department of Education. The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education and the National League for Nursing. The Master of Science in Occupational Therapy

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

MEMBERSHIPS

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

- American Association of Collegiate Schools and Programs
- American Chamber of Commerce in Luxembourg
- American College Counseling Association (ACCA)
- American College Health Association (ACHA)
- American College Personnel Association (ACPA)
- American Council on Education (ACE)
- American Counseling Association (ACA)
- American Educational Research Association
- American Football Coaches Association (AFCA)
- American Management Association (AMA)
- American Mathematical Society
- American Physical Therapy Association (APTA)
- American Speech Language Pathology Association
- American Psychological Association
- American Society of Composers, Authors and Publishers (ASCAP)
- Association for Computing Machinery
- Association for North East Business Deans
- Association for Specialists in Group Work (ASGW)
- Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
- Association of American Colleges and Universities (AACU)
- Association of Catholic Colleges and Universities (ACCU)
- Association of College and University Housing Officers (ACUHO)
- Association of College and University Unions (ACUI)
- Association of College Administration Professionals (ACAP)
- Association of College and University Housing Officers International
- Association of College Honor Societies
- Association of College Unions International (ACCU)
- Association of Collegiate Business Schools and Programs
- Association of Conferences and Events Directors (ACED)
- Association of Departments of English
- Association of Governing Boards
- Association of Graduate Programs in Ministry
- Association of Institutional Research
- Association of International Educators
- Association of Professors/Researchers in Religious Education
- Association of Schools of Allied Health Professions
- Association of Student Judicial Affairs (ASJA)
- Association of Title IX Administrators (ATIXA)
- Association of University Programs in Health Administration
- Berkshire County Counselors Association (BCCA)
- Bridgeport Higher Education Alliance (BHEA)
- Bridgeport Regional Business Council (BRBC)
- Business Council of Fairfield County
- Canadian Academic Accounting Association
- Catholic Campus Ministry Association
- Catholic Library Association
- Centesimus Annus Pro Pontifice (CAPP-USA)
- Chi Sigma Iota (CSI)
- Chief Administrators of Catholic Education
- College and University Professional Association for Human Resources (CUPA-HR)
- College Art Association
- College Athletic Business Management Association (CABMA)
- College Athletic Trainers' Society (CATS)
- College Board
- College Consortium for International Studies
- College Entrance Examination Board and Scholarship Service Collegium
- Colonial Athletic Association (CAA)

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

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

National Conference of Catechetical Leadership (NCCL)
 National Council for Accreditation of Teacher Education (NCATE)
 National Council of Teachers of English (NCTE)
 National Council of Teachers of Math (NCTM)
 National Fastpitch Coaches Association (NFCA)
 National Intramural and Recreational Sports Association (NIRSA)
 National League for Nursing
 National Organization of Nurse Practitioner Faculties (NONPF)
 National Orientation Directors Association (NODA)
 National Society of Experiential Education (NSEE)
 National Strength and Conditioning Association (NSCA)
 New England Affiliate of College and University Residence Halls (NEACURH)
 New England Association of College Admissions Counseling (NEACAC)
 New England Association of College and University Housing Officers (NEACUHO)
 New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
 New England Association of Schools and Colleges (NEASC)
 New England Intercollegiate Softball Coaches Association (NEISCA)
 New England Occupational Therapy Education Council (NEOTEC)
 New England Resource Center for Higher Education (NERCHE)
 New England Transfer Association (NETA)
 New Haven Chamber of Commerce
 New Jersey Association for College Admissions Counseling (NJACAC)
 New York State Association of College Admissions Counseling (NYSACAC)
 Northeast Association of Student Employment Administrators (NEASEA)
 Northeast Business Deans Association (NEBDA)
 Northeast Conference (NEC)
 Northeast Conference Baseball Committee
 Overseas Association for College Admission Counseling (OACAC)
 Pennsylvania Association of College Admission Counseling (PACAC)
 Phi Delta Kappa, International Religious Educational Association
 Physician Assistant Education Association (PAEA)
 Sigma Xi, Scientific Research Study
 Society for College and University Planning (SCUP)
 Society for Industrial and Applied Mathematics (SIAM)
 Society for the Scientific Study of Religion (SSSR)
 Stamford Chamber of Commerce
 Strategic Enrollment Management (SEM)
 Teachers of English to Speakers of Other Languages (TESOL)
 Tuition Exchange (TE)
 United States Patent and Trademark Libraries
 University Professional and Continuing Education Association (UPCEA)
 University Risk Management and Insurance Association (URMIA)
 Western Massachusetts Counselors Association (WMCA)
 Westchester Putnam Rockland Counseling Association (WPRCA)
 Western Suffolk Counselors' Association (WSCA)
 The World Affairs Forum
 World Criminal Justice Library Network (WCJLN)

Mission and History

MISSION STATEMENT

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

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

HISTORY

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, as an independent Catholic University. Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 8,500 full- and part-time undergraduate and graduate students in the fall of 2015. Correspondingly, the faculty has increased from nine to 264

full-time professors and a cadre of dedicated affiliate faculty members. The University has grown and enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the “residential” experience. It now has 11 residence halls, and 66 percent of full-time undergraduate students live in University housing. New degree programs and majors in relevant disciplines are consistently added to our curriculum. The University offers Division I athletics with 32 varsity teams. The expansive William H. Pitt Health and Recreation Center is available to all students and the community at large. Recognizing the importance of technology, Sacred Heart University recommends that all undergraduate students have a laptop computer. The University campus is a wireless environment. The University consists of five colleges: College of Arts and Sciences, Jack Welch College of Business, Isabelle Farrington College of Education, College of Health Professions, and College of Nursing. An ever-widening outreach to the community balances the University’s commitment to academic excellence. The Center for Spirituality and Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. Closer to home, hundreds of students, faculty and staff volunteer their services in the community each year. The Center for Strategic Planning for Not-for-Profit Organizations provides business assistance to qualified groups at no cost. Through the Sacred Heart University–St. Charles Health and Wellness Center, faculty and students from nursing, occupational therapy, physical therapy, psychology, occupational therapy and related disciplines bring the assets of contemporary healthcare practices and services to an at-risk population in the multicultural communities of St. Charles Church and neighborhood on Bridgeport’s East Side. For more than 50 years, the administration, faculty, staff, and students have been proud to carry on the founder’s vision and support the University’s mission.

LOCATIONS

Located on 56 suburban acres and adjacent properties in Fairfield, Connecticut, the main campus is just minutes from Exit 47 off the Merritt Parkway (Route 15), about one hour north of New York, and less than three hours south of Boston. Major extension sites of the University are located in Stamford and Griswold, Connecticut. The University also offers a Master of Business Administration degree and undergraduate study abroad in the Grand Duchy of Luxembourg.

Main Campus: Fairfield

Full-Time Admissions

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

Part-Time Admissions

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

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

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

Sacred Heart University at Landmark Square
 3 Landmark Square
 Stamford, CT 06901
 203-569-8442 Fax: 203-569-8411
 E-mail: ucstamford@sacredheart.edu

Discrimination

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

Curriculum

The University responds to community needs with programs of study and courses that offer up-to-date specialized information and skills. At the same time, it maintains a commitment to the intellectual development of its students within a well-defined liberal arts program rooted in the Catholic intellectual tradition.

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

General Studies or Associate of Science in Computer Science degree. Master's degree programs are offered in the fields of:

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

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

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

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 proof of completion of a high school diploma (official high school transcript or GED) or proof of an Associate's Degree (posted on official college transcript), additional official college or university transcripts (if applicable), one letter of recommendation, an essay, and the application fee. An on-campus interview is strongly recommended. If the applicant has 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 two 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, U.S. Permanent Residency (U.S. Resident Alien), or Deferred Action for Childhood Arrivals (DACA) and one who must obtain an F-1 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:

- Complete Online Application for International Students or a complete Common Application
- 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, 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 – 80
 - 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

the student's sponsor's ability to pay the full cost required to attend SHU for one year (tuition, room, board, books, travel expenses, health insurance, miscellaneous)

- The Immigration I-20 form (the form needed to obtain a student F-1 visa from a U.S. embassy or consulate) will be issued by SHU after the student has been accepted to the University, a non-refundable enrollment deposit has been received, proof of financial support in the form of an official bank statement or financial guarantee and payment for the shipping of the I-20 document. 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 e-mail 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 from regionally accredited colleges and universities 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 the 2008–2009 academic year, 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 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) and 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 term), Early Decision program (fall term), or the Regular Decision 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 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 who are admitted to the University are required to enroll.

EARLY ACTION PROGRAM

Students who consider Sacred Heart University one of their top choices and wish to learn of their admission early in their 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 the first term of their 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. 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 on advance of making the binding commitment with the enrollment deposit. To be considered for a financial assistance package in the 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 DECISION PROCESS

All other candidates for admission will be evaluated through the Regular Decision 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: <http://www.sacredheart.edu/officeservices/wellnesscenter/healthservices/healthservicesforms/>

VISITING STUDENTS

Visiting students are required to complete the visiting student form found on our website at the following link: www.sacredheart.edu/admissions/part-timenoncreditadmissions/visitingstudents/.

Students must then fill out the registration form attached to their confirmation e-mail and fax (203-365-7509) or e-mail it to Part-Time Admissions. Students are responsible for making sure they have all required prerequisites and 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: <http://www.sacredheart.edu/officeservices/wellnesscenter/healthservices/healthservicesforms/>

Registration is ongoing.

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 of age or older may take college courses on a seat-available basis. Selected course offerings vary each semester. Students may take a maximum of 12 credits throughout the Taste of College program. High school juniors and 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 Undergraduate Part-Time Admissions 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 are admitted through Undergraduate Part-Time Admissions.

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.

New students should follow these easy steps to become part-time 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 <https://apply.sacredheart.edu>. Transfer students should fax a copy of their college transcript(s) to Undergraduate Part-Time Admissions prior to their appointment. A final official transcript should be submitted to the Registrar’s Office for evaluation and inclusion in the student’s academic record. Students may register for up to 12 credits. Registration forms are available on our website: https://www.sacredheart.edu/media/sacredheart/registrarsoffice/formsrequests/PT_NEW.pdf

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

COLLEGE CREDIT BY EXAMINATION—NATIONAL TESTING PROGRAMS

EXCELSIOR, CLEP, and DANTES

These are national programs awarding college credit by examination.

The University awards credit for CLEP, DANTES, and certain EXCELSIOR exams. College credit is awarded when a student successfully passes an exam. 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 half of the required major courses 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.

For this process of Prior Learning Assessment, Sacred Heart University has partnered with Charter Oak State College so our students will benefit from a long-standing PLA program from which SHU accepts transfer credits.

The process includes enrolling in a portfolio course that is designed to help students analyze their experience, relate it to specific college courses, determine what the learning objectives and/or topics covered in the course would be, and choose appropriate supporting documentation. It guides students through the process of constructing a résumé, identifying areas where they have college-level knowledge, writing a biographical overview of their relevant background, analyzing course knowledge components, and completing a narrative essay that will do the following:

- Describe what the student knows
- Relate that knowledge to every course knowledge component that the student has identified
- Specify when, where, and how the student acquired that knowledge
- Present each piece of supporting documentation and describe how it supports the student's claim to knowledge

A portfolio(s) is then submitted for evaluation. Credits earned can then be transferred to SHU.

For additional information on the Assessment of Prior Learning program, contact Undergraduate Part-Time Admissions.

Withdrawals from courses must be submitted to the Office of the Registrar. Official withdrawal is necessary and must be submitted by the last day to withdraw (see Academic Calendar for deadline dates).

Expenses and Student Financial Assistance

Tuition and Fees

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

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): \$19,025/semester
 Athletic and Recreation Fee: \$125/semester
 Overload (19 or more credits): \$1,030/credit
 Audit Tuition: \$860/course

Room and Board*

Housing fee varies per residential hall
 Room: \$5,000 to \$5,050/semester
 Board: \$990 to \$2,650/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): \$600/credit
 Full-time to Part-time Undergraduate Per Credit Rate (1-11 credits): \$1,268/Credit
 Registration Fee (nonrefundable): \$115/semester

OTHER FEES*

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

Lab (per course, nonrefundable): \$20-\$525/course

Exercise Science Program Fee: \$575

Athletic Training Program Fee: \$575

Nursing Assessment Fee: \$500

Nursing Program Fee: \$590

Music Lessons:

MU 131 (1 credit): \$265

MU 132 (2 credits): \$530

Jack Welch College of Business Fee: \$750/semester

Credit Card Reject Fee: \$50

Returned Check Fee: \$40

Guaranteed Payment Plan (part-time undergraduate only):

GPP Late Fee: \$90

Credit Card Reject Fee: \$50

Study Abroad Fee: \$700/semester; \$250/short term

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

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

Health Insurance Full-time Undergraduate: \$2,030/year

Transcript**: \$9.95/transcript

Graduation Fee Part-time Undergraduate: \$155

*For more detailed tuition and fees information, refer to the Student Accounts webpage 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.gallagherstudent.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 Main 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 of the 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 (Fall and Spring):

- 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

Official Withdrawal—Withdrawing from all courses is considered withdrawing from the University. If you do this before 60% of the semester is completed (approximately 8–9 weeks

into the semester), your financial aid award will be recalculated, according to the percentage of the semester you have completed. The formula for calculating this percentage is:

(Days enrolled) – (Official breaks of five days or longer)

Total number of class days in the semester.

Unofficial Withdrawal—If a student stops attending classes without notifying the University, we will be required to recalculate your federal financial aid using the last date of an academically related activity in which the student participated as documented by the student's instructor(s). If our office is unable to obtain the last date of an academically related activity, we will be required to recalculate the student's federal aid using the midpoint of the semester. If the Financial Aid Office is required to send back money to the federal loan programs, the student may incur institutional charges for the term.

RETURNING AID

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

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Graduate PLUS Loan
5. Federal Parent Loan for Undergraduate Students PLUS
6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant (SEOG)
8. Other federal sources of aid

9. Other state, private, or institutional aid

10. The student

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.

Classes Offered in Modules

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

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

- If a student provides written confirmation that they will return for another module in the same semester, they are not considered withdrawn and no Return to Title IV calculation will need to be performed.
- If a student does not provide written confirmation that they will return for another module in the same semester and does return, the Return to Title IV calculation will be reversed and the student will regain their prior eligibility.
- If a student drops a future module and is attending a current module course at the time of the drop, a Return to Title IV Calculation will not be performed. However, if the student's enrollment status has changed, it may result in financial aid being adjusted.

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

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

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

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 by going to the Financial Assistance webpage at 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.

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 week 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 \$5,775 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 and fee expenses that exceed the national maximum amount payable under the Post-9/11 GI Bill (\$21,084.89 as of the 2015–2016 academic year). Sacred Heart University and VA will contribute up to the remainder of the tuition and fees not covered by the national maximum. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, they may be eligible if they served an aggregate period of active duty after September 10, 2001 of at least 36 months, were honorably discharged from active duty for a service-connected disability, served 30 continuous days after September 10, 2001, and are dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above. Active duty service members and spouses of active duty service members using Transferred Entitlement are not eligible for the Yellow Ribbon Program. Under Transferred Entitlement, a child of an active duty service member is eligible for the Yellow Ribbon Program if the service member qualifies for the maximum benefit rate. For additional information, please visit <http://www.sacredheart.edu/officeservices/registrar/vabenefits/yellowribbonprogram/>.

Applicants are also encouraged to visit <http://explore.va.gov/education-training>.

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 years 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. For the Governor's Scholarship Merit-Based Award, a student must be graduated from 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. Students cannot receive both. Funding is available based on state-approved allocations to institutions and may be limited.

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. 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 recommend that students complete their applications for admission by February 1 in order to receive the scholarship.

The merit scholarship categories include the following: President's Excellence Award, Trustee Scholarship, College Scholarship, and Conley Award ranging from \$5,000 to \$16,500.

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 Association Endowed Scholarship Fund

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

Stephen T. Bowers Endowed Scholarship

To support two senior students who have a desire to enter clinical practice in cardiology.

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, but not limited, to candidates who are Criminal Justice majors. Preference is given, 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.

Alvin T. Clinkscales Endowed Scholarship

Created in memory of Mr. Alvin Clinkscales who was a key administrator in the areas of student life, particularly in student financial assistance and athletics.

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.

Kaitlyn Doorhy Scholarship

Provides scholarship support to a student resembling the qualities and characteristics of Kaitlyn Doorhy, a student who tragically passed away at the start of her junior year in 2014. Candidates must be a continuing undergraduate student enrolled full-time in the University, be a student entering his/her junior year, demonstrate financial need, and be a resident of Long Island, NY.

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.

Cathy Goodale Endowed Scholarship

To support an incoming or continuing

full-time undergraduate student that demonstrates a financial need and medical hardship as a result of cystic fibrosis.

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 I-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, have 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

Established 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. Cernera 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.

Arianna S. Petillo Endowed Scholarship

To provide scholarship support for a female undergraduate student enrolled full-time in the University's Welch College of Business.

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.

Professor Camille P. Reale Family Endowed Scholarship

To provide scholarship support to encourage and assist well-qualified, promising students within the University.

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.

Anthony Scaramucci Scholarship

Provide scholarship support for a full-time incoming or undergrad student enrolled in The Welch College of Business. Must maintain 3.0 or better, demonstrate financial need, and have an interest in Finance.

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.

Michael Tyll Family Endowed Scholarship

Established to provide support to a full-time undergraduate student enrolled in the WCOB who is a men's hockey student athlete accruing a 3.0 graduating high school.

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 Jack 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 freshmen 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 cocurricular 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, offering 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.sacredheartshop.com.

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 guidance and preparation to full-time and part-time students who have matriculated toward 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 CareerBeam, a self-directed career planning system, the Strong Interest Inventory, and the Myers-Briggs Type Personality 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;
- Résumé 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 and job search management website 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 Council, a student-run organization dedicated to providing programs and services for commuters as well as all other involvement opportunities offered to all full-time undergraduate students.

The Commuter Life Office is part of the University's Student Life Department and can be reached at 203-371-7969

Dining Services

The University has contracted with Chartwells, 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 residence 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

Court in McMahon Commons, Outtakes (a convenience-style store), the Starbucks Café in the Ryan Matura Library, Einstein's Bagels located in the Martire Business and Communications building, 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 show proof of adequate health insurance coverage or 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 full-time undergraduate 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 healthcare facilities 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 32 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: www.sacredheartpioneers.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, and 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: <http://www.sacredheartpioneers.com/sports/club/navbar-links>

RECREATION AND INTRAMURALS

Activities in this area are varied and 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
Tennis
Track and Field (Indoor and Outdoor)
Volleyball
Wrestling

WOMEN'S VARSITY ATHLETIC PROGRAM

Basketball
Bowling
Cross Country
Equestrian
Fencing
Field Hockey
Golf
Ice Hockey
Lacrosse
Rowing

Rugby
 Soccer
 Softball
 Swimming
 Tennis
 Track and Field (Indoor and Outdoor)
 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 203-371-7559. You can also apply online at <http://www.sacredheart.edu/officesservices/publicsafety/rkingproceduresvisitorparkingpass/>.

DEPARTMENT OF PUBLIC SAFETY TELEPHONE NUMBERS

TTY Emergency 203-371-7911 and
 Non-emergency 203-371-7995

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 nine different areas: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Pioneer Gardens, Park Ridge Apartments, Taft Commons, and Oakwood Gardens. These varied areas offer distinct residential lifestyles, from traditional high-rise resident halls to on- and 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
 American Sign Language Club
 Art Club
 Biology Club
 Business Administration Club
 Computer Science Club
 Education Club
 English Club
 Entrepreneurship Club
 Exercise Science Club
 Fashion Club
 Finance and Economics Club
 Health Science Club
 History Club
 Marketing Club
 Math Club
 National Student Speech-Language-Hearing Association
 Philosophy, Religious Studies & Theology Club
 Politics & International Studies Club
 Pre-Occupational Therapy Club
 Pre-Physical Therapy Club
 Pre-Physicians Assistant Club
 Psychology Club
 Public Relations Club
 SMILE Geriatrics Club
 Social Work Club
 Sports Management Club
 Sports Media Club
 Student Athletic Training Organization
 Student Nurses Association

Academic Honor Societies

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

Greek Life Fraternities*National*

Delta Tau Delta
 Iota Phi Theta
 Kappa Sigma
 Pi Kappa Phi

Local

Omega Phi Kappa

Greek Life Sororities*National*

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

Intramurals

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

Media Organizations

Film Club
 Her Campus
 Pioneer Magazine
 Spectrum (newspaper)
 The Pulse (TV News Magazine)
 WHRT (radio station)
 WHRTV (multimedia)

Multicultural Organizations

Arabic Club
 Italian Club
 La Hispanidad
 Muslim Student Awareness
 United Campus Alliance

Performing Arts

Pioneer Bands
 Concert Band
 Marching Band
 Pep Band
 String Ensemble
 Jazz Band
 Winter Guard
 Choir
 Liturgical Choir
 Concert Choir
 Four Heart Harmony
 SHU Love–Women’s Ensemble
 Theatre Arts Program (TAP)

Social Groups

Capoeria (Sagrado Coraco)
 Gay Straight Alliance
 Kappa Psi (band fraternity)
 Real Estate Club
 Rock Climbing & Hiking Club
 SHU’sine Culinary Club
 Student Alumni Association

Service Clubs/Organizations

Active Minds
 Are You Autism Aware?
 Best Buddies
 buildOn
 Green SHU’s
 Habitat for Humanity
 Hearts United
 Peace Corp Club
 To Write Love On Her Arms
 Veterans Club

Residential Life/Commuter Life Clubs

Commuter Council
 Hall Councils
 Residence 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 Government Class Boards
- Student Senate

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
Football
Ice Hockey
Lacrosse
Rugby
Soccer
Volleyball
Wrestling

Women's Club Sports

Basketball
Field Hockey
Lacrosse
Soccer
Softball
Volleyball

Coed Club Sports

Crossfit
Dance Team
Figure Skating
Gaming
Golf
Gymnastics
Running
Sailing
Tennis
Triathlon
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
- Hawley Lounge
- One-Card program
- Red's Pub
- Room/Facilities Reservations
- Shuttle Service
- Student ID Cards
- Vending Services/Laundry

The Student Union Office can be reached at 203-365-7913.

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 at <http://www.sacredheart.edu/media/sacredheart/udentconductandcommunitystandards/STUDENT-HANDBOOK-2015-2016.pdf>. 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 resides on more than one hundred acres in Fairfield County. The University's College of Health Professions is located at 7 Cambridge Drive, Trumbull and houses the College of Nursing, Occupational Therapy, Physical Therapy, and Human Movement and Sports Science.

ACADEMIC CENTER

The Academic Center contains mostly classrooms and faculty, administrative, and academic departmental offices. This includes Campus Ministry, Campus Operations, Public Safety, Registrar, Student Affairs, and Student Government offices. It is also a multipurpose activity center, housing the computer center, dining hall, the Art & Design Gallery, mailroom/print shop (a.k.a. SHU Print-and-Delivery, or SHU PAD), science and language laboratories, snack bar, and the Edgerton Center for the Performing Arts. Hawley Lounge serves as a student lounge and recreational activity center 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, and the Edgerton Center for the Performing Arts.

CAMBRIDGE DRIVE, THE COLLEGE OF HEALTH PROFESSIONS, AND THE COLLEGE OF NURSING

The faculty offices and many of the instructional spaces of the College of Health Professions and the College of Nursing are located at Cambridge Drive, a short drive or shuttle ride from the Park Avenue campus. This facility houses state-of-the-art labs, classrooms, and library facilities for the Colleges, which includes the College of Nursing, Physical Therapy, and Human Movement. 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, women's rugby, and men's and women's outdoor track and field as well as numerous Club Sports programs. Renovated in 2015, Campus Field features lights and a new surface for its multipurpose field. The field is surrounded by an eight-lane synthetic-surface running track, which was also recently renovated and is available for competition and recreational use. With seating for more than 3,500 spectators, Campus Field is an ideal location for large-scale events and has been host to athletic tournaments, graduations, and outdoor fairs. Adjacent to Campus Field are six tennis courts (resurfaced in the summer of 2015) as well as Pioneer Park, which is one of the finest softball stadiums in the northeast.

CHAPEL OF THE HOLY SPIRIT

The Chapel of the Holy Spirit, which was dedicated in August 2009, is a pivotal campus landmark serving as a powerful symbol of Sacred Heart's Catholic identity. It holds more than 500 in its principal sanctuary with a smaller Chapel of the Nativity for daily Mass and private prayer that seats 50. Among the Chapel's special features are original mosaics and stained glass by the world-famous Jesuit artist, Father Marko Ivan Rupnik, and a tracker organ designed and manufactured especially for Sacred Heart University by the master craftsmen at Casavant Frères. There are outdoor gardens and a spacious narthex—or foyer—suitable for public gatherings. The building and grounds are designed

to suggest one of the defining themes of the Second Vatican Council: the Church as the Pilgrim People of God. The Chapel roof consists of copper folds in the manner of a nomadic tent, for example, and the narthex has walls of glass to demonstrate the intersection between daily life and the life of prayer. The Chapel's bell tower holds four unique bronze bells, hand-cast in the Netherlands. The largest one weighs 1,500 pounds and measures 41 inches in diameter; the smallest weighs 447 pounds and measures 27 inches in diameter.

CURTIS HALL

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

EDGERTON CENTER FOR THE PERFORMING ARTS

The Edgerton Center for the Performing Arts is a multifaceted facility that presents a wide variety of lectures, theatrical, musical, and dance performances. The University completed a renovation of the Edgerton Center in 2014, allowing for a larger Art & Design Gallery for displaying student and faculty artwork and a reception area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including the Concert Choir, Concert Band, Jazz Ensemble, and the SHU Players. For all questions and ticketing information, call the box office at 203-371-7908, or visit the center at www.edgertoncenter.org.

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 203-371-7820 or come to the Jandrisevits Learning Center.

MELADY ADMINISTRATION BUILDING

The Melady 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 Payroll.

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 the office of the Senior Vice President for Enrollment, Student Affairs, and Athletics. The exterior of the building incorporates outdoor terraces that also serve as gathering space for students and faculty.

FRANK & MARISA MARTIRE BUSINESS & COMMUNICATIONS CENTER

The Martire Business & Communication Center houses the Jack F. Welch College of Business and the Department of Communications and Media Studies. This building is located on the corner of Park Avenue and Jefferson Street in Fairfield. It offers state-of-the-art facilities that include an active trading floor; digital wayfinding; dedicated conference rooms for business meetings and internships; problem-based learning laboratories; screening venues; technology-enhanced classrooms with multimedia technology and moveable furniture for various learning configurations; satellite equipment; a multimedia forum for leadership institutes, lectures, and screenings; interactive labs including a motion-capture lab for motion picture animation and video game design; large-screen digital cinema; two large television studios for TV, video, and film production; and a radio station.

OAKVIEW DRIVE, THE ISABELLE FARRINGTON COLLEGE OF EDUCATION

Located off campus in neighboring Trumbull, 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 and administrative offices of WSHU Radio.

TANDET CENTER

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

WILLIAM H. PITT HEALTH AND RECREATION CENTER

The William H. Pitt Health and Recreation Center is home to the thirty-two Pioneer Division I men's and women's programs, as well as many of our Club Sport programs along with various intramural and recreational activities. The three-level, 141,000-square-foot complex features four multipurpose basketball courts that seat 2,100 and can be easily converted for concert or convention use. 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 (summer 2014) 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 a student study center. Perched atop the Pitt Center is the Sky Box, a beautifully appointed room with terrace access that is used to host special guests during athletic events.

RESIDENCE HALLS

The University currently houses students in nine different facilities: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Pioneer Gardens, Park Ridge Apartments, Oakwood Apartments, and Taft Commons. These offer distinct residential lifestyles, from traditional high-rise residence halls to on- and 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. Instructional 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 ten 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 fifty online index and abstracting databases. These can be reached twenty-four hours a day, seven days a week from links on the library homepage. Databases are available on campus and at home.

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

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.

SCHINE AUDITORIUM

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

STUDENT SUCCESS CENTER

The Student Success Center is a new learning center dedicated to helping SHU students and young students from the surrounding region achieve success in their educational pursuits. The Student Success Center focuses on enhancing student learning, testing, and achievement. The Center for Teaching and Learning provides students with tutoring for their academic program. There will be professional tutors and student tutors to help students in math, writing, and the natural sciences. The Office of Special Services provides support and accommodations for students who need specific help with learning. There is also a laboratory for literacy where graduate students in Education provide tutoring in reading to children in the Bridgeport Public School System. Finally, the Office of Global Affairs promotes the internationalization of the University. The Student Success Center is on the corner of St. Nicholas Road and Park Avenue, directly adjacent to the President's residence. Designed to resemble a large, stately residence, it has a stone veneer on the lower levels to match existing stone retaining walls, brick on the second story, and a gabled half-story space at the top. The structure resembles the SHU Wellness Center in physical character.

WELLNESS CENTER

The Wellness Center is located at 4980 Park Avenue. The colonial-style two-story, 5,800-square-foot building serves as a place for acute health and medical needs and will also offer students confidential counseling and therapeutic services. The first floor of the Wellness Center houses a reception and waiting area, medical record storage room, several examination rooms, a physician's office, and both a supervisor's office and nurse's office. The second floor offers a health resource area, wellness center, and several counseling suites. Peer educators are also available to aid students

in making responsible choices about alcohol and relationships and in coping with loss by offering support and resources. The Wellness Center contains numerous examining rooms and is equipped with a laboratory and wellness room where students can wait following vaccinations and where they can be monitored for adverse reactions.

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 Jack Welch College of Business to provide business assistance to qualified groups.

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

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

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

EDGERTON CENTER FOR THE PERFORMING ARTS

The Edgerton Center for the Performing Arts is a multi-faceted facility that presents a wide variety of lectures, theatrical, musical, and dance performances. The University completed a renovation of the Edgerton Center in 2014, allowing for a larger Art

& Design Gallery for displaying student and faculty artwork and a reception area where people can gather prior to and following performances. Creating a feeling of openness and natural light, the art gallery/reception area is walled with panels of glass and windows. The additions also include an outdoor facility that provides another warm gathering place for events and campus activities. A large media screen and benches allow for outdoor movies and other programs. The Edgerton Center, which seats close to 800, is host to year-round productions from a variety of University organizations including the Concert Choir, Concert Band as well as our Strings and Jazz Ensemble, along with the University's Theatre Arts Program (TAP) and the newest Performing Arts programs, Dance Company and Ensemble. For all questions and ticketing information, call the box office at 203-371-7908 or visit the center at www.edgertoncenter.org.

HERSHER INSTITUTE FOR APPLIED ETHICS

Established in 1993, the Hersher Institute for Applied Ethics serves both the University community and the wider Fairfield County community by addressing issues of major ethical concern. The institute assists Sacred Heart University faculty from all disciplines to raise and examine broad ethical concerns and issues specific to their respective disciplines.

The Hersher Institute brings speakers to campus to address the faculty and provides training for integrating ethical viewpoints into the University curriculum. The institute supports the University's wider mission by cosponsoring, with other departments and institutes, colloquia and conferences that raise important ethical questions for the University scholarly community and the general public. For further information, call 203-365-7657.

RADIO STATIONS

The WSHU Public Radio Group, licensed by Sacred Heart University, operates a network of stations that deliver NPR News, classical music, unique storytelling, and award-winning regional coverage to the community.

The original WSHU 91.1 FM signal in Fairfield—along with translators 90.1 FM in Stamford, CT; 91.3 FM in Huntington Station, NY; and 106.5 FM in Ridge, NY—air a combination of NPR News and locally produced classical music.

The group also operates an NPR news and talk service on WSUF 89.9 FM in Noyack, NY; WQQQ 103.3 FM in Sharon, CT; WSHU-AM in Westport, CT; and WYBC 1340 AM in New Haven, CT. These stations have translators: 93.3 FM in Northford, CT and 105.7 FM in Selden, NY.

Finally, WSHU operates a 24-hour classical music service at 107.5 FM in Noyack, New York.

SHU PRINT AND DELIVERY (SHU PAD)

The SHU PAD can handle all of your document needs. We print, copy, and scan documents. Need something notarized? Look no further. Traveling abroad? We'll bring the USPS on site to process passport applications. We'll print your posters, banners, and even make signs for your next event. Interested in mailing something? We'll show you how to save money by designing mail pieces correctly to achieve maximum postage discounts. We manage the copiers located throughout the campus and accept your SHU ID card for any services rendered. We receive and distribute your mail and packages and will let you submit jobs through our digital storefront. If interested in any of our services, please call 203-365-7540 or email gerckensa@sacredheart.edu.

SPORTS MEDICINE AND REHABILITATION CLINIC

The University operates two physical therapy and hand therapy clinic facilities, one on campus affiliated with the academic program

in Physical Therapy and one in Shelton, Connecticut. The on-campus clinic is located in the William H. Pitt Health and Recreation Center 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, twelve 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 GPA 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 traditions. 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
- 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 (30 credits)
- Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (6 credits)
- Thematic Liberal Arts Core (9 credits)

I. Foundational Core (30 credits)

The Foundational Core provides students with a broad liberal arts education which includes the development of written and oral communication, critical thinking, information literacy, and mathematical skills that are necessary for academic and professional success.

FYS 125* First Year Seminar (3 credits)

FLO 125 The Art of Thinking (3 credits)

Arts/Design/Communications (3 credits)

History (3 credits)

Literature (3 credits)

College-level Mathematics (3 credits)

Natural/Physical Sciences (3 credits)

Philosophy (3 credits)

Social or Behavioral Sciences (3 credits)

Theology/Religious Studies (3 credits)

*A minimum grade of C or better is required.

FYS 125* First Year Seminar (3 credits)

First Year Seminars are designed and taught mainly 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 18 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.

FLO 125 The Art of Thinking (3 credits)

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.

FOUNDATIONAL CORE COURSES

The following courses will fulfill Foundational Core requirements for the 2016-2017 academic year. However, not all of these courses will be offered every semester or every academic year. Also, this list is subject to change in subsequent academic years.

Arts/Design/Communications (3 credits each)

AR 101 Art in the Western World

AR 104 American Art: Colonial to Modern

AR 110 Design: Visual Organization

AR 114 Digital Design Basics

AR 120 Drawing I

AR 201 Studies in Modern Art

CM 101 Introduction to Media Culture

CM 131 Italian Media Culture: From Film to Food

CM 132 Irish Media Culture: From Movies to Music

CM 134	Irish Cinema: Theory & Practice	ENG 234	Studies in Dickinson to Eliot
DA 100	Introduction to Dance History	ENG 235	Studies in Faulkner to the Present
MU 102	History of Jazz	ENG 236	Contemporary American Fiction
MU 103	From Bach to Beethoven: Their Lives & Music	ENG 239	Studies in American Literature: Special Topics
MU 104	From Brahms To Bernstein: Their Lives & Music	ENG 240	Studies in Early American Black Literature
MU 112	Music in America	ENG 241	Studies in Black Writers in America
MU 114	Latin American & Caribbean Music	ENG 242	American Women of Color
MU 239	Catholic Church Music	ENG 243	Latin-American Literature in Translation
THR 101	Introduction to Theatre	ENG 244	Studies in World Literature
History (3 credits each)		ENG 249	Studies in Multicultural Literature: Special Topics
HI 101	Western Civilization I, Ancient to 1500: Citizenship, Democracy, & Culture	ENG 261	Masterpieces of World Literature
HI 102	Western Civilization II, Since 1500: Economies, Sciences, & Politics	SP 251	Spanish Literature I
Literature (3 credits each)		SP 252	Spanish Literature II
ENG 201	Experiencing Literature	SP 258	Nineteenth Century Novel
ENG 220	Studies in British Literature to 1603	SP 259	Special Topics in the Literature of Spain
ENG 223	Shakespeare	SP 261	Masterpieces of Spanish-American Literature I
ENG 224	Studies in Seventeenth-Century British Literature	SP 262	Masterpieces of Spanish-American Literature II
ENG 225	Studies in Restoration and Eighteenth-Century Literature	SP 263	Special Topics: Spanish-American Literature
ENG 226	Studies in the Romantic Period in British Literature	SP 267	Special Topics: Caribbean Literature
ENG 227	Studies in the Victorian Period in British Literature	SP 269	Special Topics: Latin-American Literature
ENG 228	Studies in the Twentieth-Century British Literature	SP 353	Spanish Golden Age Literature
ENG 229	Studies in British Literature: Special Topics	SP 356	Advanced Topics in Spanish Literature
ENG 230	Colonial & Federal American Literature	SP 359	20th Century Spanish Prose Narrative
ENG 233	Literature of the American Renaissance	FR 251	Early French Writers
		FR 252	French & Francophone Writers Then & Now

FR 371	Literary Travelers, Exiles, & Expatriates	BI 111/113	Concepts in Biology I with Lab (4 credits total)
FR 372	Women Writers	BI 152	Environment & Sustainability
FR 373	Topics in French/Francophone Literature	BI 174	Introduction to Coastal Management
FR 376	Studies in World Literature	BI 176	Introduction to Oceanography
IT 251	Early Italian Writers	CH 101/102	Physical Science with Lab (3 credits total)
IT 252	Italian Writers Then & Now	CH 117	General Organic & Biochemistry: An Overview
IT 290	The Italian Short Story	CH 120	Drugs & Their Implications to Society
IT 371	Literary Travelers, Exiles, & Expatriates	CH 130	The Chemistry of Nutrition
IT 372	Women Writers	CH 140	Chemistry, Society, & the Environment
IT 373	Special Topics in Italian Literature	CH 151	General Chemistry I
IT 380	Dante & the Italian Literary Tradition	CS 100	Introduction to Information Technology
Mathematics (3 credits each unless otherwise noted)		CS 101	Web Design & Visual Tools for Non-Majors
MA 101	Modern College Mathematics	CS 102	Multimedia for Non-Majors
MA 105	Mathematical Applications for Health Sciences	CS 104	Digital Animation & Gaming for Non-Majors
MA 106	College Algebra	CS 106	Introduction to Information Technology for Business Administration
MA 107	Mathematics for Elementary School Teachers (4 credits)	CS 110	Introduction to Computer Science
MA 109	Mathematics for Decision-Making	CS 171	Introduction to Computer Gaming
MA 110	Calculus for Decision-Making	PY 100	Elements of Physics (4 credits)
MA 140	Precalculus (4 credits)	PY 105	First Half of General Physics
MA 151	Calculus I (4 credits)	PY 111	General Physics 1
MA 152	Calculus II (4 credits)	PY 155	Science & the Bible
MA 253	Calculus III (4 credits)	PY 190	Basic Astronomy
MA 261	Linear Algebra (4 credits)		
Natural/Physical Sciences (3 credits each unless otherwise noted)		Philosophy (3 credits each)	
BI 101	The Nature of Life	PH 221	Historical Development of Philosophy
BI 103	The Human Body	PH 224	Introduction to Ancient Philosophy
BI 104	Coastal Ecology		
BI 107	Heredity & Society		
BI 110	Zoological Conservation & Behavior		

PH 229	Eastern Philosophy	TRS 230	History of Christianity I
PH 231	Introduction to the Philosophy of Knowledge	TRS 231	History of Christianity II
PH 240	Introduction to the Philosophy of Beauty	TRS 233	Women in Christianity
PH 251	Introduction to Ethics	TRS 234	Contemporary Roman Catholic Thought
PH 255	Introduction to Social & Political Philosophy	TRS 235	Constructing the Concept of God
PH 272	Introduction to Metaphysics	TRS 240	Foundations of Catholic Ethics
PH 274	Existentialism	TRS 241	History of Christian Ethics
PH 290	Major Figures in Philosophy	TRS 242	The Catholic Social Justice Tradition
Social or Behavioral Sciences (3 credits)			
AN 103	Archeology	TRS 243	Ethics in World Religions
AN 110	Human Cultural Diversity	TRS 260	Eastern Religions
EC 202	Principles of Microeconomics	TRS 261	Islam
EC 203	Principles of Macroeconomics	TRS 262	Judaism
GS 101	Introduction to Global Studies	TRS 263	Symbol, Myth, & Ritual
PO 121	Introduction to American Government	TRS 265	Introduction to World Religions
PO 122	Introduction to International Relations	TRS 266	Understanding Religion
PS 110	Introduction to Psychology	TRS 270	Religion in America
SO 110	Sociological Imagination	TRS 271	Celtic Religious Traditions
SO 120	Social Issues & Social Change	TRS 272	Religion in Contemporary Ireland
SO 239	Diversity & Oppression in Contemporary Society	TRS 273	Religion & Sexuality
Theology/Religious Studies (3 credits each)			
TRS 201	Introduction to the Old Testament	TRS 275	Art & the Sacred
TRS 202	Introduction to the New Testament	TRS 276	Women in World Religion
TRS 203	Introduction to the Gospels	TRS 277	Jewish-Christian Relations
TRS 204	The Letters of Paul	TRS 284	Cults, Sects, & New Religious Movements
TRS 220	Introduction to Catholic Theology		
TRS 221	Understanding Theology		
TRS 222	Faith & Reason		

II. Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition

Sacred Heart University's academic signature centerpiece, The Human Journey Seminars, provides students with an interdisciplinary understanding of the roots and development of the Catholic intellectual tradition as an ongoing 2,000-year conversation between the Catholic community of thinkers, writers, and artists and the cultures in which they have lived, asking fundamental questions about God, humanity, society,

and nature. The seminars engage students in an interdisciplinary exploration of the fundamental claims of the Catholic intellectual tradition; enable students to understand the Catholic intellectual tradition as characterized by open, rigorous, intellectual inquiry in the context of a faith tradition; enjoin students, with faculty, in seminar discussion; and develop students' reading, writing, and speaking skills.

The seminars are framed by 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 two seminars are:

CIT I 201: An interdisciplinary study of the early Catholic thinkers, writers, and artists who provide an understanding of the roots of this Tradition and who begin its ongoing conversation about fundamental questions of human existence.

CIT II 202: An interdisciplinary study of modern Catholic thinkers, writers, and artists who continue the development of this ongoing conversation about God, humanity, society, and nature.

III. Thematic Liberal Arts Core

Students will select three courses around a common theme which will provide them with a multidisciplinary understanding of that theme. Students will take one course in each of the following liberal arts areas: humanities, social and behavioral sciences, and natural and physical sciences. By exploring contemporary themes such as wellness and well-being, the aesthetic vision and the search for beauty, and freedom, equality, and the common good, this component of the core curriculum will provide a distinctive SHU experience.

Freedom, Equality, and the Common Good

This concentration is designed to prepare students for a life of engaged, responsible, and ethical citizenship in an increasingly interdependent and complex world. Topics include identity and self-determination, political representation and participation, equality of opportunity, cultural diversity, race and discrimination, conflict and cooperation, religious freedom and toleration, immigration, and social welfare.

The Search for Beauty

This thematic framework will consider the intellectual, spiritual, aesthetic, and scientific search for and expression of the beautiful in all its forms. Students will explore and appreciate the fundamental aspiration to unravel and celebrate the innate and intricate beauty of life and of human creativity and inquiry, and will learn how we find emotional and intellectual satisfaction as well as personal and social significance through that understanding.

Wellness and Well-Being

This theme investigates the physical, mental, emotional, intellectual, spiritual, economic, and environmental dimensions underlying personal wellness and well-being. It will enable students to reflect, articulate, and connect the numerous contributions that allow people to realize their individual potential, engage in meaningful relationships, and contribute to the development and application of knowledge for the betterment of the human community.

The following courses will fulfill the respective themes in the Thematic Liberal Arts Core for the 2016-2017 academic year. However, not all of these courses will be offered every semester or every academic year. Also, this list is subject to change in subsequent academic years.

THEMATIC LIBERAL ARTS CORE COURSES**Freedom, Equality, and
the Common Good****Humanities****ART**

- AR 211 Graphic Design I (3 credits)
 AR 225 Design for the Web (3 credits)
 AR 276 Interactive 2D Animation
 (3 credits)

COMMUNICATION

- CM 224 Democratic Technologies
 (3 credits)
 CM 254 Media & Democracy
 (3 credits)
 CM 351 Women in Film & Television
 (3 credits)

ENGLISH

- ENG 240 Studies in Early American
 Black Literature (3 credits)
 ENG 241 Studies in Black Writers in
 America (3 credits)
 ENG 242 American Women of Color
 (3 credits)
 ENG 243 Latin-American Literature in
 Transition (3 credits)
 ENG 249 Special Topics in Multicultural
 Literature (3 credits)
 ENG 266 Special Topics in Freedom
 (3 credits)

FOREIGN LANGUAGES/CULTURES

- FR 203 Advanced Conversation &
 Contemporary Issues
 (3 credits)
 FR 280 French Civilization & Culture
 (3 credits)

- FR 281 Francophone Civilization &
 Culture (3 credits)
 FR 283 Franco-Italian Connections
 (3–4 credits each)
 FR 363–369 Topics in French/Francophone
 Culture (3–4 credits each)
 IT 203 Advance Conversation &
 Contemporary Issues
 (3 credits)
 IT 280 Italian Civilization & Culture
 (3 credits)
 IT 283 Franco-Italian Connections
 (3 credits)
 IT 363–369 Special Topics in Italian
 Culture (3–4 credits each)
 SP 211 Conversation I (3 credits)
 SP 212 Conversation II (3 credits)
 SP 283 The Hispanic Caribbean
 (3 credits)
 SP 351 Gender & Class in Modern
 Spanish Fiction (3 credits)
 SP 363 Advanced Topics in Latin-
 American Literature
 (3 credits)
 SP 381 Women in Latin American
 Society (3 credits)

HISTORY

- HI 207 History of Latin American to
 1826 (3 credits)
 HI 208 Latin American History Since
 1826 (3 credits)
 HI 212 Contemporary Latin America
 (3 credits)
 HI 214 French Revolution & Napoleon
 (3 credits)
 HI 218 Modern France (3 credits)
 HI 222 United States History to 1865
 (3 credits)
 HI 223 United States History Since
 1865 (3 credits)
 HI 224 Society in Colonial America
 (3 credits)

HI 226	The American Revolution (3 credits)
HI 229	Westward Movement in 19th-Century America (3 credits)
HI 230	The Civil War (3 credits)
HI 232	Reconstruction & Post-Civil War America (3 credits)
HI 233	Gilded Age & Progressive Era (3 credits)
HI 234	Catholics in American Society (3 credits)
HI 235	Women in American Society (3 credits)
HI 243	Golden Age of Greece (3 credits)
HI 246	Roman History: The Republic (3 credits)
HI 248	Roman Empire & Christianity (3 credits)
HI 255	Celtic & Irish History (3 credits)
HI 256	Thousands Are Sailing: The Irish at Home & Abroad (3 credits)
HI 257	History & Memory in Modern Ireland (3 credits)
HI 258	Britain & the Empire 1714-1918 (3 credits)
HI 283	History of Modern China to 1920 (3 credits)
HI 285	Twentieth-Century China (3 credits)
HI 300	The Vietnam War (3 credits)

MUSIC

MU 110	Women in Music (3 credits)
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PHILOSOPHY

PH 309	Theories of Justice (3 credits)
PH 310	Philosophy of Race (3 credits)
PH 311	Women, Gender, & Philosophy (3 credits)
PH 312	Philosophy of Marx (3 credits)

PH 315	Philosophy of Gender (3 credits)
PH 352	Philosophy of Law (3 credits)
PH 354	Virtues, Acts, & Consequences (3 credits)

THEOLOGY/RELIGIOUS STUDIES

TRS 233	Women in Christianity (3 credits)
TRS 271	Celtic Religious Traditions (3 credits)
TRS 273	Religion & Sexuality (3 credits)
TRS 277	Christian-Jewish Relations (3 credits)
TRS 333	Women in Celtic Christianity (3 credits)
TRS 341	Religion, War, & Peace (3 credits)
TRS 342	Human Rights (3 credits)
TRS 343	Philanthropy as Moral Action (3 credits)
TRS 360	Women in World Religions (3 credits)
TRS 361	Women in Islam (3 credits)
TRS 370	Interreligious Dialogue (3 credits)
TRS 383	Holocaust: Genocide & Religion (3 credits)

Natural/Physical Sciences**BIOLOGY**

BI 104	Coastal Ecology (3 credits)
BI 107	Heredity & Society (3 credits)
BI 152	Environment & Sustainability (3 credits)
BI 165	Human Evolution (3 credits)
BI 217	Fundamentals of Epidemiology (3 credits)
BI 265	Conservation Biology (3 credits)
BI 278	Coastal Ecology (3 credits)

CHEMISTRY

CH 120 Drugs & Their Implications to Society (3 credits)

COMPUTER SCIENCE

CS 319 Computer Ethics (3 credits)

MATHEMATICS

MA 131 Statistics for Decision-Making (3 credits)

MA 331 Probability & Statistics I (3 credits)

Social/Behavioral Sciences**ANTHROPOLOGY**

AN 205 North American Indians (3 credits)

ECONOMICS

EC 202 Principles of Microeconomics (3 credits)

EC 203 Principles of Macroeconomics (3 credits)

POLITICAL SCIENCE

PO 242 International Organizations (3 credits)

PO 298 Democracy (3 credits)

PO 300 Foundations of Political Thought (3 credits)

PO 308 Theories of Political Economy (3 credits)

PO 309 British Politics (3 credits)

PO 310 Irish Politics (3 credits)

PO 313 The Politics of European Integration (3 credits)

PO 314 Middle East Politics (3 credits)

PO 315 Latin American Politics (3 credits)

PO 316 South Asian Politics (3 credits)

PO 317 African Politics (3 credits)

PO 318 Contemporary European Politics (3 credits)

PO 320 Modern Political Economy (3 credits)

PO 332 International Political Economy (3 credits)

PSYCHOLOGY

PS 215 Social Psychology: Interpersonal Factors (3 credits)

PS 275 Psychology of Women (3 credits)

SOCIOLOGY

SO 201 Poverty & Inequality in the United States (3 credits)

SO 237 Deviance & Social Control (3 credits)

SO 239 Diversity & Oppression in Contemporary Society (3 credits)

SO 244 Racial & Ethnic Relations (3 credits)

SO 254 Society & Economic Change (3 credits)

SO 259 Social Movements (3 credits)

SO 263 Sociology of Gender (3 credits)

The Search for Beauty**Humanities****ART**

AR 201 Studies in Modern Art (3 credits)

AR 204 Renaissance Art (3 credits)

AR 205 European Art: 17th–19th Century (3 credits)

AR 206 Contemporary Art (3 credits)

- AR 208 Introduction to Eastern Art (3 credits)
- AR 211 Graphic Design I (3 credits)
- AR 225 Design for the Web (3 credits)
- AR 276 Interactive 2D Animation (3 credits)

COMMUNICATION

- CM 201 Art of the Moving Image (3 credits)
- CM 256 Magazines & Body Image (3 credits)
- CM 257 Women & Advertising (3 credits)

ENGLISH

- ENG 220 Studies in British Literature to 1603 (3 credits)
- ENG 223 Shakespeare (3 credits)
- ENG 224 Studies in Seventeenth-Century British Literature (3 credits)
- ENG 225 Studies in Restoration and Eighteenth-Century British Literature (3 credits)
- ENG 226 Studies in the Romantic Period in British Literature (3 credits)
- ENG 227 Studies in the Victorian Period in British Literature (3 credits)
- ENG 228 Studies in Twentieth-Century British Literature (3 credits)
- ENG 229 Studies in British Literature: Special Topics (3 credits)
- ENG 230 Colonial & Federalist American Literature (3 credits)
- ENG 233 Literature of the American Renaissance (3 credits)
- ENG 234 Studies in Dickinson to Eliot (3 credits)
- ENG 235 Studies in Faulkner to the Present (3 credits)
- ENG 236 Contemporary American Fiction (3 credits)

- ENG 237 Studies in Writing: Nature Writing (3 credits)
- ENG 239 Studies in American Literature: Special Topics (3 credits)
- ENG 240 Studies in Early American Black Literature (3 credits)
- ENG 241 Studies in Black Writers in America (3 credits)
- ENG 242 American Women of Color (3 credits)
- ENG 243 Latin-American Literature in Transition (3 credits)
- ENG 244 Studies in World Literature (3 credits)
- ENG 253 Introduction to Creative Writing (3 credits)
- ENG 256 Studies in Writing: Playwriting (3 credits)
- ENG 261 Masterpieces of World Literature (3 credits)
- ENG 267 Special Topics in Beauty (3 credits)
- ENG 371-372 Advanced Poetry Writing I & II (3 credits)

FOREIGN LANGUAGES/CULTURES

- FR 204 Explorations in French Film (3 credits)
- FR 353-359 Special Topics in French/Francophone Film (3-4 credits)
- IT 204 Explorations in Italian Film (3 credits)
- IT 353-359 Special Topics in Italian Film (3-4 credits)
- SP 353-359 Special Topics in Spanish Literature (3 credits)
- SP 363-369 Special Topics in Latin-American Literature (3 credits)

HISTORY

- HI 207 History of Latin American to 1826 (3 credits)

HI 208	Latin American History Since 1826 (3 credits)	(3 credits)	
HI 214	French Revolution & Napoleon (3 credits)		MU 239 Catholic Church Music (3 credits)
HI 218	Modern France (3 credits)		
HI 222	United States History to 1865 (3 credits)		PHILOSOPHY
HI 223	United States History Since 1865 (3 credits)		PH 322 American Philosophy (3 credits)
HI 224	Society in Colonial America (3 credits)		PH 341 Aesthetics: Philosophy of Art & Beauty (3 credits)
HI 230	The Civil War (3 credits)		PH 342 Philosophy of Performing Arts (3 credits)
HI 232	Reconstruction & Post-Civil War America (3 credits)		PH 343 Philosophy of Film (3 credits)
HI 233	Gilded Age & Progressive Era (3 credits)		PH 344 Philosophy & Literature (3 credits)
HI 234	Catholics in American Society (3 credits)		PH 380 Love in the Western Tradition (3 credits)
HI 235	Women in American Society (3 credits)		
HI 237	American Environmental History (3 credits)		THEOLOGY/RELIGIOUS STUDIES
HI 253	From Rembrandt to Van Gogh (3 credits)		TRS 271 Celtic Religious Traditions (3 credits)
HI 255	Celtic & Irish History (3 credits)		TRS 275 Art & the Sacred (3 credits)
HI 256	Thousands Are Sailing: The Irish at Home & Abroad 1798-1922 (3 credits)		TRS 330 Mysticism (3 credits)
HI 257	History & Memory in Modern Ireland (3 credits)		TRS 336 Theology & Native Irish Spirituality (3 credits)
HI 285	Twentieth-Century China (3 credits)		TRS 337 Narratives of Solitude (3 credits)
			TRS 363 Pilgrimage & Sacred Journeys (3 credits)
			TRS 386 Religion in Literature (3 credits)
			TRS 387 Religion in Film (3 credits)
			TRS 388 Religious Issues in Science Fiction (3 credits)
MUSIC			
MU 104	Brahms to Bernstein: Their Lives & Music (3 credits)		
MU 106	Introduction to Irish Traditional Music (3 credits)		
MU 109	The History of Italian Opera (3 credits)		
MU 110	Women in Music (3 credits)		
MU 112	Music in America (3 credits)		
MU 114	Latin America & Caribbean Music (3 credits)		
MU 125	Music in the Performing Arts		
			Natural/Physical Sciences
			BIOLOGY
			BI 165 Human Evolution (3 credits)
			BI 215 Sensation & Perception (3 credits)

CHEMISTRY

CH 103 Scientific Discovery & Human Community (3 credits)

MATHEMATICS

MA 101 Modern College Mathematics (3 credits)

MA 280 History of Mathematics (3 credits)

MA 301 Mathematical Structures & Proofs (3 credits)

PHYSICS

PY 155 Science & the Bible (3 credits)

PY 190 Basic Astronomy (3 credits)

Social/Behavioral Sciences**ANTHROPOLOGY**

AN 230 Native American Literature (3 credits)

PSYCHOLOGY

PS 275 Psychology of Women (3 credits)

SOCIOLOGY

SO 202 Sociology of the Body (3 credits)

SO 222 Consumer Culture (3 credits)

Wellness and Well-Being**Humanities****COMMUNICATION**

CM 212 Media Literacy (3 credits)

CM 251 Studies in Self-Help Books (3 credits)

CM 256 Magazines & Body Image (3 credits)

ENGLISH

ENG 260 Literature of Illness & Healing (3 credits)

ENG 265 Special Topics in Wellness (3 credits)

HISTORY

HI 214 French Revolution & Napoleon (3 credits)

HI 218 Modern France (3 credits)

HI 230 The Civil War (3 credits)

HI 232 Reconstruction & Post-Civil War America (3 credits)

HI 233 Gilded Age & Progressive Era (3 credits)

HI 235 Women in American History (3 credits)

HI 237 American Environmental History (3 credits)

HI 255 Celtic & Irish History (3 credits)

HI 283 History of Modern China to 1920 (3 credits)

HI 285 Twentieth-Century China (3 credits)

MUSIC

MU 110 Women in Music (3 credits)

PHILOSOPHY

PH 306 Problem of Authenticity (3 credits)

PH 315 Philosophy of Gender (3 credits)

PH 351 Philosophical Psychology (3 credits)

PH 353 Bioethics: Philosophical Approaches (3 credits)

PH 355 Happiness & the Good Life (3 credits)

PH 380 Love in the Western Tradition (3 credits)

THEOLOGY/RELIGIOUS STUDIES

- TRS 340 Bioethics: Religious Approaches (3 credits)
- TRS 344 Virtue Ethics (3 credits)
- TRS 364 Death & Dying in World Religions (3 credits)
- TRS 373 Religion, Health, & Healing (3 credits)

Natural/Physical Sciences**BIOLOGY**

- BI 126/127 Nursing Anatomy & Physiology I with Lab (4 credits total)
- BI 150 Biology of Poisons (3 credits)
- BI 206/208 Human Anatomy & Physiology I with Lab (4 credits total)
- BI 217 Fundamentals of Epidemiology (3 credits)
- BI 230 Microbiology (4 credits)
- BI 325 Immunology (3 credits)
- BI 340 Cancer Biology (3 credits)

CHEMISTRY

- CH 117 General Organic & Biochemistry: An Overview (3 credits)
- CH 120 Drugs & Their Implications to Society (3 credits)
- CH 130 The Chemistry of Nutrition (3 credits)
- CH 140 Chemistry, Society, & the Environment (3 credits)
- CH 341 Biochemistry I (3 credits)

MATHEMATICS

- MA 105 Mathematical Applications for Health Sciences (3 credits)

Social/Behavioral Sciences**ANTHROPOLOGY**

- AN 210 Culture, Health, & Wellness (3 credits)

ECONOMICS

- EC 202 Principles of Microeconomics (3 credits)
- EC 203 Principles of Macroeconomics (3 credits)

POLITICAL SCIENCE

- PO 305 Ethics & Politics (3 credits)
- PO 319 Political Psychology (3 credits)

PSYCHOLOGY

- PS 211 Human Sexuality (3 credits)
- PS 220 Drugs: Use & Abuse in Contemporary Society (3 credits)
- PS 274 Adult Development (3 credits)
- PS 280 Prevention & Health Promotion (3 credits)
- PS 289 Positive Psychology in Literature & Film (3 credits)
- PS 295 Health Psychology (3 credits)
- PS 313 Abnormal Psychology in Film (3 credits)

SOCIOLOGY

- SO 201 Poverty & Inequality in the United States (3 credits)
- SO 202 Sociology of the Body (3 credits)
- SO 215 Social Psychology: Macro Processes (3 credits)
- SO 216 Changing Families (3 credits)
- SO 222 Consumer Culture (3 credits)
- SO 234 Sociology of Health & Healthcare (3 credits)
- SO 238 Youth & Contemporary Society (3 credits)
- SO 263 Sociology of Gender (3 credits)

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 credits 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: General Art for Education; Graphic Design; Illustration; Studio Art
- Biology: Coastal & Marine Science; Molecular & Cellular Biology; Neuroscience
- Chemistry: Biochemistry
- Communication Studies: Advertising Media/PR; Sports Media
- Computer Science & Information Technology: Computer Science; Computer Gaming; Information Technology; Network Security
- Criminal Justice
- Digital Communication
- English: Literature; Writing
- General Studies
- Global Studies
- History
- Mathematics
- Media Arts: Film, Television, & Media; Journalism; Performing Arts
- Philosophy
- Political Science
- Professional Studies
- Psychology
- Social Work
- Sociology

- Spanish
- Theatre Arts: Acting; Musical Theatre
- Theology/Religious Studies: Theology

ISABELLE FARRINGTON COLLEGE OF EDUCATION

Undergraduates who are interested in becoming teachers apply to the five-year program during sophomore year. They select a major in the content area in the College of Arts and Sciences (or major in Interdisciplinary Studies), take courses in the Farrington College of Education during their sophomore, junior, and senior years, and complete teacher certification requirements (including student teaching) and a Master of Arts in Teaching degree during a fifth year.

JACK 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

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

- Actuarial Science
- Advertising Media/PR
- American History
- Anthropology
- Biology
- Catholic Studies
- Chemistry
- Computer Science
- Creative Writing
- Criminal Justice
- Dance
- Digital Communication
- English
- European Studies
- Film & Television
- French
- Global Studies
- Graphic Design
- History
- Thomas More Honors
- Illustration

- Information Technology
- Irish Studies
- Italian
- Journalism
- Latin American Studies
- Mathematics
- Middle Eastern Studies
- Music (Academic Program)
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Sports Media
- Studio Art
- Theatre Arts
- Theology
- Women's Studies

JACK 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
- Global Health
- 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 the College of Arts and Sciences. 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* First Year Seminar (3 credits)
- FLO 125 The Art of Thinking (3 credits)
- Arts/Design/Communications
- History
- Literature
- Mathematics
- Natural/Physical
- Philosophy
- Social or Behavioral Sciences
- Theology/Religious Studies

*A grade of C or better is required.

Common Core: *The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition*

Sacred Heart University's academic signature centerpiece, The Human Journey Seminars, is a coherent, integrated, and interdisciplinary study of the liberal arts and sciences and the Catholic intellectual tradition.

See description of the Common Core: The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition courses listed previously in this chapter.

Thematic Liberal Arts Core

See description of the Thematic Liberal Arts Core listed previously in this chapter.

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 & Design
- Biology
- Chemistry
- Communication Studies
- English
- French
- History
- Italian
- Mathematics
- Media Arts
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theology & Religious Studies

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 regular meetings with an academic advisor should be an important feature of a student's time at the University. Each College 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 major 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.

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 at 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, preacademic intensive English-language program is determined by an English placement test and the student's language profile. Students who successfully complete their ESL classes at the Sacred Heart English Language Institute are not required to take another proficiency test to enroll in other degree programs at Sacred Heart University. Admission to the English

Language Institute does not guarantee admission to the University. Students are allowed to take credit courses while taking advanced ESL courses at the same time. For more information regarding the program, contact the director at 203-365-7528. 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 outside 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 Program 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 reading and/or 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 individualized course per semester and more than two individualized 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. E-mail via Microsoft Office 365 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 with several locations including the Martire College of Business Communication supporting 802.11ac connections.

The students’ computing laboratories are currently comprised of 299 desktop computers distributed throughout several academic facilities. Fifteen laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty, and staff. The University continues to upgrade regular classrooms to technology-enhanced classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. All general-purpose classrooms are equipped with large screen displays, classroom computers, laptop connections, BluRay players, and audio capabilities. 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. Full-time undergraduate students are encouraged to purchase and use a laptop during their

academic life at the University. Information Technology fully supports a variety of laptop models from Lenovo, Apple, and Dell. In addition, Sacred Heart University provides all of its full-time faculty members with a choice of PC laptop, Mac laptop, or tablet refreshed every three years. We offer a similar program to our adjunct faculty who are issued a supported laptop as well. We build and deploy an image which contains the latest Microsoft Office software and other necessary tools and utilities. Through the use of Sacred Heart University’s Learning Management System, Blackboard, faculty are provided with the ability to remain connected to students outside of the classroom. Blackboard’s functionality allows faculty to post their syllabus electronically, add course content, foster group communication outside of the classroom, and administer electronic exams. In addition, the University provides all faculty with a WebEx account, a tool which enables instructors to host synchronous learning sessions beyond the physical classroom environment. Separate from the faculty accounts, Sacred Heart provides students with WebEx accounts to conduct synchronous group work sessions from any location with an Internet connection.

Computer Facilities

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

The University has established itself as a pioneer in the implementation of technology across the curriculum. A host of multiprocessor campus servers support the labs and educational programs. The University 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 (WAN) 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 Transact system to create a simplified means for identification and commerce transactions on campus. The SHU ID card can also be used at select off-campus merchant locations to facilitate additional commerce transactions.

In support of the laptop program, the University has an on-site Technical Service Center and Call Center (The Factory) staffed by certified technicians and open 12 hours a day Monday–Thursday, 9 hours on Friday, and 4 hours on Saturday so that members of the University community can call trained technicians for assistance with anything 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. Through Sacred Heart’s telephone support hotline, students, faculty, and staff can dial a toll-free number or e-mail tech support to obtain technical assistance. In addition, Sacred Heart University has a full-time training department, which provides multiple workshops every month to train faculty, staff, and students on various technology applications. One-on-one sessions are available by appointment and can cover any software supported by the University.

Jandrisevits Learning Center

ACADEMIC SUPPORT SERVICES

The Jandrisevits Learning Center (JLC) is SHU’s central academic support service and is open to all SHU student. Our mission is

to provide academic support to strengthen student learning and empower every student to develop as self-directed and lifelong learners. The JLC offers students at every academic level an opportunity to improve their content area knowledge and develop academic skills needed to succeed in their coursework. Staffed by highly experienced faculty, graduate, and peer tutors in disciplines across the curriculum, the JLC provides a warm, friendly learning environment that fosters the growth of self-directed learning. The JLC offers the following support services free of charge to all SHU students:

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

OFFICE OF SPECIAL LEARNING SERVICES

The Office of Special Learning Services (OSLS) provides instructional accommodations and services to students with documented disabilities. Students with documented disabilities who request academic accommodations must submit appropriate documentation and register with the 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, healthcare, 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, and interesting extra-curricular activity often result 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 dentistry, medicine, optometry, pharmacy, physician assistance, and veterinary medicine. 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, PRE-PHYSICAL THERAPY, AND PRE-SPEECH-LANGUAGE PATHOLOGY 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 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 Luxembourg and Dingle, Ireland. Students may attend a SHU program or a SHU-affiliated program. Courses completed may fulfill general education, elective, and/or major/minor requirements.

Students may participate during the fall and/or spring semester in a variety of study abroad opportunities provided by the Office of Global Affairs. Short-term programs over winter, spring break, and the summer are also available. Offered in multiple countries, short-term programs are taught by SHU faculty or offered in conjunction with SHU university partners abroad.

Applications are available online one semester before the program start date.

Federal and state financial assistance as well as Sacred Heart University grants may apply to SHU and SHU-affiliated semester study abroad. Specific program cost and scholarship information is located on the Office of Global Affairs website.

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

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 e-mail.

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 e-mail regularly to stay abreast of important time-sensitive information. Information on how to access Sacred Heart University’s network is available from the University’s website under MYSHU. Students must activate their Sacred Heart University network account and be registered to have access to course material and online applications.

Matriculation

Matriculation is an agreement with the University to a particular set of degree requirements. 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 readmission 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 the Undergraduate Part-Time Admissions Office. Part-time students not yet admitted to the University must apply for matriculation after 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 the Undergraduate Part-Time Admissions Office 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 webpage: www.sacredheart.edu/officeservices/wellnesscenter

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 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. Freshmen and transfer students are admitted into a specific College as an undeclared major. A student who wants to switch their College should contact that College. Students who wish to change a major, add a second major, 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 that they may use during an examination are permitted.
- Copying from other students during any exam or quiz.
- Having unpermitted prior knowledge of any exam or quiz.
- Copying or rewriting any homework or lab assignment from another student, or borrowing information for such assignments with the intention of presenting that work as one's own.
- Using unpermitted materials or taking information from other students for a take-home exam. A take-home exam is an exam; therefore, it requires independent work. Students should follow the procedures given by the professor.

Note: These standards require independent work by a student, except for those contexts where professors have specified forms of permitted collaboration with other students. If no form of collaboration has been specified, students must assume that none is permitted. Because assignments that involve group-based work can cause students to question what forms of collaboration are proper, they should seek guidance

from their professors in all cases of doubt. Professors should make clear to students what forms of collaboration are permissible and impermissible. The standards on cheating do not prohibit students from studying together or from tutoring each other.

Plagiarism

Plagiarism is any act of misrepresenting the sources of one's information and ideas. When writing essays, it is the act of presenting another person's written words or ideas as one's own. When reporting experimental work, it includes the acts of falsifying data and presenting another's data as one's own. In speeches, it involves quoting passages of others' speeches or written words without mention of the author. Plagiarism is also possible in art and music, if one makes use of a work of art or music in a way that violates the standards of attribution in those fields.

Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the result of a student's work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources.

Forms of plagiarism therefore include but are not limited to:

- Copying whole papers or passages from another student or from any source.
- Allowing another student to copy or submit one's work.
- Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one's own work.
- Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.
- Fabricating or falsifying a bibliography.

- Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.
- Appropriating another person's computer programming work for submission as an assignment.
- When creating a webpage, film, or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
- Any other appropriation of another's intellectual property without proper attribution.
- Submitting an assignment that one wrote during a previous semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult their professors.) Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may only be submitted for credit in a single course 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 chair or program director, dean of the college in which the course was taken, and dean of the student's college within five working days of the sanction. The faculty member will provide all parties with appropriate documentation of the incident. The dean of the student's college will inform the student and his 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 time lines 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 chair or program director of the faculty member involved. The chair/program director will consult with the faculty member in an attempt to resolve the matter. If the chair/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may appeal in writing to the dean of the college in which the course was taken.

If the dean of the college in which the course was taken or the dean's designee finds that the appeal has merit, he or she will convene an appeal committee. This committee will consist of three faculty members: one selected by the student, one selected by the faculty member who taught the course, and one selected by the dean. After reviewing all documented evidence, the appeal committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

CONSEQUENCES FOR SECOND AND SUBSEQUENT VIOLATION OF ACADEMIC INTEGRITY

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

When the dean of any college receives confirmed notice of a second violation by a student in that college, the dean will refer the matter to a standing faculty committee on academic integrity. This committee will consist of one faculty member each from the Colleges of Arts and Sciences, Business, Education, and Health Professions. The committee will also include the Dean of Students as a non-voting member. Faculty members of the committee will be 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 Fs. 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. A change of grade for incomplete work is also acceptable. 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 chair of the faculty member involved. The department chair will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.
- If the department 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 his/her designee. The chair of the faculty member against whom the grievance is filed is not eligible to serve on the Grade Grievance Committee. After reviewing all documented evidence, the grievance committee will then propose a solution, supported by a rationale in writing, that the grade either stands or should be changed by the faculty member. If the faculty member is unavailable to change the grade, the department chair shall serve in lieu of the unavailable faculty member.

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

Academic 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

The Office of Student Financial Assistance 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 or Incomplete Extension (I or IX) grades 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 a 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 session 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 or equivalent structure through the dean of his or her college and request reinstatement. The procedure for appeal is listed below in the Academic Policies section.

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

Academic Policies

ACADEMIC APPEALS

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

ACADEMIC 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 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 two repeats during the student's 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.

In the case of 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 www.sacredheart.edu.

edu/officeservices/registrar/. All full-time 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 the Undergraduate Part-Time Admissions Office prior to registration for academic advising.

Full-time students are allowed to take one online 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 Session. Permission to take an additional course may be requested by contacting an Undergraduate Part-Time Admissions advisor. Full-time SHU students should get permission from their advisor and the dean of their college.

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 “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 online, add/drop courses and 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.

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, or 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 end of the add/drop period. Auditing a course requires instructor

permission prior to registration. An additional audit fee will be assessed (see the Student Accounts webpage under tuition and fees.)

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. The 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 thematic liberal arts requirements may not be taken as 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 (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 chapter of this catalog. Students may not add a course after the add/drop period without written permission of the course instructor and the department chair. See Academic Calendars for add/drop deadlines.

COURSE WITHDRAWAL

If withdrawal from a class becomes necessary, the student should obtain an official withdrawal form from the Registrar's Office. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds, if applicable. A grade of W 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 timeframe 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 online 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. Nonattendance does not constitute official withdrawal.

Course withdrawals may affect satisfactory academic progress (as defined in an earlier section) and/or academic standing, and may result in the loss of benefits or permission

to participate in University activities such as athletics. It is the student's responsibility to understand these consequences.

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 one course (3-4 credits) for a winter inter-session or summer session may be taken at another institution during a one-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 chair of the department 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, and keys and obtaining all appropriate University signatures and approvals. University refund policies apply. Full-time students should contact the assistant dean of the College of Arts and Science before they return from a leave. Part-time students should contact the Undergraduate Part-Time Admissions Office 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 an Undergraduate Part-Time Admissions 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, the dean of their college, and a 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 of the College of Arts and Sciences or an Undergraduate Part-Time Admissions 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 an Undergraduate Part-Time Admissions 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 of the College of Arts and Sciences or an Undergraduate Part-Time Admissions 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 a 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 of the College of Arts and Sciences. Part-time students should contact an Undergraduate Part-Time Admissions 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 Undergraduate Part-Time Admissions 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 of the College of Arts and Sciences. Part-time students should contact the Undergraduate Part-Time Admissions 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 Undergraduate Part-Time Admissions 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 end of 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 the Undergraduate Part-Time Admissions Office. 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. However, if a student did not meet the academic requirements for a course, a substitution for that course will not be allowed. Substitutions and waivers for core requirements require approvals and recommendations from the student's 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 Thematic Liberal Arts Courses

The University core provides for proficiency waivers in the following areas: Mathematics and Modern Foreign Languages. The chair of the Department of Foreign Languages and Cultures should be contacted for waivers in foreign languages. For waivers in mathematics, contact the chair 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 Thematic Liberal Arts core course 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, complete a minimum of 120 credits, and earn a C or better in their major, some minors, and required supporting courses as well as an overall GPA of 2.0. 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 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 must complete an electronic transcript request. The link is available on the Registrar's Office webpage 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.

College of Arts and Sciences

ROBIN L. CAUTIN, PhD
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 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, Politics and Global Studies, History, Mathematics, Philosophy, Theology and 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.

DEPARTMENT/ SCHOOL/PROGRAM	MAJOR	CONCENTRATION/ TRACK	MINOR
Art & Design	Art & Design	-----	-----
Art & Design	Art & Design	General Art for Education	-----
Art & Design	Art & Design	Graphic Design	Graphic Design
Art & Design	Art & Design	Illustration	Illustration
Art & Design	Art & Design	Studio Art	Studio Art
Biology	Biology	-----	Biology
Biology	-----	-----	-----
Biology	-----	-----	-----
Biology	-----	-----	-----
Catholic Studies	-----	-----	Catholic Studies
Chemistry	Chemistry		Chemistry
Chemistry	Chemistry	Biochemistry	
School of Communication and Media Arts (SCMA)	Communication Studies	-----	-----
SCMA	Communication Studies	Advertising Media/ PR	Advertising Media/ PR

DEPARTMENT/ SCHOOL/PROGRAM	MAJOR	CONCENTRATION/ TRACK	MINOR
SCMA	Communication Studies	Sports Media	Sports Media
SCMA	Digital Communication	-----	Digital Communication
SCMA	Media Arts	Film, Television, & Media	Film & Television
SCMA	Media Arts	Journalism	Journalism
SCMA	Media Arts	Performing Arts	-----
SCMA	-----	-----	Dance
SCMA	Theatre Arts	-----	Theatre Arts
SCMA	Theatre Arts	Acting	-----
SCMA	Theatre Arts	Musical Theatre	-----
Computer Science	Computer Science & Information Technology	Computer Science	Computer Science
Computer Science	Computer Science & Information Technology	Computer Gaming	-----
Computer Science	Computer Science & Information Technology	Information Technology	Information Technology
Computer Science	Computer Science & Information Technology	Network Security	-----
Criminal Justice	Criminal Justice	-----	Criminal Justice
English	English	Literature	English
English	English	Writing	Creative Writing
Foreign Languages & Cultures	-----	-----	French
Foreign Languages & Cultures	-----	-----	Italian
Foreign Languages & Cultures	Spanish	-----	Spanish
Government, Politics, & Global Studies	Global Studies	-----	Global Studies

DEPARTMENT/ SCHOOL/PROGRAM	MAJOR	CONCENTRATION/ TRACK	MINOR
Government, Politics, & Global Studies	Political Science	-----	Political Science
History	History	-----	History
History	-----	-----	American History
-----	-----	-----	European Studies
-----	-----	-----	Irish Studies
-----	-----	-----	Latin American Studies
-----	-----	-----	Middle Eastern Studies
Mathematics	Mathematics	-----	Mathematics
Mathematics	-----	-----	Actuarial Science
Music (Academic Program)	-----	-----	Music
Philosophy, Theology, & Religious Studies	Philosophy	-----	Philosophy
Philosophy, Theology, & Religious Studies	Theology & Religious Studies	-----	Religious Studies
Philosophy, Theology, & Religious Studies	Theology & Religious Studies	Theology	Theology
Psychology	Psychology	-----	Psychology
Social Work	Social Work	-----	
Sociology	Sociology	-----	Sociology
Sociology	-----	-----	Anthropology
-----	-----	-----	Women's Studies

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.

Minor in Anthropology

Students will be required to take 18 credits (6 courses) to complete the minor in Anthropology studies. The 18 credits include three required Foundational courses and a minimum of four Anthropology electives.

The required and elective course requirements are distributed as follows:

- AN 110 Human Cultural Diversity (3 credits)
- SO 110 Sociological Imagination (3 credits)
- Three Anthropology electives (9 credits)
- A fourth Anthropology elective or a course from the following list:
 HI 212 Contemporary Latin America, HI 225 African-American History, HI 238 The Modern Arab World, PH 310 Philosophy of Race, PH 311 Women, Gender, & Philosophy, PH 376 Philosophy of the Person, TRS 271 Celtic Religious Traditions (3 credits)

Course Descriptions

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.

A prerequisite to AN 250; SO 372 and 382

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 of sociocultural 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: AN 110 Human Cultural Diversity or SO 110 Sociological Imagination

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-and-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 in 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 DE GRAFFENRIED, MFA
Associate Professor

NATHAN LEWIS, MFA
Associate Professor

MARY TRESCHITTA, MFA
Associate Professor, Department Chair

JONATHAN WALKER, MFA
Associate Professor

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 with design training the state-of-the-art Adobe Creative Cloud 2016 software suite. We also strongly suggest the use of the latest Apple MacBook Pro. Latest suggested specifications may be obtained by calling the department and asking for the Technology Manager. Art & 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 exclusively to our majors.

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 (3 credits)
AR 110	Design: Visual Organization (3 credits)

AR 111	Design: Color (3 credits)
AR 114	Digital Design Basics (3 credits)
AR 120	Drawing I (3 credits)
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

Advanced-Level Required Courses in Graphic Design

AR 211	Graphic Design I (3 credits)
AR 220	Drawing II: Life (3 credits)
AR 225	Design for the Web (3 credits)
AR 229	Introduction to Painting (3 credits)
AR 232	Introduction to Watercolor (3 credits)
AR 250	Introduction to Illustration (3 credits)
AR 270	Graphic Design II (3 credits)
AR 271	Graphic Design III (3 credits)
AR 276	Interactive 2D Animation (3 credits)
AR 370	Graphic Design IV (3 credits)
AR 390	Graphic Design Portfolio (3 credits)

Students must take at least one of these courses:

AR 272	Advertising Design (3 credits)
or	
AR 280	Interactive Motion Graphics (3 credits)
AR 370	Graphic Design IV (3 credits)
AR 390	Graphic Design Portfolio (3 credits)

CONCENTRATION IN ILLUSTRATION (51 CREDITS)

Required Courses in Art & Design

Foundation Courses

AR 101	Art in the Western World (3 credits)
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AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 114	Digital Design Basics (3 credits)
AR 120	Drawing I (3 credits)
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

Advanced-Level Required Courses in Illustration

AR 211	Graphic Design I (3 credits)
AR 220	Drawing II: Life (3 credits)
AR 221	Drawing III (3 credits)
AR 225	Design for the Web (3 credits)
AR 229	Introduction to Painting (3 credits)
AR 230	Painting II (3 credits)
AR 250	Introduction to Illustration (3 credits)
AR 260	Illustration II (3 credits)
AR 261	Illustration III (3 credits)
AR 360	Illustration IV (3 credits)
AR 392	Illustration Portfolio (3 credits)

CONCENTRATION IN STUDIO ART (51 CREDITS)

Required Courses in Art & Design

Foundation Courses

AR 101	Art in the Western World (3 credits)
AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 114	Digital Design Basics (3 credits)
AR 120	Drawing I (3 credits)

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

Advanced-Level Required Courses in Studio Art

AR 142	Methods & Materials for the Classroom (3 credits)
AR 211	Graphic Design I (3 credits)
AR 220	Drawing II: Life (3 credits)
AR 221	Drawing III (3 credits)
AR 225	Design for the Web (3 credits)
AR 229	Introduction to Painting (3 credits)
AR 230	Painting II (3 credits)
AR 231	Painting III (3 credits)
AR 250	Introduction to Illustration (3 credits)
AR 260	Illustration II (3 credits)
AR 391	Senior Project (3 credits)

CONCENTRATION IN GENERAL ART FOR EDUCATION (51 CREDITS)

Required Courses in Art & Design (39 credits)

Foundation Courses

AR 101	Art in the Western World (3 credits)
AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 114	Digital Design Basics (3 credits)
AR 120	Drawing I (3 credits)
AR 201	Studies in Modern Art (3 credits)

Advanced-Level Required Courses in Studio Art

AR 142	Methods & Materials for the Classroom (3 credits)
AR 211	Graphic Design I (3 credits)
AR 220	Drawing II: Life (3 credits)

AR 225	Design for the Web (3 credits)
AR 229	Introduction to Painting (3 credits)
AR 250	Introduction to Illustration (3 credits)

Required Supporting Courses (21 credits)

ED 101	Educational Psychology (3 credits)
ED 152	Education in the United States (3 credits)
ED 205	Education of Special-Needs Students (3 credits)
ED 207	Classroom Management (3 credits)
ED 229	Multicultural Education (3 credits)
ED 271	Educational Technology (3 credits)
ED 387	Children's Literature (3 credits)

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

HI 222	United States History to 1865 (3 credits)
<i>or</i>	
HI 223	United States History Since 1865 (3 credits)
PS 273	Adolescent Development (3 credits)

Minors in Art & Design

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

REQUIRED COURSES FOR GRAPHIC DESIGN MINOR

AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 114	Digital Design Basics (3 credits)

AR 120	Drawing I (3 credits)
AR 211	Graphic Design I (3 credits)

Students must select at least one of the following courses:

AR 225	Design for the Web (3 credits)
AR 270	Graphic Design II (3 credits)
AR 276	Interactive 2D Animation (3 credits)

REQUIRED COURSES FOR ILLUSTRATION MINOR

AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 120	Drawing I (3 credits)
AR 220	Drawing II: Life (3 credits)
AR 250	Introduction to Illustration (3 credits)
AR 260	Illustration II (3 credits)

REQUIRED COURSES FOR STUDIO ART MINOR

AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 120	Drawing I (3 credits)
AR 220	Drawing II: Life (3 credits)
AR 229	Introduction to Painting (3 credits)
AR 230	Painting II (3 credits)

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS FOR GENERAL STUDIES (15 CREDITS)

AR 101	Art in the Western World (3 credits)
AR 110	Design: Visual Organization (3 credits)
AR 111	Design: Color (3 credits)
AR 120	Drawing I (3 credits)

AR 229 Introduction to Painting
(3 credits)

EMPHASIS REQUIREMENTS FOR GRAPHIC DESIGN (15 CREDITS)

AR 101 Art in the Western World
(3 credits)

AR 110 Design: Visual Organization
(3 credits)

AR 114 Digital Design Basics
(3 credits)

AR 211 Graphic Design I (3 credits)

Students must take at least one of these courses:

AR 270 Graphic Design II (3 credits)
or

AR 272 Advertising Design (3 credits)
or

AR 276 Interactive 2D Animation
(3 credits)

or

AR 280 Interactive Motion Graphics
(3 credits)

Course Descriptions

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.

A prerequisite to AR 211 and 223

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.

A prerequisite to AR 232

AR 113 Digital Production Basics

3 CR

Digital Production Basics is designed to offer skill development and specialized knowledge in digital media software. Photoshop for digital imaging; Illustrator, a vector-based software to create digital graphics; and InDesign, professional page-layout software for print and digital publishing. This course is designed to start out with the very basics and conclude with a working knowledge in vector, pixel, and layout software for digital publishing.

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.

A prerequisite to AR 211

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.

A prerequisite to AR 220, 223, and 232

AR 142 Methods & Materials for the Classroom

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 201 Studies in Modern Art

3 CR

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

A prerequisite to AR 206

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 seventeenth and eighteenth 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 Studies in Modern Art

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 Design: Visual Organization and AR 114 Digital Design Basics

A prerequisite to AR 270

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 Drawing I

A prerequisite to AR 221, 250, and 262

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 Drawing II: Life

A prerequisite to AR 320

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 Design: Visual Organization and AR 120 Drawing I

AR 225 Design for the Web

3 CR

Development of skills for creating websites and interactive presentations. Emphasis on the effective organization and visual presentation of information through the use of Adobe Creative Cloud 2014.

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.

A prerequisite to AR 230

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 Introduction to Painting

A prerequisite to AR 231

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 Painting II

A prerequisite to AR 330

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 Design: Color and AR 120 Drawing I

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 Drawing II: Life

AR 251 Digital Illustration

3 CR

Introductory digital illustration course combining traditional and hands-on computer skills in Adobe Illustrator and Photoshop to create professional digital imagery and vector based graphics.

Prerequisites: AR 114 Digital Design Basics and AR 250 Introduction to Illustration

AR 260 Illustration II

3 CR

Emphasis is on the technical study of colored 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 250 Introduction to Illustration

A prerequisite to AR 261 and 363

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 Illustration II

A prerequisite to AR 264 and 360

AR 262 Head Painting & 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 Drawing II: Life

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 Illustration III

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 Graphic Design I

A prerequisite to AR 271 and 272

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 Graphic Design II

A prerequisite to AR 370

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 Graphic Design II

AR 276 Interactive 2D Animation

3 CR

Development of skills for creating two-dimensional animation, interactive presentations, and websites. Emphasis on the effective organization and visual presentation of information through Adobe Flash and other software.

AR 280 Interactive Motion Graphics

3 CR

Provides 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 Drawing III

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 Painting III

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 Illustration III

A prerequisite to AR 392

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 Illustration II

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 271 Graphic Design III

AR 390 Graphic Design Portfolio

3 CR

Senior capstone course focused on developing a professional portfolio, résumé, 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, résumé, and promotional materials. Additional focus on business-related information such as taxes, expenses, and contracts.

Prerequisites: AR 360 Illustration IV and all required art courses in major emphasis

AR 396 Internship

3 CR

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

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 majors within the Biology Department to support these academic objectives and their future career plans: Biology, Molecular and Cellular Biology, Coastal and Marine Science, or Neuroscience. All four majors are based on a four-course foundational series: Concepts in Biology I: Molecules to Cells; Concepts in Biology II: Cells to Organisms; Genetics & Evolution: Organisms to Populations; and Ecology: Populations to Ecosystems. Accompanying the lecture portion of the foundational courses are lab courses that incorporate multiweek open-ended investigations that reinforce the concepts under study and emphasize the process of science and scientific writing. The Biology major 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 major 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 Coastal and Marine Science major is designed to prepare students for graduate training and/or careers in coastal science, ecology, marine biology, conservation biology, or other environmentally focused specialties. Students pursuing the Neuroscience major will have the opportunity to integrate coursework in neurobiology with coursework in psychology. The Neuroscience major is excellent preparation for graduate and professional training in the biomedical sciences and careers in the health professions. The Molecular and Cellular Biology, Coastal and Marine Science, and Neuroscience majors 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 Biology major.

*Vision and change in undergraduate biology education: A call to action (2010). Washington DC: American Association for the Advancement of Science.

Faculty

KIRK A. BARTHOLOMEW, PhD
Associate Professor

MARK A. BEEKEY, PhD
Associate Professor

SUZANNE M. DESCHÊNES, PhD
Associate Professor

MARK I. JAREB, PhD
Associate Professor

JO-MARIE KASINAK, MS
Instructor

MARIAN LEAL, MS
Instructor

JENNIFER H. MATTEI, PhD
Professor

MARILYN H. MOSS, MD
Lecturer

BARBARA J. PIERCE, PhD
Associate Professor, Department Chair

NICOLE M. ROY, PhD
Associate Professor

LATINA M. STEELE, PhD
Assistant Professor

GEFFREY F. STOPPER, PhD
Associate Professor

THOMAS A. TERLEPH, PhD
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 multiuser 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.

Majoring in Biology

The BS degrees in Biology, Molecular and Cellular Biology, Coastal Marine Science, and Neuroscience require completion of 39 to 42 credits in biology and 23 to 38 credits in supporting courses depending on the major students choose. Many of these courses also fulfill the requirements of the University's Foundational or Thematic Liberal Arts Core.

REQUIRED COURSES FOR ALL MAJORS

Required Biology Core Courses

- BI 111 Concepts in Biology I:
Molecules to Cells (3 credits)

- BI 112 Concepts in Biology II: Cells to
Organisms (3 credits)
- BI 113 Concepts in Biology I
Laboratory (1 credit)
- BI 114 Concepts in Biology II
Laboratory (1 credit)
- BI 201 Genetics & Evolution:
Organisms to Populations
(3 credits)
- BI 202 Ecology: Populations to
Ecosystems (3 credits)
- BI 203 Genetics & Evolution:
Organisms to Populations
Laboratory (1 credit)
- BI 204 Ecology: Populations to
Ecosystems Laboratory
(1 credit)
- BI 399 Senior Seminar (2 credits)

Required Supporting Courses for All Majors

- CH 151 General Chemistry I (3 credits)
- CH 152 General Chemistry II
(3 credits)
- CH 153 General Chemistry Laboratory I
(1 credit)
- CH 154 General Chemistry Laboratory II
(1 credit)
- CH 221 Organic Chemistry I (3 credits)
- CH 223 Organic Chemistry Laboratory I
(3 credit)
- MA 131 Statistics for Decision-Making
(3 credits)
- or*
- MA 132 Biostatistics (3 credits)
- MA 140 Precalculus (4 credits) or
above (MA 151 Calculus I is
recommended)
- PY 1XX Level Physics Course with Lab
(4 credits total)

ADDITIONAL REQUIRED COURSES FOR THE BIOLOGY MAJOR

Students must select six additional Biology courses at the 200 level or higher, comprising at least one course from the

Environmental, Organismal, and Molecular areas. Two of the six courses must be at the 300 level. Three of the six courses must include labs (one at the 300 level). Three credits of research (BI 390) or internship (BI 360) are encouraged. Human Anatomy & Physiology I (BI 206) does not count toward this requirement, but Human Anatomy & Physiology II (BI 207) can count. 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 (4 credits)
BI 230	Microbiology (4 credits)
BI 240	Invertebrate Biology (4 credits)
BI 245	Vertebrate Biology (4 credits)
BI 255	Animal Behavior (4 credits)
BI 260	Marine Biology (4 credits)
BI 265	Conservation Biology (4 credits)
BI 274	Coastal Management (3 credits)
BI 276	Oceanography (3 credits)
BI 278	Coastal Ecology (3 credits)
BI 305	Behavioral Neurobiology (3 credits)

Organismal Area

BI 205	Essentials of Neuroscience (3 credits)
BI 210	Plant Biology (4 credits)
BI 212	Developmental Biology (4 credits)
BI 230	Microbiology (4 credits)
BI 240	Invertebrate Biology (4 credits)
BI 245	Vertebrate Biology (4 credits)
BI 255	Animal Behavior (4 credits)
BI 260	Marine Biology (4 credits)
BI 305	Behavioral Neurobiology (3 credits)
BI 306	Pharmacology (3 credits)

BI 312	Systems Physiology (4 credits)
BI 325	Immunology (3 credits)
BI 340	Cancer Biology (3 credits)
BI 345	Neurobiology (4 credits)

Molecular Area

BI 212	Developmental Biology (4 credits)
BI 230	Microbiology (4 credits)
BI 306	Pharmacology (3 credits)
BI 311	Cell Biology (4 credits)
BI 320	Applied Molecular Genetics (4 credits)
BI 325	Immunology (3 credits)
BI 335	Topics in Genetics (3 credits)
BI 340	Cancer Biology (3 credits)
BI 345	Neurobiology (4 credits)
BI 355	Molecular Biology (4 credits)

ADDITIONAL REQUIRED COURSES FOR THE MOLECULAR AND CELLULAR BIOLOGY MAJOR

BI 311	Cell Biology (4 credits)
BI 320	Applied Molecular Genetics (4 credits)
<i>or</i>	
BI 355	Molecular Biology (4 credits)
BI 360	Internship (3 credits)
<i>or</i>	
BI 390	Supervised Research (3 credits)

Three additional electives (1 with lab) must be taken, two of which 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 MAJOR

MA 151	Calculus I (4 credits) (strongly suggested—fulfills the MA 140 or above requirement)
CH 222/224	Organic Chemistry II with Lab (4 credits total)

CH 341/343 Biochemistry I with Lab
(4 credits total)

ADDITIONAL REQUIRED COURSES FOR THE COASTAL & MARINE SCIENCE MAJOR

BI 274 Coastal Management
(3 credits)

BI 278 Coastal Ecology (3 credits)

BI 360 Internship (3 credits)
or

BI 390 Supervised Research
(3 credits)

Four additional electives (3 with lab) must be taken, two of which must be chosen from courses classified in the Environmental Area, and one of which must be chosen in the Organismal area. One of the four courses must be at the 300 level. (See above and Biology Department website.)

ADDITIONAL REQUIRED COURSES FOR THE NEUROSCIENCE MAJOR

BI 205 Essentials of Neuroscience
(3 credits)

BI 345 Neurobiology (4 credits)

BI 360 Internship (3 credits)
or

BI 390 Supervised Research (3 credits)
or

PS 110 Introduction to Psychology
(3 credits)

PS 201 Research Design & Analysis I
(3 credits)

PS 397 Internship (3 credits)

Five additional courses from the following list (at least two must be in Biology and two must be in Psychology)

BI 255 Animal Behavior (4 credits)
or

BI 305 Behavioral Neurobiology
(3 credits)

BI 299 Special Topics in Biology
(3–4 credits)

BI 306 Pharmacology (3 credits)

BI 311 Cell Biology (4 credits)

PS 335 Human & Animal Learning
(3 credits)

PS 352 Hormones & Behavior
(3 credits)

PS 353 Psychopharmacology
(3 credits)

PS 389 Advanced Special Topics
(3 credits)

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 (3 credits)

BI 112 Concepts in Biology II: Cells to
Organisms (3 credits)

BI 113 Concepts in Biology I
Laboratory (1 credit)

BI 114 Concepts in Biology II
Laboratory (1 credit)

CH 151 General Chemistry I (3 credits)

CH 153 General Chemistry Laboratory I
(1 credit)

BI Elec. Three additional biology
courses at the 200 level
or above (two with labs).
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 (3 credits)

BI 112 Concepts in Biology II: Cells to
Organisms (3 credits)

BI 113 Concepts in Biology I
Laboratory (1 credit)

BI 114 Concepts in Biology II
Laboratory (1 credit)

BI 201	Genetics & Evolution: Organisms to Populations (3 credits)
BI 202	Ecology: Populations to Ecosystems (3 credits)
BI 203	Genetics & Evolution: Organisms to Populations Laboratory (1 credit)
BI 204	Ecology: Populations to Ecosystems Laboratory (1 credit)
CH 151	General Chemistry I (3 credits)
CH 153	General Chemistry Laboratory I (1 credit)

One additional biology course at the 200 level. BI 206/208 does not meet this requirement but BI 207/209 does.

Course Descriptions

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

A prerequisite to SW 267

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.

A prerequisite to SW 267

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 107 Heredity & Society

3 CR

BI 107 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 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, students consider how they 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. Non-science majors.

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 Concepts in Biology I Laboratory

A prerequisite to BI 112, 201, 202, 205, 206, 212, and 230; PS 335, 350, 351, 352, and 353

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 Concepts in Biology I: Molecules to Cells with Lab; Corequisite: BI 114 Concepts in Biology II Laboratory

A prerequisite to BI 201, 202, 210, 212, 230, 245, 255, 274, 276, 278, 305, and 345

BI 113 Concepts in Biology I Laboratory

1 CR

The laboratory associated with Concepts in Biology I focuses on multiweek 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 Concepts in Biology I: Molecules to Cells

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 multiweek student-designed experiment, extensive journal-format scientific writing,

and emphasizes science as a process. One 3-hour laboratory/week.

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

BI 126 Nursing Anatomy & Physiology I

3 CR

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

Corequisite: BI 127 Nursing Anatomy & Physiology I Laboratory

BI 127 Nursing Anatomy & 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 Nursing Anatomy & Physiology I

BI 128 Nursing Anatomy & Physiology II

3 CR

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

Prerequisites: BI 126/127 Nursing Anatomy & Physiology I with Lab; Corequisite: BI 129 Nursing Anatomy & Physiology II Laboratory

BI 129 Nursing Anatomy & 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 Nursing Anatomy & Physiology II

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 & 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. Three hours of lecture per week. Nursing students only.

Corequisite: BI 162 Introduction to Microbiology Laboratory

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 Introduction to Microbiology

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 174 Introduction to Coastal Management

3 CR

BI 174 is a lecture and field-oriented course that introduces students to the biological, chemical, and physical theory that aids in the understanding and management of coastal ecosystems. Non-science majors.

BI 176 Introduction to Oceanography

3 CR

BI 176 is a lecture and field-oriented course that introduces students to the principles of oceanography emphasizing the chemical and physical processes that affect coastal oceans. 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. Pass/fail only.
Prerequisite: Minimum GPA of 2.5

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. Pass/fail only.

Prerequisite: Minimum GPA of 3.0 or permission of instructor

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 111/113 Concepts in Biology I: Molecules to Cells with Lab and BI 112/114 Concepts in Biology II: Cells to Organisms with Lab; Pre- or Corequisite: BI 203 Genetics & Evolution: Organisms to Populations Laboratory and MA 131 Statistics for Decision-Making or MA 132 Biostatistics or MA 133 Business Statistics

A prerequisite to BI 210, 212, 306, 311, 312, 320, 325, 335, 340, 355, and 398

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 111/113 Concepts in Biology I: Molecules to Cells with Lab and BI 112/114 Concepts in Biology II: Cells to Organisms with Lab; Prerequisite: MA 131 Statistics for Decision-Making or MA 132 Biostatistics or MA 133 Business Statistics; Corequisite: BI 204 Ecology: Populations to Ecosystems Laboratory

A prerequisite to BI 240, 260, 265, and 398

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 Genetics & Evolution: Organisms to Populations

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 Ecology: Populations to Ecosystems

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 Concepts in Biology I: Molecules to Cells with Lab and PS 110 Introduction to Psychology

A prerequisite to BI 305

BI 206 Human Anatomy & 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. This course does not count as a Biology elective in the major or minor. Three hours of lecture per week.

Prerequisites: BI 111/113 Concepts in Biology I: Molecules to Cells with Lab; Corequisite: BI 208 Human Anatomy & Physiology I Laboratory

A prerequisite to BI 207

BI 207 Human Anatomy & Physiology II

3 CR

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

Prerequisites: BI 206/208 Human Anatomy & Physiology I with Lab; Corequisite: BI 209 Human Anatomy & Physiology II Laboratory

BI 208 Human Anatomy & Physiology I Laboratory

1 CR

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

Corequisite: BI 206 Human Anatomy & Physiology I

BI 209 Human Anatomy & 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 Human Anatomy & Physiology II

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 Concepts in Biology II: Cells to Organisms with Lab and BI 201/203 Genetics & Evolution: Organisms to Populations with Lab

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 111/113 Concepts in Biology I: Molecules to Cells with

Lab and BI 112/114 Concepts in Biology II: Cells to Organisms with Lab; Prerequisite: BI 201/203 Genetics & Evolution: Organisms to Populations with Lab

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 Concepts in Biology I: Molecules to Cells with Lab, BI 112/114 Concepts in Biology II: Cells to Organisms with Lab, and CH 151/153 General Chemistry I with Lab

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.

Prerequisite: C or better in BI 202/204 Ecology: Populations to Ecosystems with Lab

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.

Prerequisite: C or better in BI 112/114 Concepts in Biology II: Cells to Organisms with Lab

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 Concepts in Biology II: Cells to Organisms with Lab and MA 131 Statistics for Decision-Making

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 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 session per week.

Prerequisites: C or better in BI 202/204 Ecology: Populations to Ecosystems with Lab; MA 131 Statistics for Decision-Making.

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 Ecology: Populations to Ecosystems with Lab

BI 274 Coastal Management

3 CR

BI 274 is a lecture and field-oriented course that applies biological, chemical, and physical theory to the understanding and management of coastal ecosystems. The course utilizes empirical data collection with state-of-the-art research instrumentation to

understand geospatial relationships between various processes.

Prerequisites: BI 112/114 Concepts in Biology II: Cells to Organisms with Lab and CH 152/154 General Chemistry II with Lab

BI 276 Oceanography

3 CR

BI 276 is a lecture and field-oriented course that studies in depth the principles of oceanography, emphasizing the chemical and physical processes that affect coastal oceans.

Prerequisites: BI 112/114 Concepts in Biology II: Cells to Organisms with Lab and CH 152/154 General Chemistry II with Lab

BI 278 Coastal Ecology

3 CR

BI 278 is a lecture and field-oriented course that explores the importance of coastal ecology with respect to history, biodiversity, sustainability, and innovation. Topics focus on the abiotic and biotic processes that influence aquatic communities including coastal streams, rocky intertidal zones, sandy beaches, marshes, harbors, and the open ocean.

Prerequisites: BI 112/114 Concepts in Biology II: Cells to Organisms with Lab

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 Concepts in Biology II: Cells to Organisms with Lab and BI 205 Essentials of Neuroscience or permission of instructor

BI 306 Pharmacology

3 CR

BI 306 is an introduction to principles of pharmacology and therapeutic uses of drugs with an emphasis on the cellular and molecular foundations of pharmacology. Topics include mechanisms of drug action, dose-response relations, pharmacokinetics, pharmacodynamics, drug-delivery systems, toxicity of pharmacological agents, drug interaction, and substance abuse.

Prerequisites: C or better in BI 201/203 Genetics & Evolution: Organisms to Populations with Lab; CH 152/154 General Chemistry II with Lab

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 Genetics & Evolution: Organisms to Populations with Lab and CH 152/154 General Chemistry II with Lab

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 Genetics & Evolution: Organisms to Populations with Lab and CH 152/154 General Chemistry II with Lab

BI 320 Applied Molecular Genetics

4 CR

BI 320 focuses on the many real-world applications of molecular genetic technology. Topics explored in a combined lecture/lab include PCR and cloning, molecular analysis of population structure, personal genomics, forensic DNA analysis, and synthetic biology.

Prerequisites: BI 201/203 Genetics & Evolution: Organisms to Populations with Lab and CH 152/154 General Chemistry II with Lab

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 Genetics & Evolution: Organisms to Populations with Lab

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 genetic ethics topics such as gene doping, etc.

Prerequisite: BI 201/203 Genetics & Evolution: Organisms to Populations with Lab

BI 340 Cancer Biology

3 CR

BI 340 is an introduction to the biology of cancer through a format consisting of lectures, student-led discussions, problem-based learning, and case studies. Concepts to be covered in this course include tumorigenesis, carcinogenesis, types of cancer, cell cycle regulation and apoptosis, growth factors and cell signaling, oncogenes, tumor suppressors, genomic, chromosomal and cell morphology changes in cancer, and the role of the immune system in cancer. Students also will have the opportunity to explore the ethics and human face of cancer throughout the course.

Prerequisites: BI 201/203 Genetics & Evolution: Organisms to Populations with Lab and CH 152/154 General Chemistry II with Lab

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 Concepts in Biology II: Cells to Organisms with Lab and CH 152/154 General Chemistry II with Lab

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: C or better in BI 201/203 Genetics & Evolution: Organisms to Populations with Lab; CH 152/154 General Chemistry II with Lab

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 minimum GPA of 3.0 and permission of 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 Genetics & Evolution: Organisms to Populations with Lab and BI 202/204 Ecology: Populations to Ecosystems with Lab

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 standing and permission of advisor

CATHOLIC STUDIES**MICHELLE LORIS, PhD, PsyD**

Department Chair

The Department of Catholic Studies aims to preserve, transmit, develop, and advance the interdisciplinary study and teaching of the Catholic intellectual tradition. The Department of Catholic Studies, which is the University's only department that intentionally and directly reflects the University's Mission and Catholic identity, provides students with a solid, interdisciplinary foundation in the Catholic intellectual tradition (CIT) through teaching the University's academic signature core seminars: *The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition*.

Through seminar pedagogy, the two seminars provide students with an interdisciplinary understanding of the roots and development of the Catholic intellectual tradition as an ongoing, 2,000-year-old conversation between the community of Catholic thinkers, writers, and artists and the cultures in which they have lived, discussing fundamental questions about God, humanity, society, and nature. The two seminars will introduce students to fundamental claims of the tradition and will be framed by the following enduring questions of human existence: What does it mean to be human, to live a life of meaning and purpose, to understand and appreciate the natural world, and to form a more just society for the common good?

Further, the Department of Catholic Studies offers students a 15 credit interdisciplinary minor, which examines the Catholic intellectual tradition in its theological, philosophical, historical, literary, artistic, scientific, and professional expressions and explores the influence that tradition of ideas, beliefs, and values has exerted on Western and global cultures. Students in the minor are encouraged to explore the potential influence the CIT may have on developing constructive and positive solutions to the social, political, economic,

ethical, and environmental issues that confront the contemporary world. Students in any major field of study will find a minor in Catholic Studies a distinctive way to broaden and deepen their understanding of their major discipline as well as to provide them with skills and understanding that will support their professional work in the world after graduation.

Completing a minor in Catholic Studies provides students from any discipline or major with a strong background in the knowledge and skills needed in every professional or career sector. Students gain a broad based interdisciplinary knowledge focused by big questions facing the contemporary world. Students also develop the necessary and practical skills, intercultural awareness, and moral and ethical understanding that employers seek in today's college graduates.

In addition, the Department of Catholic Studies promotes faculty research, scholarship, and development. Further, through its signature The Human Journey Colloquia Series, the Department offers the University and local community a wide array of colloquia, lectures, and cultural events. The Department also offers conferences and study abroad opportunities that advance understanding and appreciation of the richness and breadth of Catholic intellectual thought.

Joining with the Office of Mission and Catholic Identity, Campus Ministry, and Student Life, the Department of Catholic Studies provides students with a variety of opportunities to explore Catholic intellectual, spiritual, and social thinking and action.

Minor in Catholic Studies

JUNE-ANN GREELEY, PhD
Director

The minor in Catholic Studies is 15 credits. Students who take a minor in Catholic Studies will complete the University's core courses: CIT 201 and 202 *The Human Journey*

Seminars: Great Books in the Catholic Intellectual Tradition (6 credits total). The remaining three elective courses (9 credits) will be selected from courses from a variety of disciplines listed below.

Course Descriptions

CIT 201/202 The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition

3 CR each

These two seminars are Sacred Heart University's academic signature core. They provide students with an interdisciplinary, foundational understanding of the Catholic intellectual tradition from the classical to the contemporary periods. Using seminar pedagogy, these two seminars give students an understanding of the roots and development of the Catholic intellectual tradition as an ongoing, 2,000-year conversation between the Catholic community of thinkers, writers, artists and the cultures in which they have lived, asking fundamental questions about God, humanity, society, and nature. In addition, the seminars introduce students to fundamental claims of the Catholic Intellectual Tradition; enable students to understand that Tradition as characterized by open, rigorous intellectual inquiry in the context of a faith tradition; engage students and faculty in seminar discussion; and enable students to see the value of this Tradition in the contemporary world help develop students' reading, writing, and speaking skills.

APPROVED COURSES FOR CATHOLIC STUDIES MINOR (3 credits each)

CSP 203 Catholic Studies Interdisciplinary Seminar

An interdisciplinary seminar that integrates themes, ideas, perspectives, and topics from

Catholic intellectual thought with disciplines from across the University. Topics will vary each time the Seminar is offered.

AN 204	Introduction to Irish Archeology	MU 239	Catholic Church Music
AR 204	Renaissance Art	PH 319	Medieval Philosophy
AR 205	European Art: 17th-19th Centuries	PH 321	Philosophy of Aquinas
ENG 220	Studies in British Literature to 1603	PH 323	Philosophical Theology
ENG 224	Studies in Seventeenth-Century British Literature	PH 333	Philosophy of Plato
FR 251	Early French Writers	PH 334	Philosophy of Aristotle
FR 252	French & Francophone Writers Then & Now	SO 201	Poverty & Inequality in the United States
FR 280	French Civilization & Culture	SO 254	Society & Economic Change
FR 281	Francophone Civilization & Culture	SO 258	Society & the Environment
FR 316	Quebec	SP 251	Spanish Literature I
HI 207	History of Latin America to 1826	SP 252	Spanish Literature II
HI 234	Catholics in American Society	SP 280	Hispanic Civilization & Culture: Spain
HI 242	Ancient Greek History	SP 281	Hispanic Civilization & Culture: Latin America
HI 243	Golden Age of Greece	SP 382	The Cultures of Medieval Spain
HI 246	Roman History: The Republic	SP 385	The Society of Golden Age Spain
HI 248	Roman Empire & Christianity	TRS 201	Introduction to the Old Testament
HI 252	Medieval Europe	TRS 202	Introduction to the New Testament
HI 254	The Renaissance & Reformation	TRS 203	Introduction to the Gospels
HI 255	Celtic & Irish History	TRS 204	The Letters of Paul
HI 257	History & Memory in Modern Ireland	TRS 222	Faith & Reason
HI 311	Discovery & Conquest 1492-1598	TRS 223	Sacraments
IT 251	Early Italian Writers	TRS 230	History of Christianity I
IT 252	Italian Writers Then & Now	TRS 231	History of Christianity II
IT 280	Italian Civilization & Culture	TRS 232	Christian Spirituality
IT 380	Dante & the Italian Literary Tradition	TRS 233	Women in Christianity
MU 106	Introduction to Irish Traditional Music	TRS 234	Contemporary Roman Catholic Thought
MU 108	The Power of Sacred Music	TRS 240	Foundation of Catholic Ethics
MU 125	Music in the Performing Arts	TRS 242	The Catholic Social Justice Tradition
		TRS 271	Celtic Religious Traditions
		TRS 277	Christian-Jewish Relations
		TRS 320	Jesus the Christ
		TRS 321	The Church: Catholic Perspectives

TRS 322	The Christian Trinity
TRS 323	Theology of the Human Person
TRS 330	Mysticism
TRS 331	Monks, Hermits, & Warriors
TRS 332	Medieval Theology
TRS 333	Women in Celtic Christianity
TRS 334	Catherine & Teresa
TRS 335	Spiritual Teachers & Thinkers
TRS 336	Theology & Native Irish Spirituality
TRS 363	Pilgrimage & Sacred Journeys

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 first semester of their junior year.

The Department of Chemistry also provides introductory physics courses for students in science majors, Pre-Dental, Pre-Medical, Pre-Physical Therapy, Pre-Veterinary, and other 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, PhD

Associate Professor, Department Chair

BENJAMIN J. ALPER, PhD

Assistant Professor

JOSEPH AUDIE, PhD

Associate Professor

LINDA FARBER, PhD

Assistant Professor

JOHN FLEMING, PhD

Lecturer

DHIA A. HABBOUSH, PhD

Professor

PENNY A. SNETSINGER, PhD

Associate Professor

Physics Faculty**MARLINA SLAMET, PhD**

Associate Professor

Chemistry Laboratories

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

SPECTROSCOPY

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

CHROMATOGRAPHY

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

ELECTROCHEMISTRY

Pine Dual Potentiostat System; EG&G Parc 264A and EG&G Parc 384 Polarographic Analyzer/- Stripping Voltammeter; EG&G Parc 303A SMDE Electrode; EG&G Parc 616 RDE Electrode.

COMPUTERS AND SOFTWARE

Licenses

Hyperchem Molecular Modeling System; ACD proton and carbon-13 NMR software; Wiley 6th edition MS spectral library of 138,000 MS Spectra and NIST Library Chemical Structure Database; Sadtler search software and infrared spectrum library of 3500 organic and inorganic compounds; MATHCAD; ChemDraw; Chem3D; IR Tutor; Introduction to Spectroscopy; Spectra Deck; Turbochrom.

OTHERS

Rudolph Autopol IV Automatic Polarimeter; Johnson Matthey Mark II Magnetic Susceptibility Balance; Jenway PFP7 Flame Photometer; Bio-Rad Experion Automated Electrophoresis System; PE 48-well Thermal Cylinder for DNA analysis; IEC Centra CL2 Benchtop Clinical Centrifuge; Classic Series C-Line Model C24 Benchtop Incubator Shaker; Labconco Tissue Culture Enclosure, Shimadzu HPLC, Shimadzu GCMS, access to Shimadzu ICP; Shimadzu TGA-51.

Computer Facilities

Chemistry server providing licensed software for the use of students.

Major in Chemistry**REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN CHEMISTRY**

The BS 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 concentration.

Required Courses for All Concentrations

CH 151	General Chemistry I (3 credits)
CH 152	General Chemistry II (3 credits)
CH 153	General Chemistry Laboratory I (1 credit)
CH 154	General Chemistry Laboratory II (1 credit)
CH 221	Organic Chemistry I (3 credits)
CH 222	Organic Chemistry II (3 credits)
CH 223	Organic Chemistry Laboratory I (1 credit)
CH 224	Organic Chemistry Laboratory II (1 credit)
CH 252	Analytical Chemistry (3 credits)
CH 254	Analytical Chemistry Laboratory (2 credits)
CH 331	Physical Chemistry I (3 credits)
CH 333	Physical Chemistry Laboratory I (1 credits)
CH 351	Instrumental Analysis (3 credits)
CH 353	Instrumental Analysis Laboratory (1 credit)

and

CH 393	Undergraduate Project (3 credits)
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or

CH 395	Undergraduate Research (3 credits)
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Required Supporting Courses for All Concentrations

MA 140	Precalculus (4 credits) (waived on examination)
MA 151	Calculus I (4 credits)
MA 152	Calculus II (4 credits)
PY 111/113	General Physics I/General Physics Laboratory I

or

PY 151/153	Principles of Physics I/Physics Laboratory I
PY 112/114	General Physics II/General Physics Laboratory II

or

PY 152/154	Principles of Physics II/Physics Laboratory II
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Additional Required Courses for Traditional Concentration

CH 332	Physical Chemistry II (3 credits)
CH 334	Physical Chemistry Laboratory II (1 credit)
CH 355	Advanced Inorganic Chemistry (4 credits)

Additional Required Supporting Course for Traditional Concentration

MA 253	Calculus III (4 credits)
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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 (3 credits)
CH 342	Biochemistry II (3 credits)
CH 343	Biochemistry Laboratory I (1 credit)
CH 344	Biochemistry Laboratory II (1 credit)

Additional Required Supporting Course for Biochemistry Concentration

BI 111	Concepts in Biology I: Molecules to Cells (3 credits)
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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 BACHELOR OF ARTS 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 (3 credits)
CH 152	General Chemistry II (3 credits)
CH 153	General Chemistry Laboratory I (1 credit)
CH 154	General Chemistry Laboratory II (1 credit)
CH 221	Organic Chemistry I (3 credits)
CH 222	Organic Chemistry II (3 credits)
CH 223	Organic Chemistry Laboratory I (1 credit)
CH 224	Organic Chemistry Laboratory II (1 credit)
CH 252	Analytical Chemistry (3 credits)
CH 254	Analytical Chemistry Laboratory (2 credits)
CH 331	Physical Chemistry I (3 credits)
CH 333	Physical Chemistry Laboratory I (1 credit)
CH 351	Instrumental Analysis (3 credits)
CH 353	Instrumental Analysis Laboratory (1 credit)

One Chemistry elective (with department approval)

Required Supporting Courses

MA 151	Calculus I (4 credits)
MA 152	Calculus II (4 credits)
PY 111/113	General Physics I/General Physics Laboratory I (4 credits total)

or

PY 151/153	Principles of Physics I/Physics Laboratory I (4 credits total)
PY 112/114	General Physics II/General Physics Laboratory II (4 credits total)

or

PY 152/154	Principles of Physics II/Physics Laboratory II (4 credits total)
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Minor In Chemistry

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

CH 151	General Chemistry I (3 credits)
CH 152	General Chemistry II (3 credits)
CH 153	General Chemistry Laboratory I (1 credit)
CH 154	General Chemistry Laboratory II (1 credit)
CH 221	Organic Chemistry I (3 credits)
CH 222	Organic Chemistry II (3 credits)
CH 223	Organic Chemistry Laboratory I (1 credit)
CH 224	Organic Chemistry Laboratory II (1 credit)
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 (3 credits)
CH 152	General Chemistry II (3 credits)
CH 153	General Chemistry Laboratory I (1 credit)
CH 154	General Chemistry Laboratory II (1 credit)
CH 221	Organic Chemistry I (3 credits)
CH 222	Organic Chemistry II (3 credits)
CH 223	Organic Chemistry Laboratory I (1 credit)
CH 224	Organic Chemistry Laboratory II (1 credit)
CH 252	Analytical Chemistry (3 credits)
CH 254	Analytical Chemistry Laboratory (2 credits)

MA 151	Calculus I (4 credits)
PY 111	General Physics I (3 credits)
PY 112	General Physics II (3 credits)
PY 113	General Physics Laboratory I (1 credit)
PY 114	General Physics Laboratory II (1 credit)

Chemistry Course Descriptions

CH 101 Physical Science

2 CR

This course introduces the culture, language, values, methods, and outcomes of chemistry and physics. Important concepts are presented on a framework of contemporary issues and technology such as the energy, consumer products, medicinal drugs, nutrition, and biotechnology and will address the ethical and moral issues associated with these. The structure of the course is inquiry based and utilizes cooperative learning as well as integrating pedagogical content knowledge and math with chemistry content.

CH 102 Physical Science Lab

1 CR

This course provides hands-on, inquiry-based experiments to supplement the lecture section of the physical world.

CH 105 Chemistry Imagined

3 CR

Chemistry, a grail of science and art, encompasses various branches of past and present human creativity. This course explores the expression of beauty and future endeavors and imagination.

CH 117 General Organic & 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 per week.

Prerequisite: High school or precollege chemistry

CH 119 General Organic & Biochemistry Lab

1 CR

Designated for Nursing students, this course consists of eleven to twelve 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. One three-hour lab period per week.

Corequisite: CH 117 General Organic & Biochemistry: An Overview

CH 120 Drugs & 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 130 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 140 Chemistry, Society, & the Environment

3 CR

Explores the workings of chemistry as an experimental science in the context of the need for science literacy and how it can affect

the everyday world and the environment. Two 75-minute lectures per week.

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

A prerequisite to BI 230 and CH 152

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: D or better in CH 151 General Chemistry I

A prerequisite to BI 274, 276, 306, 311, 312, 320, 340, 345, and 355; CH 221 and 331

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 General Chemistry I

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 General Chemistry Laboratory I; Corequisite: CH 152 General Chemistry II

A prerequisite to CH 254 and 331

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 General Chemistry II

A prerequisite to CH 222 and 252

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 Organic Chemistry I

A prerequisite to CH 341 and 361

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 Organic Chemistry I

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 Organic Chemistry Laboratory I; Corequisite: CH 222 Organic Chemistry II

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 221 Organic Chemistry I

A prerequisite to CH 351

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 General Chemistry Laboratory II; Corequisite: CH 252 Analytical Chemistry

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 General Chemistry II, CH 154 General Chemistry Laboratory II, MA 151 Calculus I, and PY 152 Principles of Physics II

A prerequisite to CH 332, 351, and 355

CH 332 Physical Chemistry II

3 CR

Explores advanced kinetics and quantum

mechanics. Two 75-minute lectures per week.

Prerequisite: CH 331 Physical Chemistry I; Co- or Prerequisite: MA 253 Calculus III 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 Physical Chemistry I

A prerequisite to CH 334

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 Physical Chemistry Laboratory I; Corequisite: CH 332 Physical Chemistry II

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 Organic Chemistry II

A prerequisite to CH 342

CH 342 Biochemistry II

3 CR

Continues the study of metabolic pathways. Two 75-minute lectures per week.

Prerequisite: CH 341 Biochemistry I

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 Biochemistry I

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 Biochemistry II

CH 351 Instrumental Analysis

3 CR

Explores theory and practice of instrumental methods of analysis, spectrophotometric, and electroanalytical and chromatographic methods of separation and quantification. Two 75-minute lectures per week.

Prerequisites: CH 252 Analytical Chemistry and CH 331 Physical Chemistry I 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 Instrumental Analysis

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 Physical Chemistry I

CH 356 Chemical Application of Group Theory

3 CR

Presents basic principles of group theoretical methods. Topics include molecular symmetry, normal coordinate analysis, molecular bonding and energy levels, and theoretical basis for selection rules.

Prerequisite: CH 331 Physical Chemistry or equivalent

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 Organic Chemistry II

A prerequisite to CH 365

CH 365 Environmental Sampling & Analysis

3 CR

Laboratory and fieldwork 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 Environmental Chemistry

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**PY 101 Earth & Space Science**

2 CR

Designated for A&S multidisciplinary major. The composition of the universe and our place in it, the causes of earthquakes, volcanoes, the formation of the land we live on, weather phenomena, and Earth's major global issues as to cause and effect will be studied.

Corequisite: PY 102 Earth & Space Science Lab

PY 102 Earth & Space Science Lab

1 CR

Designated for A&S multidisciplinary major. The lab associated with this course involves in-house, hands-on investigations of basic concepts as well as a field component with analyses and interpretations in the "real" world. It will also discuss how a field component can be modified and added to an elementary Earth Science program.

Corequisite: PY 101 Earth & Space Science

PY 103 Physics of Sound

3 CR

Non-calculus based, specifically designed for students in the Speech-Language Pathology program, covers the basic concepts in sound waves, such as wavelength, frequency, speed of wave, resonance, beats, harmonics, intensity, loudness, Doppler effects, etc.

Prior to learning these topics, several more fundamental principles will be taught such as vectors, velocity, displacement, acceleration, force, work, energy, power, pressure, Bernoulli's equation, elasticity, and simple harmonic motion.

PY 104 Elements of Physics

3 CR

Covers the basic laws of mechanics, properties of matter, thermodynamics, waves, electricity, optics, and atomic/modern physics/radioactivity. Course is designed for some pre-health professional programs (physician assistant, etc.) and science majors (biology, exercise science, athletic training, etc.) for whom a one-semester algebra-based introductory physics course is adequate.

Prerequisite: MA 106 College Algebra or higher

PY 104L Elements of Physics Lab

1 CR

Fundamental training in physical measurements in basic laws of mechanics, waves, electricity, optics, and atomic/modern physics/radioactivity.

Prerequisite: MA 106 College Algebra or higher; Corequisite: PY 104 Elements of Physics

PY 105 First Half of General Physics I

3 CR

Non-calculus-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 PY 113 General Physics Laboratory I.

Prerequisite: MA 140 Precalculus or equivalent
A prerequisite to PY 106

PY 106 Second Half of General Physics I

3 CR

Continuation of PY 105. Non-calculus-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 PY 112 General Physics II.

Prerequisite: PY 105 First Half of General Physics I

A prerequisite to PY 113

PY 111 General Physics I

3 CR

Non-calculus-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 two-semester sequence (PY 105 and PY 106) instead of PY 111.

Prerequisite: MA 140 Precalculus or equivalent

A prerequisite to PY 113

PY 112 General Physics II

3 CR

Non-calculus-based course covering basic principles of thermodynamics, wave motion, sound, electricity, magnetism, light, and geometrical optics.

Prerequisite: PY 106 Second Half of General Physics I or PY 111 General Physics I

A prerequisite to PY 114

PY 113 General 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.

Pre- or Corequisite: PY 106 Second Half of General Physics I or PY 111 General Physics I

PY 114 General Physics Laboratory II

1 CR

Fundamental training in physical measurements in specific heat, wave motion, sound, electricity, light, and optical devices.

Pre- or Corequisite: PY 112 General Physics II

PY 145 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 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 Calculus II or equivalent

A prerequisite to PY 152, 153

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 Principles of Physics I

A prerequisite to CH 331 and PY 154

PY 153 Physics Laboratory I

1 CR

Same as PY 113.

Pre- or Corequisite: PY 151 Principles of Physics I

PY 154 Physics Laboratory II

1 CR

Same as PY 114.

Pre- or Corequisite: PY 152 Principles of Physics II

PY 155 Science & 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 190 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.

SCHOOL OF COMMUNICATION AND MEDIA ARTS

The School of Communication and Media Studies (SCMA) 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 SCMA curriculum is interdisciplinary by nature and international in scope, blending theory and practice and the historical, contemporary, and 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 school 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, BS**

Clinical Instructor

LORI BINDIG, PhD

Assistant Professor

JAMES CASTONGUAY, PhD

Professor, Department Chair

DEBBIE DANOWSKI, PhD

Associate Professor

RICHARD FALCO, BA

Clinical Instructor

GREGORY GOLDA, MEd

Clinical Instructor

SIDNEY GOTTLIEB, PhD

Professor

JUSTIN LIBERMAN, MFA

Visiting Assistant Professor

DAMON MAULUCCI, MFA
Visiting Assistant Professor

ANDREW MILLER, PhD
Associate Professor

PAUL PABST, BA
Clinical Instructor

SARA (SALLY) ROSS, PhD
Associate Professor

BRIAN THORNE, BS
Clinical Instructor

WILLIAM YOUSMAN, PhD
Assistant Professor

SCMA Facilities

The School of Communication and Media Studies is housed in the Frank and Marisa Martire Communications Center. Facilities include two full-size television studios, a film sound stage, one flash studio with a robotic camera, two control rooms, one media lab, six individual edit rooms, two screening rooms, a motion-capture lab, a full-featured student radio studio, and one large media theater. In addition, SCMA is the location of some of the most active student groups on campus, and these organizations find new and improved meeting and productions suites in the Martire Center.

Major in Communication Studies

The Communication Studies (CS) major, 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 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 twenty-first-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 or the Sports Media concentration as follows:

REQUIRED COURSES FOR MAJOR IN COMMUNICATION STUDIES

CM 101	Introduction to Media Culture (3 credits)
CM 102	Introduction to Media Production (3 credits)
CM 230	Digital Publications (3 credits)
CM 258	Social Media & Viral Campaigns (3 credits)
CM 301	Senior Seminar in Communication (3 credits)
CM 397	Senior Project I (3 credits)
CM 398	Senior Project II (3 credits)

REQUIRED COURSES FOR ADVERTISING MEDIA/PUBLIC RELATIONS CONCENTRATION

CM 126	History of Advertising & Public Relations (3 credits)
CM 211	News Writing & Reporting I (3 credits)
<i>or</i>	
CM 256	Magazines & Body Image (3 credits)

or

- CM 257 Women & Advertising
(3 credits)
- CM 227 Advertising & Public Relations:
Practical Applications
(3 credits)

REQUIRED COURSES FOR SPORTS MEDIA CONCENTRATION

- CM 211 News Writing & Reporting I
(3 credits)
- or*
- CM 271 TV News Magazine Production
(3 credits)
- or*
- CM 300 Special Topics in Multimedia
(3 credits)
- CM 252 Sport, Culture, & the Media
(3 credits)
- CM 272 Sports Broadcasting I
(3 credits)

In addition, six (6) CMS electives are required of all Communication Studies Majors. Three (3) of these must be in media production courses and three (3) must be in media history or theory.

PRODUCTION (CHOOSE THREE)

- CM 221/321 Digital Film & Video
Production I and II
(3 credits each)
- CM 222/322 Television Studio Production I
and II (3 credits each)
- CM 223 Digital Photography I
(3 credits)
- CM 224 Democratic Technologies
(3 credits)
- CM 225 Multimedia Field Production
(1–3 credits)
- CM 226/326 Magazine Production I and II
(3 credits each)
- CM 227 Advertising & Public Relations:
Practical Applications
(3 credits)

- CM 228 Radio Production: Journalism/
Podcasting (3 credits)
- CM 229 Photojournalism (3 credits)
- CM 241 Comics & Animation
(3 credits)
- CM 271 TV News Magazine Production
(3 credits)
- CM 272/372 Sports Broadcasting I and II
(3 credits)
- CM 273 Television & New Media
Journalism (3 credits)
- CM 275 DVD Authoring (3 credits)
- CM 276 Digital Editing (3 credits)
- CM 277 Screenwriting (3 credits)
- CM 278 Multimedia Outreach
(3 credits)
- CM 300 Special Topics in Multimedia
Production (3 credits)
- CM 311 News Writing & Reporting II
(3 credits)
- CM 323 Digital Photography II
(3 credits)
- CM 325 Visual Effects & Motion
Graphics (3 credits)
- CM 396 Internship (1–6 credits)

HISTORY AND THEORY (CHOOSE THREE)

- CM 121 History of Film I (3 credits)
- CM 122 History of Film II (3 credits)
- CM 123 History of Film III (3 credits)
- CM 124 History of Broadcasting
(3 credits)
- CM 125 History of Journalism
(3 credits)
- CM 126 History of Advertising & Public
Relations (3 credits)
- CM 212 Media Literacy (3 credits)
- CM 251 Studies in Self-Help Books
(3 credits)
- CM 253 Digital Culture (3 credits)
- CM 254 Media & Democracy
(3 credits)

CM 255	History of Documentary Still Photography (3 credits)
CM 256	Magazines & Body Image (3 credits)
CM 257	Women & Advertising (3 credits)
CM 299	Special Topics in Communication & Media Studies (3 credits)
CM 351	Women in Film & Television (3 credits)
CM 352	Documentary Film/Television (3 credits)
CM 353	National Cinemas (3 credits)
CM 354	Film & Television Genres (3 credits)
CM 355	Film & Television Directors (3 credits)

Minor in Advertising Media/ Public Relations

CM 101	Introduction to Media Culture (3 credits)
CM 102	Introduction to Media Production (3 credits)
CM 126	History of Advertising & Public Relations (3 credits)
CM 227	Advertising & Public Relations: Practical Applications (3 credits)

One of the following:

CM 230	Digital Publications (3 credits)
CM 257	Women & Advertising (3 credits)
CM 258	Social Media & Viral Campaigns (3 credits)

One CMS elective (3 credits)

Minor in Sports Media

CM 101	Introduction to Media Culture (3 credits)
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CM 102	Introduction to Media Production (3 credits)
CM 252	Sport, Culture, & Media (3 credits)
CM 272	Sports Broadcasting I (3 credits)

One of the following:

CM 230	Digital Publications (3 credits)
CM 258	Social Media & Viral Campaigns (3 credits)
CM 274	Sports Journalism (3 credits)

One CMS elective (3 credits)

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 toward 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 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, CS 100 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

CM 101	Introduction to Media Culture (3 credits)
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CM 102	Introduction to Media Production (3 credits)	CM 251	Studies in Self-Help Books (3 credits)
CM 230	Digital Publications (3 credits)	CM 256	Magazines & Body Image (3 credits)
CM 254	Media & Democracy (3 credits)	CM 299	Special Topics in Communication & Media Studies (3 credits)
CM 258	Social Media & Viral Campaigns (3 credits)	CM 300	Special Topics in Multimedia Production (3 credits)
CM 397	Senior Project I (3 credits)	SO 257	Science, Technology, & Society (3 credits)
CM 398	Senior Project II (3 credits)		
One CM elective (3 credits)			
CS 101	Web Design & Visual Tools (3 credits)		
CS 104	Digital Animation & Gaming (3 credits)		
CS 232	Human-Computer Interaction (3 credits)		
CS 319	Computer Ethics (3 credits)		

ELECTIVE COURSES

Students are required to take an additional six credits of required coursework 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 (3 credits)
AR 211	Graphic Design I (3 credits)
CM 124	History of Broadcasting (3 credits)
CM 126	History of Advertising & Public Relations (3 credits)
CM 221/321	Digital Film & Video Production I and II (3 credits each)
CM 225	Multimedia Field Production (1–3 credits)
CM 227	Advertising & Public Relations: Practical Applications (3 credits)

Minor in Digital Communication

CM 101	Introduction to Media Culture (3 credits)
CM 102	Introduction to Media Production (3 credits)
CS 101	Web Design & Visual Tools (3 credits)
CS 104	Digital Animation & Gaming (3 credits)
CS 232	Human-Computer Interaction (3 credits)

One of the following:

CM 253	Digital Culture (3 credits)
CM 254	Media & Democracy (3 credits)
CM 258	Social Media & Viral Campaigns (3 credits)

Major in Media Arts

Students majoring 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 (3 credits)
CM 102	Introduction to Media Production (3 credits)
CM 301	Senior Seminar in Communication (3 credits)
CM 397	Senior Project I (3 credits)
CM 398	Senior Project II (3 credits)

REQUIRED COURSES FOR FILM, TELEVISION, AND MEDIA CONCENTRATION

CM 121	History of Film I (3 credits)
<i>or</i>	
CM 122	History of Film II (3 credits)
<i>or</i>	
CM 123	History of Film III (3 credits)
<i>or</i>	
CM 124	History of Broadcasting (3 credits)
CM 201	Art of the Moving Image (3 credits)
CM 212	Media Literacy (3 credits)

REQUIRED COURSES FOR JOURNALISM CONCENTRATION

CM 124	History of Broadcasting (3 credits)
<i>or</i>	
CM 125	History of Journalism (3 credits)
<i>or</i>	
CM 126	History of Advertising & Public Relations (3 credits)
CM 211	News Writing & Reporting (3 credits)

CM 226	Magazine Production I (3 credits)
<i>or</i>	
CM 229	Photojournalism (3 credits)
<i>or</i>	
CM 271	TV News Magazine Production (3 credits)

In addition, eight CMS electives (24 credits) 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 and II (3 credits each)
CM 222/322	Television Studio Production I and II (3 credits each)
CM 223/323	Digital Photography I and II (3 credits each)
CM 224	Democratic Technologies (3 credits)
CM 225	Multimedia Field Production (1-3 credits)
CM 226/326	Magazine Production I and II (3 credits each)
CM 227	Advertising & Public Relations: Practical Applications (3 credits)
CM 228	Radio Production: Journalism/Podcasting (3 credits)
CM 229	Photojournalism (3 credits)
CM 241	Comics & Animation (3 credits)
CM 271	TV News Magazine Production (3 credits)
CM 272/372	Sports Broadcasting I and II (3 credits each)
CM 273	Television & New Media Journalism (3 credits)
CM 275	DVD Authoring (3 credits)
CM 276	Digital Editing (3 credits)

CM 277	Screenwriting (3 credits)
CM 278	Multimedia Outreach (3 credits)
CM 300	Special Topics in Multimedia Production (3 credits)
CM 311	News Writing & Reporting II (3 credits)
CM 325	Visual Effects & Motion Graphics (3 credits)
CM 396	Internship (1–6 credits)

HISTORY AND THEORY (CHOOSE THREE)

CM 121	History of Film I (3 credits)
CM 122	History of Film II (3 credits)
CM 123	History of Film III (3 credits)
CM 124	History of Broadcasting (3 credits)
CM 125	History of Journalism (3 credits)
CM 126	History of Advertising & Public Relations (3 credits)
CM 212	Media Literacy (3 credits)
CM 251	Studies in Self-Help Books (3 credits)
CM 253	Digital Culture (3 credits)
CM 254	Media & Democracy (3 credits)
CM 255	History of Documentary Still Photography (3 credits)
CM 256	Magazines & Body Image (3 credits)
CM 257	Women & Advertising (3 credits)
CM 299	Special Topics in Communication & Media Studies (3 credits)
CM 351	Women in Film & Television (3 credits)
CM 352	Documentary Film/Television (3 credits)
CM 353	National Cinemas (3 credits)
CM 354	Film & Television Genres (3 credits)

CM 355	Film & Television Directors (3 credits)
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	Introduction to Media Culture (3 credits)
CM 102	Introduction to Media Production (3 credits)
CM 201	Art of the Moving Image (3 credits)
CM 212	Media Literacy (3 credits)

One of the following:

CM 121	History of Film I (3 credits)
CM 122	History of Film II (3 credits)
CM 123	History of Film III (3 credits)
CM 124	History of Broadcasting (3 credits)

One CMS Elective (3 credits)

Minor in Journalism

CM 101	Introduction to Media Culture (3 credits)
CM 102	Introduction to Media Production (3 credits)
CM 125	History of Journalism (3 credits)
CM 211	News Writing & Reporting I (3 credits)

One of the following:

CM 226	Magazine Production I (3 credits)
CM 229	Photojournalism (3 credits)
CM 271	TV News Magazine Production (3 credits)

One CMS elective (3 credits)

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

CM 101	Introduction to Media Culture (3 credits)
CM 201	Art of the Moving Image (3 credits)
<i>or</i>	
CM 301	Senior Seminar in Communication (3 credits)
Elec.	One Production course

Two Media Studies electives (6 credits)

Course Descriptions

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.

A prerequisite to CM 201, 211, 221/321, 223/323, 224, 225, 226/326, 227, 228, 253, 254, 272/372, 273, 274, 277, 301, and 321

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 online distribution.

A prerequisite to CM 272/372

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

This course covers the history of motion pictures 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 101 Introduction to Media Culture

CM 211 News Writing & 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: CM 101 Introduction to Media Culture

A prerequisite to CM 311

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.

Prerequisite: CM 101 Introduction to Media Culture

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 webpage content.

CM 221/321 Digital Film & Video Production I and 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 Introduction to Media Culture

CM 222/322 Television Studio Production I and II

3 CR each

An introduction to multi-camera studio production.

CM 223/323 Digital Photography I and II

3 CR each

First semester is an introduction to the fundamentals of digital photography. Topics include camera care and handling; visual literacy; composition; and 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 supplement the practical work. A digital camera with manual operative is required. Students are responsible for processing costs.

Prerequisite: CM 101 Introduction to Media Culture

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 Introduction to Media Culture

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. Offered only when appropriate projects are available. Consult the current course schedule for available topics.

Prerequisite: CM 101 Introduction to Media Culture and by permission of department chair for Communication Studies.

CM 226 Magazine Production I

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, and new technologies and the future. Students conceive and produce individual magazines.

Prerequisite: CM 101 Introduction to Media Culture

A prerequisite to CM 326

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 Introduction to Media Culture

CM 228 Radio Production: Journalism/ Podcasting

3 CR

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 101 Introduction to Media Culture

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 and 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, & 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, & 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 101 Introduction to Media Culture

CM 254 Media & 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 Introduction to Media Culture

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 & 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, students will explore how social media has impacted culture as a whole, while in the second module, students 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*, a news magazine show, broadcast over television and the Internet at Sacred Heart.

CM 272/372 Sports Broadcasting I and II

3 CR each

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 Academic Writing; CM 101 Introduction to Media Culture and CM 102 Introduction to Media Production

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 Introduction to Media Culture

CM 274 Sports Journalism

3 CR

Provides students with foundational skills in sports journalism for live broadcasts and recorded programs and segments. Students learn multiple roles both in front of and behind the screen. Classroom activities include applied learning methods that require students to actively acquire the real-time skills necessary to work in a sports media setting and to pursue a career in multimedia sports journalism. Students develop and apply written, oral, and problem-solving skills to create, host, and produce original sports programming.

Prerequisite: CM 101 Introduction to Media Culture

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: ENG 110 Academic Writing and CM 101 Introduction to Media Culture

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 Introduction to Media Culture and senior standing

CM 311 News Writing & 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 211 News Writing & Reporting I

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 Introduction to Media Culture

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; and new technologies and the future.

Prerequisite: CM 226 Magazine Production I

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 morals 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.

Prerequisite: CM 101 Introduction to Media Culture

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.

Prerequisite: CM 101 Introduction to Media Culture

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.

Prerequisite: CM 101 Introduction to Media Culture

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.

Prerequisite: CM 101 Introduction to Media Culture

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 chair

CM 397/398 Senior Project I and II

3 CR each

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.

Prerequisite: CM 101 Introduction to Media Culture and 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 is granted to qualified Media Studies majors on the basis of a written prospectus from the department chair for Communication Studies.

Prerequisite: CM 101 Introduction to Media Culture

Course Descriptions for Interdisciplinary Courses in Digital Communication Major

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.

A prerequisite to AR 211

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 Design: Visual Organization and AR 114 Digital Design Basics

CS 101 Web Design & Visual Tools

3 CR

This course aids in the understanding of the design and production of websites. It presents what design elements go into webpage development. Students browse sites and identify good design elements. They construct their own webpage early on and allow it to evolve throughout the semester.

Prerequisite: CS 100 Introduction to Information Technology or permission of department chair

CS 104 Digital Animation & 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, and 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 Introduction to Information Technology or CS 112 Data Structures

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 standing or permission of instructor.

SO 257 Science, Technology, & 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.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

The computer-science field has demonstrated dramatic growth and technological development within the last decade.

The twenty-first 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.

The 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**EMAN ABDELFATTAH, PhD**

Lecturer

SANDRA ADAMS, MS

Associate Professor

MOSHE COHEN, MS

Instructor

FRANCES GRODZINSKY, PhD

Professor

EFIM KINBER, PhD

Professor

GREGORY KYRYTSCHENKO, MBA

Instructor

KERI MATTHEWS, MS

Instructor

ROBERT MCCLOUD, EdD

Associate Professor

DOMENICK J. PINTO, MA, MA, MS

Associate Professor, Department Chair

FRANCESCO SARDO, MS

Instructor

Computer Science Facilities

There are four 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 twenty-four hours a day, seven days a week for those students. All labs are on a three-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 Design and Development 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 (3 credits)
CS 112	Data Structures (3 credits)
CS 113	Discrete Structures (3 credits)
CS 215	Computer Systems Organization with Assembler (3 credits)
CS 312	Software Engineering (3 credits)
CS 318	Project Course (3 credits)
CS 319	Computer Ethics (3 credits)

REQUIRED COURSES FOR COMPUTER SCIENCE TRACK

CS 241	Advanced Programming Concepts Using "C" (3 credits)
CS 272	OOP with C# and Games (3 credits)
CS 311	Database Design (3 credits)
CS 339	Networking & Data Communication (3 credits)
CS 341	Analysis of Algorithms (3 credits)
CS 348	Programming in Unix (3 credits)
CS 349	Operating Systems (3 credits)

One Computer Science elective (3 credits)

REQUIRED COURSES FOR COMPUTER GAMING TRACK

CS 171	Introduction to Computer Gaming (3 credits)
CS 271	Advanced Computer Gaming (3 credits)
CS 272	OOP with C# and Games (3 credits)
CS 273	3D Digital Object Design & Creation (3 credits)
CS 341	Analysis of Algorithms (3 credits)
CS 349	Operating Systems (3 credits)
CS 371	Advanced Game Programming (3 credits)
CS 372	Building Computer Games (3 credits)

REQUIRED SUPPORTING COURSES FOR COMPUTER SCIENCE TRACK

MA 151	Calculus I (4 credits) (and MA 152 Calculus II should be taken as part of the required baccalaureate core)
MA 261	Linear Algebra (4 credits)
MA 331	Probability & Statistics I (3 credits)

REQUIRED SUPPORTING COURSES FOR COMPUTER GAMING TRACK

AR 114	Digital Design Basics (3 credits)
MA 140	Precalculus (4 credits)
MA 151	Calculus I (4 credits)

REQUIRED COURSES FOR INFORMATION TECHNOLOGY TRACK

MA 109 Mathematics for Decision-Making and MA 110 Calculus for Decision-Making should be taken as part of the required baccalaureate core.

CS 232	Human-Computer Interaction (3 credits)
CS 233	Visual Basic (3 credits)
CS 311	Database Design (3 credits)
CS 331	Multimedia Applications (3 credits)
CS 338	Systems Analysis & Design (3 credits)
CS 339	Networking & Data Communication (3 credits)

One Computer Science elective (3 credits)

REQUIRED SUPPORTING COURSES FOR INFORMATION TECHNOLOGY TRACK

BU 201	Organizational Management (3 credits)
MA 131	Statistics for Decision-Making (3 credits)

Network Security Emphasis for Computer Science**COURSES REQUIRED**

CS 111	Introduction to Structured Programming (3 credits)
CS 112	Data Structures (3 credits)
CS 113	Discrete Structures (3 credits)
CS 215	Computer Systems Organization with Assembler (3 credits)

CS 311	Database Design (3 credits)
CS 312	Software Engineering (3 credits)
CS 318	Project Course (3 credits)
CS 319	Computer Ethics (3 credits)
CS 339	Networking & Data Communication (3 credits)

REQUIRED COURSES FOR COMPUTER SCIENCE CONCENTRATION (NETWORK SECURITY EMPHASIS)

CS 241	Advanced Programming Concepts Using "C" (3 credits)
CS 272	OOP with C# and Games (3 credits)
CS 341	Analysis of Algorithms (3 credits)
CS 349	Operating Systems (3 credits)
CS 367	Managing, Securing, & Designing Modern Networks (3 credits)
CS 368	Hands-On Network Security (3 credits)

SUPPORTING COURSES FOR COMPUTER SCIENCE CONCENTRATION (NETWORK SECURITY EMPHASIS)

MA 151	Calculus I (4 credits)
MA 152	Calculus II (4 credits)
MA 261	Linear Algebra (4 credits)
MA 331	Probability & Statistics I (3 credits)

Minor in Computer Science**COURSES REQUIRED**

CS 111	Introduction to Structured Programming (3 credits)
CS 112	Data Structures (3 credits)
CS 113	Discrete Structures (3 credits)
CS 215	Computer Systems Organization with Assembler (3 credits)

CS 272	OOP with C# and Games (3 credits)
CS 311	Database Design (3 credits)
CS 312	Software Engineering (3 credits)
One Computer Science elective (3 credits)	

Minor in Information Technology

COURSES REQUIRED

CS 111	Introduction to Structured Programming (3 credits)
CS 112	Data Structures (3 credits)
CS 113	Discrete Structures (3 credits)
CS 215	Computer Systems Organization with Assembler (3 credits)
CS 233	Visual Basic (3 credits)
CS 311	Database Design (3 credits)
CS 312	Software Engineering (3 credits)
One Computer Science elective (3 credits)	

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 (3 credits)
CS 112	Data Structures (3 credits)
CS 113	Discrete Structures (3 credits)
CS 215	Computer Systems Organization with Assembler (3 credits)

REQUIRED CORE COURSES FOR BOTH CONCENTRATIONS

Eight Liberal Arts electives (24 credits)

REQUIRED COURSES FOR COMPUTER SCIENCE CONCENTRATION

CS 241	Advanced Programming Concepts Using "C" (3 credits)
CS 272	OOP with C# and Games (3 credits)

One Computer Science and Information Technology elective (3 credits, not CS 100, 101, 102, 104, 106)

REQUIRED SUPPORTING COURSES FOR COMPUTER SCIENCE CONCENTRATION

MA 151	Calculus I (4 credits)
MA 152	Calculus II (4 credits)
MA 261	Linear Algebra (4 credits)

REQUIRED COURSES FOR INFORMATION TECHNOLOGY CONCENTRATION

CS 232	Human-Computer Interaction (3 credits)
CS 233	Visual Basic (3 credits)

One Computer Science and Information Technology elective (3 credits, not CS 100, 101, 102, 104, 106)

REQUIRED SUPPORTING COURSES FOR INFORMATION TECHNOLOGY CONCENTRATION

MA 109	Mathematics for Decision-Making (3 credits)
MA 110	Calculus for Decision-Making (3 credits)
MGT 201	Organizational Management (3 credits)

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 (3 credits)
CS 112	Data Structures (3 credits)

COURSES FOR COMPUTER SCIENCE CERTIFICATE

CS 241	Advanced Programming Concepts Using "C" (3 credits)
CS 272	OOP with C# and Games (3 credits)
CS 312	Software Engineering (3 credits)
CS 341	Analysis of Algorithms (3 credits)

REQUIRED COURSES FOR INFORMATION TECHNOLOGY CERTIFICATE

CS 101	Web Design & Visual Tools for Non-Majors (3 credits)
CS 102	Multimedia for Non-Majors (3 credits)

CS 232	Human-Computer Interaction (3 credits)
CS 233	Visual Basic (3 credits)

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 the Computer Science or Computer Gaming track.

REQUIRED COURSES

CS 111	Introduction to Structured Programming (3 credits)
CS 112	Data Structures (3 credits)
CS 171	Introduction to Computer Gaming (3 credits)
CS 271	Advanced Computer Gaming (3 credits)
CS 272	OOP with C# and Games (3 credits)

SUGGESTED SUPPORTING COURSES (NOT REQUIRED)

MA 140	Precalculus (4 credits)
MA 151	Calculus I (4 credits)

Course Descriptions

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.

A prerequisite to CS 101, 102, and 232

CS 101 Web Design and Visual Tools for Non-Majors

3 CR

This course aids in the understanding of the design and production of websites. It presents what design elements go into webpage development. Students browse sites and identify good design elements. They construct their own webpage early on and allow it to evolve throughout the semester.

Prerequisite: CS 100 Introduction to Information Technology 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 Introduction to Information Technology or permission of department chair

CS 104 Digital Animation & 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, and publishing and exporting a game to the web.

CS 106 Introduction to Information Technology for Business Administration

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, non CS 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

A prerequisite to CS 111

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

A prerequisite to CS 112, 171, and 261

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 Introduction to Structured Programming

A prerequisite to CS 215, 232, 233, 241, 271, 272, 311, 331, and 341

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; and elements of abstract algebra such as groups, rings, and Boolean algebras.

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.

Pre- or Corequisite: CS 111 Introduction to Structured Programming

A prerequisite to CS 271

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 Data Structures

A prerequisite to CS 311

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 Introduction to Information Technology or CS 112 Data Structures

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, and writing and debugging Visual Basic code. Uses VB.net 2010.

Prerequisite: CS 112 Data Structures

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 Data Structures

A prerequisite to CS 348

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 Introduction to Structured Programming 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 Introduction to Computer Gaming; Pre- or Corequisite: CS 112 Data Structures

A prerequisite to CS 272, 273, and 333

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 Advanced Computer Gaming; Corequisite or Prerequisite: CS 112 Data Structures

A prerequisite to CS 371

CS 273 3D Digital-Object Creation & Design

3 CR

Video game development involves many different team members. Two of the most essential skills are programming and 3D animated character development. CS 273 addresses the latter. Using Autodesk Maya (or a similar platform), students will learn the fundamentals to develop working animated game characters. Each student will also have the opportunity to utilize the markerless motion capture laboratory. In this lab students track human action for modeling character movement. The eighteen-camera motion-capture system converts to Organic Motion code that can be exported to the Maya platform. From there students create their characters for use in the Unity 3D game development platform.

Prerequisite: CS 271 Advanced Computer Gaming

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 Data Structures and CS 215 Computer Systems Organization with Assembler

A prerequisite to CS 312

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 Database Design

A prerequisite to CS 338

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 standing 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 Data Structures

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 Advanced Computer Gaming

CS 338 Systems Analysis & 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 Software Engineering

A prerequisite to CS 339

CS 339 Networking & 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, MANs, hardware, software, protocols, routing, circuit-switching and packet-switching networks, analog and digital systems, and compression and error handling are among those studied. Students use a simulation package to design and simulate networks.

Prerequisites: CS 338 Systems Analysis & Design or CS 341 Analysis of Algorithms and senior standing

A prerequisite to CS 367

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 Data Structures and MA 151 Calculus I

A prerequisite to CS 339, 348, and 349

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 Advanced Programming Concepts Using “C” and CS 341 Analysis of Algorithms

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 Analysis of Algorithms

CS 367 Managing, Securing, & 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), and designing network performance.

Prerequisite: CS 339 Networking & Data Communication

A prerequisite to CS 368

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, and packet monitoring.

Prerequisite: CS 367 Managing, Securing, & Designing Modern Networks

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 OOP with C# and Games

A prerequisite to CS 372

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, and teaching a game to think.

Prerequisite: CS 371 Advanced Game Programming

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, or 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, PhD
Assistant Professor

PEARL JACOBS, PhD
Associate Professor

JAMES E. MCCABE, PhD
Associate Professor, Department Chair

PATRICK MORRIS, PhD
Associate Professor

ANTHONY J. PAPA, JD
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 (3 credits)
CJ 120	Crime & Criminal Behavior (3 credits)
CJ 205	Introduction to Criminal Law & Procedure (3 credits)
CJ 270	Issues & Problems in Criminal Justice (3 credits)
CJ 381	Research Methods in Criminal Justice (3 credits)

Choose 2 of the following:

CJ 220	Introduction to Corrections (3 credits)
CJ 230	Introduction to Law Enforcement (3 credits)
CJ 251	Criminal Courts & Discretion (3 credits)

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 & Parole (3 credits)
CJ 216	Juvenile Justice (3 credits)
CJ 220	Introduction to Corrections (3 credits)
CJ 230	Introduction to Law (3 credits) Enforcement (3 credits)
CJ 390	Internship (3-6 credits)

Law Enforcement Courses

CJ 230	Introduction to Law Enforcement (3 credits)
CJ 231	Criminal Investigation (3 credits)
CJ 232	Police-Community Relations (3 credits)
CJ 235	Law of Evidence (3 credits)
CJ 239	Police Administration & Supervision (3 credits)
CJ 390	Internship (3-6 credits)

Legal Studies Courses

CJ 200	Constitutional Law (3 credits)
CJ 201	Criminal Law (3 credits)
CJ 209	American Legal System (3 credits)
CJ 211	Women & the Law (3 credits)
CJ 235	Law of Evidence (3 credits)
CJ 243	Private Security Law (3 credits)
CJ 255	Constitutional Rights of Prisoners (3 credits)

Security Courses

CJ 240	Introduction to Security (3 credits)
CJ 247	Security Administration (3 credits)

CJ 248	Introduction to Fraud Examination (3 credits)
CJ 390	Internship (3–6 credits)

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 (3 credits)
CJ 120	Crime & Criminal Behavior (3 credits)

Four Criminal Justice electives (12 credits)

Course Descriptions

CJ 101 Introduction to Criminal Justice

3 CR

Provides an overview of the criminal justice system and its processes.

CJ 120 Crime & 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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 & 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 Introduction to Criminal Justice

CJ 213 Probation & 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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

CJ 222 Race, Ethnicity, & Crime

3 CR

The broad purpose of the course is to help students build the analytical and critical skills necessary to gain better insight and understanding of race and ethnicity in relation to crime and the justice system.

Prerequisite: CJ 101 Introduction to Criminal Justice

CJ 223 Interviewing & Counseling

3 CR

Practice-oriented course designed to provide the basic techniques of counseling and interviewing.

Prerequisite: CJ 101 Introduction to Criminal Justice

CJ 224 Women & 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 Introduction to Criminal Justice

CJ 225 Domestic & Sexual Violence

3 CR

An examination of domestic and sexual violence including offender accountability, victim advocacy, and the CJ response.

Prerequisite: CJ 101 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

CJ 239 Police Administration & 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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

CJ 251 Criminal Courts & 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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

CJ 257 Serial Killers & 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 Introduction to Criminal Justice

CJ 270 Issues & 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 Introduction to Criminal Justice

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 Introduction to Criminal Justice

CJ 304 Catholic Intellectual Tradition & 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 Introduction to Criminal Justice, CJ 120 Crime & Criminal Behavior, and CJ 201 Criminal Law

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 Introduction to Criminal Justice, MA 131 Statistics for Decision-Making, and CS 100 Introduction to Information Technology

CJ 390 Internship

3-6 CR

Supervised placement in a criminal justice agency.

Prerequisite: Permission of department chair

DANCE

LORI BINDIG, PhD
Program Director

The minor in Dance is designed to offer Sacred Heart University students the opportunity to explore the field of dance in a focused program 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 dance. Students are required to take a minimum of 18 credits to complete the minor in Dance.

Minor in Dance Requirements

DA 100	Introduction to History of Dance (3 credits)
DA 310	Social Issues Through Dance (3 credits)

12 credits of dance electives*

*no more than 6 credits of dance production

Course Descriptions

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.

A prerequisite to DA 102

DA 102 Ballet II
3 CR

This course is designed to further develop ballet technique and introduce students to advanced steps, terminology, and skills. Students must demonstrate an understanding of intermediate concepts.

Prerequisite: DA 101 Ballet I

A prerequisite to DA 201

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.

A prerequisite to DA 203

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 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 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.

Prerequisite: DA 102 Ballet II

A prerequisite to DA 202

DA 202 Intermediate Ballet II

3 CR

This course is designed to further develop intermediate ballet technique and introduce students to advanced steps, terminology, and skills. Students must demonstrate an understanding of intermediate concepts.

Prerequisite: DA 201 Intermediate Ballet I

DA 203 Jazz II

3 CR

This course is designed to further develop jazz dance technique and introduce students to advanced steps, terminology, and skills. Students must demonstrate an understanding of intermediate concepts.

Prerequisite: DA 103 Jazz I

DA 206 Dance for Musical Theater II

3 CR

Study and directed practice of advanced individual and group dance in modern musicals. Students will also practice learning choreography under time constraints to better prepare them for the musical-theatre audition process.

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 minor to gain practical experience in dance production and management.

Prerequisite: Permission of instructor and program director

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, the professions (teaching, law, medicine), and 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 department chair.

Faculty

ANITA AUGUST, PhD
Assistant Professor

PAMELA BUCK, PhD
Assistant Professor

JEFFREY P. CAIN, PhD

Associate Professor

MARIE A. HULME, MAT, MA, MFA

Lecturer

CARA KILGALLEN, PhD

Assistant Professor

MICHELLE LORIS, PhD, PsyD

Professor

RICHARD MAGEE, PhD

Associate Professor, Department Chair

ROBIN L. MCALLISTER, PhD

Associate Professor

JOSEPH L. NAGY, MA

Instructor

PETER SINCLAIR, PhD

Lecturer

SANDRA YOUNG, PhD

Associate Professor

JONAS ZDANYS, PhD

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 seven areas with additional courses taken in the student's area of concentration. The core areas are:

Literature surveys (9 credits): ENG 221/222

The British Tradition I and II and ENG 238

American Experiences

British Literature (3 credits, 200–300 level)

American Literature (3 credits, 200–300 level)

ENG 223 Shakespeare (3 credits)

ENG 257 Critical Writing (3 credits)

ENG 361 Literary Theory (3 credits)

Capstone ENG 390 or ENG 391 (3 credits)

See advisor. Capstone course depends on area of concentration: Writing or Literature

POLICY STATEMENT REGARDING THE ENGLISH MAJOR SURVEY COURSES

The three English survey courses—ENG 221, 222, 238—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 three 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 register to take it at a later time.)

After passing all three 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 credits)

See advisor.

American Literature (3 credits)

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:

Upper-level writing (6 credits)

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. Permission to fulfill this requirement in a different way may be obtained from the department chair and will be granted at the chair's discretion.

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); ENG 257 Critical Writing (3 credits).

Minor in Creative Writing

The minor in Creative Writing requires the completion of 18 credits in creative writing courses offered by the Department of English. Courses that fulfill that requirement are ENG 253, ENG 270, ENG 271, ENG 272, ENG 273, ENG 274, ENG 371, ENG 372, ENG 373, ENG 374, and ENG 376

The minor offers tracks in writing prose and poetry. Courses in both tracks help students explore what it means to be a practicing poet and fiction writer. Those courses also benefit students in any field—nursing, criminal justice, education, marketing, communication and media studies, and throughout the humanities and the sciences—who have an interest in learning how to write more clearly and persuasively because creative writers learn how writing can be used to express meaning and to convince and engage a reader. These are essential skills for all professions.

Students study with published writers on the faculty who are actively working as poets and fiction writers. Those faculty members provide practical and hands-on learning experiences in seminars and workshops where students learn how aesthetic texts are created in fact and not only in theory. The minor also collaborates with the University's Center for Irish Studies, providing an important study abroad opportunity.

The minor in Creative Writing is a strong addition to the University's traditions in the visual, musical, and performing arts and affirms the University's commitment to making possible a full range of opportunities for undergraduates to engage in all avenues of artistic expression.

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

One British literature course, one American literature course, ENG 257 Critical Writing (3 credits), and two English electives. ENG 221,

ENG 222, and ENG 238 will not fulfill the AA requirements.

Course Descriptions

Course numbers followed by an asterisk (*) require no prerequisites when taken by a non-English major.

ENG 201 Experiencing Literature

3 CR

This class introduces students to literary expression across the globe. Through an analysis of prose (fiction and nonfiction), poetry, and drama, students will develop and refine their close reading skills, including understanding basic literary terminology. At the same time, the course focuses on writing and thinking critically about stories. Ultimately, this course will offer students an opportunity to “experience” and appreciate literature of the world.

ENG 220* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 221 The British Tradition I

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 seventeenth century including the metaphysical poets, Milton, and Dryden, and concludes with the literature of the eighteenth century. Sophomore level, required for English majors only.

A prerequisite to ENG 222

ENG 222 The British Tradition II

3 CR

From the Age of Reason to the Age of Anxiety. Course highlights romantic writers such as Wordsworth and Keats, Victorians such as Dickens and Arnold, and modernists such as Joyce and Woolf. Sophomore level, required for English majors.

Prerequisite: ENG 221 The British Tradition I

A prerequisite to ENG 220, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 235, 239, 240, 241, and 244

ENG 223* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 224* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 225* Studies in Restoration & Eighteenth-Century British Literature

3 CR

Dryden, Pope, Swift, and Johnson are read, as well as Restoration dramatists (Congreve, Etherege, Wycherley) and early novelists (Defoe, Richardson, Fielding).

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 226* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 227* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 228* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 229* Studies in British Literature: Special Topics

3 CR

Course description varies each time the course is offered.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 230* Colonial & Federal American Literature

3 CR

Focuses on Colonial American writing from 1620 to 1800. Bradford, Edwards, Taylor, and Franklin are studied.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 233* Literature of the American Renaissance

3 CR

A study of transcendentalists: Hawthorne, Melville, Poe.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 234* 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" and the "lost generation."

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 235* Studies in Faulkner to the Present

3 CR

Modern American literature in content and technique reflects twentieth-century preoccupation with loss of faith, the rise of individual consciousness, and the dilemma of radical alienation in an increasingly fragmented society.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 236* Contemporary American Fiction

3 CR

Deals with current American authors; course description varies each time the course is offered.

Prerequisites: ENG 238 American Experiences

ENG 237* 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 238 American Experiences

3 CR

A one-semester survey of the most important works of American literature. Required for English majors only.

A prerequisite to ENG 200, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 235, 236, 239, 240, 241, 242, and 244

ENG 239* Studies in American Literature: Special Topics

3 CR

Course description varies each time the course is offered.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences for English majors

ENG 240* 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 241* Studies in Black Writers in America

3 CR

A consideration of Black writers from Dunbar and Chesnut 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: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 242* American Women of Color

3 CR

This course examines the writings of African-American women. The specific authors

change each time the course is offered.

Prerequisites: ENG 238 American Experiences

ENG 243* Latin-American Literature in Translation

3 CR

This course explores the works of well-known writers from the Latin-American world. The specific authors vary each time the course is offered.

ENG 244* Studies in World Literature

3 CR

Explores works both inside and outside the Western canon.

Prerequisites: ENG 222 The British Tradition II and ENG 238 American Experiences

ENG 251* Modern Catholic Authors

3 CR

Explores the works and ideas of important Catholic authors.

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

An introductory course and workshop in creative writing, with a focus on poetry and short stories though other forms are welcome and encouraged. It is intended for students who have not had another course in creative writing at the college level but who have an interest in imaginative writing and who may be writing on their own without formal discussion or review of their work. This course is also the prerequisite for the minor in Creative Writing.

A prerequisite to ENG 270, 271, 272, 273, and 274

ENG 256 Studies in Writing: Playwriting

3 CR

Students learn the techniques of writing plays through reading and extensive writing assignments.

ENG 257 Critical Writing

3 CR

In this research-based writing course, students focus on writing argumentative essays. They will study and practice rhetorical strategies and techniques with emphases on improving their writing and researching skills. Close attention to crafting their writing voices/styles. Course prepares students for graduate work in literature or writing; for positions in publishing and writing; and for writing in corporations, businesses, and health professions.

ENG 269 Studies in Criticism or Theory: Special Topics

3 CR

Course description changes each time course is offered.

Prerequisite: Permission of department chair for non-majors

ENG 270 Short Story Writing

3 CR

An introductory course and workshop on the history and craft of the short story. The first part of the course is comprised of reading and using interpretive techniques for close reading of both canonical and new canonical versions of the short story. In the second part of the course, students will write a short story using some of the strategies and techniques of the short stories read in the first part of the course.

Prerequisite: ENG 253 Introduction to Creative Writing for the Creative Writing Minor

A prerequisite to ENG 376

ENG 271 Writing Social Fiction

3 CR

An examination of fiction as a form of social and ideological critique and the society that provided the backdrop from which the fiction emerged. The course also examines the interconnection between embodied experience and political agency with particular emphasis on diasporic groups, working class, and women. Students will have an opportunity to create their own form of social fiction using new media technologies.

Prerequisite: ENG 253 Introduction to Creative Writing for the Creative Writing Minor

A prerequisite to ENG 376

ENG 272 Writing Flash Fiction

3 CR

A course in writing very short narratives: flash fiction, prose poetry, prose poetry, sudden fiction, micro-writing, and postcard stories. This is not traditional fiction writing or the writing of short stories. This is a literary form related to narrative poetry, fables, and writing that defines or describes “moments.” It provides an additional avenue of literary experiment for students currently writing in more traditional forms. Workshop atmosphere allows peer interaction and frequent student/instructor consultation.

Prerequisite: ENG 253 Introduction to Creative Writing for the Creative Writing Minor

ENG 273 Poetry Writing

3 CR

A seminar in the writing of poetry. The course includes various readings about poetry and its writing as well as background readings of contemporary American and world poetry. Discussion of student work will be the focus of the seminar. Workshop atmosphere allows peer interaction and frequent student/instructor consultation.

Prerequisite: ENG 253 Introduction to Creative Writing for the Creative Writing Minor

A prerequisite to ENG 371

ENG 274 Creative Writing Pedagogy

3 CR

An introduction to the genealogy of the “Creative Writing Movement” from 1880 to the Second World War and the writers and theorists who shaped it. It will further examine the key themes in the institutional history of creative writing and its tenuous relationship to English studies. The course will include literary, critical, and philosophical readings on creative writing as a practice and theory, and examine the major currents and compelling voices that shape its disciplinarity. The course is for students who may want to teach creative writing in secondary school environments, students preparing for graduate school, or students who want to learn more about the historical roots of the “Creative Writing Movement.”

Prerequisite: ENG 253 Introduction to Creative Writing for the Creative Writing Minor

ENG 285 Seminars on Single Authors

3 CR

Studies the works and criticism of a single author. Limited enrollment.

Prerequisite: Permission of department chair

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 359 Studies in Writing: Special Topics

3 CR

Course description varies each time the course is offered.

ENG 360 History & 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 aspects 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. Required for all English majors.

Prerequisite: Permission of department chair for non-majors

ENG 362 Rhetoric & 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 371 Advanced Poetry Writing I

3 CR

An advanced seminar and workshop in the writing of poetry. Weekly writing assignments and revisions. Discussion of student work and small group revision conferences will form the foundation of each class. Emphasis is on the continuing development of the individual poetic voice.

Prerequisite: ENG 273 Poetry Writing for the Creative Writing Minor

A prerequisite to ENG 372 and 376

ENG 372 Advanced Poetry Writing II

3 CR

The continuation of EN 371 and intended principally for students enrolled in the poetry track of the Creative Writing minor. The emphasis is on revision of poems in preparation for individual publication and on the shaping of a first collection. Discussion of student work and small-group revision conferences will form the foundation of each class. Additional emphasis on the continuing development of the individual voice and on public readings.

Prerequisite: ENG 371 Advanced Poetry Writing I for the Creative Writing Minor

ENG 373 Independent Study: Poetry

3 CR

An independent writing project, directed by the instructor and intended for advanced students in the poetry track of the Creative Writing minor who will work on a chapbook or full-length collection of poems. The course is also available to advanced students in place of EN 372.

Prerequisite: By arrangement with instructor and permission of department chair

EN 374 Independent Study: Fiction

3 CR

An independent writing project, directed by the instructor and intended for advanced students in the fiction track of the Creative Writing minor who will work on a collection of short stories or write a draft of a full-length novel.

Prerequisite: By arrangement with instructor and permission of department chair

ENG 376 Advanced Short Story Writing

3 CR

This course is intended principally for students in the fiction writing track of the Creative Writing minor. Students in this course will develop mastery in their chosen form—short story or novel. This course enables students to work toward a book-length, publishable manuscript. Students will

also learn how to write a query letter and search for markets to publish their work.

Prerequisite: ENG 270 Short Story Writing or ENG 271 Advanced Poetry Writing I for the Creative Writing Minor

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 chair is granted to qualified English majors on the basis of a written prospectus.

ENG 390/391 Capstone

3 CR

ENG 390 is for students in the literature concentration; ENG 391 is for students in the writing concentration. English majors only (see advisor).

EUROPEAN STUDIES

JOHN RONEY, PhD
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 (3 credits)
AN 299	Special Topics in Anthropology (3 credits, e.g., The Ethnography of Ireland or Life Histories & Culture Change in Dingle)
EC 316	International Economics (3 credits)
EC 342	European Economic Development (3 credits)
ENG 222	The British Tradition II (3 credits)
ENG 226	Studies in the Romantic Period in British Literature (3 credits)
ENG 227	Studies in the Victorian Period in British Literature (3 credits)
ENG 228	Studies in Twentieth-Century British Literature (3 credits)
FR 280	French Civilization & Culture (3 credits)
FR 353-359	Special Topics in French/Francophone Film (3-4 credits each)
FR 363-369	Topics in French/Francophone Culture (3-4 credits each)
FR 373-379	Topics in French/Francophone Literature (3-4 credits each)
HI 214	French Revolution & Napoleon (3 credits)
HI 218	Modern France (3 credits)
HI 255	Celtic & Irish History (3 credits)

HI 257	History & Memory in Modern Ireland (3 credits)
IT 280	Italian Civilization & Culture (3 credits)
IT 353-359	Special Topics in Italian Film (3-4 credits each)
IT 363-369	Special Topics in Italian Culture (3-4 credits each)
IT 373-379	Special Topics in Italian Literature (3-4 credits each)
MGT 203	Cross-Cultural Relations (3 credits)
MGT 278	Principles of International Business (3 credits)
PO 300	Foundations of Political Thought (3 credits)
PO 309	British Politics (3 credits)
PO 310	Irish Politics (3 credits)
PO 313	The Politics of European Integration (3 credits)
PO 318	Contemporary European Politics (3 credits)
PO 341	International Law (3 credits)
SP 280	Hispanic Civilization & Culture: Spain (3 credits)
SP 385	The Society of Golden Age Spain (3 credits)

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 and 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 Spain, 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.

Students can earn certificates in advanced language study after the completion of 6 credits at the advanced, third-year college level (201 or higher) in Spanish, French, or Italian. Credit toward the certificates can be satisfied by coursework taken at Sacred Heart, study abroad credit, or transfer credit once the student has enrolled at our university. Because the certificates carry only 6 credits, AP, IB, and CLEP credit are not accepted. Students pursuing foreign language majors or minors would not earn certificates as they already would be formally minoring or majoring.

Faculty

CLAIRE MARRONE, PhD
Professor

MARK MASCIA, PhD
Associate Professor, Department Chair

PILAR MUNDAY, PhD
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 U.S. Latino cultures. Language courses emphasize communicative competence, but all skill areas (reading, writing, listening, and speaking) are developed. Technology and multimedia tools (DVDs and 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.

REQUIRED COURSES FOR MAJOR

SP 201*	Advanced Spanish Composition & Grammar I (3 credits)
SP 202*	Advanced Spanish Composition & Grammar II (3 credits)
SP 397	Spanish Major Portfolio (1 credit)
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 (3 credits)
SP 152*	Intermediate Spanish II (3 credits)
SP 201*	Advanced Spanish Composition & Grammar I (3 credits)
SP 202*	Advanced Spanish Composition & Grammar II (3 credits)

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 master's 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 on 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 (3 credits)
SP 152*	Intermediate Spanish II (3 credits)
SP 201*	Advanced Spanish Composition & Grammar I (3 credits)
SP 202*	Advanced Spanish Composition & Grammar II (3 credits)
<i>and/or</i>	
SP 211*	Conversation I (3 credits)
SP 212*	Conversation II (3 credits) 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 and 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 (3 credits)
FR 152*	Intermediate French II (3 credits)
FR 201*	Topics in French Language & Culture I (3 credits)
FR 202*	Topics in French Language & Culture II (3 credits)
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.

Associate in Arts: General Studies

Emphasis Requirements (18 credits at the intermediate level [FR 151/152] and above)

FR 151*	Intermediate French I (3 credits)
FR 152*	Intermediate French II (3 credits)
FR 201*	Topics in French Language & Culture I (3 credits)
FR 202*	Topics in French Language & Culture II (3 credits)
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 and 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 (3 credits)
IT 152*	Intermediate Italian II (3 credits)
IT 201*	Topics in Italian Language & Culture I (3 credits)
IT 202*	Topics in Italian Language & Culture II (3 credits)
Electives	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 (3 credits)
IT 152*	Intermediate Italian II (3 credits)
IT 201*	Topics in Italian Language & Culture I (3 credits)
IT 202*	Topics in Italian Language & Culture II (3 credits)
Electives	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.

Arabic Course Descriptions

AB 101/102 Beginning Arabic I and 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 and 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

FR 101/102 Beginning French I and 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 and Internet sources) enhance course.

FR 102 a prerequisite to FR 151

FR 107/108 Beginning French Language & 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 and 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 Beginning French II or placement for FR 151; FR 151 Intermediate French I or placement for FR 152

FR 152 a prerequisite to FR 201, 203, 204, and 282

FR 157/158 Intermediate French Language & Culture in France I and II

3-4 CR 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 & Culture I and 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; and oral expression. Audiovisual and/or technological materials incorporated into class.

Prerequisite: FR 152 Intermediate French II or placement for FR 201; FR 201 Topics in French Language I for or placement FR 202
FR 201/202 a prerequisite to FR 251, 252, 280, 281, 283, 299, 315, 316, 353–359, 363–369, 371, 372, and 373–379

FR 203 Advanced Conversation & 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).

Prerequisite: FR 152 Intermediate French II or placement

FR 204 Explorations in French Film

3 CR

Key films in French 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: FR 152 Intermediate French II

FR 251 Early French Writers

3 CR

A survey of representative literary texts from the Middle Ages through the seventeenth century. Discussion of historical and cultural context. Several literary genres (novel, poetry, drama, etc.) treated. Critical

techniques introduced. Taught in French.

Prerequisites: FR 201/202 Topics in French Language & Culture I and II or placement

FR 252 French & Francophone Writers Then & Now

3 CR

A survey of representative literary texts from the eighteenth 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 201/202 Topics in French Language & Culture I and II or placement

FR 280 French Civilization & 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 201/202 Topics in French Language & Culture I and II or placement

FR 281 Francophone Civilization & 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 201/202 Topics in French Language & Culture I and II or placement

FR 282 Business French

3 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 Intermediate French II or placement

FR 283 Franco-Italian Connections

3 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 201/202 Topics in French Language & Culture I and II or placement

FR 299 Special Topics in French

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings.

Prerequisites: FR 201/202 Topics in French Language & Culture I and II 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 201/202 Topics in French Language & Culture I and II 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 201/202 Topics in French Language & Culture I and II or placement

FR 353-359 Topics in French/Francophone Film

3-4 CR each

Content varies. Study of particular film directors, movements (Poetic Realism, New Wave), periods, and genres.

Prerequisites: FR 201/202 Topics in French Language & Culture I and II or placement

FR 363-369 Topics in French/Francophone Culture

3-4 CR each

Content varies. Study of particular periods (French Revolution), locations, movements, and representative individuals (politicians, artists).

Prerequisites: FR 201/202 Topics in French Language & Culture I and II or placement

FR 371 Literary Travelers, Exiles, & Expatriates

3 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 201/202 Topics in French Language & Culture I and II or placement

FR 372 Women Writers

3 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 201/202 Topics in French Language & Culture I and II or placement

FR 373-379 Topics in French/Francophone Literature

3-4 CR each

Content varies. Study of particular authors,

movements (surrealism), periods, and genres (novel, drama).

Prerequisites: FR 201/202 Topics in French Language & Culture I and II 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 chair is granted to qualified students in French on basis of written prospectus. By special arrangement.

Gaelic Course Descriptions

GL 107/108 Beginning Irish I and II

3 CR each

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 I and II

3 CR each

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

IT 101/102 Beginning Italian I and 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 and Internet sources) enhance course.

IT 102 a prerequisite to IT 151

IT 107/108 Beginning Italian Language & Culture in Italy I and 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 and 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 and Internet sources) enhance course.

Prerequisite: IT 102 Beginning Italian II or placement for IT 151; IT 151 Intermediate Italian I or placement for IT 152

IT 152 a prerequisite to IT 201/202, 203, and 204

IT 157/158 Intermediate Italian Language & Culture in Italy I and 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 & Culture I and 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; and oral expression. Audiovisual and/or technological materials incorporated into class.

Prerequisite: IT 152 Intermediate Italian II or placement for IT 201; IT 201 Topics in Italian Language & Culture I or placement for IT 202

IT 201/202 a prerequisite to 251, 252, 280, 283, 290, 299, 353-359, 363-369, 371, 372, 373-379, and 380

IT 203 Advanced Conversation & 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).

Prerequisite: IT 152 Intermediate Italian II 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 Intermediate Italian II

IT 251 Early Italian Writers

3 CR

A survey of representative literary texts from the Middle Ages through the seventeenth century. Discussion of historical and cultural context. Several literary genres (novel, poetry, drama, etc.) treated. Critical

techniques introduced. Taught in Italian.

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement

IT 252 Italian Writers Then & Now

3 CR

A survey of representative literary texts from the eighteenth 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 201/202 Topics in Italian Language & Culture I and II or placement

IT 280 Italian Civilization & 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 201/202 Topics in Italian Language & Culture I and II or placement

IT 283 Franco-Italian Connections

3 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 201/202 Topics in Italian Language & Culture I and II or placement

IT 290 The Italian Short Story

3 CR

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.

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement.

IT 299 Special Topics in Italian

3 CR

Designates new or occasional courses that may or may not become part of the department's permanent offerings.

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement

IT 353–359 Special Topics in Italian Film

3–4 CR each

Content varies. Study of particular film directors, movements (Neorealism), periods, and genres.

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement

IT 363–369 Special Topics in Italian Culture

3–4 CR each

Content varies. Study of particular periods (Risorgimento), locations, movements (fascism), and representative individuals.

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement

IT 371 Literary Travelers, Exiles, & Expatriates

3 CR each

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 201/202 Topics in Italian Language & Culture I and II or placement

IT 372 Women Writers

3 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 201/202 Topics in Italian Language & Culture I and II or placement

IT 373–379 Special Topics in Italian Literature

3–4 CR each

Content varies. Study of particular authors, movements, periods, and genres (short story, drama).

Prerequisites: IT 201/202 Topics in Italian Language & Culture I and II or placement

IT 380 Dante & 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 201/202 Topics in Italian Language & Culture I and II 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 chair is granted to qualified students in Italian on basis of written prospectus. By special arrangement.

Japanese Course Descriptions

JP 101/102 Beginning Japanese I and 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 and 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 Beginning Japanese II or placement for JP 151; JP 151 Intermediate Japanese I or placement for JP 152

Latin Course Descriptions

LT 101/102 Beginning Latin I and 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

SP 101/102 Beginning Spanish I and 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 and 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

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 and 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 Beginning Spanish II or SP 104 Advanced Beginning Spanish II or placement

SP 201/202 Advanced Spanish Composition & Grammar I and 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 Intermediate Spanish II or placement

A prerequisite to SP 215/216, 241, 251/252, 253-259, 261/262, 263-269, 280, 281, 283, 299, 315-320, 341, 353-359, 363-369, 382, and 385

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 Intermediate Spanish II or placement

SP 207/208 Spanish Language & Culture in Spain I and II

3 CR each

Four-week 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 and II

3 CR each

Emphasis on intensive oral practice, short speeches, and group discussions.

Prerequisite: SP 152 Intermediate Spanish II or placement

SP 215/216 Spanish Readings & Discussion I and II

3 CR each

Designed to improve reading ability and self-expression through readings chosen from Spanish authors, newspapers, and magazines.

Prerequisites: SP 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 241 Spanish Phonetics & 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 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 251/252 Spanish Literature I and II

3 CR each

Spanish literature from the Middle Ages to the present. Oral and written reports are required.

Prerequisites: SP 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 261/262 Masterpieces of Latin-American Literature I and II

3 CR each

Latin-American literature from the colonial period to the present.

Prerequisites: SP 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 263–269 Special Topics: Latin-American Literature

3 CR each

Course description varies each time the course is offered.

Prerequisites: SP 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 280 Hispanic Civilization & 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 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 281 Hispanic Civilization & 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 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 341 Spanish Linguistics

3 CR

Teaches the relationship between linguistics and the learning of a new language.

Prerequisites: SP 201/SP 202 Advanced Spanish Composition & Grammar I and II 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/SP 202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II 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 201/202 Advanced Spanish Composition & Grammar I and II or placement

SP 397 Spanish Major Portfolio

1 CR

This course is a one-credit 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 chair is granted to qualified students in Spanish on basis of written prospectus. By special arrangement.

GLOBAL STUDIES

LESLEY DENARDIS, PhD
Program Director

Global Studies Major

The major in Global Studies responds to the demands of the twenty-first 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 complete two semesters of a foreign language and apply and expand their knowledge in a study abroad experience.

MINOR REQUIREMENTS

Students who minor in Global Studies must complete 18 credits including two mandatory 3-credit courses:

GS 101	Introduction to Global Studies (3 credits)
GS 150	World Geography (3 credits)

The remaining 12 credits must be distributed among two of the area concentrations for a total of 6 credits in each area.

MINOR WITH A CONCENTRATION IN GLOBAL HEALTH

In addition to the regular minor, Global Studies offers a Minor with a Concentration in Global Health

REQUIREMENTS FOR MINOR IN GLOBAL STUDIES WITH A CONCENTRATION IN GLOBAL HEALTH

Students who minor Global Studies with a Global Health Concentration must complete 18 credits which includes four mandatory 3-credit courses:

GS 101	Introduction to Global Studies (3 credits)
GS 150	World Geography (3 credits)
GS 270	Global Health Systems (3 credits)
GS 275	Culture & Global Health (3 credits)

The remaining six credits must be chosen from one of the following areas of concentration:

African Studies

Asian Studies

European Studies

International Systems

Latin American Studies

Middle Eastern Studies

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 (3 credits)
EC 101	Introduction to Economics (3 credits)
GS 101	Introduction to Global Studies (3 credits)
GS 150	World Geography (3 credits)
GS 301	Senior Seminar or Senior Thesis (3 credits)
PO 122	Introduction to International Relations (3 credits)
PO 332	International Political Economy (3 credits)

Elective Courses**Latin American Studies**

ENG 244	Studies in World Literature (3 credits)
HI 207	History of Latin American to 1826 (3 credits)
HI 208	Latin American History Since 1826 (3 credits)
HI 212	Contemporary Latin America (3 credits)
HI 311	Discovery & Conquest 1492-1598 (3 credits)
PO 315	Latin American Politics (3 credits)

SP 281 Hispanic Civilization & Culture: Latin America (3 credits)

SP 283 The Hispanic Caribbean (3 credits)

European Studies

AN 204	Introduction to Irish Archeology (3 credits)
AN 299	Special Topics in Anthropology (3 credits, e.g., The Ethnography of Ireland or Life Histories & Culture Change in Dingle)
EC 342	European Economic Development (3 credits)
ENG 226	Studies in the Romantic Period in British Literature (3 credits)
ENG 227	Studies in the Victorian Period in British Literature (3 credits)
ENG 228	Studies in Twentieth-Century British Literature (3 credits)
FR 203	Advanced Conversation & Contemporary Issues (3 credits)
FR 251	Early French Writers (3 credits)
FR 252	French & Francophone Writers Then & Now (3 credits)
FR 281	Francophone Civilization & Culture (3 credits)
FR 282	Business French (3 credits)
FR 315	Paris (3 credits)
FR 316	Quebec (3 credits)
FR 353-359	Special Topics in French/Francophone Film (3-4 credits each)
FR 363-369	Special Topics in French/Francophone Culture (3-4 credits each)
FR 371	Literary Travelers, Exiles, & Expatriates (3 credits)
FR 372	Women Writers (3 credits)
FR 373-379	Topics in French/Francophone Literature (3-4 credits each)

HI 214	French Revolution & Napoleon (3 credits)	SP 280	Hispanic Culture & Civilization: Spain (3 credits)
HI 218	Modern France (3 credits)	TRS 272	Religion in Contemporary Ireland (3 credits)
HI 255	Celtic & Irish History (3 credits)	TRS 333	Women in Celtic Christianity (3 credits)
HI 257	History & Memory in Modern Ireland (3 credits)	TRS 336	Theology & Native Irish Spirituality (3 credits)
IT 203	Advanced Conversation & Contemporary Issues (3 credits)	Asian Area Studies	
IT 251	Early Italian Writers (3 credits)	HI 281	Introduction to the Civilization of East Asia (3 credits)
IT 252	Italian Writers Then & Now (3 credits)	HI 283	History of Modern China to 1920 (3 credits)
IT 280	Italian Civilization & Culture (3 credits)	HI 285	Twentieth-Century China (3 credits)
IT 283	Franco-Italian Connections (3 credits)	PH 229	Eastern Philosophy (3 credits)
IT 290	The Italian Short Story (3 credits)	PO 316	South Asian Politics (3 credits)
IT 353–359	Special Topics in Italian Film (3–4 credits each)	TRS 260	Eastern Religions (3 credits)
IT 363–369	Special Topics in Italian Culture (3–4 credits each)	Middle Eastern and African Studies	
IT 371	Literary Travelers, Exiles, & Expatriates (3 credits)	AN 201	World Cultures (3 credits)
IT 372	Women Writers (3 credits)	HI 236	History of the Arab World I: From Muhammad to the Ottoman Empire (3 credits)
IT 373–379	Special Topics in Italian Literature (3–4 credits each)	HI 238	The Modern Arab World (3 credits)
IT 380	Dante & the Italian Literary Tradition (3 credits)	PO 314	Middle East Politics (3 credits)
PH 307	Philosophy of Lived-Experience & Knowledge (3 credits)	PO 317	African Politics (3 credits)
PH 312	Philosophy of Marx (3 credits)	TRS 261	Islam (3 credits)
PH 313	Contemporary Continental Philosophy (3 credits)	TRS 360	Women in World Religions (3 credits)
PO 300	Foundations of Political Thought (3 credits)	TRS 361	Women in Islam (3 credits)
PO 309	British Politics (3 credits)	International Systems	
PO 310	Irish Politics (3 credits)	EC 302	Global Financial Markets & Institutions (3 credits)
PO 313	The Politics of European Integration (3 credits)	EC 316	International Economics (3 credits)
PO 318	Contemporary European Politics (3 credits)	GS 270	Global Health Systems (3 credits)
		GS 275	Culture & Global Health (3 credits)

MGT 203	Cross-Cultural Relations (3 credits)
MGT 278	Principles of International Business (3 credits)
MGT 299	Special Topics in Management (3 credits, i.e. Social Entrepreneurship: Creating Businesses for Social Change)
PO 242	International Organizations (3 credits)
PO 244	American Foreign Policy (3 credits)
PO 285	Future Politics (3 credits)
PO 303	Radical Political Thought (3 credits)
PO 341	International Law (3 credits)
SO 254	Society & Economic Change (3 credits)
TRS 341	Religion, War, & Peace (3 credits)
TRS 342	Human Rights (3 credits)
TRS 383	Holocaust: Genocide & Religion (3 credits)

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 twenty-first 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 compose 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 265 International Service & Society

3 CR

With a focus on service learning, students will be engaged in local community development in international settings. The course prepares students for service learning experiences through group discussions, critical texts, and reflection. On-site activities include rural community development projects, youth development, and eldercare in host communities, giving students competence in the areas of community development, advocacy, and intercultural communications.

GS 270 Global Health Systems

3 CR

This course allows students to examine social, economic, and political determinants of healthcare systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing healthcare and insurance, financing, planning, education, and training.

GS 275 Culture & Global Health

3 CR

This course will introduce the concept of cultural perceptions about health and disease in diverse communities worldwide, and how to develop cultural awareness and humility in healthcare contexts. We will explore how culture may impact health beliefs, health status, and access to health services. We will also consider the

ideas of health and social justice and health as a human right in developing, middle income, and developed nations. Relevant sociocultural theories will also be addressed.

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 from program director

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

CHARLOTTE M. GRADIE, PhD
Professor, Department Chair

JENNIFER MCLAUGHLIN, MA
Instructor

JOHN B. RONEY, PhD
Professor

GREGORY VIGGIANO, PhD
Associate Professor

Major in History

A major in History requires the completion of 36 credits in History.

REQUIRED COURSES

HI 101	Western Civilization I, Ancient to 1500: Citizenship, Democracy, & Culture (3 credits)
HI 102	Western Civilization II, Since 1500: Economies, Sciences, & Politics (3 credits)
HI 222	United States History to 1865 (3 credits)
HI 223	United States History Since 1865 (3 credits)
HI 301	Historical Method & Criticism (3 credits)

Select either of two tracks for the capstone:

Senior Seminar Track

HI 395	Senior Seminar Preparation (3 credits)
HI 396	Senior Seminar (3 credits)

Seven History electives (21 credits, 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 (1 credit)
HI 397	Senior Thesis Preparation (2 credits)
HI 398	Senior Thesis (3 credits)

Minor in History

A minor in History requires the completion of the following 18 credits:

REQUIRED COURSES

HI 222	United States History to 1865 (3 credits)
HI 223	United States History Since 1865 (3 credits)

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 (3 credits)

HI 223 United States History Since 1865 (3 credits)

Electives Four History electives including one in each of the following areas: Ancient, European, the East Asian, and Latin America

Course Descriptions

HI 101 Western Civilization I, Ancient to 1500: Citizenship, Democracy, & Culture

3 CR

This course will provide students with an introduction to the historical development of Western Civilization from its roots in the ancient world to 1500. The themes and topics emphasized in the course will lead to a greater understanding of how this historical development occurred. The focus will be on the development of the common good resulting in ideas of citizenship and democracy and in the growth of culture.

HI 102 Western Civilization II, Since 1500: Economies, Sciences, & Politics

3 CR

This course will provide students with an introduction to the historical development of Western civilization in the last 500 years. The themes and topics emphasized in the course will lead to a greater understanding of how this historical development occurred.

The focus will be on the development of economics, the sciences, and social and political ideas.

HI 202 Europe & 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 a 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 twenty-first century. Topics include Latin America and the world economy, twentieth-century revolutions, the emergence of mass politics, the changing role of religion, and foreign relations.

HI 209 The U.S. & 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 & 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

This course is designed to investigate the field of European Social History, which studies popular culture, daily life, and social class. The course follows the history of the individual, family, community, church and state in Europe between the late Medieval to the nineteenth century. A comparison of the variety of families and social classes must examine the issues of function, leadership, gender, marriage, sex, childhood, the body, and deviant behavior.

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, 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 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, nineteenth-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 Society in Colonial America

3 CR

This course examines the colonial period in the history of the United States, beginning with precontact Native American and European societies and concluding with the peace with Britain that ended the Revolutionary War. Particular attention will be paid to the motivations carrying men and women to North America, the interaction between indigenous peoples and colonists, the political and social structure of colonial communities, the development of racial slavery, and the ways in which communities reflected or rejected European society.

HI 225 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 229 Westward Movement in 19th-Century America

3 CR

This course will allow students to understand the historical implications of the geographic expansion of the United States in the nineteenth century. In this course, we will piece together the various territorial gains and acquisitions and seek to understand their economic, social, cultural, and political causes and consequences.

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 & 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 232 Reconstruction & Post-Civil War America

3 CR

The purpose of this course is to examine the Reconstruction era (1865–1877) in American history. This period had tremendous political and social consequences on the country. Students will read, discuss, and write about social, economic, political, and cultural aspects of the Reconstruction years with the goal of deepening your understanding of its significance in our nation’s history. Our analysis will begin long before Reconstruction itself and move past it as well into the twentieth century.

HI 233 Gilded Age & Progressive Era

3 CR

This course will allow students to journey into the historical periods of the Gilded Age and Progressive Era in American history. In this course, students will read a broad range of historical interpretations of the significant events of these periods, as well as immerse themselves in primary sources meant to illuminate the overall study.

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 235 Women in American Society

3 CR

This course examines the challenges faced by women in America from the colonial period to the present, as well as their contributions to the formation of the United States and our history. We will pay particular attention to the ways in which gender has been historically constructed in American culture.

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 237 American Environmental History

3 CR

This course considers the way in which Americans have imagined, experienced, and debated the natural world from European colonists’ ideas about hunting, fishing, and farming to the political debates about climate change in the early twenty-first century.

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 seventh century to death of Socrates and Solon, Aeschylus, Sophocles, Euripides, the Sophists, Thucydides, and Aristophanes. Topics include role of Pericles in Athenian democracy, imperialism, and Peloponnesian War.

HI 244 Thucydides & the Peloponnesian War

3 CR

This course is a seminar that examines the Peloponnesian War and the brilliant historian who reported it. The class begins with 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 & Christianity

3 CR

This course surveys Roman history from the death of Julius Caesar to the fall of the Roman Empire in the west (44 BC–476 AD). The class also examines the rise of Christianity and how it went from being a persecuted Jewish sect to the state religion of Rome; considers the relationship between Paganism and Christianity in late antiquity; and examines 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 & 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 & 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 a European elective.

HI 256 Thousands are Sailing: The Irish at Home & Abroad 1798-1922

3 CR

This course examines the complex cultural, political, and economic relationship between the Irish in America and those at home from the Irish Rebellion of 1798 to the creation of the Irish Free State.

HI 257 History & 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 258 Britain & the Empire 1714-1918

3 CR

This course will examine the history of the British Empire beginning with the earliest English explorations overseas and concluding with World War I and its impact on the future of imperialism worldwide.

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 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 Twentieth-Century China

3 CR

Examines the history of twentieth-century China focusing on the rise to power of the Chinese Communist Party and its efforts to transform China into a modern nation.

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 & 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.

A prerequisite to HI 397

HI 311 Discovery & 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 & 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 instructor

HI 395 Senior Seminar Preparation

3 CR

This course prepares 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.

A prerequisite to HI 396

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 Historical Method & Criticism and IL 302 Information Literacy for History Majors

A prerequisite to HI 398

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.

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 Historical Method & Criticism

IRISH STUDIES

GERALD REID, PhD
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 sociocultural 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 & 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 preapproved for the minor in Irish Studies:

Anthropology

- | | |
|-----------|---|
| AN 204 | Introduction to Irish Archaeology (3 credits) |
| AN/SO 220 | The Ethnography of Ireland (3 credits) |
| AN 299 | Special Topics in Anthropology: Irish Studies (3 credits) |

Communication

- | | |
|--------|--|
| CM 299 | Special Topics in Communication & Media Studies: Irish National Cinema (3 credits) |
| CM 384 | Irish Cinema: Theory & Practice (3 credits) |

Foreign Languages

- | | |
|--------|--------------------------------|
| GL 107 | Beginning Irish I (3 credits) |
| GL 108 | Beginning Irish II (3 credits) |

History

- | | |
|--------|---|
| HI 256 | Thousands are Sailing: The Irish at Home & Abroad 1798-1922 (3 credits) |
| HI 257 | History & Memory in Modern Ireland (3 credits) |
| HI 299 | Special Topics in History: Irish Studies (3 credits) |

Literature

- ENG 299 Special Topics in Literature (3 credits, i.e. The Roots of Irish Literature—Myths, Sagas, & Folktales, Modern Irish Literature)

Music

- MU 106 Introduction to Irish Traditional Music (3 credits)

Political Science

- PO 310 Irish Politics (3 credits)

Religious Studies

- TRS 271 Celtic Religious Traditions (3 credits)
- TRS 299 Special Topics in Religion: Irish Studies (3 credits)
- TRS 333 Women in Celtic Christianity (3 credits)
- TRS 336 Theology & Native Irish Spirituality (3 credits)

Sociology

- AN/SO 220 The Ethnography of Ireland (3 credits)
- SO 299 Special Topics in Sociology (3 credits)

SHU in Dingle

Sacred Heart University operates its program in Ireland through a partnership with the Díseart 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, Gaelic language, history, literature, media studies, music, political science, and religious studies.

LATIN AMERICAN STUDIES

CHARLOTTE GRADIE, PhD
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 & Caribbean Music (3 credits)

History

- HI 207 History of Latin America to 1826 (3 credits)
- HI 208 History of Latin America Since 1826 (3 credits)

HI 209	The U.S. & Latin America Through History (3 credits)
HI 212	Contemporary Latin America (3 credits)

Political Science

PO 315	Latin American Politics (3 credits)
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Spanish

SP 261/262	Masterpieces of Latin-American Literature I and II (3 credits each)
SP 281	Hispanic Civilization & Culture: Latin America (3 credits)
SP 283	The Hispanic Caribbean (3 credits)
SP 315–320	Contemporary Issues (3 credits each)
SP 363–369	Advanced Topics in Latin-America Literature (3 credits each)

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 within the broader curriculum.

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, PhD
Assistant Professor

ROSEMARY DANAHER, MS, MBA
Instructor

HEMA GOPALAKRISHNAN, PhD
Associate Professor

GEORGE GOSS, MS
Instructor

ANDREW LAZOWSKI, PhD
Assistant Professor

PETER LOTH, PhD
Professor

JASON MOLITIerno, PhD
Associate Professor, Department Chair

PHANI PAPACHRISTOS, MS
Instructor

JULIANNA STOCKTON, PhD

Assistant Professor

MICHAEL WARD, MA

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 (4 credits)
MA 152	Calculus II (4 credits)
MA 253	Calculus III (4 credits)
MA 261	Linear Algebra (4 credits)
MA 301	Mathematical Structures & Proofs (3 credits)
MA 331	Probability & Statistics I (3 credits)
MA 362	Abstract Algebra (3 credits)
MA 371	Real Analysis (3 credits)
MA 398	Senior Seminar (3 credits)

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 Concepts in Biology I: Molecules to Cells with Lab (4 credits total) and BI 112/114 Concepts in Biology II: Cells to Organisms with Lab (4 credits total)

Chemistry

CH 151/153 General Chemistry I with Lab (4 credits total) and CH 152/154 General Chemistry II with Lab (4 credits total)

Computer Science

CS 111 Introduction to Structured Programming (3 credits) and CS 112 Data Structures (3 credits)

Economics

EC 202 Principles of Microeconomics (3 credits) and EC 203 Principles of Macroeconomics (3 credits)

Physics

PY 111/113 General Physics I/General Physics Laboratory I (4 credits total) and PY 112/114 General Physics II/General Physics Laboratory II (4 credits total)

Minor in Mathematics

The minor in Mathematics requires the completion of the following 18 credits:

REQUIRED COURSES

MA 151	Calculus I (4 credits)
MA 152	Calculus II (4 credits)

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 Calculus III (4 credits) or MA 261 Linear Algebra (4 credits).

Minor in Actuarial Science

The required courses for the Actuarial Science minor will be the following 27 credits. The minor is intended for students who are already pursuing a BS in Finance or a BS in Mathematics, but students from any major are welcome to pursue the Actuarial Science minor:

- a. AC 221 Financial Accounting & Reporting (3 credits)
- b. FN 215 Financial Management (3 credits)

- c. FN 442 Derivatives & Risk Management (3 credits)
- d. MA 151 Calculus I (4 credits)
- e. MA 152 Calculus II (4 credits)
- f. MA 261 Linear Algebra (4 credits)
- g. MA 331 Probability & Statistics I (3 credits)
- h. FN 499/MA 349 Actuarial Mathematics (3 credits)

It should be noted that Finance majors will take (a) through (c) as part of the finance major and therefore will need to take (d) through (g) for the minor. Students who are Mathematics majors will take (d) through (g) as part of the math major and therefore will need to take (a) through (c) for the minor. Either major may apply (h) toward the major. The curriculum for the Finance major students will allow them to do two minors in Mathematics and Actuarial Science.

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS (16 CREDITS)

- MA 151 Calculus I (4 credits)
- MA 152 Calculus II (4 credits)
- MA 253 Calculus III (4 credits)
- MA 261 Linear Algebra (4 credits)

Course Descriptions

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 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

A prerequisite to MA 140 and PY 100

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

A prerequisite to MA 110

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 Mathematics for Decision-Making or placement by Mathematics Department

MA 131 Statistics for Decision-Making

3 CR

This course is geared toward 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.

A prerequisite to BI 201, 202, 255, and 260; PS 201; SW 390

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.

A prerequisite to BI 201 and 202

MA 133 Business Statistics

3 CR

This course is geared toward 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.

A prerequisite to BI 201 and 202; PS 201

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

A prerequisite to MA 151; PY 105 and 111

MA 151 Calculus I

4 CR

Explores limits and approximation, differential and integral calculus of the elementary algebraic and transcendental functions, and applications of differentiation and integration.

Prerequisite: C or better in MA 140 Precalculus or placement by Mathematics Department

A prerequisite to CH 331, CS 341, and MA 152

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 Calculus I or placement by Mathematics Department

A prerequisite to MA 253, 261, 280, 301, 331, and 354; PY 151

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 Calculus II
A prerequisite to CH 332; MA 332 and 372

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 Calculus II

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 Calculus II or permission of 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 & 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 Calculus II

A prerequisite to MA 314, 320, 325, 362, and 371

MA 314 Geometry & 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 Mathematical Structures & Proofs

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 Mathematical Structures & Proofs

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 cryptography. Writing mathematical proofs will be an essential part of this course.

Prerequisite: C or better in MA 301 Mathematical Structures & Proofs

MA 331 Probability & 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 Calculus II
A prerequisite to MA 332

MA 332 Probability & 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 Calculus III and MA 331 Probability & Statistics I

MA 349 Actuarial Mathematics

3 CR

This course focuses on the types and pricing of life insurance and life annuity contracts and covers some of the material in exams MLC and 3L. Topics include: Modeling decrements used in insurances and annuities using single, joint, marginal, and conditional probabilities; discrete time and continuous time Markov chain model; computing present value and accumulated values using non-stochastic interest rate; modeling cash flows

of traditional life insurances and annuities using Markov chain model; benefit reserves for traditional life insurances and annuities using Markov chain model, modeling cash flow for non-interest sensitive insurances; modeling contract cash flow for basic universal life insurances; modeling cash flow for basic universal life insurances; benefit reserves for basic universal life insurances; and models that consider expense cash flows.

Prerequisites: MA 261 Linear Algebra and MA 331 Probability & Statistics II

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 Calculus II

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 Mathematical Structures & Proofs

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 Mathematical Structures & Proofs

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 Calculus III

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, PhD**

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 (MES) 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 (3 credits)
AB 102	Beginning Arabic II (3 credits)
HI 236	History of the Arab World I: From Muhammad to the Ottoman Empire (3 credits)
HI 238	The Modern Arab World (3 credits)
PO 314	Middle East Politics (3 credits)
TRS 261	Islam (3 credits)

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 (3 credits)
AB 102	Beginning Arabic II (3 credits)
HI 236	History of the Arab World I: From Muhammad to the Ottoman Empire (3 credits)
<i>or</i>	
HI 238	The Modern Arab World (3 credits)
PO 314	Middle East Politics (3 credits)
TRS 261	Islam (3 credits)

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 (3 credits)
PH 330	The Challenge of Islamism (3 credits)
PO 243	Terrorism (3 credits)
PO 316	South Asian Politics (3 credits)
PO 317	African Politics (3 credits)
SP 382	The Cultures of Medieval Spain (3 credits)
TRS 262	Judaism (3 credits)
TRS 264	Ancient Religions & Cults (3 credits)
TRS 361	Women in Islam (3 credits)
TRS 383	Holocaust: Genocide & Religion (3 credits)

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 102	History of Jazz (3 credits)
<i>or</i>	
MU 103	Bach to Beethoven: Their Lives & Music (3 credits)
<i>or</i>	
MU 104	Brahms to Bernstein: Their Lives & Music (3 credits)
MU 121	Musicianship I (3 credits)
Electives	Three credits in applied music
Electives	Nine credits from music history or music literature courses

Track II: Performance (17 Credits)

MU 102	History of Jazz (3 credits)
<i>or</i>	
MU 103	Bach to Beethoven: Their Lives & Music (3 credits)
<i>or</i>	
MU 104	Brahms to Bernstein: Their Lives & Music (3 credits)
MU 121	Musicianship I (3 credits)

Electives	9 credits in applied music (5 in an ensemble and 4 of private lessons)
Elective	1 additional music elective course (3 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

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 & 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 twentieth-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, from aboriginal and mystical traditions to modern applications in religion, yoga, and 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 113 SHUpermen

1 CR

This is a selected choral ensemble that performs standard repertoire for accompanied and unaccompanied voices.

MU 114 Latin American & 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 115 Sight Singing I

1 CR

Course designed for basic music reading and aural perception. Students learn the necessary skills to sing musical intervals and simple melodies at sight.

A prerequisite to MU 116

MU 116 Sight Singing II

1 CR

This course continues the development of music skills begun in Sight Singing I, including more advanced intervals and melodies.

Prerequisite: MU 115 Sight Singing I or by permission of academic music program coordinator

A prerequisite to MU 235

MU 119 History of Broadway

3 CR

Students study several classic Broadway musicals as well as several current shows.

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.

A prerequisite to MU 122

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 Musicianship I or by permission of academic music program coordinator

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 to MU 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. See individual course description for prerequisites and permissions needed.

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: By permission of academic music program coordinator

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: By permission of academic music program coordinator

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 by band director

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 by director of choral programs

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 improvisatorial skills with the goal of presenting concerts and performing.

Prerequisite: By permission of academic music program coordinator

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: By permission of academic music program coordinator

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 by director of choral programs

MU 235 Sight Singing III

1 CR

This course further develops the musical skills achieved in Sight Singing I and II, including advanced melodies and basic harmonic recognition.

Prerequisite: MU 116 Sight Singing II or by permission of academic music program coordinator

A prerequisite to MU 236

MU 236 Sight Singing IV

1 CR

This course concludes the musical skills that were achieved in Sight Singing I, II, and III, including advanced melodies outlining advanced harmonies.

Prerequisite: MU 235 Sight Singing III or by permission of academic music program coordinator

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.

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, PhD

Assistant Professor

KENNETH KNIES, PhD

Assistant Professor

GORDON PURVES, PhD

Assistant Professor

MICHAEL VENTIMIGLIA, PhD

Associate Professor

Major in Philosophy

The major in Philosophy requires the completion of 30 credits.

REQUIRED COURSES

PH 231 Introduction to the Philosophy of Knowledge (3 credits)

or

PH 302 Philosophy of Science (3 credits)

PH 251 Introduction to Ethics (3 credits)

PH 255 Introduction to Social & Political Philosophy (3 credits)

or

PH 309 Theories of Justice (3 credits)

or

PH 310 Philosophy of Race (3 credits)

or

PH 311 Women, Gender, & Philosophy (3 credits)

or

PH 312 Philosophy of Marx (3 credits)

or

PH 352 Philosophy of Law (3 credits)

Six Philosophy electives (18 credits)

*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

200-level introductory course in Philosophy (3 credits)

Five Philosophy electives from 200- or 300-level courses (15 credits)

Associate in Arts: General Studies**EMPHASIS REQUIREMENTS (15 CREDITS)**

200-level introductory course in Philosophy (3 credits)

Four Philosophy electives (12 credits)

Course Descriptions

All courses numbered at the 200 level have no prerequisites. They are introductory courses and can be used to meet the PH requirement in the Foundational Core.

Courses numbered above PH 301 have the prerequisite of one previous PH course, which includes PH 101 Introduction to Philosophy (offered in previous years) or any 200-level course.

PH 221 Historical Development of Philosophy

3 CR

Students will gain an understanding of the broad narrative of Western philosophy by studying texts from significant philosophers in several historical periods.

PH 224 Introduction to 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.

PH 229 Eastern Philosophy

3 CR

Study of key philosophical texts and thinkers of India, China, Japan, and Southeast Asia.

PH 231 Introduction to the Philosophy of Knowledge

3 CR

The conditions that make knowledge possible and the criteria of truth and falsity. Selected representative historical thinkers.

PH 240 Introduction to the Philosophy of Beauty

3 CR

What is art and how is it different from non-art? What is the nature of our appreciation of beauty? These are questions that frame this introductory course in aesthetics.

PH 251 Introduction to 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 provides systematic analysis of such questions, drawing from important works in the history of moral philosophy and engaging with pressing contemporary ethical issues.

PH 255 Introduction to Social & Political Philosophy

3 CR

Investigates the philosophical foundations of political authority and social organization. Concepts such as freedom, equality, justice, and power are explored through engagement with primary texts.

PH 272 Introduction to 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.

PH 274 Existentialism

3 CR

The study of individual existence as the situation in which one makes meaning through free and responsible choices. Primary authors are the nineteenth- and twentieth-century existentialists such as Kierkegaard, Nietzsche, Camus, and Sartre although earlier philosophers may be studied as well for their existentialist themes.

PH 290 Foundational Topics in Philosophy

3 CR

Designates new or occasional courses that present the opportunity to study a major era, theme, or set of thinkers in philosophy, at the foundational level. Consult the current course schedule for available topics.

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 301 The Art of Thinking II

3 CR

Building on the material studies in The Art of Thinking (FLO 125), this course explores the question, "What does it mean to be rational?" Features both the formal study of logical systems (first-order logic, formal induction, decision theory, and game theory) and philosophical discussions about the connection between these systems and the nature of rationality.

Prerequisite: FLO 125 The Art of Thinking

PH 302 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; and the possibility of conflict between science, religion, and the law.

Prerequisite: One 3-credit PH course

PH 303 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 sociocultural aspects of philosophy of technology may be emphasized.

Prerequisite: One 3-credit PH course

PH 306 Problem of Authenticity

3 CR

An examination of the problem of being true to oneself informed by existential ontology and ethics.

Prerequisite: One 3-credit PH course

PH 307 Philosophy of Lived-Experience & Knowledge

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: One 3-credit PH course

PH 309 Theories of Justice

3 CR

Explores theories of social, political, and economic justice from the ancient to the modern and contemporary periods.

Prerequisite: One 3-credit PH course

PH 310 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.

Prerequisite: One 3-credit PH course

PH 311 Women, Gender, & 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.

Prerequisite: One 3-credit PH course

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.

Prerequisite: One 3-credit PH course

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.

Prerequisite: One 3-credit PH course

PH 314 Truth & 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.”

Prerequisite: One 3-credit PH course

PH 315 Philosophy of Gender

3 CR

Philosophically examines the impact of feminism on concepts and practices of masculinity.

Prerequisite: One 3-credit PH course

PH 319 Medieval Philosophy

3 CR

The Aristotelian tradition as developed within Islam, Judaism, and Christianity.

Prerequisite: One 3-credit PH course

PH 320 Philosophy of Augustine

3 CR

Examines Augustine’s contribution to the development of Roman Catholic philosophy and theology.

Prerequisite: One 3-credit PH course

PH 321 Philosophy of Aquinas

3 CR

Thomas Aquinas’ arguments on the existence and nature of God, human knowledge, the state, natural and divine law, virtue, grace, and the Incarnation.

Prerequisite: One 3-credit PH course

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: One 3-credit PH course

PH 323 Philosophical Theology

3 CR

The problem of God before and after Kant’s “Copernican Revolution,” phenomenology of religion, and postmodern theology.

Prerequisite: One 3-credit PH course

PH 330 The Challenge of Islamism

3 CR

Deals with challenge of Islamism, a movement that seeks to offer an authentically Islamic alternative to Western thought, culture, and political order.

Prerequisite: One 3-credit PH course

PH 333 Philosophy of Plato

3 CR

The nature of the philosophical life is examined through an exploration of selected Platonic dialogues.

Prerequisite: One 3-credit PH course

PH 334 Philosophy of Aristotle

3 CR

Emphasizes the ethics, politics, and metaphysics of the Aristotelian system and its contrast to the Platonic synthesis.

Prerequisite: One 3-credit PH course

PH 341 Aesthetics: Philosophy of Art & Beauty

3 CR

In-depth study of aesthetics, which is the theoretical attempt to explicate the essence of art by defining its nature, its specific function, and the grounds for its recognition and appreciation.

Prerequisite: One 3-credit PH course

PH 342 Philosophy of Performing Arts

3 CR

Presents influential accounts of the nature of beauty and of art in the history of Western philosophy, as a basis for examining the nature of performance. Students will develop an understanding of how the performative and improvisational dimensions of performing arts give them a unique character among art forms.

Prerequisite: One 3-credit PH course

PH 343 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: One 3-credit PH course

PH 344 Philosophy & Literature

3 CR

Inquires how encountering great literature can help one wrestle with longstanding philosophical questions. Students read novels and stories and analyze them in light of philosophers associated with existentialism, phenomenology, and aesthetics.

Prerequisite: One 3-credit PH course

PH 345 Philosophy of Music

3 CR

Philosophical examination of the concept of music and its relationship to beauty.

Prerequisite: One 3-credit PH course

PH 350 Environmental Philosophy

3 CR

Understanding of the various philosophical and ethical issues raised by a consideration of the environment and of humans' place within it.

Prerequisite: One 3-credit PH course

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.

Prerequisite: One 3-credit PH course

PH 352 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: One 3-credit PH course

PH 353 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 healthcare allocation.

Prerequisite: One 3-credit PH course

PH 354 Virtues, Acts, & Consequences

3 CR

In-depth analysis of the three major normative theories of ethics—virtue ethics, deontology, and consequentialism—with some attention to metaethics.

Prerequisite: One 3-credit PH course

PH 355 Happiness & the Good Life

3 CR

Examines some of the most important texts in the philosophical tradition on the questions of happiness and human flourishing.

Prerequisite: One 3-credit PH course

PH 360 Evolution, Philosophy, & 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: One 3-credit PH course

PH 361 Modern Philosophy

3 CR

European and Anglo-American philosophy from the seventeenth-century Enlightenment to the early twentieth century.

Prerequisite: One 3-credit PH course

PH 363 Philosophy of Space & Time

3 CR

Investigates the concepts of space and time with reference to ancient Enlightenment and contemporary philosophy.

Prerequisite: One 3-credit PH course

PH 365 German Philosophical Tradition

3 CR

The philosophical traditions from Germany, from Leibniz in the seventeenth century through contemporary writers.

Prerequisite: One 3-credit PH course

PH 366 Philosophy of Kant

3 CR

The philosophical writings of Immanuel Kant (1724–1804), one of the giants of Western philosophy.

Prerequisite: One 3-credit PH course

PH 367 Philosophy of Hegel

3 CR

The philosophical writings of Georg Wilhelm Friedrich Hegel (1770–1831), the preeminent philosopher of German Idealism.

Prerequisite: One 3-credit PH course

PH 376 Philosophy of the Person

3 CR

Reflections on the nature and meaning of human existence from a range of historical eras.

Prerequisite: One 3-credit PH course

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: One 3-credit PH course

PH 390 Major Capstone

3CR

A topical seminar, drawing upon skills and content developed in the Philosophy major. The student will write and defend a major research project. For PH majors only.

PH 391 Philosophical Topics in Beauty

3 CR

Designates new or occasional courses that present the opportunity to study the theme of the search for beauty. Consult the current course schedule for available topics.

Prerequisite: One 3-credit PH course

PH 392 Philosophical Topics in Freedom & Equality

3 CR

Designates new or occasional courses that present the opportunity to study the theme of freedom, equality, and the common good. Consult the current course schedule for available topics.

Prerequisite: One 3-credit PH course

PH 393 Philosophical Topics in Wellness

3 CR

Designates new or occasional courses that present the opportunity to study the theme of wellness and well-being. Consult the

current course schedule for available topics.

Prerequisite: One 3-credit PH course

PH 397 Internship in Philosophy

1-3 CR

Offers an opportunity for qualified philosophy majors to gain practical experience in an area to which the discipline applies. Internships are arranged in advance of the semester in which they are to be taken.

Prerequisite: Permission of Philosophy faculty

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 and 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, PhD
Associate Professor

STEVEN J. MICHELS, PhD
Associate Professor

GARY L. ROSE, PhD
Professor, Department Chair

Major in Political Science

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 (3 credits)
PO 122	Introduction to International Relations (3 credits)
PO 200	Approaches to Political Science (3 credits)
PO 300	Foundations of Political Thought (3 credits)
PO 400	Senior Thesis (3 credits)

Students are also required to take at least one course in Comparative Politics and at least one elective in American Politics.

Students should consult with the department chair to determine which electives fulfill the American Politics requirements.

The remaining 15 credits in Political Science can be taken as electives.

COMPARATIVE POLITICS

PO 314	Middle East Politics (3 credits)
PO 315	Latin American Politics (3 credits)
PO 316	South Asian Politics (3 credits)
PO 317	African Politics (3 credits)
PO 318	Contemporary European Politics (3 credits)

POLITICAL PHILOSOPHY AND THEORY

PO 298	Democracy (3 credits)
PO 300	Foundations of Political Thought (3 credits)
PO 303	Radical Political Thought (3 credits)
PO 304	American Political Thought (3 credits)
PO 305	Ethics & Politics (3 credits)
PO 306	Liberalism (3 credits)
PO 307	Conservatism (3 credits)
PO 308	Theories of Political Economy (3 credits)

REQUIRED SUPPORTING COURSES FOR MAJOR

6 credits of the same 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 (3 credits)
PO 122	Introduction to International Relations (3 credits)

One Political Theory elective (3 credits)

One Comparative Politics elective (3 credits)

Two Political Science electives (6 credits)

Associate in Arts: General Studies**EMPHASIS REQUIREMENTS (15 CREDITS)**

PO 121	Introduction to American Government (3 credits)
PO 122	Introduction to International Relations (3 credits)

Three Political Science electives (9 credits)

Course Descriptions**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.

A prerequisite to PO 212, 215, 216, 217, 325, 351, and 352; SW 265 and 266

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, 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 twentieth century.

PO 212 American State & 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 Introduction to American Government

PO 213 Lobbying & 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 a 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 Introduction to American Government

PO 216 Congress & 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 Introduction to American Government

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 Introduction to American Government

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 delegate selection, national conventions, voting behavior, role of media, campaign finance, the electoral college, campaign strategies, and presidential debates.

PO 240 War & 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, and 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, narcotics, 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: a territory as large as the United States can 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 & Politics

3 CR

Explores the relationship between ethics, public service, and public policymaking. Virtue, integrity, honor, and trust are central themes.

PO 306 Liberalism

3 CR

Liberalism emerged in the seventeenth 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 eighteenth-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 twenty-first century.

PO 310 Irish Politics

3 CR

Examines the politics and governing structures of Ireland as well as the contemporary challenges of the twenty-first 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 1990s. Explores reasons for political conflict in Africa and barriers to conflict resolution. Africa's economic resurgence in the twenty-first 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, healthcare, 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 policymaking. 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 policymaking process.

PO 325 Politics, Law, & 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 Introduction to American Government

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 332 International Political Economy

3 CR

An interdisciplinary course that lies at the crossroads of economics and politics. Explores the dynamic interplay between politics and economics in shaping developments in the global economy. Specific topics to be covered include the politics of international trade and finance, economic

development, regional integration, and the role of financial institutions such as the World Trade Organization, the International Monetary Fund, and the World Bank.

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 Introduction to American Government

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 Introduction to American Government

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.

Prerequisite: Senior standing or permission of department faculty

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.

PO 400 Senior Thesis

3 CR

Senior capstone research paper 35-40 pages in length conducted under the guidance of a faculty mentor. Thesis defense required.

PSYCHOLOGY

The Psychology program provides its students with a basic foundation in the scientific study of humans and animals, an understanding of the history of Psychology, and broad exposure to many of its subdisciplines. The major provides students with an excellent foundation in scientific inquiry, critical thinking, and ethical decision-making skills through its research methodology course sequence. In addition, the department offers internship opportunities, faculty supervised research experiences, and study abroad courses to encourage student development of personal and professional competencies related to a variety of career paths.

Faculty**RACHEL E. BOWMAN, PhD**

Associate Professor, Department Chair

STEPHEN BRINER, PhD

Assistant Professor

MAUREEN A. CONARD, PhD

Associate Professor

SUSAN GANNON, MA

Instructor

RUTH M. GRANT, PhD

Assistant Professor

RONALD HAMEL, MA

Instructor

MARY E. IGNAGNI, PhD

Lecturer

WILLIAM MAYER, PsyD

Lecturer

DAWN MELZER, PhD

Associate Professor

MINDY MISERENDINO, PhD

Associate Professor

ANNEMARIE MURPHY, PhD

Lecturer

JESSICA SAMUOLIS, PhD

Assistant Professor

DAVID SHAENFIELD, PhD

Lecturer

LISA SMITH, PsyD

Lecturer

CHRISTINA J. TAYLOR, PhD

Associate Professor

ALBERT WAKIN, MS, CAS

Instructor

DEIRDRE YEATER, PhD

Associate Professor

Major In Psychology

The major in Psychology requires the completion of 38 credits.

REQUIRED COURSES

PS 110	Introduction to Psychology (3 credits)
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PS 201	Research Design & Analysis I (3 credits)
PS 302	Research Design & Analysis II (4 credits)
PS 335	Human & Animal Learning (3 credits)
PS 351	Brain & Behavior (3 credits)
PS 380	Advanced Psychological Research (4 credits)
PS 382	Systems & Theories of Psychology (3 credits)
PS 396	Capstone: Psychology Internship (3 credits)
<i>or</i>	
PS 397	Capstone: Psychological Research (3 credits)

Four 200-level Psychology electives, at least one at the 300 level

Minor In Psychology

The minor in Psychology requires the completion of 18 credits.

REQUIRED COURSES FOR MINOR

PS 110	Introduction to Psychology (3 credits)
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Five Psychology courses, at least one at the 300 level

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS: (18 CREDITS)

PS 110	Introduction to Psychology (3 credits)
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Five Psychology electives

Course Descriptions

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 course, except for certain courses taken for TLA credit.

A prerequisite to BI 205; PS 201, 205, 212, 215, 220, 222, 233, 241, 252, 255, 273, 274, 275, 285, 295, 305, 313, 320, 331, 335, 351, 352, 353, and 389; PS 350/BI 205; SW 267

PS 201 Research Design & Analysis I

3 CR

Students are introduced to research design and analysis concepts within the field of psychology, including the scientific method, sampling, measurement, research designs, ethics, and quantitative analysis. Analysis will include the use of SPSS computer software, interpreting output, and writing up statistical results.

Prerequisites: PS 110 Introduction to Psychology, MA 131 Statistics for Decision-Making or MA 133 Business Statistics, and one additional college-level mathematics course. Neither mathematics grade below C.

A prerequisite to PS 302

PS 205 Psychology of 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 Introduction to Psychology

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, influence of media on sexuality, and how sexuality is a component of overall wellness and well-being.

PS 212 Abnormal Psychology

3 CR

Examines the causes, symptoms, and treatment of mental disorders from biopsychosocial scientific perspectives.

Prerequisite: PS 110 Introduction to Psychology

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 Introduction to Psychology

PS 220 Drugs: Use & 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 Introduction to Psychology

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 Introduction to Psychology

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.

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 Introduction to Psychology

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 Introduction to Psychology

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 Introduction to Psychology

PS 255 Industrial & 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 Introduction to Psychology

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 Introduction to Psychology

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 Introduction to Psychology

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 Introduction to Psychology

PS 280 Prevention & Health Promotion

3 CR

This course examines the principles, core elements, and models/theories regarding prevention science and health promotion. Course content will examine selected topics in prevention with a particular emphasis on evidence-based programs and practices. Research methods utilized in the evaluation of prevention and health promotion programs will also be covered.

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 Introduction to Psychology

A prerequisite to PS 286

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 Psychological Counseling I

PS 289 Positive Psychology in Literature & Film

3 CR

In this course students will study the field of positive psychology from the interdisciplinary perspectives of psychology, literature, and film. Positive psychology is the scientific study of the strengths and virtues that enable people to live meaningful and fulfilling lives—to survive and thrive as individuals in human communities. In this course students will read and learn about this scientific branch of psychology—its theories, models, and applications—and then read literature and view films that represent the themes, characteristics, and elements that constitute positive psychology. Finally students will examine and practice the ways that positive psychology can apply to their lives.

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 Introduction to Psychology

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 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: C+ or better in PS 201 Research Design & Analysis I

A prerequisite to PS 380 and 382

PS 305 Cognition in Humans & 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 animal 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 Introduction to Psychology

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 Introduction to Psychology

PS 320 Psychology of Language

3 CR

A survey of the psychological processes behind language, communication, and literacy. Students will learn concepts important to psycholinguistics, how we understand each other, and what happens when people miscommunicate. This course will provide students with an overview of language from how infants learn speech to how adults process complicated works of literature.

Prerequisite: PS 110 Introduction to Psychology

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 Introduction to Psychology

PS 335 Human & 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 Introduction to Psychology or BI 111/113 Concepts in Biology I: Molecules to Cells with Lab

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 Introduction to Psychology or BI 111/113 Concepts in Biology I: Molecules to Cells with Lab

PS 351 Brain & 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 Introduction to Psychology or BI 111/113 Concepts in Biology I: Molecules to Cells with Lab

PS 352 Hormones & Behavior

3 CR

This course examines the hormonal mediation of various behaviors including play, aggression, parenting, and cognitive functioning.

Prerequisite: PS 110 Introduction to Psychology or BI 111/113 Concepts in Biology I: Molecules to Cells with Lab

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 Introduction to Psychology or BI 111/113 Concepts in Biology I: Molecules to Cells with Lab

PS 380 Advanced Psychological Research

4 CR

Focuses on advancing scientific writing skills, research techniques, peer collaboration, and presentation skills associated with the field of psychology. Students will participate in research projects or proposals related to a faculty member's specific research area.

Prerequisite: C+ or better in PS 302

PS 382 Systems & Theories of Psychology

3 CR

An historical survey of theoretical formulations and systems in psychology. Evaluates structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis, and the humanistic and cognitive viewpoints.

Prerequisites: C+ or better in PS 302 and junior/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 110 Introduction to Psychology

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 culminating 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: Junior/senior psychology major standing

PS 397 Capstone: Psychological Research

3 CR

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: Permission of department

Note: The department may allow other courses to substitute for PS 396 or PS 397, provided the course meets certain criteria and is approved by the department 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 various client 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

DEREK B. BROWN, MSW, PhD
Assistant Professor

PATRICIA CARL-STANNARD, MSW, LCSW
Clinical Associate Professor

BRONWYN CROSS-DENNY, PhD, LCSW
Assistant Professor, Department Chair

Major in Social Work

The major in Social Work requires the completion of 48 major credits plus 18 credits of required supporting courses in psychology, biology, math, political science, and sociology.

The student is required to maintain an overall GPA of 2.6 or higher and a GPA of 2.6 or higher in required major courses and earn a C+ or better in major and supporting courses.

REQUIRED COURSES

SW 101	Introduction to Social Work (3 credits)
SW 224	Human Diversity & Social Justice (3 credits)
SW 265	Social Welfare as a Social Institution (3 credits)
SW 266	Social Welfare Policy & Services (3 credits)
SW 267	Human Behavior & the Social Environment I (3 credits)
SW 268	Human Behavior & the Social Environment II (3 credits)
SW 275	Social Work Practice I (3 credits)
SW 276	Pre-Practicum Seminar (3 credits)
SW 278	Junior Field Practicum (4 credits)
SW 279	Junior Field Practicum Seminar (2 credits)
SW 375	Social Work Practice II (3 credits)
SW 378	Senior Field Practicum I (4 credits)
SW 379	Senior Field Practicum Seminar I (2 credits)
SW 380	Senior Field Practicum II (4 credits)
SW 381	Senior Field Practicum Seminar II (2 credits)
SW 390	Research Methods for Social Work (4 credits)

REQUIRED SUPPORTING COURSES

BI 101	The Nature of Life (3 credits)
<i>or</i>	
BI 103	The Human Body (3 credits) (preferred)
MA 131	Statistics for Decision-Making (3 credits)
PO 121	Introduction to American Government (3 credits)
PS 110	Introduction to Psychology (3 credits)
SO 110	Sociological Imagination (3 credits)
SO 254	Society & Economic Change (3 credits)

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.

A prerequisite to SW 265, 267, 275, and 276

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 222 Human Diversity & Social Justice in Nicaragua

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. This course includes a study abroad component during spring break to Nicaragua. Students may take this in place of SW 224.

SW 224 Human Diversity & 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.

Prerequisites: SW 101 Introduction to Social Work and PO 121 Introduction to American Government

A prerequisite to SW 266 and 278

SW 266 Social Welfare Policy & 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 macro practice skills.

Prerequisites: PO 121 Introduction to American Government, SO 254 Society & Economic Change, and SW 265 Social Welfare as a Social Institution

SW 267 Human Behavior & 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 101 The Nature of Life or BI 103 The Human Body, PS 110 Introduction to Psychology, and SW 101 Introduction to Social Work

A prerequisite to SW 268 and SW 278

SW 268 Human Behavior & 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 Human Behavior & the Social Environment I

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 Introduction to Social Work

A prerequisite to SW 278 and 375

SW 276 Pre-Practicum Seminar

2 CR

Provides students with an orientation to the field placement to prepare them for generalist social work and to assess student readiness for field.

Prerequisites: Junior standing and SW 101 Introduction to Social Work

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 Social Welfare as a Social Institution, SW 267 Human Behavior & the Social Environment I, SW 275 Social Work Practice I, and departmental evaluation for admission to Intermediate Major status; Corequisite: SW 279 Junior Field Practicum Seminar

A prerequisite to SW 378/380

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 Junior Field Practicum
A prerequisite to SW 378/380

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 Social Work Practice I

SW 378/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 Junior Field Practicum, SW 279 Junior Field Practicum Seminar, and evaluation for admission to Degree Candidacy status; Corequisites: SW 379/SW 381 Senior Field Practicum Seminar I and II

SW 379/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/SW 380 Senior Field Practicum I and II

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.

Prerequisites: Junior standing and MA 131 Statistics for Decision-Making

A prerequisite to SW 391

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: B or better in SW 390 Research Methods for Social Work and 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, PhD
Assistant Professor

STEPHEN J. LILLEY, PhD
Professor, Department Chair

AMANDA MORAS, PhD
Assistant Professor

GERALD F. REID, PhD
Professor

Major in Sociology

The major in Sociology requires the completion of 36 credits.

REQUIRED COURSES

AN 110	Human Cultural Diversity (3 credits)
SO 110	Sociological Imagination (3 credits)
SO 372	Sociological Theory (3 credits)
SO 382	Methods of Social Research (3 credits)
SO 384	Applied Social Theory & Methods (3 credits)
SO 392	Sociology Internship (3–6 credits)
SO 398	Senior Seminar in Sociology (3 credits)

One Anthropology elective or Sociology elective (3 credits)

Four Sociology electives: any 200-level or above Sociology course (12 credits)

Minor in Sociology

The minor in Sociology requires the completion of the following 18 credits:

- | | |
|--------|---|
| AN 110 | Human Cultural Diversity
(3 credits) |
| SO 110 | Sociological Imagination
(3 credits) |

One Anthropology elective (3 credits)

Three Sociology electives (9 credits)

Associate in Arts: General Studies

EMPHASIS REQUIREMENTS (15 CREDITS)

Required Courses

- | | |
|--------|---|
| AN 110 | Human Cultural Diversity
(3 credits) |
| SO 110 | Sociological Imagination
(3 credits) |

Three Sociology electives (9 credits)

Course Descriptions

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.

A prerequisite to AN 250; SO 372 and 382

SO 201 Poverty & 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.

SO 202 Sociology of the Body

3 CR

This course will explore sociological scholarship on a wide range of questions relating to the body, including representation, embodiment, social construction of the body, human reproduction, biotechnology, and virtual bodies. In doing this we will utilize both macro- and microsociological theories to examine the politicization of bodies as sites of discipline, regulation, normalization, empowerment, and agency.

SO 203 Sociology of Sport

3 CR

Examines the sociological significance of sport on an individual, interactional, and institutional level.

SO 215 Social Psychology: Macro Processes

3 CR

Explores social and cultural forces that influence individual social interaction. Covers components of individual social behavior and interpersonal social behavior.

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.

SO 220 Ethnography of Ireland

3 CR

This course examines the patterns of 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 of sociocultural 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.

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.

SO 234 Sociology of Health & Healthcare

3 CR

Focuses on the social nature of illness in contemporary society, the changing healthcare system, and the ethical issues raised by advances in medical technology.

SO 237 Deviance & 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.

SO 238 Youth & 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.

SO 239 Diversity & 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.

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.

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.

SO 244 Racial & 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.

SO 254 Society & Economic Change

3 CR

Major socioeconomic developments in twenty-first-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.

A prerequisite to SW 266

SO 257 Science, Technology, & 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.

SO 258 Society & 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.

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.

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.

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.

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.

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 and 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 because it is through class discussions that ideas are analyzed, dissected, and critically assessed.

Prerequisites: AN 110 Human Cultural Diversity, SO 110 Sociological Imagination, and two Sociology electives

A prerequisite to SO 373, 383, and 384

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 SO 372 Sociological Theory. 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 Sociological Theory and SO 382 Methods of Social Research; Corequisite: SO 383 Applications of Social Research

A prerequisite to SO 398

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 Human Cultural Diversity, SO 110 Sociological Imagination, and two Sociology electives

A prerequisite to SO 373, 383, and 384

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 SO 398 Senior Seminar in Sociology.

Prerequisites: SO 372 Sociological Theory and SO 382 Methods of Social Research; Corequisite: SO 373 Applications of Sociological Theory

A prerequisite to SO 398

SO 384 Applied Social Theory & Methods

3 CR

This course allows students to develop their thesis project through the application of material covered by the Sociological Theory and Research Methods courses.

Prerequisites: SO 372 Sociological Theory and SO 382 Methods of Social Research

A prerequisite to SO 398

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 384 Applied Social Theory & Methods (or SO 373 Applications of Sociological Theory and SO 383 Applications of Social Research)

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

THEATRE ARTS**LORI BINDIG, PhD**

Program Director

MAJOR IN THEATRE ARTS

The 36-credit Theatre Arts major with concentrations in musical theatre and acting prepares students to enter the theatre industry by gaining the requisite knowledge, skills, and abilities necessary to pursue the most competitive jobs and career paths in theatre-related performing arts. Through a curriculum that combines theory and practice, Theatre Arts majors will acquire leadership skills through collaborative learning that focuses on artistic integrity, intellectual inquiry, and development of the professional values and skills that lend themselves to a successful career after college.

Through the additional opportunity to take interdisciplinary course electives, students are also given the option to acquire additional specializations in the areas such as film, television, new media, or directing and encouraged to participate in a wide variety of workshops and productions that combine theory and practice. Campus theater productions funded by the Division of Student Affairs are integrated into the curriculum and into students' individualized academic advising plans, which gives theatre arts majors the flexibility to double major in the following 36-credit disciplines: Criminal Justice, Digital Communication, English, Global Studies, History, Mathematics, Media Arts, Philosophy, Political Science, Psychology, Sociology, Spanish, or Theology and Religious Studies.

REQUIRED COURSES FOR A MAJOR IN THEATRE ARTS

THR 112	History of Theatre I (3 credits)
THR 130	Stagecraft (3 credits)
THR 201	Scene Study (3 credits)
THR 202	Script Analysis (3 credits)

THR 212	History of Theatre II (3 credits)
THR 399	Capstone Production Lab (3 credits)

REQUIRED COURSES FOR A CONCENTRATION IN ACTING

THR 110	Acting I (3 credits)
THR 111	Acting II (3 credits)
THR 140	Directing I (3 credits)
THR 240	Playwriting I (3 credits)
THR 280	Acting Styles (3 credits)
THR 301	Advanced Scene Study (3 credits)

REQUIRED COURSES FOR A CONCENTRATION IN MUSICAL THEATRE

DA 106	Dance for Musical Theatre I (3 credits)
DA 206	Dance for Musical Theatre II (3 credits)
THR 120	Voice for Musical Theatre I (3 credits)
THR 121	Voice for Musical Theatre II (3 credits)
THR 210	Acting for Musical Theatre I (3 credits)
THR 211	Acting for Musical Theatre II (3 credits)

MINOR IN THEATRE ARTS

The Minor in Theatre Arts is designed to offer Sacred Heart University students the opportunity to explore the field of theater in a focused program 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 theatre arts. Students are required to take a minimum of 18 credits to complete the Minor in Theatre Arts.

REQUIRED COURSES FOR MINOR

THR 110	Acting I (3 credits)
<i>or</i>	
THR 210	Acting for Musical Theatre I (3 credits)
THR 111	Acting II (3 credits)
<i>or</i>	
THR 211	Acting for Musical Theatre II (3 credits)
THR 112	History of Theatre I (3 credits)
THR 212	History of Theatre II (3 credits)
Two theatre electives*	

*No more than 3 credits of THR 102/THR 103

Course Descriptions

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 the 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 112 History of Theatre I

3 CR

History of theater from antiquity through early nineteenth century. Students will also learn the foundational concepts and theories of theatre.

THR 120 Voice for Musical Theatre I

3 CR

Voice for Musical Theatre I introduces students 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 201 Scene Study

3 CR

Students explore in-depth a series of assigned scenes and plays. Students will be required to complete close readings, discussion, and analysis of specific scenes and plays. Students will also apply their analysis to the performance of at least three different scenes in different styles.

THR 202 Script Analysis

3 CR

Students will develop their ability to analyze texts by reading a number of plays in the context of acting and directing. Students will learn different approaches to script analysis through readings, discussions, projects, and presentations through a close examination of representative texts from the dramatic canon.

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 212 History of Theatre II

3 CR

History of theatre from the nineteenth century to the present. Students will also learn advanced concepts and influential theories of theatre.

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 280 Acting Styles

3 CR

Students learn different genres and styles of acting from different historical periods. Students will study classical and contemporary acting techniques focusing on vocal and physical clarity, textual analysis, and scenic interpretation, diction, movement, imagery, and tone.

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 301 Advanced Scene Study

3 CR

Students continue to read, analyze, and explore a series of assigned theatre scenes. The focus will be on developing the skills needed to perform classic scenes from traditional to avant-garde works.

THR 392 Theatre Internship

1-6 CR

An opportunity for qualified students in the theatre arts to gain practical experience in theatre production and management.

Prerequisite: Permission of instructor and program director.

THR 399 Capstone Production Lab

3 CR

Provides students with a practical intensive experience in one or more aspects of production during the fall or spring semester of their senior year. Each student is assigned a specific production role depending on his or her concentration and career goals.

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 and the other on Theology.

Faculty

ANTHONY CIORRA, PhD
Professor

ONORIDE EKEH, PhD
Assistant Professor

JUNE-ANN GREELEY, PhD
Associate Professor

RICHARD M. GRIGG, PhD
Professor

MICHAEL W. HIGGINS, PhD
Professor

CHRISTOPHER KELLY, PhD
Associate Professor, Department Chair

CHRISTEL J. MANNING, PhD
Professor

BRIAN STILTNER, PhD
Professor

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 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

Seven 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 seven 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 (3 credits)

TRS 241 History of Christian Ethics (3 credits)

TRS 344 Virtue Ethics (3 credits)

Certain TRS 299 courses designated by the department may count.

Minor in Religious Studies

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

REQUIRED COURSES FOR RELIGIOUS STUDIES MINOR

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*

Any two additional TRS Electives

*Certain TRS 299 courses designated by the department may count in one of these areas.

Minor in Theology

The minor in Theology requires the completion of 18 credits

REQUIRED COURSES FOR THEOLOGY MINOR

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*

Any two additional TRS Electives

*Certain RS 299 courses designated by the department may count in one of these areas.

Associate in Arts: General Studies**EMPHASIS REQUIREMENTS (15 CREDITS)**

Any 200-level introductive TRS course

Four TRS electives (12 credits)

Course Descriptions

All courses numbered at the 200 level have no prerequisites. They are introductory courses and can be used to meet the TRS requirement in the Foundational Core.

Courses numbered at the 300 level have the prerequisite of one previous TRS course, which includes any course at the 100 level (as offered in previous years) or the 200 level.

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.

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, and the distinctive views of the New Testament writers about Jesus' life, teachings, death, and resurrection.

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.

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.

TRS 205 Gospel of Luke & Acts

3CR

Study of Luke's Gospel and its companion book, the Acts of the Apostles, utilizing the historical, literary, and theological tools.

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 are 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.

TRS 222 Faith & Reason

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?

TRS 223 Sacraments

3 CR

Explores the history of the sacraments, the theology behind them, and their role in contemporary Catholic life.

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.

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.

TRS 232 Christian Spirituality

3 CR

Presents spirituality as a topic worthy of study, plumbing 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.

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.

TRS 234 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.

TRS 235 Constructing the Concept of God

3 CR

Imaginative construction of a concept of God appropriate for modern life.

TRS 236 Comparative Theology

3CR

Comparative theology brings two traditions together in comparison and contrast to learn both deeply without collapsing the two into one. The tradition studied may vary with the semester, but typically Christianity will be compared to another world religion.

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.

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).

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. 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.

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.

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.

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.

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 lifecycle events. Explores the role of God in the life of Jews past and present and compares the meaning of Judaism then and now.

TRS 263 Symbol, Myth, & 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.

TRS 264 Ancient Religions & 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.

TRS 265 Introduction to World Religions

3 CR

A descriptive and comparative study of the beliefs, practices, and sacred texts of several world religions.

TRS 266 Understanding Religion

3 CR

A critical and constructive study of the nature of religion, its functions in human life, and its various forms and manifestations. The perspectives of influential theorists of religion centuries will be studied.

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.

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.

TRS 272 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 twenty-first-century Ireland.

TRS 273 Religion & Sexuality

3 CR

Examines the relationship between religion and sexuality in various world religions. Topics include asceticism versus eroticism, defining normality and deviance, sex as a means to challenge or maintain the social order, and religious responses to the changing sexual morality in contemporary Western society.

TRS 275 Art & the Sacred

3 CR

Introduces students to some of the world’s great religions through the agency of art, architecture, sculpture, music, and other artistic modes.

TRS 277 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.

TRS 284 Cults, Sects, & 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.

TRS 299 Special Topics in Theology & Religious Studies

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 290 Foundational Topics in Religion

3 CR

Designates new or occasional courses that present the opportunity to study a major era, theme, or set of thinkers in theology or religious studies, at the foundations level. Consult the current course schedule for available topics.

TRS 301 Death & 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: One 3-credit TRS course

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 followers are understood in the context of the history, cultural, and religion of his day.

Prerequisite: One 3-credit TRS course

TRS 303 The Gospel of John

3 CR

A critical interpretation of the Gospel of John.

Prerequisite: One 3-credit TRS course

TRS 304 New Testament Ethics

3 CR

An examination of the ethical teachings found in the New Testament and their legacy.

Prerequisite: One 3-credit TRS course

TRS 305 Scripture in the Life of the Church

3 CR

An 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.

Prerequisite: One 3-credit TRS course

TRS 320 Jesus the Christ

3 CR

Examines the theological interpretation of Jesus as the Christ in the history of the Christian tradition.

Prerequisite: One 3-credit TRS course

TRS 321 The Church: Catholic Perspectives

3 CR

An investigation of Catholic thinking and teaching about the nature of the Church.

Prerequisite: One 3-credit TRS course

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: One 3-credit TRS course

TRS 323 Theology & 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: One 3-credit TRS course

TRS 324 Death, the Future, & 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: One 3-credit TRS course

TRS 325 Faith & 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: One 3-credit TRS course

TRS 328 Contemporary Protestant Thought

3 CR

Some of the most important Protestant theologians of the nineteenth and twentieth centuries, including Kierkegaard, Schleiermacher, Barth, and Tillich.

Prerequisite: One 3-credit TRS course

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: One 3-credit TRS course

TRS 331 Monks, Hermits, & 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.

Prerequisite: One 3-credit TRS course

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: One 3-credit TRS course

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.

Prerequisite: One 3-credit TRS course

TRS 334 Catherine & 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: One 3-credit TRS course

TRS 335 Spiritual Teachers & 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: One 3-credit TRS course

TRS 336 Theology & 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: One 3-credit TRS course

TRS 337 Narratives of Solitude

3 CR

To better understand the human condition, students read texts about the nature of solitude and narratives composed by men and women experiencing periods of voluntary or imposed isolation.

Prerequisite: One 3-credit TRS course

TRS 340 Bioethics: Religious Approaches

3 CR

Using methods and principles of biomedical ethics, explores several ethical issues in medical practice and healthcare 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 healthcare resources.

Prerequisite: One 3-credit TRS course

TRS 341 Religion, War, & 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: One 3-credit TRS course

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: One 3-credit TRS course

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: One 3-credit TRS course

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: One 3-credit TRS course

TRS 345 Religion & the Environment

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: One 3-credit TRS course

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: One 3-credit TRS course

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 their faith and engaged in patterns of religious practice.

Prerequisite: One 3-credit TRS course

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: One 3-credit TRS course

TRS 363 Pilgrimage & 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: One 3-credit TRS course

TRS 364 Death & 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: One 3-credit TRS course

TRS 370 Interreligious Dialogue

3 CR

Presents how various religions see the task of dialogue and cooperation between their members and people of other faiths and of no faith. Considers effective practices for interreligious dialogue.

Prerequisite: One 3-credit TRS course

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: One 3-credit TRS course

TRS 373 Religion, Health, & 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: One 3-credit TRS course

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.

Prerequisite: One 3-credit TRS course

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 healthcare.

Prerequisite: One 3-credit TRS course

TRS 383 Holocaust: Genocide & Religion

3 CR

Analysis of the Holocaust and other twentieth 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: One 3-credit TRS course

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.

Prerequisite: One 3-credit TRS course

TRS 386 Religion in Literature

3 CR

Explores religious dimensions in the fiction of twentieth-century and contemporary novelists and short-story writers, and possibility in other literary formats such as poetry and memoir.

Prerequisite: One 3-credit TRS course

TRS 387 Religion in Film

3 CR

Explores the religious dimensions of a wide range of films, many of which are screened in class and then discussed. The course considers both subject matter and style/techniques.

Prerequisite: One 3-credit TRS course

TRS 388 Religious Issues in Science Fiction

3 CR

Uses science fiction films and short stories to investigate questions about humanity, the meaning of life, and the nature of the universe that have been posed by religious traditions.

Prerequisite: One 3-credit TRS course

TRS 391 Religious Topics in Beauty

3 CR

Designates new or occasional courses that present the opportunity to study the theme of the search for beauty. Consult the current course schedule for available topics.

Prerequisite: One 3-credit TRS course

TRS 393 Religious Topics in Wellness

3 CR

Designates new or occasional courses that present the opportunity to study the theme of wellness and well-being. Consult the current course schedule for available topics.

Prerequisite: One 3-credit TRS course

TRS 397 Internship in Religion

1-3 CR

Offers an opportunity for qualified Theology and Religious Studies majors to gain practical experience in an area to which the discipline applies. Internships are arranged in advance of the semester in which they are to be taken.

Prerequisite: Permission of Theology and Religious Studies faculty

TRS 399 Major Capstone

3CR

A topical seminar, drawing upon skills and content developed in the Theology and Religious Studies major. The student will write and defend a major research project. For TRS majors only.

WOMEN'S STUDIES

MARY E. IGNAGNI, PhD

Program Director

Women's Studies Minor

REQUIREMENTS

Students pursuing the minor must enroll in SO 263 Sociology of Gender or PS 275 Psychology of Women, preferably at the beginning of their minor course of study. They then should select five courses (15 credits) from at least three disciplines that have been cross-listed as Women's Studies courses.

COURSEWORK

The following courses have been preapproved. New electives must be approved by the director of the Women's Studies program. Approval will be based on the centrality of the course topic with respect to the study of women, gender, and sexuality.

BUSINESS

WS 299/MGT 299 Special Topics in Management (3 credits, e.g., Women in the Workforce)

COMMUNICATION

WS 256/CM 256 Magazines & Body Image (3 credits)
 WS 257/CM 257 Women & Advertising (3 credits)
 WS 351/CM 351 Women in Film & Television (3 credits)

CRIMINAL JUSTICE

WS224/CJ 224 Women & the Criminal Justice System (3 credits)
 WS225/CJ 225 Domestic & Sexual Violence (3 credits)

FOREIGN LANGUAGES

WS 372/FR 372 Women Writers (3 credits)
 WS 373/IT 372 Women Writers (3 credits)

ENGLISH

WS 299/ENG 299 Special Topics in Literature (3 credits, e.g., Postcolonial Women Writers)

HISTORY

WS 237/HI 237 Women in American History (3 credits)

PHILOSOPHY

WS 311/PH 311 Women, Gender, & Philosophy (3 credits)

PSYCHOLOGY

WS 211/PS 211 Human Sexuality (3 credits)
 WS 275/PS 275 Psychology of Women (3 credits)

SOCIAL WORK

WS 140/SW 140 Perspectives on Family Violence (3 credits)
 WS 226/SW 224 Human Diversity & Social Justice (3 credits)

SOCIOLOGY

WS 202/SO 202 Sociology of the Body (3 credits)
 WS 216/SO 216 Changing Families (3 credits)
 WS 239/SO 239 Diversity & Oppression in Contemporary Society (3 credits)
 WS 263/SO 263 Sociology of Gender (3 credits)

THEOLOGY AND RELIGIOUS STUDIES

WS 233/TRS 233 Women in Christianity (3 credits)
 WS 273/TRS 273 Religion & Sexuality (3 credits)
 WS 333/TRS 333 Women in Celtic Christianity (3 credits)
 WS 334/TRS 334 Catherine & Teresa (3 credits)
 WS 342/TRS 342 Human Rights (3 credits)
 WS 360/TRS 360 Women in World Religions (3 credits)
 WS 361/TRS 361 Women in Islam (3 credits)
 WS 362/TRS 362 Women in American Religion (3 credits)

Isabelle Farrington College of Education

JAMES “JIM” C. CARL, PhD
Dean

The Isabelle Farrington College of Education fosters the development of women and men who demonstrate intellectual and professional integrity, value compassionate service to others, and take leading roles in communities governed by spiritual and moral values. As a professional college within a Catholic university rooted in the liberal arts, the Farrington College of Education is committed to providing learning experiences built upon deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to creating a more just society.

The College strives to teach educators the skills necessary for ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements, and social change. The College provides opportunities for teacher candidates to gain knowledge, experience, skills, and values essential to begin a first career. The College is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources, and candidates' achievements. The college's cooperation with professional partners in the PK-12 schools ensures that our candidates benefit from integrated academic, internship, and clinical experiences. This collaboration enriches the educational endeavors of the community and instills an ethic of service.

A key partner is Horizons at SHU. Located within the College, this summer and weekend program provides academic enrichment and social support to children in the Bridgeport schools.

Mission and Conceptual Framework

Guided by University and College mission statements, the faculty of the Farrington College prepare men and women to live in and make their contributions to the human community. Our primary purpose is to develop the capacities, talents, and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills, and dispositions to facilitate the learning of all students. The overarching theme of our conceptual framework is “Promoting a Culture of Excellence in a Changing World,” based on our belief that a culture of excellence is promoted through four underlying principles: the educational practitioner possesses a comprehensive, integrated, and context-dependent professional knowledge base; effectively utilizes natural and acquired personal and professional skills; cultivates and consistently demonstrates professional dispositions and commitments; and is responsive to cultural, professional, and technological changes in the educational environment. The Farrington College of Education is committed to meeting the highest state and national standards for educator preparation. All degrees and certifications are approved by the Connecticut State Department of Education. The College follows state and national guidelines in all of its programs.

Teacher Preparation and Initial Certification

The Department of Teacher Education 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 teacher certification sequence. Thus, the teacher-graduate not only enters the job market with more than one skill, but also possesses an excellent academic background and a high level of professional competence.

Teacher education programs focus on the personal growth of the teacher, as well as the social and emotional qualities conducive to teaching effectiveness. The components of the program—coursework, fieldwork, and student teaching—assist candidates in broadening their knowledge of the academic content areas along with the pedagogical and developmental practices that support learning and active inquiry. Fieldwork and student teaching are specially designed to help candidates experience the interrelationship between educational theory and practice.

The Teacher Education department offers several teacher certification choices: Elementary Education Grades 1–6, Secondary Biology 7–12, Secondary Chemistry 7–12, Secondary English 7–12, Secondary General Science 7–12, Secondary History and Social Studies 7–12, Secondary Mathematics 7–12, and Spanish 7–12. These programs require the completion of 36 credits in the professional education sequence, of which 21 credits are completed by undergraduates. Additional University-approved credits are also required in each of the programs. For example, 3 credits in U.S. History is required.

Five-Year Program

There are two routes by which a candidate can achieve recommendation for initial teacher certification: the five-year program and the post-baccalaureate program.

Sacred Heart undergraduates apply for admission to the College of Education in spring of their sophomore year, complete seven certification courses while also satisfying BA/BS requirements, and complete the initial certification requirements in the fifth year. In addition, candidates complete the requirements for the Master of Arts in Teaching degree. During the fifth year, candidates also may serve as interns in the public schools. This internship includes a benefit equal to the tuition cost of 30 graduate credits. See the Department of

Teacher Education for details of the graduate internship. For students in the five-year program only, the 400-level methods and curriculum courses are also applied to the requirements of the MAT degree. Including the seven undergraduate education courses, candidates in the program complete a total of 60 credits of professional education.

Students seeking certification as elementary school teachers major in Interdisciplinary Studies. Students seeking certification as secondary school teachers major in the corresponding academic discipline. Students seeking certification as elementary educators with cross-endorsement in art education major in Art and Design.

Post-Baccalaureate Program

Candidates seeking teacher certification may elect to postpone the planned program leading to initial certification until they have completed the bachelor's degree. Sacred Heart undergraduates choosing this route apply for admission to the College of Education during fall of their senior year and begin education coursework as early as the late spring semester following undergraduate commencement.

Candidates also complete requirements for the Master of Arts in Teaching degree. Internship opportunities are available for two semesters of the full program (certification plus MAT). 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 Catalog.

Horizons at SHU

JEFFREY RUMPF, MS
Executive Director

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that provides academic and social 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 and physical activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts, and more.

International Opportunities

The Farrington College of Education offers international experiences in Dingle, Ireland and Cartago, Costa Rica. These programs are open to all teacher preparation candidates as well as others considering careers in education.

The Irish experience takes place during the winter intensive session. Candidates experience the Irish educational system in an up close and personal way, observing classrooms in action, learning from Irish teachers and administrators, and meeting Irish teacher candidates. The course ED 341 Irish & American Education in Comparative Perspective counts in lieu of ED 152 Education in the United States or ED 229 Multicultural Education. For candidates who have already taken these courses, the Irish course also may serve as an MAT elective.

The Costa Rican experience takes place during the summer. Candidates take classes at the Costa Rica Institute of Technology

and stay with host families. They enroll in a Spanish-language course and ED 301 Exploring Teaching in Costa Rica. The education course counts in lieu of ED 229 Multicultural Education course or it serves as an MAT elective.

Faculty

Department of Teacher Education

ANTOINETTE BRUCIATI, PhD
Associate Professor

KAREN CHRISTENSEN, PhD
Clinical Associate Professor and Director of Griswold Campus

ERIC B. FREEDMAN, PHD
Assistant Professor

MICHAEL GIARRATANO, ABD
Department Chair and Clinical Assistant Professor

VELMA HELLER, PhD
Director of Elementary Education and Clinical Assistant Professor

KEVIN LINER, MA
Instructor

MARIA LIZANO-DIMARE, EdD
Associate Professor

KARL M. LORENZ, EdD
Director of Secondary Education and Clinical Associate Professor

EDWARD T. MURRAY, PhD
Director of Master's Programs and Associate Professor

GERALD NEIPP, EdD
Clinical Assistant Professor

TERRY NEU, PhD
Director of Special Education and Clinical Assistant Professor

SUSAN RINGLER PET, PHD

Assistant Professor

LAUREN J. RAPACKI, PhD

Assistant Professor

CIMA SEDIGH, EdDDirector of Five-Year Program and
Associate Professor**MARY YAKIMOWSKI, PhD**

Assistant Dean and Assistant Professor

*Department of Leadership and Literacy***CHARLES BRITTON, EdD**

Assistant Professor

CYNTHIA A. DIETERICH, PhD

Assistant Professor

THOMAS FORGET, PhD

Associate Professor

MARK E. FRIZZELL, PhD

Clinical Assistant Professor

RANDALL GLADING, PhD

Assistant Professor and Department Chair

KRISTIN RAINVILLE, EdD

Assistant Professor

DAVID TITLE, EdD

Assistant Professor

KAREN WATERS, EdDDirector of Literacy Programs and Clinical
Assistant Professor**MARY E. YAKIMOWSKI, PhD**

Assistant Dean and Assistant Professor

Application Process

Undergraduate candidates apply for admission to the five-year program in the fall of their sophomore year and begin

professional education coursework in their junior year. Applicants who are entering the post-baccalaureate program may apply during fall semester of their senior year. All applications are managed through the Graduate Admissions Office.

Sacred Heart University adheres to all state regulations regarding teacher preparation.

Candidates must meet the following entrance requirements:

- Complete the Online Graduate Education Form.
- Pass the Core Academic Skills for Educators exam or qualify for Connecticut Department of Education waiver.
- Provide evidence of state and national criminal history background check.
- Present an essay (1–2 pages) discussing a recent experience interacting with children and/or youth and how this experience relates to expectations for a teaching career.
- Meet with a faculty advisor in the Department of Teacher Education to review transcripts and develop a preliminary plan of study.
- Maintain a cumulative undergraduate GPA of at least 2.67.

Interdisciplinary Studies Major

The Interdisciplinary Studies (IS) major provides students with a balanced set of courses in the arts and sciences—English, history, political science, geography, mathematics, biology, chemistry, and physics—as well as the opportunity to explore one of the aforementioned areas in depth. The IS major consists of 43–45 credits; the variation in the number of credits required for the major is dependent on the area of concentration that students select (those concentrating in math or science take more credits). Designed for students seeking certification in elementary education, this major is open to all.

The IS major is part of the Bachelor of Arts/Bachelor of Science degree, with a minimum of 120 credits required for graduation. Students with a major concentration in English/language arts or social studies earn a Bachelor of Arts degree. Students with a major concentration in mathematics or science earn a Bachelor of Science degree. Academic departments in the College of Arts and Sciences provide most of the courses within this major. The Farrington College of Education manages the IS major and advises students.

The IS major consists of foundational core courses of 37–38 credits, as well as a concentration of 6–8 credits. Coursework in one of the following areas of concentration is required: English/arts, social studies, mathematics, or science. Coursework for concentrations in English/arts and social studies must be at the 300 level or higher.

- For English/arts, students choose one course in the Department of English and one course in the Department of Art and Design or in the Minor in Performing Arts (6 credits).
- For social studies, the two courses must be in the same department—students choose courses in foreign languages and culture, history, political science, psychology, or sociology. For history, one of the two courses must be HI 301 Historical Method & Criticism (6 credits).
- For math, two semesters of calculus are required: MA 151 and MA 152—Calculus I and II—4 credits each (8 credits).
- For science, students choose all courses in the Department of Biology or the Department of Chemistry and Physics. For those seeking a concentration in science/biology, take BI 111 and BI 114 instead of BI 109. For those seeking a concentration in chemistry or physics, concentration must include the 3-credit CH 117 General Organic & Biochemistry: An Overview or the 4-credit PY 100 Elements of Physics (6–7 credits).

Scholarships

The Farrington College of Education awards three endowed scholarships to undergraduates. For further information, contact the Dean's Office at 203-365-4791.

Isabelle T. Farrington Award—Available to students in the junior or senior class who demonstrate superior academic performance and potential and have 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.

Noyce Scholarship Award—Available to students in the junior or senior class who seek certification in Secondary Biology or Mathematics and agree to teach in a high-needs school upon completion of the five-year program. Scholarship extends to the graduate year (3 years).

Robert M. Paul Award—Available to full-time undergraduate students. Preference is given to a Bridgeport Catholic high school graduate who has demonstrated financial need.

Certification Requirements

Candidates admitted to the elementary- or secondary-school certification programs must complete the courses listed below. The courses are grouped in sequentially ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses with an average grade of B or better.

The course sequence for undergraduates accepted to the five-year program in elementary education is as follows:

FALL JUNIOR YEAR

- ED 101 Educational Psychology (3 credits)
- ED 152 Education in the United States (3 credits)

SPRING JUNIOR YEAR

- ED 205 Education of Special Needs Students (3 credits)
- ED 229 Multicultural Education (3 credits)

FALL SENIOR YEAR

- ED 387 Children's Literature (3 credits)
- ED 207 Classroom Management (3 credits)

SPRING SENIOR YEAR

- ED 271 Educational Technology (3 credits)

SUMMER 1 FIFTH YEAR

- ED 413 Elementary Curriculum & Methods: Reading, Writing, & Language Arts (3 credits)*

SUMMER 2 FIFTH YEAR

- ED 430 Elementary Curriculum & Methods: Social Studies, Health, & Physical Education (3 credits)*

FALL FIFTH YEAR

- ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

SPRING FIFTH YEAR

- ED 491 Student Teaching Seminar: Elementary School (6 credits)**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses to complete the MAT degree.

*Credits applicable to MAT degree for five-year program candidates only.

**Credits not applicable to MAT degree.

The course sequence for undergraduates accepted to the five-year program in secondary education is as follows:

FALL JUNIOR YEAR

- ED 101 Educational Psychology (3 credits)
- ED 152 Education in the United States (3 credits)

SPRING JUNIOR YEAR

- ED 205 Education of Special Needs Students (3 credits)
- ED 229 Multicultural Education (3 credits)

FALL SENIOR YEAR

- ED 207 Classroom Management (3 credits)
- ED 271 Education Technology (3 credits)

SPRING SENIOR YEAR

- ED 272 Societal Issues in Adolescence (3 credits)

SUMMER 1 FIFTH YEAR

- ED 451–458 Secondary Curriculum (3 credits)*

SUMMER 2 FIFTH YEAR

- ED 461–468 Secondary Methods (3 credits)*

FALL FIFTH YEAR

- EDR 510 Content Area Reading Instruction (Grades 7–12)

SPRING FIFTH YEAR

ED 471-478 Student Teaching Seminar:
Secondary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses to complete 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 programs or about advanced teaching degrees and certification programs for those who have already earned a bachelor's degree, contact the faculty of the Department of Teacher Education at 203-371-7808.

Undergraduate Certification Course Descriptions

ED 101 Educational Psychology

3 CH

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. There is a 15-hour service-learning requirement in a PK-12 educational setting.

ED 152 Education in the United States

3 CH

Discusses current issues in education, explores their historical and philosophical roots, and critically examines possibilities for the future of education. There is a 3-hour service-learning requirement in a PK-12 educational setting.

ED 205 Education of Special Needs Students

3 CH

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. There is a 5-hour service-learning requirement in a PK-12 educational setting.

ED 207 Classroom Management

3 CH

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. There is a 5-hour service-learning requirement in a PK-12 educational setting.

ED 229 Multicultural Education

3 CH

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 15-hour service-learning requirement in a PK-12 educational setting.

ED 271 Educational Technology

3 CH

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. There is a 3-hour service-

learning requirement in a PK–12 educational setting. (Blended Learning)

ED 272 Societal Issues in Adolescence

3 CH

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

ED 387 Children's Literature

3 CH

Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

Interdisciplinary Studies Course Descriptions (Foundational Core)

BI 109 Biology for Elementary Teachers with Lab

3 CH

This course covers the fundamental concepts of biology at all levels from cells to organisms to ecosystems as outlined in the Next Generation Science Standards for K–4. The course will illustrate these principles through lecture and laboratory utilizing current pedagogy including hands-on, inquiry-oriented practices. 100 minutes of lecture and 2.5 hours of lab per week.

CH 101 The Physical World

2 CH

This course introduces the culture, language, values, methods, and outcomes of chemistry and physics. Important concepts are presented on a framework of contemporary issues and technology such as energy,

consumer products, medicinal drugs, nutrition, and biotechnology, and the ethical and moral issues associated with these will be addressed. The structure of the course is inquiry based and utilizes cooperative learning as well as integrating pedagogical content knowledge and math with chemistry content.

CH 102 Physical Science Lab

1 CH

This course provides hands-on, inquiry-based experiences to supplement the lecture section of the physical world.

ED 343 Introduction to Language & Literacy

3 CH

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.

ENG 245 American Literature for Elementary Educators

3 CH

This course surveys American literature from the early national period to the present, with an emphasis on twentieth-century texts. Students will read a wide variety of texts in different genres, including the essay, the short story, poetry, and the novel. Since the majority of the students enrolled in this course plan to teach at the elementary level, the course will emphasize close reading and other skills that will help the students make complicated ideas understandable and accessible.

ENG 344 Studies in World Literature

3 CH

Explores works both inside and outside the Western canon.

Prerequisites: ENCC 102 or ENG 222 and ENG 232 for English majors. Also open to students in the Multidisciplinary major.

GS 150 World Geography

3 CH

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.

HI 222 United States History to 1865

3 CH

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 CH

Analyzes United States development from Reconstruction to the present, examining major social, political, economic, and foreign policy developments and their impact on American life.

MA 107 Mathematics for Elementary School Teachers

4 CH

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: C or better in MA 006 or placement by Mathematics Department

MA 131 Statistics for Decision-Making

3 CH

This course is geared toward liberal arts, science, and health science majors. It introduces descriptive statistics, probability (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 211 Geometry for Educators

3 CH

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.

PO 121 Introduction to American Government

3 CH

Examines the theoretical foundation of American government, the U.S. Constitution, political behavior, interest groups, political parties, Congress, the presidency, and the Supreme Court.

PY 101 Earth and Space Science

2 CH

Designated for A&S interdisciplinary majors. The composition of the universe and our place in it, the causes of earthquakes, volcanoes, the formation of the land we live on, weather phenomena, and Earth's major global issues as to cause and effect will be studied.

Prerequisite: High-school or precollege

chemistry; Corequisite: PY 102 Earth and Space Science Lab

PY 102 Earth & Space Science Lab

1 CH

Designated for A&S interdisciplinary majors. The lab associated with this course involves in-house, hands-on investigations of basic concepts as well as a field component with analyses and interpretations in the “real” world. It will also discuss how a field component can be modified and added to an elementary earth science program.

Prerequisite: High-school or precollege chemistry

ED 301 Exploring Teaching in Costa Rica

3 CH

This course provides an overview of the teaching profession in Costa Rica through active involvement in K-11 bilingual classrooms. Participants engage in hands-on activities in classrooms under the supervision of a master teacher. Activities include teaching assistance, tutoring, student group work, and leading school projects based on personal talents and content area. Participants reflect upon the implications of teaching and learning in a multicultural and multilingual environment. Course may serve in lieu of ED 229 Multicultural Education course or it serves as an MAT elective.

International Course Descriptions

ED 341 Irish & American Education in Comparative Perspective

3 CH

Based in the Gaeltacht region of West Kerry, the course compares the education system in Ireland with that of the United States. Topics addressed include curriculum and instruction, funding and governance, teacher preparation, multiculturalism, language policy, and contemporary school reform. Student will be introduced to the students and teachers of Dingle, Ireland and experience the Irish education system up close and personal. Students will observe classrooms in action, learn from Irish teachers and administrators, and meet teacher candidates and their professors. Open to all students in FCE teacher preparation programs, the course counts in lieu of ED 152 Education in the United States or ED 229 Multicultural Education or it serves as an MAT elective.

College of Health Professions

PATRICIA W. WALKER, EdD
Dean

JODY BORTONE, EdD
Associate Dean and Director, Clinical
Associate Professor of Occupational Therapy

GAIL SAMDPERIL, EdD
Associate Dean and Clinical Associate
Professor of Human Movement Science

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 healthcare 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	
Geriatric Health and Wellness			Yes
Global Health			Yes
Health Science		Yes	Yes
Pre-Occupational Therapy	Yes		
Pre-Physical Therapy	Yes		
Pre-Physician Assistant Studies	Yes		
Speech-Language Pathology	Yes		Yes

ATHLETIC TRAINING

The Athletic Training (AT) 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 40 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 each with a lab (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 background check (completed through CertifiedBackground.com upon formal acceptance into the program at the student's own expense)
- Complete the Athletic Training Program Application Packet (available via program's webpage)

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 program's webpage, and attend the mandatory orientation meeting during the spring semester. The application packet can be found on the program's webpage. 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 program's webpage. 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 a signed waiver prior to beginning the program. In addition, athletic training students are required to complete a criminal background check and verify

to meeting the physical and behavioral technical standards necessary to successfully complete all program requirements. Information regarding the application process can be found on the program's webpage. The complete health verification, immunizations, and background check will be completed through CertifiedBackground.com at student's own expense upon formal acceptance into the program. 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's website.

To receive a BS degree in Athletic Training, students must complete 130 (dependent upon new core requirements) 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, Clinical Education Coordinator, 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 or other healthcare providers. 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 the 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 the 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, PhD, ATC, PES, CES
Director
Assistant Professor

GAIL SAMDPERIL, EDD, ATC
Clinical Associate Professor
Associate Dean

ELENI DIAKOGEOGIU, MBA, ATC
Clinical Education Coordinator
Clinical Assistant Professor

JULIE DEMARTINI, PhD, ATC
Assistant Professor

Athletic Training Professional Courses (51 credits)

AT 100	Principles of Athletic Training (3 credits)
AT 125	Athletic Training Basic Skills (1 credit)
AT 129	Athletic Training Clinical Practicum I (1 credit)
AT 130	Athletic Training Clinical Practicum II (1 credit)
AT 221	Athletic Training Clinical Practicum III (2 credits)
AT 222	Athletic Training Clinical Practicum IV (2 credits)
AT 239/239L	Orthopedic Evaluation I with Lab (4 credits total)
AT 240/240L	Orthopedic Evaluation II with Lab (4 credits total)
AT 241/241L	Therapeutic Modalities with Lab (4 credits total)
AT 242/242L	Therapeutic Rehabilitation with Lab (4 credits total)
AT 246	Capstone Proposal (1 credit)
AT 251	Research Methods & Statistics in Athletic Training (4 credits)
AT 255	Nutritional Considerations for the Athletic Trainer (3 credits)
AT 275	Organization & Administration in Athletic Training (3 credits)
AT 310/310L	Aspects of Clinical Medicine with Lab (4 credits total)
AT 322	Athletic Training Clinical Practicum V (3 credits)

- AT 323 Athletic Training Clinical Practicum VI (3 credits)
- AT 324/324L Strength & Conditioning for Rehabilitation Professionals (4 credits total)

Athletic Training Required Supporting Courses (45 credits)

- EX 250 Exercise Physiology with Lab (4 credits)
- EX 253 Pathophysiology & Pharmacology (3 credits)
- EX 260 Kinesiology with Lab (4 credits)
- BI 111/113 Concepts in Biology I: Molecules to Cells with Lab (4 credits total)
- BI 112/114 Concepts of Biology II: Cells to Organisms with Lab (4 credits total)
- BI 206/208 Human Anatomy & Physiology I with Lab (4 credits total)
- BI 207/209 Human Anatomy & Physiology II with Lab (4 credits total)
- CH 117/119 Organic Chemistry & Biochemistry with Lab (4 credits)
- MA 140 Precalculus (4 credits)
- PS 110 Introduction to Psychology (3 credits)
- PS 295 Health Psychology (3 credits)
- PY 104/104L Elements of Physics with Lab (4 credits)

Athletic Training Course Descriptions

AT 100 Principles of Athletic Training

3 CH

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 healthcare 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.

A prerequisite to AT 125, 129, and 239/239L

AT 125 Athletic Training Basic Skills

1 CH

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 Principles of Athletic Training; Corequisite: BI 206/208 Human Anatomy & Physiology I with Lab (AT majors only)

A prerequisite to AT 130

AT 129 Athletic Training Clinical Practicum I

1 CH

The nature of the didactic portion of this course is problem based. Specific content includes emergency procedures, wound care, 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.

Prerequisites: AT 100 Principles of Athletic Training, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisite: AT

239/239L Orthopedic Evaluation with Lab

A prerequisite to AT 130 and 240/240L

AT 130 Athletic Training Clinical Practicum II
1 CH

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, and assessment of pre-participation examinations. 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.

Prerequisites: AT 125 Athletic Training Basic Skills, AT 129 Athletic Training Clinical Practicum I, AT 239/239L Orthopedic Evaluation with Lab, BI 206/208 Human Anatomy & Physiology I with Lab, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisite: AT 240/240L Orthopedic Evaluation II

A prerequisite to AT 221 and 241/241L

AT 221 Athletic Training Clinical Practicum III
2 CH

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 Athletic Training Clinical Practicum II, AT 240/240L Orthopedic Evaluation II with Lab, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisite: AT 241/241L Therapeutic Modalities with Lab

A prerequisite to AT 222, 242/242L, and 275

AT 222 Athletic Training Clinical Practicum IV

2 CH

This class provides classroom and clinical athletic training experience under the supervision and guidance of an approved preceptor. Specific content includes case-based scenarios focusing on spine and head evaluation, assessment, and treatment. Students will have the opportunity to listen to experts in the fields of spine, orthopedics, emergency management, and concussion. 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 gain a minimum of 168 hours of clinical experience.

Prerequisites: AT 221 Athletic Training Clinical Practicum III, AT 241/241L Therapeutic Modalities with Lab, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisite: AT 242/242L Therapeutic Rehabilitation with Lab

A prerequisite to AT 310/310L and 322

AT 239/239L Orthopedic Evaluation I (3 credits) with Lab (1 credit)*

4 CH

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: AT 100 Principles of Athletic Training, BI 111/113 Concepts in Biology I: Molecules to Cells with Lab, BI 112/114 Concepts of Biology II: Cells to Organisms with Lab; Corequisites: AT 129 Athletic

Training Clinical Practicum I and BI 206/208 Human Anatomy & Physiology I with Lab
A prerequisite to AT 130 and 240/240L

AT 240/240L Orthopedic Evaluation II (3 credits) with Lab (1 credit)*

4 CH

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 Athletic Training Clinical Practicum I, AT 239/239L Orthopedic Evaluation with Lab, and BI 206/208 Human Anatomy & Physiology I with Lab; Corequisites: AT 130 Athletic Training Clinical Practicum II and BI 207/209 Human Anatomy & Physiology II with Lab

A prerequisite to AT 221 and 241/241L

AT 241/241L Therapeutic Modalities (3 credits) with Lab (1 credit)*

4 CH

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 setup 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 Athletic Training Clinical Practicum II, AT 240/240L Orthopedic Evaluation II with Lab, and PY 100 Elements of Physics; Corequisite: AT 221 Athletic Training Clinical Practicum III

A prerequisite to AT 222, 242/242L, and 275

AT 242/242L Therapeutic Rehabilitation (3 credits) with Lab (1 credit)*

4 CH

This course will explore foundational theories and techniques of various therapeutic approaches to rehabilitation through discussion, laboratory exercise, and traditional lecture. Common surgical techniques and their implications on the rehabilitation process will also be examined. Students will have an opportunity to enhance their literature search and writing skills through the composition of a literature search paper that focuses on a select injury topic.

Prerequisites: AT 221 Athletic Training Clinical Practicum III, AT 241/241L Therapeutic Modalities with Lab, and EX 260 Kinesiology with Lab; Corequisite: AT 222 Athletic Training Clinical Practicum IV

A prerequisite to AT 310/310L, 322, and 324/324L

AT 246 Capstone Proposal

1 CH

This class provides an online learning environment with instruction in scientific writing and the development of a literature review. Students will also gain an understanding of the process of the Internal Review Board/Human Subjects Review Committee. Students will explore outcome measures to guide clinical decision-making based on principles of evidence-based practice and research skills. Students will start preparing for the senior capstone research project, which will be focused on the development of a case study, original research project, or meta-analysis.

Prerequisite: AT 251 Research Methods & Statistics in Athletic Training; Corequisite: AT 222 Athletic Training Clinical Practicum IV

AT 251 Research Methods & Statistics in Athletic Training

4 credits

This course serves as an introduction to quantitative and qualitative research methods relevant to athletic training. Topics

will include conducting literature searches, scientific writing styles, proper citations, study designs, levels of measurement, parametric and nonparametric biostatistics, qualitative data analysis, and ethical considerations in research.

Prerequisite: MA 140 Precalculus

A prerequisite to AT 246

AT 255 Nutritional Considerations for the Athletic Trainer

3 credits

This course provides an examination of the six classes of nutrients with primary emphasis on issues related to sports nutrition. Hydration, the use of sports beverages, and dietary supplementation for ergogenic benefit will receive substantial attention.

Prerequisite: BI 207/209 Human Anatomy & Physiology II with Lab

AT 275 Organization & Administration in Athletic Training

3 CH

This course presents an overview of administrative concepts and organization of athletic training. Students gain knowledge in basic management theory and are able to apply skills learned in class through problem-based cases. Students develop budgets, learn key components in creating an athletic training room, focus on real world ethical and legal dilemmas, learn the key concepts to insurance and reimbursement, and visit various settings in athletic training unfamiliar to them. Students will have the opportunity to speak with various athletic trainers in different settings, understand the importance of continuing education, and complete a strength assessment highlighting their professional strengths and attributes. Students will gain knowledge of how to appropriately interview, write résumés and cover letters, and appropriately navigate and network within the field of athletic training.

Prerequisites: AT 221 Athletic Training Clinical Practicum III and AT 241/241L Therapeutic Modalities with Lab

AT 310/310L Aspects of Clinical Medicine with Discussion (3 credits) with Lab (1 credit)*

4 CH

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 Athletic Training Clinical Practicum IV, AT 242/242L Therapeutic Rehabilitation with Lab, EX 253 Pathophysiology & Pharmacology, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisites: AT 322 Athletic Training Clinical Practicum V and CPR/AED for the Healthcare Provider, and Supplemental Oxygen Certifications

A prerequisite to AT 323

AT 322 Athletic Training Clinical Practicum V

3 CH

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on advanced orthopedic assessment and 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 preceptor. Students will gain a minimum of 238 clinical hours for the semester.

Prerequisites: AT 222 Athletic Training Clinical Practicum IV, AT 242/242L Therapeutic Rehabilitation with Lab, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification; Corequisite: AT 310/310L Aspects of Clinical Medicine with Lab
A prerequisite to AT 323

AT 323 Athletic Training Clinical Practicum VI 3 CH

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 preceptor. Students will gain a minimum of 238 clinical hours for the semester.

Prerequisites: AT 310/310L Aspects of Clinical Medicine with Lab, AT 322 Athletic Training Clinical Practicum V, AT 324/324L Strength & Conditioning for Rehabilitation Professionals with Lab, CPR/AED for the Healthcare Provider (or equivalent), and Supplemental Oxygen Certification

AT 324/324L Strength & Conditioning for Rehabilitation Professionals (3 credits) with Lab (1 credit)*

4 CH

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.

Prerequisites: AT 242/242L Therapeutic Rehabilitation with Lab and EX 250 Exercise Physiology with Lab

A prerequisite to AT 323

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 and conditioning, and nutrition. The didactic and clinical components allow students the opportunity to explore related areas of study, including exercise physiology, strength and 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 three 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 Exercise Science.

Additional Requirements

All students are required to maintain current CPR for the Professional Rescuer Certification (or its equivalent), annual PPD verification, criminal background check, and 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 designated EX service learning courses and/or clinical experience (EX 366, EX 367) without completing the above criteria. Students are responsible for providing transportation to off-campus sites.

Faculty

WENDY BJERKE, PhD
Clinical Associate Professor

ANNA GREER, PhD, CHES, HFS
Associate Professor

BEAU GREER, PhD, CSCS
Graduate Program Director
Associate Professor

MATTHEW MORAN, PhD
Undergraduate Program Director
Associate Professor

PETER RONAI, MS, RCEP, CSCS-D, FACSM
Clinical Associate Professor

ERIC SCIBEK, MS, ATC, CSCS
Clinical Assistant Professor

VALERIE WHERLEY, PhD, EP-C
Clinical Assistant Professor

Exercise Science Required Courses (35 credits)

EX 100	Introduction to Exercise Science (3 credits)
EX 230	Research & Evaluation for Health Professionals (3 credits)
EX 240	Concepts in Sports Medicine with Lab (4 credits)
EX 250	Exercise Physiology with Lab (4 credits)
EX 255	Nutritional Aspects of Human Health & Performance (3 credits)
EX 260	Kinesiology with Lab (4 credits)
EX 290	Behavioral Aspects of Exercise (3 credits)
EX 362	Exercise Testing & Prescription with Lab (4 credits)

EX 363 Developing Strength & Conditioning Programs with Lab (4 credits)

EX 366 Clinical Rotation (3 credits)

Exercise Science Electives (9 credits)

EX 253 Pathophysiology & Pharmacology (3 credits)

EX 270 Neural Control of Human Movement (3 credits)

EX 299 Special Topics in Exercise Science (1-3 credits)

EX 320 Pediatric Exercise Science (3 credits)

EX 358 Exercise & Aging (3 credits)

EX 361 Functional Gait Analysis (3 credits)

EX 365 Clinical Exercise Science (3 credits)

EX 367 Internships in Exercise Science (3 credits)

EX 390 Planning & Evaluation for Physical Activity & Nutrition Programs (3 credits)

EX 398 Independent Research in Exercise Science (1-3 credits)

Required Supporting Courses (34 credits)

BI 111/113 Concepts in Biology I: Molecules to Cells with Lab (4 credits)

BI 112/114 Concepts of Biology II: Cells to Organisms with Lab (4 credits)

BI 206/208 Human Anatomy & Physiology I with Lab (4 credits)

BI 207/209 Human Anatomy & Physiology II with Lab (4 credits)

CH 117/119 General Organic Biochemistry, an Overview, with Lab (4 credits)

or

CH 151/153 General Chemistry I with Lab (4 credits)

MA 140 Precalculus (4 credits)

PS 110 Introduction to Psychology (3 credits)

PS 295 Health Psychology (3 credits)

PY 104 Elements of Physics (4 credits)

or

PY 111/113 General Physics I with Lab (4 credits)

Exercise Science Course Descriptions

EX 100 Introduction to Exercise Science

3 CH

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.

A prerequisite to EX 230

EX 101 Health, Fitness, & Recreation

1 CH

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 & Evaluation for Health Professionals

3 CH

An introduction to quantitative and qualitative research methods relevant to exercise science. Topics will include the conducting of 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.

Prerequisite: EX 100 Introduction to Exercise Science

A prerequisite to EX 240, 250, 253, 255, 260, 270, and 290

EX 240 Concepts in Sports Medicine with Lab

4 CH

This course will provide an introduction to sports medicine concepts as they relate to the exercise science professional. Course content will include emergency action planning and the physiological response to injury as well as the healing process. This course also explores basic functional anatomy along with common injuries and their mechanism and the role of the exercise science professional in the recognition and management of these injuries.

Prerequisites: BI 207/209 Human Anatomy & Physiology II with Lab and EX 230 Research & Evaluation for Health Professionals (pre- or corequisite)

EX 250 Exercise Physiology with Lab

4 CH

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 Human Anatomy & Physiology II with Lab and EX 230 Research & Evaluation for Health Professionals (pre- or corequisite)

A prerequisite to AT 324/324L; EX 320, 358, 362, 363, 365, and 366

EX 253 Pathophysiology & Pharmacology

3 CH

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 Human Anatomy & Physiology II with Lab and EX 230 Research & Evaluation for Health Professionals (pre- or corequisite)

A prerequisite to AT 310/310L

EX 255 Nutritional Aspects of Human Health & Performance

3 CH

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.

EX 260 Kinesiology with Lab

4 CH

Investigates basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion.

Prerequisites: BI 206/208 Human Anatomy & Physiology I with Lab, EX 230 Research & Evaluation for Health Professionals (pre- or corequisite), and PY 100 Elements of Physics

A prerequisite to AT 242/242L; EX 358, 361, and 363

EX 270 Neural Control of Human Movement

3 CH

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: BI 206/208 Human Anatomy & Physiology I with Lab and EX 230 Research & Evaluation for Health Professionals (pre- or corequisite)

EX 290 Behavioral Aspects of Exercise

3 CH

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.

Prerequisite: EX 230 Research & Evaluation for Health Professionals (pre- or corequisite)

EX 299 Special Topics in Exercise Science

1-3 CH

In-depth exploration of a specific applied exercise science topic. Course can be repeated if topic varies.

Prerequisites: Instructor approval

EX 320 Pediatric Exercise Science

3 CH

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 Exercise Physiology with Lab

EX 358 Exercise & Aging

3 CH

Examines changes and their effects on performance occurring in the anatomical and physiological systems as adults mature 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.

Prerequisite: EX 250 Exercise Physiology with Lab

EX 361 Functional Gait Analysis

3 CH

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 footwear treatments.

Prerequisite: EX 260 Kinesiology with Lab

EX 362 Exercise Testing & Prescription with Lab

4 CH

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) Certified Exercise Physiologists (CEP) certification examination.

Prerequisite: EX 250 Exercise Physiology with Lab

EX 363 Developing Strength & Conditioning Programs with Lab

4 CH

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.

Prerequisite: EX 260 Kinesiology with Lab

EX 365 Clinical Exercise Science

3 CH

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.

Prerequisite: EX 250 Exercise Physiology with Lab

EX 366 Clinical Rotation

3 CH

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.

Prerequisites: EX 250 Exercise Physiology with Lab, CPR/AED for the Healthcare Provider (or equivalent), and proof of up-to-date vaccinations (PPD, measles, mumps, rubella, varicella, Hep B)

EX 367 Internships in Exercise Science

3 CH

Internships in Exercise Science provide the student with a hands-on learning experience in either a clinical exercise science or performance-related setting. Internships are available to students in the last two semesters of their undergraduate study and students are required to work 15–20 hours/week under the guidance of an exercise professional.

Prerequisite: EX 260 Kinesiology with Lab

Prerequisite: EX 250 Exercise Physiology with Lab

EX 390 Planning & Evaluation for Physical Activity & Nutrition Programs

3 CH

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 Behavioral Aspects of Exercise

EX 398 Independent Research in Exercise Science

1–3 credits

This mentored research experience is designed to expose and prepare students to conduct independent research in an area related to Exercise Science. Specifically, students will develop a feasible research question, collect experimental data, and disseminate their findings via an oral or written medium.

MINOR IN GLOBAL HEALTH

STEPHEN BURROWS, DPM, MBA,
CPHIMS, FHIMSS
Chair, Health Science and Leadership
Program Director, Health Science

Overview/Rationale

Globalization has brought about rapid change as citizens, governments, and markets worldwide have become increasingly interdependent. Today's health professions graduates will need the knowledge, skills, and abilities to thrive in a competitive, globalized healthcare setting.

The minor in Global Health responds to the demands of the 21st century by equipping students with competencies through a broad based and multidisciplinary program designed to prepare them for global engagement and global health incidents. It is designed for students who have strong international interests and wish to pursue those interests in a program of study. The minor is administered through the Health Science and Leadership Program in the College of Health Professions.

Degree Requirements

A total of 18 credit hours of global studies coursework is necessary for completion of the minor, including Introduction to Global Health course.

Course Requirements

REQUIRED/CORE COURSES (12 credits)

HS 230	Intro to Global Health
HS 304	Community & PH

HS 332	Global Health Systems
HS 334	Culture & Global Health

ECONOMIC SYSTEMS (3 credits)

EC 211	The Economics of Social Issues or Health Economics
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ELECTIVE COURSE (3 credits)

PO 242	International Organizations
PO 341	International Law
SO 254	Society & Global Economic Change
TRS 342	Human Rights

Course Descriptions

HS 230 Introduction to Global Health

3 CH

Why are some people in some countries so much healthier than others? This course will explore the factors that explain the unequal distribution of health and disease in the world. The course will begin with an introduction to the language of global health: the burden of disease, epidemiology, cost effectiveness, and health systems. It will then analyze the rationale for and modes of intervention to improve global health by exploring a number of high profile topics, including the HIV/AIDS epidemic, access to pharmaceuticals, human resources for health, and maternal and child health. The course will incorporate knowledge and views from multiple academic disciplines (public health, economics, politics, management, sociology) and does not require any background knowledge.

HS 304 Community & Public Health

3 CH

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 332 Global Health Systems

3 CH

This course allows students to examine social, economic, and political determinants of healthcare systems and the evolution of various systems around the world over the last few decades. Students will compare theories of health policy and priorities, models of government intervention in providing healthcare and insurance, financing, planning, education, and training. Students will review the major determinants of health status, international development and social change around the world, and reflect on how it applies and is practiced in the U.S. healthcare system and society. The roles of different types of international health organizations will be defined and examined, including financing institutions, implementing institutions, research entities, technical support entities, coordinating bodies, and private and non-governmental voluntary organizations.

HS 334 Culture & Global Health

3 CH

This course will introduce the concept of cultural perceptions about health and disease in diverse communities worldwide, and how to develop cultural awareness and humility in healthcare contexts. We will explore how culture may impact health beliefs, health status, and access to health services. We will also consider the ideas of health and social justice and health as a human right in developing, middle income, and developed nations. Relevant sociocultural theories will also be addressed.

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 healthcare. Students will be offered opportunities to develop themselves as holistic healthcare practitioners and pre-professionals, which includes their spiritual, ethical, affective, and intellectual development. The Health Science curriculum will provide exposure to contemporary healthcare policy and practices, health delivery organizations, health disciplines and roles, cultural competence, healthcare finance, legal and ethical issues in healthcare, health information technology, disparities in healthcare, professional interactions, and leadership.

The Health Science major consists of two distinct tracks: the Health Science Leadership track and the Health Science Pre-Professional track. The Health Science Pre-Professional track prepares students for continuation into graduate health science education programs. Health Science Pre-Professional track graduates will be well equipped to pursue graduate study in the health profession education program of their choice including medicine or dentistry, nutrition, occupational therapy, pharmacology, physical therapy, speech-language pathology, and others.

The Health Science Leadership track is for health professionals holding an Associate's degree in a health profession or two year's work experience in a healthcare environment who are interested in obtaining a bachelor's degree, developing leadership skills specific to healthcare environments, and advancing their careers. Graduates of the Health Science Leadership track will be well poised to assume roles as department heads, hospital or clinic administrators, and/or supervisors of department personnel.

Faculty

**STEPHEN BURROWS, DPM, MBA,
CPHIMS, FHIMSS**
Chair, Health Science and Leadership
Program Director, Health Science

Requirements

The Health Science (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 Health Science designated courses, and 18 credits as approved by Health Science advisor and as appropriate to pre-professional interests. Health Science 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 Health Science 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 of electives. Some of the 30 major elective credits may include professional courses transferred into the University from the health science associate 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 graduate 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	Healthcare Administration Practice (3 credits)
HS 350	Healthcare Policy, Politics, & Advocacy (3 credits)
HS 351	Legal & Ethical Aspects of Healthcare (3 credits)
HS 353	Diversity & Disparities in Healthcare (3 credits)
HS 354	Improving Healthcare Quality & Safety (3 credits)
HS 355	Health Research Capstone (3 credits)

Health Science Electives

HS 301	Spirituality in Healthcare (3 credits)
HS 303	Health Education & Promotion of Healthy Lifestyles (3 credits)
HS 304	Community & Public Health (3 credits)
HS 306	Health Management Information Systems (3 credits)
HS 307	Alternative Healing Modalities (3 credits)

HS 309	Professional Interactions in Healthcare Settings (3 credits) (for junior- and senior-standing students)
HS 310	Human Growth & Development Across the Lifespan (3 credits)
HS 352	Healthcare Leadership (3 credits)

Pre-Professional Track: 30 major elective credits, 12 Health Science-designated electives, plus 18 credits as approved by Health Science advisor.

Pre-Professional track credits may be taken from Health Science electives and/or approved Arts and Science courses as determined by pre-professional interests.

Leadership Track: 30 elective credits as approved by Health Science advisor.

Leadership track courses may be taken from Health Science electives, and/or Arts and Science as approved by the Health Science advisor, and/or professional courses transferred from health profession associate 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 Health Science major, graduates of an associate degree health science program can transfer a maximum of 24 professional course credits toward the Health Science 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 Health Science minor is sequenced to help students explore critical issues related to the healthcare environment including healthcare policy, advocacy, administrative practices, and legal and ethical issues. The Health Science minor will provide exposure to contemporary health policy, issues, and practices including the organization of health delivery, health disciplines and roles, cultural competence, and health disparities among others. Depending upon selected electives, the Health Science minor will facilitate development of skills in leadership, healthcare information systems, and supervision and management in healthcare environments. Students must have sophomore status or above to declare the Health Science minor. The minor in Health Science consists of 18 credits including 9 credits of required Health Science designated courses; HS 302 Healthcare Administrations & Practice, HS 351 Legal & Ethical Aspects of Healthcare, and HS 350 Healthcare Policy, Politics, & Advocacy; and 9 credits of Health Science designated electives and/or electives from the approved list in any combination. These electives are listed below.

CURRICULUM

Required Courses

HS 302	Healthcare Administration Practice (3 credits)
HS 350	Healthcare Policy, Politics, & Advocacy (3 credits)
HS 351	Legal & Ethical Aspects of Healthcare (3 credits)

Electives

Choose three:

HS 353	Diversity & Disparities in Healthcare (3 credits)
<i>or</i>	
NU 210	Health & Wellness & Cultural Diversity (2 credits)

SO 239	Diversity & Oppression in Contemporary Society (3 credits)
<i>or</i>	
BU/IB 203	Intercultural Management (3 credits)
HS 301	Spirituality in Healthcare (3 credits)
HS 303	Health Education & Promotion of Healthy Lifestyles (3 credits)
HS 304	Community & Public Health (3 credits)
<i>or</i>	
NU 381	Public Health Nursing (5 credits) (Nursing majors only)
<i>or</i>	
NU 375	Populations & Public Health Nursing (3 credits) (Nursing majors only)
<i>or</i>	
HS 306	Health Management Information Systems (3 credits)
HS 307	Alternative Healing Modalities (3 credits)
<i>or</i>	
PS 295	Health Psychology (3 credits)
<i>or</i>	
HS 309	Professional Interactions in Healthcare Settings (3 credits)
HS 310	Human Growth & Development Across the Lifespan (3 credits)
HS 352	Healthcare Leadership (3 credits)
<i>or</i>	
BU 201	Organizational Management (3 credits)

Health Science Course Descriptions

HS 302 Healthcare Administration Practice

3 CH

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 healthcare environments will be presented. Considerations of differences between for-profit and not-for-profit organizations will be discussed.

HS 350 Healthcare Policy, Politics, & Advocacy

3 CH

Virtually all health services and careers are influenced by healthcare 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 the financing of healthcare services. Consideration to current policy and finance priorities in healthcare will be used to structure the examination and debate along with application of ethical principles and advocacy toward influencing healthcare policy.

HS 351 Legal & Ethical Aspects of Healthcare

3 CH

The planning and delivery of healthcare 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 healthcare practice. The regulation of healthcare at national and state levels will also be reviewed.

A prerequisite to HS 354

HS 353 Diversity & Disparities in Healthcare

3 CH

The rapidly changing demographics of the country and the world call for increased attention to disparities relative to health status, including issues around diversity, socioeconomic status, geography, and access. The effects that facility utilization and uncompensated care have 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 healthcare.

HS 354 Improving Healthcare Quality & Safety

3 CH

Healthcare 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 healthcare workers in creating a culture of safety. Leadership implications of the quality and safety of the environment, movement, and handling will be explored.

Prerequisite: HS 351 Legal & Ethical Aspects of Healthcare

HS 355 Health Research Capstone

3 CH

The Health Research Capstone course will provide an overview of health research principles and the role of research in the delivery of healthcare, showing connections to the other BSBS 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 Healthcare

3 CH

Explores the spiritual dimension of healthcare and the incorporation of spirituality into the caring relationship. The intersection of religion, spiritual practices, culture, diversity, life stages, and health issues is examined. Other topics include the identification of one's personal spirituality, discussion of the ethical provision of spiritual care by the healthcare professional, importance of the consideration of spiritual care needs by the healthcare team, and the difference in the roles of the healthcare professional and pastoral care professional.

Prerequisite: Sophomore standing

HS 303 Health Education & Promotion of Healthy Lifestyles

3 CH

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 healthcare needs and costs within the context of ethical principles.

HS 304 Community & Public Health

3 CH

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 CH

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 CH

This course examines holistic forms of healthcare 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 Healthcare Settings

3 CH

This course will present a model for interacting with people seeking healthcare services and healthcare 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.

Prerequisite: Junior or senior standing

HS 310 Human Growth & Development Across the Lifespan

3 CH

This course covers the psychological, biological, cognitive, social, and emotional changes that occur throughout the human lifespan. It includes prenatal 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 Healthcare Leadership

3 CH

This survey course will review leadership theories practices commonly applied in healthcare 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 healthcare environments will be explored.

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 healthcare. 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 (see Health Science major for specific plans of study). Students must successfully complete all required prerequisites by the end of the summer prior to enrollment. A 3.2 cumulative and 3.2 prerequisite GPA, with no prerequisite grade below a C, is required, and only one prerequisite course may be retaken only one time. All of the following prerequisite courses must be completed with grades entered with the University Registrar by the June 30 application deadline to determine admission status and eligibility for enrollment in the program: psychology, statistics, biology with lab, human anatomy & physiology I with lab, and human anatomy & physiology II with lab. For details regarding the Graduate Occupational Therapy program, program accreditation, admission, and application information, see the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions.

Faculty

JODY BORTONE, EdD, OT/L

Chair and Director of Graduate Occupational Therapy Program and Clinical Associate Professor

LENORE FROST, PhD, CHT, FAOTA, OTR/L

Clinical Associate Professor

LOLA HALPERIN, MA, OTR/L

Clinical Assistant Professor

MARY-ELLEN JOHNSON, OTD, OTR/L

Clinical Assistant Professor

SHARON M. MCCLOSKEY MBA, OTR/L, DIPCOT

Clinical Assistant Professor

HEATHER MILLER-KUHANECK, PhD,

FAOTA, OTR/L

Associate Professor

SHEELAGH SCHLEGEL, MPH, OT/L

Academic Fieldwork Coordinator and Clinical Assistant Professor

Freshman Admission Decision

A freshman admission decision application option is available to outstanding incoming Sacred Heart University freshmen. 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 1050 or higher (SAT required)

Sacred Heart University students accepted to the Occupational Therapy program as freshmen must meet the following Occupational Therapy graduate program criteria as a condition for keeping their seat and enrolling in the graduate Occupational Therapy program. Students admitted into the program as freshmen who do not meet all of the following criteria at the time of application will forfeit their seat and admission status in the Occupational Therapy program and will be ineligible for continued enrollment in the graduate Occupational Therapy program.

Prior to enrollment:

- 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 and 3.2 cumulative GPA. Only one prerequisite can be retaken

only one time. Required prerequisites are: statistics*, biology with laboratory, human anatomy & physiology I with laboratory*, human anatomy & physiology II with laboratory*, psychology, abnormal psychology, lifespan development with content covering the entire lifespan, and sociology or anthropology or multicultural/diversity studies (*must have been taken within the most recent five years).

At the time of application:

- Successful completion of the following prerequisites: biology with lab, human anatomy & physiology I and II with labs, statistics, and psychology (see GPA requirements above).
- Completion of the online graduate application with all official transcripts for all undergraduate work submitted by June 30 following the junior year for 4 + 2 students and following the sophomore year for 3 + 2 students.

All Sacred Heart University students must submit Graduate Record Examination (GRE) scores with the application. GRE Analytical Writing scores of 3.5 or above are required, combined Verbal and Quantitative Reasoning scores of 300 or above are desired.

Occupational therapy students must be able to perform the essential functions consistent with occupational therapy practice. Student must meet the requirements for the essential functions with or without reasonable accommodations. Please see the occupational therapy program's website for the policy regarding and complete list of the essential functions.

Early or Regular Admission Application

External students and Sacred Heart University undergraduates who were not directly admitted into the Occupational Therapy Program as freshmen may apply

competitively for early or regular decision. Applicants must meet or exceed all of the admission standards and application deadlines (see the Sacred Heart University Graduate Catalog for admission standards and application deadlines).

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. The Program is scheduled for its ACOTE reaccreditation site visit in 2017. 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, 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); www.nbcot.org. 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. Both level I and level II fieldwork experiences must be successfully completed within 24 months of completion

of coursework. 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 webpage 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 and GRE requirements, and group interview and PBL experience with the Occupational Therapy Admissions Committee. See the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions for admission criteria, application procedures, and program information.

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, DPT, MPH, PCS
Clinical Associate Professor

DAVID A. CAMERON, PT, PhD, OCS, ATC
Clinical Associate Professor

KEVIN K. CHUI, PT, DPT, PhD, GCS, OCS, CEEAA, FAAOMPT
Associate Professor and Chair

MICHAEL J. EMERY, PT, EdD, FAPTA
Professor Emeritus

BEVERLY D. FEIN, PT, DPT, EdD
Associate Professor

JASON GRIMES, PT, MPT, OCS, ATC
Clinical Assistant Professor

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, LSVT
Clinical Instructor

FRANK TUDINI, PT, DSC, OCS, COMT, FAAOMPT
Clinical Assistant Professor

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
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 (45 CREDITS)

BI 111/113	Concepts in Biology I: Molecules to Cells with Lab (4 credits total)
BI 112/114	Concepts in Biology II: Cells to Organisms with Lab (4 credits total)
BI 131/132	Human Anatomy & Physiology I and II (3 credits each)
BI 133/134	Human Anatomy & Physiology Laboratory I and II (1 credit each)
CH 151/152	General Chemistry I and II (3 credits each)
CH 153/154	General Chemistry Laboratory I and II (1 credit each)
MA 131	Statistics for Decision-Making (3 credits)
MA 140	Precalculus (4 credits)
PY 111/112	General Physics I and II (3 credits each)
PY 113/114	General Physics Laboratory I and II (1 credit each)
PS 110	Introduction to Psychology (3 credits) and one additional elective

PRE-PHYSICIAN ASSISTANT STUDIES

Pre-Physician Assistant Studies preparation is a four-year course of study leading to a baccalaureate degree and the completion of required Sacred Heart University Physician Assistant (PA) Studies prerequisite courses. Pre-Physician Assistant in itself is not an

undergraduate major at Sacred Heart University. The Sacred Heart University (SHU) Master of Physician Assistant Studies (MPAS) program is a 27-month program that includes required summer course attendance, graduate-level coursework, supervised clinical experiences, and a Master's Capstone project. Applicants must have a conferred baccalaureate degree in the discipline of their choice, but a Health Science or Biology degree is preferred as it offers students a solid science foundation. Additional prerequisites includes a minimum of 1,000 hours of paid, direct hands-on patient care experience. All required prerequisites must be completed by the October 1 application deadline to determine admission status and eligibility for enrollment in the SHU MPAS program. For additional details regarding SHU's MPAS program, please refer to the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions.

Faculty

TERESA THETFORD, DHSC, MS, PA-C
Department Chair, Program Director, and
Clinical Associate Professor

REYNOLD JAGLAL, MBA, PA-C
Director of Clinical Education and Clinical
Assistant Professor

ERIC NEMEC, PHARMd
Director of Research and Assessment and
Clinical Associate Professor

ADAM OLSEN, PA-C
Principal Faculty, Instructor

HARRY POMERANZ, MS, PA-C
Director of Didactic Education and Clinical
Associate Professor

HENRY YOON, MD
Medical Director and Clinical Associate
Professor

Program Overview

Sacred Heart University Graduate Program in Physician Assistant Studies is for candidates with an earned Bachelor's Degree. The program will prepare our graduates for generalist practice as a physician assistant (PA). Graduates will draw from program didactic and experiential learning to provide quality, evidence-based, patient-centered healthcare to persons of various ages and in varied settings within interprofessional teams.

The SHU Master of Physician Assistant Studies Program is a 27-month program that will offer a 12-consecutive month didactic phase, a 15-month clinical phase that includes a Master's Capstone Project. Clinical rotations are planned as ten 5-week clinical rotations that will provide each student with over 2,000 hours of supervised direct patient care experiences.

The MPAS program will prepare individuals to practice medicine with the supervision of a licensed physician, in compliance with the PA Profession Competencies described and accepted by the profession. Students will be educated to provide compassionate, respectful, high-quality healthcare, and have proficiency in the competencies as described by the profession PA Competencies. Graduates of the program are eligible to sit for the Physician Assistant National Certification Examination (PANCE). After successfully passing the PA National Certification Exam, graduates of the SHU MPAS Program will qualify to work in any of the 50 states as a certified PA (PA-C). The PA-C must then apply for and obtain state licensure in the state they wish to work.

Program Accreditation

The ARC-PA has granted **Accreditation-Provisional** status to the **Sacred Heart University Physician Assistant Program** sponsored by **Sacred Heart University**.

Accreditation-Provisional is an accreditation

status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

For information about accreditation, please visit the ARC-PA website at www.arc-pa.org.

Background Check

Successful completion of the MPAS program includes satisfactory completion of the clinical education component of the curriculum. The majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. State licensure laws may also restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Thus, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s) thereby failing to meet the academic standards of the Program.

It is therefore the policy of PA Program that all admitted students enrolled in the MPAS Program must consent, submit to, and satisfactorily complete a criminal background check as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the program director or MPAS Director of Clinical Education.

All expenses associated with the criminal background check are the responsibility of the student. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regards to the background check will be subject to disciplinary action up to and including refusal of matriculation or dismissal from the program.

Criminal background information is strictly confidential, for use only by authorized MPAS Program faculty and/or administrative staff, and shall be retained only until the student graduates or is dismissed from the program.

GRADUATE ADMISSIONS REQUIREMENTS

Sacred Heart University (SHU) Master of Physician Assistant Studies seeks students who are mature, possess excellent communication skills, are team-oriented, and demonstrate intellectual capacity and integrity.

The SHU Physician Assistant (PA) Program uses a holistic admissions process. This is a process by which applicant's cognitive skills, such as GPA, are balanced with non-cognitive variables including but not limited to commitment to service, cultural sensitivity, empathy, capacity for growth, emotional resilience, strength of character, and interpersonal skills. This approach encourages diversity and the equitable evaluation of well-rounded applicants. Witzburg, R. A., & Sondheimer, H. M. (2013). Holistic review: Shaping the medical profession one applicant at a time. *New England Journal of Medicine*, 368, 1565-1567.

Applicants must use the Central Application Service for Physician Assistants (CASPA). All prerequisites and requirements must be completed by the SHU admissions deadline of October 1.

All applicants, including graduates from foreign institutions, must hold either U.S.

Citizenship or Permanent Residence status at the time of application. Applicants with pending citizenship or temporary residency will not be considered.

Sacred Heart University Physician Assistant Studies does not participate in rolling admissions.

DEGREE PREREQUISITES

An earned baccalaureate degree from a regionally accredited college or university, or an equivalent institution as determined by Sacred Heart University, is required to be conferred by the SHU admissions deadline (October 1).

Applicants educated outside the U.S. must utilize a transcript evaluation service to verify their degree and coursework. The academic record must show credits and grades equivalent to those given by U.S. institutions of higher learning.

COURSEWORK PREREQUISITES

The following courses must be completed at a regionally accredited institution in the United States, with a grade of “C” or better.

16 semester units of Biological Science courses*, which must include:

- Microbiology w/lab
- Human Anatomy w/lab
- Human Physiology w/lab
- Remaining units can be any upper division college-level human biological science course with lab

One course of EACH of the following:

- Organic Chemistry I with lab or Biochemistry with lab (Biochemistry preferred)
- Statistics (Biostatistics preferred)

- General Psychology

Advanced Placement (AP) credits will be accepted for Psychology and Statistics.

Highly recommended courses, but not required:

- Human Genetics
- Abnormal Psychology
- Biostatistics
- Biochemistry
- Sociology or Cultural Anthropology

*SHU PA Studies accepts prerequisite lecture courses completed online but does not accept labs completed online. SHU PA Studies requires that all labs be completed in a classroom setting. Virtual labs are not considered an acceptable format. Some online courses offer an online lecture with labs completed in a classroom setting; this is an acceptable format.

SHU PA Studies does not accept transfer credits, and does not accept applications for challenge examinations. We do not accept previous experience or medical training for advanced placement in the PA Studies program. All students are expected to complete all didactic and clinical elements of the PA Studies program.

Minimum Requirements

- Overall GPA of 2.8
- All prerequisite courses: Cumulative GPA of 3.0
- A minimum of 1,000 hours of verifiable, paid, hands-on (direct) patient care experience in the U.S. healthcare system. Healthcare experience will be evaluated based on the type of work and level of patient interaction

Examples of paid, hands-on (direct) patient experience includes but is not limited to:

- Back Office Medical Assistant (MA)
- Certified Nursing Assistant (CNA) or Patient Care Assistant (PCA)
- Emergency Department Technician
- Emergency Medical Technician (EMT)
- Licensed Practical Nurse (LPN/LVN)
- Medical/ER Scribe
- Military medic or corpsman
- Paramedic
- Physical Therapy Aide
- Radiology Technician
- Respiratory Therapist

Highly competitive applicants will also possess the following:

- Participation in community service or volunteer work
- Greater than 2,000 hours of paid, hands-on (direct) patient care experience completed in the U.S healthcare system
- Overall GPA 3.0 or greater
- Completed college-level science course credit hours of 80 hours or more

Additional consideration will be given to applicants with current Connecticut resident status, or applicants with verifiable military service. SHU participates in the Yellow Ribbon Program: <http://www.sacredheart.edu/academics/universitycollegepart-timenon-creditprograms/part-timeundergraduatestudies/militaryorveterans/yellowribbonprogram/>

Applicants with an earned bachelor's or master's degree from Sacred Heart University or a current Stamford Health Medical Group employee who meet all minimum requirements and Technical Standards will be granted an in-person interview.

ADDITIONAL REQUIREMENTS

- Application through the Central Application Service for Physician Assistants (CASPA)
- Three letters of reference: must include at least one letter from a work supervisor
- Personal statement
- Official college transcripts
- Supplemental SHU Essay Questions completion (on CASPA)
- Successful interview, by invitation only
- Must meet all Technical Standards (see Graduate Catalog for Technical Standards, or visit <http://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/physicianassistant/technicalstandards/>)
- Completion of criminal background check is required prior to starting the PA program

TEST SCORES

- Scores from the Graduate Records Examination (GRE) are NOT required for admission to the SHU PA Program.
- Applicants who have not earned a baccalaureate degree from a regionally-accredited institution in the U.S. must also submit official scores from the Test of English as a Foreign Language (TOEFL) regardless of the official language of the country in which the education took place, or the predominant language of the degree-granting institution. Minimum TOEFL scores accepted are:
 - Reading 22/30
 - Listening 22/30
 - Speaking 26/30
 - Writing 24/30

For updated program information, please visit <http://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/physicianassistant/>

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 any major discipline of their choice; the Health Science major leading to the Bachelor of Science in Health Science is preferred, as it offers students a solid foundation in information specific to healthcare practice. Other suggested majors include English, Foreign Language & Culture, and 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 cumulative GPA of 3.0 and prerequisite GPA of 3.3 with no individual prerequisite course grade below a C are required for admission to SHU's graduate program in SLP. Additional admissions requirements for the graduate program in SLP can be found in the Sacred Heart University Graduate Catalog.

Faculty

RHEA PAUL, PhD, CCC-SLP
Chair, Founding Director, and Professor

ROBIN DANZAK, PhD
Assistant Professor

JILL DOUGLASS, PhD, CCC-SLP
Assistant Professor

CAROLYN FALCONER-HORNE, MS, ABD, CCC-SLP
Assistant Professor

CIARA LEYDON, PhD, CCC-SLP
Associate Professor

Program Accreditation

The Speech-Language Pathology Pre-Professional program at SHU is designed to meet all requirements of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and to prepare students for graduate study in communication disorders, including both speech-language pathology and audiology. The SHU master's program in Speech-Language Pathology has been accredited 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 of the American Speech-Language-Hearing Association (ASHA). This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA's Standards Compliance Continuum for an initial period of five years. It allows the program to matriculate and graduate students who, upon successful completion of the program, will meet all requirements for national certification and state licensure as Speech-Language Pathologists. Program approval for CT teacher endorsement has also been granted.

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 and Sacred Heart University required foundational, elective, and common core courses for a Bachelor of Science or Bachelor of Arts degree. Coursework in Education and Psychology, in preparation for teacher endorsement, is also strongly recommended. Twenty-five (25) hours of observation of Speech-Language Pathology practice is required and is included in pre-professional coursework. Admission to the SHU graduate program in SLP requires an overall undergraduate GPA of at least 3.0 and a GPA of at least 3.3 with no grade below C on all prerequisite courses listed below. Connecticut requirements for SLP practice in public schools require passing all three subtests of the Praxis Core Academic Skills test (see assessment guide for minimum passing scores at http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess_for_cert.pdf.) or applying for and being granted a waiver by meeting the minimum or higher qualifying scores on the ACT, SAT, or GRE (see http://www.sde.ct.gov/sde/lib/sde/pdf/cert/certalert_january2015.pdf).

PREREQUISITE COURSE REQUIREMENTS

To complete the pre-professional program in Speech-Language Pathology, students must take the following prerequisite courses, fulfill requirements for their major field of study, and earn a Bachelor of Science or Bachelor of Arts degree (only grades of C or better meet prerequisite requirements).

Basic Science Requirements:

Biological Sciences (3 credits)

(for example, BI 030 or BI 111)

Physical Sciences (3 credits)

(for example, PY 103 or CH 030)

Statistics (3 credits)

(for example, MA 131)

Social/Behavioral Sciences (6 credits)

(PS 110, PS 252)

Pre-Professional Courses:

Must be taken in conjunction with a SHU major such as Health Science, English, Foreign Language & Culture, Psychology

SLP 200	Introduction to Communication Disorders (3 credits)*
SLP 210	Phonetics (3 credits)*
SLP 300	Anatomy & Physiology of Speech & Swallowing (3 credits)*
SLP 310	Introduction to Audiology & Hearing Science (3 credits)
SLP 320	Speech Science (3 credits)*
SLP 330	Development of Language (3 credits)*
SLP 340	Neurological Bases of Communication & Swallowing (3 credits)
SLP 350	Clinical Methods & Observation (3 credits)*
ED 152	Education in the United States (3 credits)**
ED 205	Education of Children with Special Needs (3 credits)**

* Required for minor in SLP; the other courses listed are needed for admission to graduate programs in Communication Disorders (SLP or Audiology).

** Requires Criminal Background Check (see department for information)

GRADUATE ADMISSIONS REQUIREMENTS

To be admitted to the graduate program in SLP, all students must:

- Successfully complete all required prerequisites (or their equivalents) by the end of the summer prior to enrollment

in a graduate program (see list of prerequisite courses above)

- Please note: No more than one SLP prerequisite may have been repeated by any applicant
- Hold a Bachelor of Science or Arts degree from an accredited college or university
- Have an undergraduate cumulative 3.0 GPA or higher and a prerequisite GPA of 3.3 or higher, with no individual prerequisite course grade below a C (see list of prerequisite courses above)
- Submit Graduate Record Examination (GRE) scores
- Submit two letters of recommendation from academic sources (e.g., former professor)
- Submit an admissions essay describing interest in the field of speech-language pathology
- Submit official transcripts from all colleges and universities attended
 - Please note: ALL prior schools' transcripts MUST be submitted for review, regardless of whether or not transferred courses appear on the current school transcript
- Submit documentation of twenty-five (25) hours of observation of speech-language pathology practice by an ASHA-certified SLP documented on SHU form (available from the Graduate Admissions Office)
- Meet Connecticut state statutes and regulations, which require that all candidates seeking admission to an educator preparation program must meet the essential skills test requirement. To fulfill this requirement, candidates for the SHU SLP master's program must meet one of the following conditions prior to admittance to the graduate program:
 - Pass all three subtests of the Praxis Core Academic Skills test. See

assessment guide for minimum passing scores at http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/assess_for_cert.pdf

- Current passing scores for the PCAS are: Reading: 156, Writing: 162, Math: 150

OR:

- Pass all three subtests of the Pre-Professional Skills Test (Praxis 1 PPST) with minimum scores of 172 on reading, 171 on writing, and 171 on math) prior to September 1, 2014 which will be accepted through August 31, 2019

OR

- Apply for and be granted a waiver by meeting the minimum or higher qualifying scores on the ACT, SAT, or GRE (see http://www.sde.ct.gov/sde/lib/sde/pdf/cert/certalert_january2015.pdf)
- Submit nonrefundable application fee
- SHU students applying for the graduate program in SLP should apply through the SHU Office of Graduate Admission at www.sacredheart.edu.

All SHU applicants who meet the overall and prerequisite GPA requirements (3.0 and 3.3, respectively, with no grade below C in the prerequisite courses) will be invited for interviews once applications are reviewed.

- Prerequisite coursework: Admission to the SHU SLP graduate program requires successful completion of the prerequisite courses listed above (or their equivalents) with no grade below C and a GPA of at least 3.3.
- It is also strongly recommended that all students applying for the SLP graduate program complete the following courses or their equivalents prior to matriculation in order to fulfill requirements of the State of Connecticut for endorsement as a school SLP:
 - PS 252 Child Development

- ED 152/552 Education in the US
- ED 205/569 Education of Children with Special Needs

Course Descriptions

SLP 200 Introduction to Communication Disorders

3 CH

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.

A prerequisite to SLP 350

SLP 210 Phonetics

3 CH

Students will be introduced to the articulatory properties of the sound systems of human languages. The International Phonetic Alphabet will be presented, and students will learn to record speech in broad phonemic transcription. Variations among 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.

A prerequisite to SLP 320

SLP 300 Anatomy & Physiology of Speech & Swallowing

3 CH

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

A prerequisite to SLP 320 and 340

SLP 310 Introduction to Audiology & Hearing Science

3 CH

This course presents an introduction to the practice of audiology, 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

3 CH

This course presents an introduction to the physics and psychology of human speech production and perception. It covers basic acoustics, the glottal sound source, resonance and acoustics of the vocal 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; includes both lecture and laboratory experience.

Prerequisites: SLP 210 Phonetics and SLP 300 Anatomy & Physiology of Speech & Swallowing

SLP 330 Development of Language

3 CH

This course will introduce students to the social, biological, perceptual, and cognitive bases of language. A range of theories of language acquisition will be presented and the impact of nature and nurture on children's development will be discussed. The typical sequence of language acquisition in the areas of phonology, semantics, syntax, and pragmatics will be presented. The relations between oral language development and the acquisition of literacy will be emphasized. Dialectical variations in language development and second language learning will be highlighted. 3 credits; Lecture/discussion format.

Prerequisite: PS 252 Child Development Psychology

intensive observations in various educational and medical settings. 3 credits; lecture/discussion/observation format.

Prerequisite: SLP 200 Introduction to Communication Disorders

SLP 340 Neurological Bases of Communication & Swallowing

3 CH

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 & Physiology of Speech & Swallowing

SLP 350 Clinical Methods & Observation

3 CH

This course will orient students to clinical practicum, including the scope of assessment and intervention across the lifespan. It will include an overview of goal writing, lesson planning, writing SOAP notes and other clinical documentation, electronic medical recordkeeping, 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

College of 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 foster professional growth and advancement for returning registered nurses (RNs).

Faculty

MARLENE BECK, DNP, RN, CNE
Program Director, SHU MSN Online
Clinical Assistant Professor

BETH BOYD, DNP, MSN, BSN, RN
Director, Nursing Simulation & Clinical Laboratories

HOLLY BRADLEY, DNP, ANP-BC, APRN
Clinical Assistant Professor

PENNIE SESSLER BRANDEN, PhD, CNM, MSN, BSN, RN
Assistant Professor

MICHELLE COLE, DNP, MSN, RN, CNP
Assistant Professor

LINDA COOK, DNP, MPH, BSN, APRN, NNP-BC, CNL
Assistant Program Director, Clinical Nurse Leader
Clinical Assistant Professor

MARYANNE DAVIDSON, DNSC, APRN, CPNP
Program Director, First Professional Degree
Associate Professor

SUSAN M. DENISCO, DNP, APRN, FNP-BC, CNE, CNL
Program Director, Doctor of Nursing Practice Professor

NANCY DENNERT, MS, MSN, FNP-BC, CDE, BC-ADM
Clinical Assistant Professor

MICHAEL DION, PhD, MBA, MS, RN, NEA-BC
Director, SHU Onsite Cohort Programs & Clinical Partnerships

MARY ALICE DONIUS, EdD, RN
Dean of the College of Nursing

CHRISTINA D. DOUVILLE, MSN, RN
Clinical Instructor

ANN MARIE EVANS, MSN, RN-BC
Clinical Assistant Professor

HEATHER FERRILLO, MSN, APRN, FNP-BC, RN
Clinical Assistant Professor

KIMBERLY A. FOITO, MSN, RN, EMT-B
Clinical Assistant Professor

JOANNE GATTI-PETITO, DNP, MSN, BSN, RN, CNE
Assistant Professor

CONSTANCE GLENN, MSN, FNP-BC, APRN, RN, CNE
Clinical Assistant Professor

SUSAN A. GONCALVES, DNP, MS, RN-BC
Assistant Professor

REBECCA GRIZZLE, PhD RN, ANP-C
Clinical Assistant Professor

TAMMY M. LAMPLEY, PhD, MSN, RN, CNE
Assistant Program Director, Nurse Educator
Assistant Professor

JOSLIN B. LEASCA, DNP, FNP-BC
Clinical Assistant Professor

CORINNE LEE, MSN, RN, CNS
Clinical Assistant Professor

ANGELA MARTINELLI, PhD, RN, CNOR
Clinical Assistant Professor

KIMBERLY C. MCKINNON, MSN, RN
Instructor

KERRY MILNER, DNSC, RN

Assistant Professor

LINDA MORROW, DNP, MBA, MSN, BSN, CNOR, CPHQAssistant Program Director, Nursing Management & Executive Leadership
Clinical Assistant Professor**LINDA-JO PALLOTTO-RUSSO, EdD, MSN, BSBM, ASN**

Clinical Assistant Professor

MARY LOU SIEFERT, DNSC, MSN, MBA, CON

Assistant Professor

REBECCA ANN SMART, MPH, MSN, APRN, NNP-BC, FNP-BC

Clinical Assistant Professor

JULIE G. STEWART, DNP, MPH, FNP-BC, APRN, AAHIVSProgram Director, Family Nurse Practitioner Program
Associate Professor**LINDA L. STRONG, EdD, RN**Program Director, RN-to-BSN and RN-to-MSN Programs
Director SHU-ERC
Associate Professor**TAMMY TESTUT, PhD, MSN, RN, NEA-BC**

Clinical Assistant Professor

RHONDA TOWER-SIDDENS, PhD, MSN, RN, CNE

Clinical Assistant Professor

SHERYLYN WATSON, PhD, MSN, RN, CENAssistant Dean
Clinical Assistant Professor**EILEEN YOST, PhD, MSN, BSN, RNC**

Clinical Assistant Professor

Major in Nursing

Two tracks are offered in the Nursing major: the First Professional Degree program and the 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 website www.aacn.nche.edu. In addition, a 6-credit certificate in Home Healthcare 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 122–124 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

- 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 3.4 high school GPA and SAT or ACT equivalent of 1100 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 toward the end

of the final semester. Questions about these fees and activities should be directed to the Director of Undergraduate Nursing or the Dean of the College 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 activities 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. Healthcare 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 Nursing that all admitted students planning to enroll in the Nursing program must consent, submit to, and satisfactorily complete a criminal background check and drug screenings. 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).

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 healthcare 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 healthcare 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 healthcare based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives, recognizing that these are complex system issues that 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.

Healthcare Policy (Essential V)

- Integrate knowledge of healthcare policy, finance, and regulatory factors that influence healthcare 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 healthcare 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 healthcare 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 healthcare 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 healthcare 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 skill 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 BS IN NURSING PROGRAM

Fall Freshman Year: 16 credits

Spring Freshman Year: 14 credits

FYXX 125	First Year Seminar (3 credits)
<i>or</i>	
FLO 125	The Art of Thinking (3 credits)
PS 110	Introduction to Psychology (3 credits)
CH 117/119	General Organic and Biochemistry: An Overview with Lab (4 credits total)
BI 126/127	Nursing Anatomy & Physiology I with Lab (4 credits total)
BI 128/129	Nursing Anatomy & Physiology II with Lab (4 credits total)
MA 105	Mathematical Applications for Health Sciences (3 credits)

One Foundational Core Course in addition to PS 110 and CH 117/119 can be taken Year 1 Semester 1 or Year 1 Semester 2.

See Undergraduate Catalog Degrees and Curricula for course information.

Foundational Core subject areas include: Natural/Physical Science, Literature, History, Arts/Design/Communication, Philosophy, Theology/Religion, and Social/Behavioral Science.

- 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 BS IN NURSING

Fall Sophomore Year: 16 credits

Spring Sophomore Year: 15 credits

- NU 205/205L Foundations of Professional Nursing (3 credits)
- NU 310 Pathophysiology (3 credits)
- NU 220/220L Pharmacology & Nursing Implications (3 credits)
- NU 215/215L Health Assessment (3 credits)
- BI 161/162 Introduction to Microbiology with Lab (4 credits total)
- PH 101 Introduction to Philosophy (3 credits)
- SO 110 Sociological Imagination (3 credits) (or SO 120 or SO 239 or AN 110)

Foundational Core Course/Thematic Liberal Arts Course (3 credits each)

See Undergraduate Catalog Degrees and Curricula for Foundational Core Courses and Thematic Liberal Arts Course requirements.

- CIT 201/202 The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (3 credits each)
- BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4

Fall Junior Year: 16 credits

Spring Junior Year: 17 credits

- NU 210 Health & Wellness & Cultural Diversity (2 credits)
- NU 300 Psychiatric—Mental Health Nursing (4 credits)
- NU 330 Care of the Childbearing Family (4 credits)
- NU 340 Introduction to Adult Nursing (5 credits)
- NU 365 Evidence-Based Nursing Practice (3 credits)
- MA 131 Statistics for Decision-Making (3 credits)
- PS 252 Child Development Psychology (3 credits)

Foundational Core Course/Thematic Liberal Arts Course (3 credits each for a total of 9 credits in Junior Year). See Undergraduate Catalog Degrees and Curricula for Foundational Core Courses and Thematic Liberal Arts Courses requirements.

Fall Senior Year: 16 credits

Spring Senior Year: 15–18 credits

- NU 360 Adult Nursing II (6 credits)
- NU 370 Nursing Leadership (3 credits)
- NU 374 Concepts in Child Health Nursing (4 credits)
- NU 381 Public Health Nursing (5 credits)
- NU 390 Senior Synthesis Seminar (3 credits)
- NU 395 Transitions into Professional Nursing Practice (4 credits)
- TRS 340 Bioethics: Religious Approaches (3 credits)
- or*
- PH 353 Bioethics: Philosophical Approaches (3 credits)

Foundational Core Course and/or Elective Course.

Course Descriptions for First Professional Degree

NU 205/205L 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: BI 126/127 Nursing Anatomy & Physiology I with Lab, BI 128/129 Nursing Anatomy & Physiology II with Lab, CH 117/119 General Organic & Biochemistry: An Overview with Lab, and MA 105 Mathematical Applications for Health Sciences

A prerequisite to NU 210, 215, and 310

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 lifespan 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 healthcare systems and treatment by culturally competent practitioners is included.

Prerequisites: NU 205 Foundations of Professional Nursing, NU 215 Health Assessment, and NU 220 Pharmacology & Nursing Implications

NU 215/215L 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.

Prerequisites: NU 205 Foundations of Professional Nursing and NU 220 Pharmacology & Nursing Implications
A prerequisite to NU 210, 300, and 330

NU 220/220L Pharmacology & 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.

Prerequisites: BI 126/127 Nursing Anatomy & Physiology I with Lab, BI 128/129 Nursing Anatomy & Physiology II with Lab, CH 117/119 General Organic & Biochemistry: An Overview with Lab, and MA 105 Mathematical Applications for Health Sciences

A prerequisite to NU 210, 215, and 310

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 lifespan 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 Health Assessment, NU 310 Pathophysiology, and BI 161/162 Introduction to Microbiology with Lab

A prerequisite to NU 340 and 365

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.

Prerequisites: NU 205 Foundations of Professional Nursing and NU 220 Pharmacology & Nursing Implications; Pre- or Corequisites: NU 215 Health Assessment and BI 161/162 Introduction to Microbiology with Lab

A prerequisite to NU 300, 330, and 340

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 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 Health Assessment, NU 310 Pathophysiology, and BI 161/162 Introduction to Microbiology with Lab

A prerequisite to NU 340 and 365

NU 340 Introduction to Adult Nursing

5 CR

Introduction to Adult Nursing 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 Psychiatric—Mental Health Nursing, NU 310 Pathophysiology, and NU 330 Care of the Childbearing Family

A prerequisite to NU 360, 370, and 374

NU 360 Adult Nursing II

6 CR

Adult Nursing II 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 and 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, 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 Introduction to Adult Nursing

A prerequisite to NU 381, 390, and 395

NU 365 Evidence-Based Nursing Practice

3 CR

This course prepares students to discover, examine, and critically appraise current evidence in nursing and healthcare. 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 Psychiatric—Mental Health Nursing and NU 330 Care of the Childbearing Family; Pre- or Corequisites: NU 340 Introduction to Adult Nursing and MA 131 Statistics for Decision-Making

A prerequisite to NU 370

NU 370 Nursing Leadership

3 CR

This course focuses on the nursing profession and leadership principles which are integral to the provision of healthcare 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 healthcare policies and changes in healthcare systems will be fostered by an analysis of current issues such as cross-cultural communication, the nursing shortage, inefficient healthcare systems, and international issues. Discussion and assignments will include implementation strategies and skills for successful transition into the workplace environment.

Prerequisites: NU 340 Introduction to Adult Nursing and NU 365 Evidence-Based Nursing Practice

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 interprofessional 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.

Pre- or Corequisite: NU 340 Introduction to Adult Nursing

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 healthcare 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.

Pre- or Corequisite: NU 360 Adult Nursing II

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 Adult Nursing II

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 healthcare 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 Adult Nursing II

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 College 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 Bachelor of Science 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). The last 30 credits of the RN-BSN degree must be taken at Sacred Heart University.

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 Master's 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 Nursing Management and Executive Leadership, Clinical Nurse Leader, and Nursing Education tracks. Please refer to the Sacred Heart University Graduate catalog for additional information.

ADMISSION REQUIREMENTS FOR RN-TO-BSN AND RN-TO-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-to-BSN program, an undergraduate GPA of 2.5 is required.
- For admission to the RN-to-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-MSN program
- Official transcripts
- Application
- Two letters of recommendation (one from a supervisor and one from a peer)
- Résumé
- Statement of professional goals
- 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

3 credits in social and behavioral sciences (PS 110, SO 110, PS 252), anthropology, political science, or economics

BI 126/127	Nursing Anatomy & Physiology I with Lab (4 credits total)
BI 128/129	Nursing Anatomy & Physiology II with Lab (4 credits total)
BI 161/162	Introduction to Microbiology with Lab (4 credits total)
MA 131	Statistics for Decision-Making (3 credit)

VALIDATION OF PRIOR LEARNING

Students may be awarded 30–36 Nursing credits through the State of Connecticut Nursing Articulation Plan. Students who graduate from schools in other states can be awarded 30 credits through endorsement of these courses. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

ADDITIONAL REQUIRED COURSES FOR THE BS IN NURSING

Foundational Core – University and Nursing Requirements

FS 103	Freshman Seminar (3 credits) (Academic Writing)
FLO 125	The Art of Thinking (3 credits) (Logic)

Natural Science – Chemistry, Biology, or Physics (e.g., CHEM 020 or CHEM 030)

ENG 260	Literature of Illness & Healing (3 credits) (Literature)
HI 100	Western Civilization (3 credits) (History)

PH 221	Historical Development of Philosophy (3 credits) (Philosophy)
TRS 265	Introduction to World Religions (3 credits)
<i>or</i>	
TRS 266	Understanding Religion (3 credits) (Religion)

Arts/Communication

Anthropology, Economics, Political Science, Psychology, and Sociology (Social Science)

MA 101	Modern College Mathematics I (3 credits) (or a higher level Math course)
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Catholic Intellectual Tradition Seminars

CIT 201	The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (3 credits)
CIT 202	The Human Journey Seminars: Great Books in the Catholic Intellectual Tradition (3 credits)

Thematic Liberal Arts Core

Humanities: Ethics

Natural Science: Chemistry, Biology, or Physics (e.g., BI 161/162 Introduction to Microbiology with Lab)

Social Science: Anthropology, Economics, Political Science, Psychology, Sociology (e.g., Lifespan Development, Child Development, Global Health, and Health Psychology)

Free Electives

For RN–BSN students, free elective(s) may include:

NU 382	Management of Home Healthcare Agencies (3 credits) or transfer course
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For RN–MSN students, free electives may include:

NU 315	The Human Journey of Nursing (3 credits)
<i>and/or</i>	
NU 335	Information & Technology for Nursing Practice (3 credits)
NU 382	Management of Home Healthcare Agencies (3 credits)

NURSING MAJOR REQUIREMENTS—BSN

NU 290	Validation of Prior Learning (30–36 undergraduate nursing credits)
NU 305	Transition to Professional Practice (3 credits)
NU 315	The Human Journey of Nursing (3 credits)
NU 325	Health Assessment for RNs (3 credits)
NU 335	Information & Technology for Nursing Practice (3 credits)
NU 345	Evidence-Based Practice (3 credits)
NU 355	Leadership in Contemporary Nursing Practice (3 credits)
NU 376	Care Management: Individuals & Families (4 credits)
NU 387	Populations and Global Health Nursing (5 credits)

REQUIRED BSN COURSES FOR ACCELERATED DEGREE RN–MSN—ALL TRACKS

NU 290	Validation of Prior Learning (30–33 credits)
NU 325	Health Assessment for RNs (3 credits)
NU 376	Care Management: Individuals & Families (4 credits)
NU 387	Populations & Global Health Nursing (5 credits)
NU 401	Healthcare Policy & Ethics for Contemporary Nursing Practice (3 credits)

NU 430	Principles of Healthcare Research for Contemporary Nursing Practice (3 credits)
NU 431	Evidence-Based Practice for Quality Care (3 credits)
NU 433	Theory & Professional Roles for Contemporary Nursing Practice (3 credits)

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) Students who have completed and received SHU credit for an Academic Writing course are exempt from Freshman Seminar.

b) MA 131 must be completed before NU 345 or NU 430.

c) The Validation of Prior Learning is awarded upon admission and validation of courses.

d) 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).

Nursing Major—MSN

Please refer to the Graduate catalog for Master of Science in Nursing requirements.

Certificate Program in Home Healthcare Management for RNs—Online

The certificate program in Home Healthcare 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 (6) credits in healthcare management or community health from an accredited college, university, or school of nursing.

ADMISSION

Students must apply to the College 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 courses for credit, which may later be applied to the RN-to-BSN degree.

REQUIRED COURSES

NU 355	Leadership in Contemporary Nursing Practice (3 credits)
NU 382	Management of Home Healthcare Agencies (3 credits)

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 five (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.

Course Descriptions for RN-to-BSN, RN-to-MSN, and Home Healthcare 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 healthcare 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-to-BSN Nursing Major

A prerequisite to NU 376 and 387

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 Catholic Intellectual Tradition Seminars 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 healthcare 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-to-BSN Nursing Major and CIT 201/202 Catholic Intellectual Tradition Seminars

A prerequisite to NU 376 and 387

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. Videotaping assessment skills is a required course component.

Prerequisite: Acceptance to the RN-to-BSN or RN-to-MSN Nursing Major

A prerequisite to NU 376 and 387

NU 335 Information & 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 healthcare. Emphasis will be placed on trends and issues in clinical technology. It will also examine key issues such as security and the use of databases.

Prerequisite: Acceptance to the RN-to-BSN Nursing Major

A prerequisite to NU 376 and 387

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-to-BSN Nursing Major and MA 131 Statistics for Decision-Making

A prerequisite to NU 376 and 387

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

healthcare continuum. Focus will be placed on strategies necessary to function effectively in a changing healthcare system by exploring interrelated process of thinking systematically, developing reflective judgment, and exercising leadership. Strategies for managing the quality and cost of healthcare, as well as research utilization, are emphasized to promote effective practice.

Prerequisites: Acceptance to the RN-to-BSN Nursing Major

A prerequisite to NU 376 and 387

NU 376 Care Management: Individuals & Families

4 CR

This course is for the registered nurse student and is focused on the elements of care management of individuals and families across the healthcare continuum. This course will expand upon the concepts of care transitions from hospital to the community setting with an emphasis on the challenges related to transitioning such as financial management, resource utilization, and overall care coordination. Care management for individuals and families requires an understanding of family systems and the interaction of individuals with their family during healthy actual or potential health issues. A family assessment will be utilized to allow the registered nurse student the opportunity to develop a plan that will promote a safe and productive transition to the community. Students will engage in analytic discussion to further develop their understanding of family systems, systems of care, clinical practice, and community nursing roles. Personal reflection on one's own practice in contemporary nursing will be included in order to allow the student to think holistically, ethically, and morally as they grapple with real-world challenges and contemporary care management issues in our healthcare environment.

Prerequisites: Acceptance to the RN-BSN or RN-MSN Programs, NU 305 Transition to Professional Practice, NU 315 The Human Journey of Nursing, NU 325 Health

Assessment for RNs, NU 335 Information & Technology for Nursing Practice, NU 345 Evidence-Based Practice, and NU 355 Leadership in Contemporary Nursing Practice
A prerequisite to NU 387

NU 382 Management of Home Healthcare Agencies

3 CR

This course is a required elective for the Home Healthcare Management Certificate and is designed for students interested in the application of basic management concepts in home health settings. This course will expand on basic concepts of leadership and management and explore unique aspects of management in non-institutional settings. Major emphasis will be placed on the basics of home healthcare financing covering such areas as Medicare, Medicaid, fraud, and insurance coverage. State and federal regulations that affect risk management will be discussed as they apply to home healthcare management. Course discussions will address additional concepts such as accreditation, licensure, continuous quality management, ethics, and legal issues of home healthcare management.

NU 387 Populations & 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 Transition to Professional Practice, NU 315 The Human Journey of Nursing, NU 325 Health Assessment for RNs, NU 335 Information & Technology for Nursing Practice, NU 345 Evidence-Based Practice, and NU 355 Leadership in Contemporary Nursing Practice or acceptance

to the RN-to-MSN Nursing Major, NU 325 Health Assessment for RNs, NU 376 Care Management: Individuals & Families, NU 401 Impact of History & Policy on Nursing & Healthcare, NU 430 Principles of Healthcare Research for Contemporary Nursing Practice, NU 431 Evidence-Based Practice for Quality Care, and NU 433 Theory & Professional Roles for Contemporary Nursing Practice.

NU 401 (NU 501) Healthcare Policy & Ethics for Contemporary Nursing Practice

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 healthcare 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 healthcare.

A prerequisite to NU 387

NU 430 (NU 601) Principles of Healthcare Research for Contemporary Nursing Practice

3 CR

This course, the first of two research seminars, reviews nursing and healthcare 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 Statistics for Decision-Making

A prerequisite to NU 387

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

3 CR

Builds on the content of NU 430 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. Students complete the methods section of the thesis prospectus during this semester.

A prerequisite to NU 387

NU 433 (NU 530) Theory & 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 healthcare 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.

A prerequisite to NU 387

Jack Welch College of Business

JOHN CHALYKOFF, PhD
Dean

Mission Statement

The Jack 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 inside 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 Jack 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, and 2.) To engage students in a comprehensive series of programs that will build résumés and develop the skills that employers are looking for.

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;

DISCIPLINE	CONCENTRATIONS	BACHELOR'S DEGREE	
		MAJOR	MINOR
BS DEGREE			
Accounting		Yes	Yes
Management		Yes	
Small Business Management and Entrepreneurship	Yes		Yes
Human Resource Management	Yes		Yes
Global Business Management	Yes		Yes
Business			Yes
Business Economics		Yes	Yes
Finance		Yes	
Marketing		Yes	Yes
Digital Advertising	Yes		
Digital Marketing			Yes
Fashion Marketing and Merchandising	Yes		Yes
Sports Marketing	Yes		Yes
Sport Management		Yes	Yes

- 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 & Reporting (3 credits)
AC 222	Managerial Accounting & Control (3 credits)
FN 215	Financial Management (3 credits)
MGT 101	Organizational Management (3 credits)

MGT 231	Legal & Ethical Responsibilities in Business (3 credits)
MGT 375	Operations & Sustainable Supply Chain Management (3 credits)
MGT 401	Strategic Management (3 credits)
MK 201	Principles of Marketing (3 credits)

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 Business Statistics 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 at the graduate level.

Faculty

BENOÎT N. BOYER, PhD
Professor

KAREN T. CASCINI, PhD, CPA
Professor

KITTIPONG LAOETHAKUL, PhD
Associate Professor

MAHFUJA MALIK, PhD
Assistant Professor

DANNY A. PANNESE, MST, CPA
Associate Professor

STEPHEN SCARPATI, MBA, CPA
Clinical Associate Professor

E. DANIEL SHIM, PhD
Professor and Chair

BARBARA TARASOVICH, DPS, CPA, CGMA
Assistant Professor

Major in Accounting

All Accounting students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30–32 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121	Introduction to Business (3 credits)
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COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221	Financial Accounting & Reporting (3 credits)
AC 222	Managerial Accounting & Control (3 credits)
FN 215	Financial Management (3 credits)
MGT 101	Organizational Management (3 credits)
MGT 231	Legal & Ethical Responsibilities in Business (3 credits)
MGT 375	Operations & Sustainable Supply Chain Management (3 credits)

MGT 401	Strategic Management (3 credits)
MK 201	Principles of Marketing (3 credits)

Required courses in Major (27 Credits)

The following nine courses are required:

AC 313	Cost Management (3 credits)
AC 331	Intermediate Accounting I (3 credits)
AC 332	Intermediate Accounting II (3 credits)
AC 401	Advanced Accounting I (3 credits)
AC 421	Auditing I (3 credits)
AC 431	Federal Taxes I (3 credits)
AC 490	Accounting Internship (3–9 credits)
IS 272	Dynamics of Information Technology (3 credits)
MGT 232	Advanced Business Law (3 credits)

**REQUIRED SUPPORTING COURSES
(TAKEN AS PART OF UNIVERSITY CORE)**

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
MA 133	Business Statistics (3 credits)

Electives necessary to complete degree requirements.

Minor in Accounting

The minor in Accounting requires the completion of 18 credits plus two supporting courses.

Required Courses

AC 221	Financial Accounting & Reporting (3 credits)
AC 222	Managerial Accounting & Control (3 credits)

AC 331	Intermediate Accounting I (3 credits)
AC 332	Intermediate Accounting II (3 credits)

Two of the following courses

AC 313	Cost Management (3 credits)
AC 401	Advanced Accounting I (3 credits)
AC 421	Auditing I (3 credits)
AC 431	Federal Taxes I (3 credits)
FN 314	Financial Analysis (3 credits)

Required Supporting Courses

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)

**ACADEMIC REQUIREMENTS FOR
AICPA EXAMINATION**

Baccalaureate degree required. Forty-six (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. One hundred fifty (150) credit hours* required for certification, not to take exam.

*Including 36 hours of accounting

Accounting Course Descriptions**AC 221 Financial Accounting & Reporting**
3 CH

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.

A prerequisite to AC 314 and 397

AC 222 Managerial Accounting & Control

3 CH

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.

A prerequisite to AC 313

AC 313 Cost Management

3 CH

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 compose much of classroom interaction.

Prerequisite: AC 222 Managerial Accounting & Control

AC 314 Advanced Management Accounting

3 CH

Introduces modern theory of management accounting and control and strategic cost management. Financial and managerial control 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 compose much of classroom interaction.

Prerequisite: AC 221 Financial Accounting & Reporting

AC 331 Intermediate Accounting I

3 CH

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 Financial Accounting & Reporting

A prerequisite to AC 332

AC 332 Intermediate Accounting II

3 CH

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.

Prerequisite: AC 331 Intermediate Accounting I

A prerequisite to AC 401, 421, and 431

AC 397 Volunteer Income Tax Assistance (VITA) Program

3 CH

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 Financial Accounting & Reporting

AC 401 Advanced Accounting I

3 CH

Advanced Accounting 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.

Prerequisite: AC 332 Intermediate Accounting II

AC 421 Auditing I

3 CH

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 Intermediate Accounting II

AC 431 Federal Taxes I

3 CH

Introduces individual income taxation. Topics include formulation of tax statutes, research methodology, tax planning, analysis of taxable income, and ethical considerations.

Prerequisite: AC 332 Intermediate Accounting II

AC/FN 441 Financial Analysis

3 CH

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 Financial Management

AC 490 Accounting Internship

3–9 CH

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 499 Independent Study

1–3 CH

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 CH

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.

A prerequisite to SM 382

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 resolve 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, MBA, CFA
Associate Professor

KHAWAJA A. MAMUN, PhD
Chair and Associate Professor

LUCJAN T. ORLOWSKI, PhD
Professor

STEPHEN RUBB, PhD
Professor

JENNIFER TRUDEAU, PhD
Assistant Professor

Business Economics Major

All Business Economics students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30-32 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business (3 credits)

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS)

AC 221 Financial Accounting & Reporting (3 credits)

AC 222 Managerial Accounting & Control (3 credits)

FN 215 Financial Management (3 credits)

MGT 101 Organizational Management (3 credits)

MGT 231 Legal & Ethical Responsibility in Business (3 credits)

MGT 375 Operations & Sustainable Supply Chain Management (3 credits)

MGT 401 Strategic Management (3 credits)

MK 201 Principles of Marketing (3 credits)

OTHER COURSES IN MAJOR (21 CREDITS)

EC 302 Global Financial Markets & Institutions (3 credits)

EC 313 Managerial Economics (3 credits)

EC 316 International Economics (3 credits)

or

FN 416 International Financial Management (3 credits)

EC 491 Quantitative Methods in Economics (3 credits)

FN/EC 390 Internship in Economics (3 credits)

Two Economics electives (electives necessary to complete degree requirements)

**REQUIRED SUPPORTING COURSES
(9 CREDITS)**

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
MA 133	Business Statistics (3 credits)

Minor in Business Economics

The minor in Business Economics requires the completion of 18 credits.

REQUIRED COURSES

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
EC 302	Global Financial Markets & Institutions (3 credits)
EC 313	Managerial Economics (3 credits)

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 MA 151, PO 320, or SO 254 in lieu of one economics elective.

Course Descriptions

EC 101 Introduction to Economics

3 CH

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. The course is open to non-Business majors only.

EC 202 Principles of Microeconomics

3 CH

This course introduces microeconomic concepts such as supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, welfare analysis, and labor market. Students will also be introduced to the use of microeconomic applications to address problems such as the role of government, environmental policies, insurance markets, and income distribution.

Prerequisite: MA 106 College Algebra or MA 109 Mathematics for Decision-Making or MA 110 Calculus for Decision-Making (MA 110 is encouraged for those considering graduate school)

A prerequisite to EC 203, 313, and 315

EC 203 Principles of Macroeconomics

3 CH

This course introduces macroeconomic concepts and analysis of unemployment and inflation within the context of the business cycle, the determinants of economic growth, the role of interest rates in savings and investment, the interaction of money and the banking system, and corrective monetary and fiscal policies. Students gain an international perspective by assessing the role of international trade and exchange rates in the modern global economy.

Prerequisites: MA 106 College Algebra or MA 109 Mathematics for Decision-Making or MA 110 Calculus for Decision-Making and EC 202 Principles of Microeconomics

A prerequisite to EC 301, 302, 303, 316, 321, 342, 373, and 399

EC 211 Economics of Social Issues

3 CH

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, healthcare, crime, and education.

EC 299 Special Topics in Economics

3 CH

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 CH

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 Principles of Macroeconomics

EC 302 Global Financial Markets & Institutions

3 CH

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 Principles of Macroeconomics

EC 303 Seminar on U.S. Economy & Monetary Policy

1 CH

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 presentations and give presentations in front of audience. The course is open to Business Economics and/or Finance majors only.

Prerequisite: EC 203 Principles of Macroeconomics

EC 313 Managerial Economics

3 CH

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 Principles of Microeconomics or MA 133 Business Statistics

EC 315 Game Theory

3 CH

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 including 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 Principles of Microeconomics

EC 316 International Economics

3 CH

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 Principles of Macroeconomics

EC 320 Health Economics

3 CH

This course introduces the application of economic theory to the production of health and healthcare services. Students will investigate the demand for medical care and the roles of moral hazard and adverse selection in the health insurance market. They will analyze the differences in pricing and utilization across healthcare systems (HMO, PPO, POS), markets for physicians, hospital and pharmaceutical services, as well as the role of the government in the regulation and administration of healthcare. Students will also learn the decision-making tools used in the economic evaluation of healthcare interventions.

Prerequisite: MA 131 Statistics for Decision-Making or MA 133 Business Statistics or higher or EX320

EC 321 Labor Economics

3 CH

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 Principles of Macroeconomics

EC 342 European Economic Development

3 CH

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 Principles of Macroeconomics

EC 373 Public Finance

3 CH

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 Principles of Macroeconomics

FN/EC 390 Internship

3–9 CH

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.

Prerequisite: Instructor permission

EC 396 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

EC 491 Quantitative Methods in Economics & Finance

3 CH

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 Business Statistics (or equivalent)

A prerequisite to EC 492

EC 492 Economic & Financial Forecasting

3 CH

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 491 Quantitative Methods in Economics

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**KWAMIE DUNBAR, PhD**

Associate Professor

JOHN T. GERLACH, MBASenior Executive in Residence
Associate Professor**W. KEENER HUGHEN, PhD**

Assistant Professor

JING JIANG, PhD

Assistant Professor

RALPH LIM, MBA, CFA

Associate Professor

BRIDGET LYONS, DPS

Professor

KHAWAJA A. MAMUN, PhD

Associate Professor, Chair

LUCJAN T. ORLOWSKI, PhD

Professor

Major

All Finance students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30-32 CREDITS)**COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)**

BU 121	Introduction to Business (3 credits)
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COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 9 REQUIRED SUPPORTING CREDITS)

AC 221	Financial Accounting & Reporting (3 credits)
AC 222	Managerial Accounting & Control (3 credits)

FN 215	Financial Management (3 credits)
MGT 101	Organizational Management (3 credits)
MGT 231	Legal & Ethical Responsibility in Business (3 credits)
MGT 375	Operations & Sustainable Supply Chain Management (3 credits)
MGT 401	Strategic Management (3 credits)
MK 201	Principles of Marketing (3 credits)

OTHER COURSES IN MAJOR (21 CREDITS)

EC 302	Global Financial Markets & Institutions (3 credits)
FN 315	Investments (3 credits)
FN 351	Corporate Finance (3 credits)
FN 416	International Financial Management (3 credits)
FN/EC 390	Internship in Finance (3 credits)

Two Finance electives (electives necessary to complete degree requirements)

**REQUIRED SUPPORTING COURSES
(9 CREDITS)**

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
MA 133	Business Statistics (3 credits)

Electives necessary to complete degree requirements.

Course Descriptions**FN 215 Financial Management**

3 CH

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 Financial Accounting & Reporting

A prerequisite to AC/FN 441; FN 315, 318, 351, 416, 440, and 442; FN/SM 243; MGT 304 and 373

FN/SM 243 Sport Finance

3 CH

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 Financial Accounting & Reporting and FN 215 Financial Management

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.

FN 315 Investments

3 CH

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 Financial Management

FN 318 Current Problems in Finance

3 CH

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 Financial Management or departmental permission

FN 320 Personal Finance

3 CH

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 351 Corporate Finance

3 CH

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 Financial Management

FN/EC 390 Internship

3-6 CH

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

résumé, 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.

Prerequisite: Instructor permission

FN 416 International Financial Management

3 CH

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: FN 215 Financial Management and FN 315 Investments or FN 351 Corporate Finance

FN 440 Financial Modeling

3 CH

Students develop financial modeling skills with Microsoft Excel. Students will learn to apply the concepts they have learned in the introductory courses into a spreadsheet model framework. The topics include valuation of cash flows, equity and fixed income securities, retirement planning, graphing in Excel, project cash flows calculation, capital budgeting and NPV analysis, sensitivity analysis, financial ratio analysis, Monte Carlo simulations, cost of equity and beta estimation, and portfolio optimization. The course is application oriented and will be helpful for a variety of jobs in corporate finance and banking.

Prerequisites: FN 215 Financial Management and FN 315 Investments or FN 351 Corporate Finance

AC/FN 441 Financial Analysis

3 CH

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 Financial Management

FN 442 Derivatives & Risk Management

3 CH

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 Financial Management

FN 450 Investment Management Capstone

3 CH

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.

Prerequisites: FN 315 Investments and instructor permission

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 Welch Business College major is required.

Faculty

JEANINE ANDREASSI, PhD
Associate Professor

STEPHEN M. BROWN, EdD
Professor

MICHAEL CARRIGER, PhD
Assistant Professor

VALERIE CHRISTIAN, MBA
Assistant Professor

K. KATHY DHANDA, PHD
Professor, Management

ANDRA GUMBUS, EdD
Chair and Professor

GRACE CHUN GUO, PhD
Assistant Professor

LEANNA LAWTER, PhD
Assistant Professor

ROBERT MARSH, PhD
Associate Professor

MARCUS MUELLER, PhD
Assistant Professor

RICHARD L. PATE, JD
Associate Professor

TUVANA RUA, MA, MBA, PhD
Assistant Professor

JING'AN TANG, PhD
Associate Professor

MARY G. TREFRY, PhD
Associate Professor

CHRISTOPHER YORK, JD
Clinical Assistant Professor

MICHAEL ZHANG, DBA
Associate Professor

Major in Management

All Management students must complete the following courses to earn their degree.

SACRED HEART UNIVERSITY CORE CURRICULUM (30-32 CREDITS)

COLLEGE OF BUSINESS FOUNDATIONS COURSE (3 CREDITS)

BU 121 Introduction to Business
(3 credits)

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS + 15 REQUIRED SUPPORTING CREDITS + 12-CREDIT MINOR)

AC 221	Financial Accounting & Reporting (3 credits)
AC 222	Managerial Accounting & Control (3 credits)
FN 215	Financial Management (3 credits)
MGT 101	Organizational Management (3 credits)
MGT 231	Legal & Ethical Responsibilities in Business (3 credits)
MGT 375	Operations & Sustainable Supply Chain Management (3 credits)
MGT 401	Strategic Management (3 credits)
MK 201	Principles of Marketing (3 credits)

OTHER COURSES IN MAJOR (15 CREDITS PLUS 9 MANAGEMENT ELECTIVES OR A MINOR)

IS 272	Dynamics of Information Technology (3 credits)
MGT 202	Organizational Behavior (3 credits)
MGT 278	Principles of International Business (3 credits)
MGT 390	Internship (3 credits)
MGT 403	Management & Business Communication Skills (3 credits)

Management Elective

Management Elective

Management Elective

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
MA 133	Business Statistics (3 credits)

Minors for Management Majors (12 credits)

CHOOSE FROM:

Human Resources Management

MGT 207	Management of Human Resources (3 credits)
MGT 299	Survey Design & Data Analysis (3 credits)
MGT 334	Human Resources Law (3 credits)
MGT 370	Global Leadership (3 credits)

Global Business Management

MGT 203	Cross-Cultural Relations (3 credits)
MGT 233	International Business Law (3 credits)
MGT 364	Negotiations (3 credits)
MGT 370	Global Leadership (3 credits)

Small Business Management and Entrepreneurship

MGT 232	Advanced Business Law (3 credits)
<i>or</i>	
MGT 299	Social Entrepreneurship: Creating Businesses for Social Change (3 credits)
MGT 364	Negotiations (3 credits)
MGT 373	Launching a New Business (3 credits)
MGT 374	Small & Family Business Management (3 credits)

Minors for Non-Business Majors

MINOR IN BUSINESS ADMINISTRATION FOR NON-BUSINESS MAJORS (15 CREDITS)

AC 221	Financial Accounting & Reporting (3 credits)
EC 202	Principles of Microeconomics

(3 credits)

FN 215	Financial Management (3 credits)
MGT 101	Organizational Management (3 credits)
MK 201	Principles of Marketing (3 credits)

GLOBAL BUSINESS MANAGEMENT FOR NON-BUSINESS MAJORS (15 CREDITS)

BU 121	Introduction to Business (3 credits)
<i>or</i>	
MGT 101	Organizational Management (3 credits)
MGT 203	Cross-Cultural Relations (3 credits)
MGT 278	Principles of International Business (3 credits)
MGT 370	Global Leadership (3 credits)

Choose one of the following:

MGT 299	Doing Business in China (3 credits)
MGT 364	Negotiations (3 credits)
MGT 390	Internship (3 credits)
<i>or</i>	
1 Foreign Language Course	
<i>or</i>	
1 Study Abroad Course	

HUMAN RESOURCE MANAGEMENT FOR NON-BUSINESS MAJORS (18 CREDITS)

BU 121	Introduction to Business (3 credits)
<i>or</i>	
MGT 101	Organizational Management (3 credits)
MGT 202	Organizational Behavior (3 credits)
MGT 207	Management of Human Resources (3 credits)
MGT 299	Survey Design & Data Analysis (3 credits)
MGT 334	Human Resource Law (3 credits)
MGT 370	Global Leadership (3 credits)

SMALL BUSINESS MANAGEMENT AND ENTREPRENEURSHIP FOR NON-BUSINESS MAJORS (15 CREDITS)

BU 121	Introduction to Business (3 credits)
<i>or</i>	
MGT 101	Organizational Management (3 credits)
MGT 232	Advanced Business Law (3 credits)
<i>or</i>	
MGT 299	Social Entrepreneurship: Creating Businesses for Social Change (3 credits)
MGT 364	Negotiations (3 credits)
MGT 373	Launching a New Business (3 credits)
MGT 374	Small & Family Business Management (3 credits)

Business Course Descriptions

BU 121 Introduction to Business

3 CH

Students in this course will learn the foundations of entrepreneurship and business management. Students will identify business opportunities and work in teams to plan to create a product or service. Business plans, marketing, and financing the business will be covered. Business-focused oral and written communication skills are analyzed and practiced. The final deliverable will be a business pitch to a panel of investors.

MGT 101 Organizational Management

3 CH

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.

A prerequisite to MGT 202, 207, 257, 278, and 373

MGT 202 Organizational Behavior

3 CH

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 Organizational Management

A prerequisite to MGT 403

MGT 203 Cross-Cultural Relations

3 CH

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 CH

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 Organizational Management

MGT 231 Legal & Ethical Responsibilities in Business

3 CH

This is a survey course. The objective of this class is to learn to apply legal and ethical principles to managerial-related problems. The course provides a general study of areas of laws pertinent to business, including tort law, contract law, employment law, criminal law, and constitutional law. The student is expected to learn to identify legal issues and consider the ethical implications of his or her solution or decision.

A prerequisite to MGT 232, 333, and 334

MGT 232 Advanced Business Law

3 CH

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 Legal & Ethical Responsibilities in Business

MGT 257 Business Ethics

3 CH

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.

MGT 278 Principles of International Business

3 CH

Surveys the scope of international business with special emphasis on various environments including political, economic, legal, technological, and sociocultural. 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 Organizational Management

MGT 299 Special Topics in Management

3 CH

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 299 Social Entrepreneurship: Creating Businesses for Social Change

3 CH

This course will introduce the student to social entrepreneurship. Social entrepreneurship focuses on developing sustainable business solutions to social problems at a micro-level that can be replicated on a large scale. The course will focus on introducing students to current global movements and the social forces driving current social enterprises. Students will understand the mechanisms other social entrepreneurs are using to create successful social enterprises. Students will develop a business concept that addresses how best to solve some of the most pressing global issues confronting people today.

MGT 299 Survey Design & Data Analysis

3 CH

This project-based learning course provides an overview of surveys used by organizations for various reasons, with a focus on a human-resource application and employee attitudinal surveys. The course includes instruction on survey design and practical application on how to convert organizational concerns into questions that provide meaningful answers. In groups,

students will act as consultants and work with an actual client to design and develop a survey, communicate objectives, administer the survey, analyze and interpret the results using statistical analysis, deliver results, and transfer the results into action planning.

MGT 299 Doing Business in China

3 CH

This course offers an interdisciplinary approach to the study of essential components pertinent to doing business in China. Students will learn about the Chinese language and culture as well as China's history, politics, and economic systems. Contemporary issues such as guanxi, entry strategies, and intellectual property are some of the topics covered. The course includes eight weeks of instruction on the main campus and a ten-day study tour in China. During the tour, students visit local businesses and learn firsthand.

MGT 333 International Business Law

3 CH

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 Legal & Ethical Responsibilities in Business

MGT 334 Human Resources Law

3 CH

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 microanalysis of the life of an employee complaint, from internal filing to litigation.

Prerequisite: MGT 231 Legal & Ethical Responsibilities in Business

MGT 344 Junior Achievement

1-3 CH

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 ten-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 364 Negotiations

3 CH

This course explores the major concepts and theories of bargaining, negotiation, and mediation and the dynamics of interpersonal and intergroup conflict and its resolution. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings and to help students develop the abilities to analyze bargaining and conflict relationships while learning about their own individual approaches to handling conflicts. Emphasis is placed on supervised practice of negotiation and mediation skills in simulated settings.

MGT 370 Global Leadership

3 CH

Global business means political, economic, and sociocultural interdependence and the linkages among politics, economics, cultural traditions, industries, and regional trading blocs that 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 373 Launching a New Business

3 CH

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 Organizational Management, FN 215 Financial Management, and junior or senior standing

MGT 374 Small & Family Business Management

3 CH

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 with them, work with them in private wealth management, mergers and acquisitions, banking, consulting, outsourcing, etc.

Prerequisites: MGT 101 Organizational Management, FN 215 Financial Management, and junior or senior standing

MGT 375 Operations & Sustainable Supply Chain Management

3 CH

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: MGT 101 Organizational Management and MA 133 Business Statistics

MGT 378 Women in the Workforce

Explores the progression of women as a vital part of the United States workforce and the resulting social issues that arose from this change. The course will focus on three key areas: the history of women in the workforce, both as domestic workers and as modern industrialized worker; the social issues which arose as women became an integral part of the workforce; and the modern issues facing women today as they enter the workforce and pursue their careers. Additionally, this course will examine the underlying reasons resulting from gender roles as they relate to work-related issues.

MGT 390 Internship

3–9 CH

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 chair

MGT 399 Independent Study

1–3 CH

Students work on a special topic under the direction of an instructor. Permission of the

instructor and department chair is granted to qualified Business majors on the basis of a written proposal from the student.

MGT 401 Strategic Management

3 CH

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 Management & Business Communication Skills

3 CH

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, resolving team conflict, dealing with emotional behavior, and managing terminations. Business communication skills focus on effective written and oral communication used in business settings and in formal and informal presentations at work.

Prerequisite: MGT 202 Organizational Behavior

MARKETING

The Marketing major provides an opportunity for students to not only 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

MICHAEL FRECHETTE, PhD
Assistant Professor

TEMO LUNA-NEVAREZ, PhD
Assistant Professor

ENDA F. MCGOVERN, PhD
Associate Professor

JOSE MENDOZA, DBA
Assistant Professor

ANCA C. MICU, PhD
Associate Professor

JOSHUA A. SHUART, PhD
Chair and Associate Professor

DAVID G. TAYLOR, PhD
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 (3 credits)
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COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS)

AC 221	Financial Accounting & Reporting (3 credits)
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AC 222	Managerial Accounting & Control (3 credits)
FN 215	Financial Management (3 credits)
MGT 201	Organizational Management (3 credits)
MGT 231	Legal & Ethical Responsibility in Business (3 credits)
MGT 375	Operations and Sustainable Supply Chain Management (3 credits)
MGT 401	Business Policy (3 credits)
MK 201	Principles of Marketing (3 credits)

OTHER COURSES IN MAJOR (24 CREDITS)

MK 270	Consumer Insights Using Technology (3 credits)
<i>or</i>	
IS 272	Dynamics of Information Technology (3 credits)
MK 320	Consumer Behavior (3 credits)
MK 362	Marketing Research (3 credits)
MK 390	Marketing Internship (3–9 credits)
MK 425	International Marketing (3 credits)
MK 430	Marketing Management (3 credits)

REQUIRED SUPPORTING COURSES (TAKEN AS PART OF UNIVERSITY CORE)

EC 202	Principles of Microeconomics (3 credits)
EC 203	Principles of Macroeconomics (3 credits)
MA 133	Business Statistics (3 credits)

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 (3 credits)
MK 235	Digital Advertising (3 credits)
<i>or</i>	
MK 334	E-Marketing (3 credits)
MK 320	Consumer Behavior (3 credits)
MK 362	Marketing Research (3 credits)
MK 425	International Marketing (3 credits)
MK Elective	

Minor in Digital Marketing

The minor in Digital Marketing requires the completion of 15 credits.

REQUIRED COURSES

MK 201	Principles of Marketing (3 credits)
MK 238	Software Tools for Design (3 credits)
MK 334	E-Marketing (3 credits)
MK 335	Digital Advertising (3 credits)
MK 336	Media Planning (3 credits)
<i>or</i>	
MK 237	Social Media Marketing (3 credits)

Minor in Fashion Marketing & Merchandising

The minor in Fashion Marketing & Merchandising requires the completion of 15 credits.

REQUIRED COURSES

MK 201	Principles of Marketing (3 credits)
MK 240	Fashion Marketing (3 credits)
MK 310	Retailing & Merchandising (3 credits)
<i>or</i>	
MK 335	Digital Advertising (3 credits)
MK 350	Fashion Brand Marketing (3 credits)
MK 360	Marketing Integration: Textiles & Fashion (3 credits)

Marketing Course Descriptions**MK 201 Principles of Marketing**

3 CH

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.

A prerequisite to MK 205, 237, 238, 240, 270, 299, 310, 320, 334, 335, 336, 350, 360, 362, 390, 399, 425, and 430; SM 265

MK 205 Advertising

3 CH

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 Principles of Marketing

MK 237 Social Media Marketing

3 CH

This course provides the practical knowledge and insights required to define objectives

and strategies of social media marketing, identify and properly select the social media tools to engage consumers, and effectively evaluate and measure the results of 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.

Prerequisite: MK 201 Principles of Marketing

MK 238 Software Tools for Design

3 CH

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.

Prerequisite: MK 201 Principles of Marketing

MK 240 Fashion Marketing

3 CH

Examines the history, evolution, and business of fashion from the nineteenth 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 Principles of Marketing

A prerequisite to MK 350 and 360

MK 270 Customer Insights Using Technology

3 CH

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 Principles of Marketing

MK 299 Special Topics in Marketing

3 CH

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 Principles of Marketing

MK 310 Retailing & Merchandising

3 CH

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 Principles of Marketing

MK 320 Consumer Behavior

3 CH

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 Principles of Marketing

MK 334 E-Marketing

3 CH

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 Principles of Marketing

MK 335 Digital Advertising

3 CH

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 Principles of Marketing

MK 336 Media Planning

3 CH

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.

Prerequisite: MK 201 Principles of Marketing

MK 345 Fashion Buying

3 CH

Examines today's retail environment, a buyer's function and day-to-day business in the fashion industry. Buying for different types of stores are explored. Market research, distribution of products, market sources, pricing, and financing are also examined. Basic and applicable functions of Microsoft Excel are practiced.

Prerequisite: MK 201 Principles of Marketing and MK 240 Fashion Marketing

MK 350 Fashion Brand Marketing

3 CH

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 Principles of Marketing and MK 240 Fashion Marketing

MK 360 Marketing Integration: Textiles & Fashion

3 CH

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 Principles of Marketing and MK 240 Fashion Marketing

MK 362 Marketing Research

3 CH

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 Principles of Marketing

MK 390 Marketing Internship

3-9 CH

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 Principles of Marketing and permission of the Marketing internship coordinator

MK 399 Independent Study

1-3 CH

Directed study of a specific, well-defined marketing topic. Permission of the instructor and departmental chair is granted to qualified Marketing majors on the basis of a written proposal from the student.

Prerequisite: MK 201 Principles of Marketing

MK 425 International Marketing

3 CH

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 Principles of Marketing

MK 430 Marketing Management

3 CH

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 Principles of Marketing

SPORT MANAGEMENT

The increasing complexity, globalization, and influence of media and technology on sport business underscore the importance of specific and dynamic preparation for sport management professionals. 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, JD

Instructor

RICHARD A. LIPSEY, MBA

Instructor

JAMES P. SANTOMIER, JR, PhD

Professor

JOSHUA A. SHUART, PhD

Chair and Associate Professor

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 (3 credits)

COLLEGE OF BUSINESS CORE CURRICULUM (24 CREDITS)

AC 221 Financial Accounting & Reporting (3 credits)

AC 222 Managerial Accounting & Control (3 credits)

BU 231 Legal & Ethical Responsibility in Business (3 credits)

FN 215 Financial Management (3 credits)

MGT 101 Organizational Management (3 credits)

MGT 375 Operations & Sustainable Supply Chain Management (3 credits)

MGT 401 Strategic Management (3 credits)

MK 201 Principles of Marketing
(3 credits)

OTHER COURSES IN MAJOR (24 CREDITS)

IS 272 Dynamics of Information
Technology (3 credits)

SM 206 Sport Enterprise Management
(3 credits)

SM 235 Sport Law (3 credits)

SM 243 Sport Finance (3 credits)

SM 245 Sport Media (3 credits)

SM 265 Sport Marketing (3 credits)

SM 305 Sport Sponsorship (3 credits)

SM 390 Sport Management Internship
(3 credits)

REQUIRED SUPPORTING COURSES (9 CREDITS TAKEN AS PART OF UNIVERSITY CORE)

EC 202 Principles of Microeconomics
(3 credits)

EC 203 Principles of Macroeconomics
(3 credits)

MA 133 Business Statistics (3 credits)

SPORT MANAGEMENT ELECTIVES (6 CREDITS)

Choose from:

SM 281 Sport Venue & Event
Management (3 credits)

SM 283 Sporting Goods Industry
(3 credits)

SM 299 Special Topics in Sport
Management (3 credits)

SM 382 Sport New Media (3 credits)

Minor in Sport Management

The minor in Sport Management requires the completion of 15 credits.

REQUIRED COURSES

MK 201 Principles of Marketing
(3 credits)

SM 206 Sport Enterprise Management
(3 credits)

SM 265 Sport Marketing (3 credits)

SM 305 Sport Sponsorship (3 credits)

SM Elective

Course Descriptions

SM 206 Sport Enterprise Management

3 CH

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

A prerequisite to SM 235, 245, 265, 281, 283, 299, and 390

SM 235 Sport Law

3 CH

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 Sport Enterprise Management

SM 243 Sport Finance

3 CH

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 Financial Management

SM 245 Sport Media

3 CH

Examines the critical business principles and fundamentals related to the mass media in sport and the delivery mechanisms that drive growth in the industry. A special focus of this course are the media rights deals in U.S. and international sports leagues, especially for broadcast. The course also covers the following: media ethics; sports heroes in the media; race, ethnicity, and diversity; digital media strategies and deals; and a focus on the finances behind some of the world's most popular sporting events.

Prerequisite: SM 206 Sport Enterprise Management

SM 265 Sport Marketing

3 CH

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 Sport Enterprise Management and MK 201 Principles of Marketing

A prerequisite to SM 305 and 382

SM 281 Sport Venue & Event Management

3 CH

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 Sport Enterprise Management

SM 283 Sporting Goods Industry

3 CH

Examines the history, foundations, organization, management, and future of the sporting goods industry. Designed specifically for individuals interested in a career in the sporting goods 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 Sport Enterprise Management

SM 299 Special Topics in Sport Management

3 CH

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 Sport Enterprise Management

SM 305 Sport Sponsorship

3 CH

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 Sport Marketing

SM 382 Sport New Media

3 CH

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 webpage design.

Prerequisites: SM 265 Sport Marketing and IS 272 Dynamics of Information Technology;
Recommended: SM 245 Sport Media

SM 390 Sport Management Internship

3–9 CH

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 Sport Enterprise Management and permission of the Sport Management internship coordinator

Procedures for Individuals Claiming Unlawful Discrimination or Harassment

Claims of harassment or discrimination are: (1) claims of violation of the University's nondiscrimination policy and (2) claims of violations of the University policy in opposition to harassment.

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination or harassment.

An individual who believes that he/she has been discriminated against, including being harassed, may report the situation to the Executive Director for Human Resources who serves as the primary University officer responsible for Title VI, Section 504 of the Rehabilitation Act and the Age Discrimination Act. In the absence of the Executive Director or if the complaint is against the Executive Director, the report may be made to the Vice President for Human Resources or any vice president of the University. For Title IX complaints, reports should be made to the Title IX Coordinator, Leonora Campbell. Reports/complaints are to be filed within ninety (90) calendar days of the incident or within ninety calendar days of the time that the individual reasonably becomes aware of the incident (note: this filing period may be extended for good cause).

The report can be written or oral and should consist of the following:

- the specific conduct objected to,
- the date(s) and time(s) such conduct took place,
- the name(s) of the alleged harasser(s) or person(s) believed to be discriminating against the filer,
- the location(s) where the conduct occurred,

- the name(s) of any witness(es),
- action sought to remedy the situation,
- and any other details or information requested by the Executive Director or his/her designee.
- In addition, the individual should provide any documentation (e-mails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

INFORMAL PROCEDURE

Any individual who believes that he/she has been unlawfully harassed or discriminated against may, if he/she chooses to, attempt to resolve the situation through a discussion with the other party. If that is not practical, the individual should consult with the Executive Director for Human Resources, who serves as the officer responsible for such complaints, or his/her designee. The purpose of this consultation is multifold.

The Executive Director or his/her designee will provide information and assistance to help the individual assess whether or not the behavior is harassing or discriminatory, will explain the University's grievance procedure, and provide guidance regarding the investigative procedure. There is no requirement that an informal resolution must be attempted by the complainant.

The individual may also request the Executive Director or his/her designee to attempt to facilitate a resolution of the grievance informally after investigating the matter. If the individual desires an informal resolution, the Executive Director or his/her designee will attempt to provide an informal resolution within twenty (20) working days of the receipt of the request.

INVESTIGATION OF COMPLAINTS

Upon receipt of a complaint or report, a prompt investigation will take place in a confidential manner so as to disclose information only to those who have a need

to know or those who may have pertinent information. The respondent and witnesses will be interviewed. Disclosure of the complainant's name will be made if in the judgment of the investigator it is necessary to the investigation. The investigation will be kept as confidential as possible without compromising the investigation.

The Executive Director or his/her designee (the investigator) will determine whether there is a reasonable basis for the complaint. At the conclusion of this stage of the investigation the investigator will report his/her conclusions to the complainant in writing with the resolution of the complaint. The investigation should be completed within thirty (30) working days of the complaint filing unless extended for reasonable cause.

The investigation may be delayed during the period of an attempted informal resolution should the complainant desire it.

If it is determined that discrimination or harassment has occurred, the University will take action to stop the violation, prevent a recurrence, and correct any discriminatory effect. Such action may include counseling, warning, disciplinary action, termination of employment, or expulsion.

A confidential record of the proceedings will be maintained in a private file in the office of the investigator.

If a complainant is dissatisfied with the resolution because the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation, he/she may request a review by the vice president of the University division within which the discrimination was claimed to have occurred. If the complaint involves that vice president, the President of the University or his/her designee shall conduct the review.

The request for review must be made within ten (10) working days of the notice of the result of the investigation. The review by the

vice president must be completed within thirty (30) working days and submitted in writing either sustaining the investigation result or reopening the investigation for further consideration if the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation. The decision on the review shall be final.

STATE AND FEDERAL RIGHTS

The complainant may at any time file a complaint with the Department of Education, Office for Civil Rights, or other applicable federal or state agency for the enforcement of federal or state laws within the jurisdiction of such agency.

TIMELINES

Working days are days when the administrative offices of the University are regularly open for business; weekends, holidays, snow days, and days the University is closed shall not be counted as working days.

PERSONNEL

EXECUTIVE DIRECTOR FOR HUMAN RESOURCES

Ms. Julia Nofri, 203-365-4837

Coordinator for Section 504 of the Rehabilitation Act and the Age Discrimination Act

TITLE IX COORDINATOR

Ms. Leonora Campbell, 203-396-8386

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

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STUDENT AFFAIRS**

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**VICE PRESIDENT FOR MARKETING AND
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VICE PRESIDENT FOR FINANCE

Philip McCabe, 203-371-7934

**VICE PRESIDENT FOR INFORMATION
TECHNOLOGY AND 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 the ramp, turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

**From Connecticut Turnpike (I-95) NORTH
OR SOUTH (passenger vehicles only):**

Take Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway South, and follow directions above.

Oakview Campus

101 OAKVIEW DRIVE
TRUMBULL, CT 06611

**From Connecticut Turnpike (I-95) NORTH
OR SOUTH (all vehicles):**

Take Exit 27A (Route 25/8 connector) and follow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7 (Merritt Parkway/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road. Stay in the left lane for about one mile on White Plains Road, then turn left at the traffic light (fire station on the right) onto Reservoir Avenue. Follow Reservoir Avenue (go under Parkway bridge) and turn right onto Lindeman Drive. At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. This road is a dead end. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

**From Merritt Parkway SOUTHBOUND
(passenger vehicles only):**

Take Exit 50 (Route 127/White Plains Road). At end of ramp, bear right onto White Plains Road. Follow directions above.

**From Merritt Parkway NORTHBOUND
(passenger vehicles only):**

Take Exit 48 (Main Street). At end of the ramp, turn right onto Main Street. At the second traffic light, turn left onto Old Town Road. At the third stop sign, turn left onto Oakview Drive (beginning of office park area). Oakview Drive is a dead end. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

Cambridge Campus

7 CAMBRIDGE DRIVE
TRUMBULL, CT 06611

**From Merritt Parkway (Route 15) NORTH
OR SOUTH (passenger vehicles only):**

Take Exit 48. Take left from southbound direction or right from northbound onto Main

Street (Route 111). Take left onto Old Town Road. At third stop sign, continue straight on Cambridge Drive. Proceed to first building on the left.

Stamford Campus

**STAMFORD GRADUATE CENTER AT
LANDMARK SQUARE
3 LANDMARK SQUARE
STAMFORD, CT 06901**

From Connecticut Turnpike (I-95) SOUTH:

Take Exit 7 (toward CT-137 N/Atlantic St.). Merge onto N. State Street. Take the second right onto Atlantic Street. Turn right onto Broad Street. Take first right onto Landmark Square.

From Connecticut Turnpike (I-95) NORTH:

Take Exit 8 (Atlantic Street). Turn left onto Atlantic Street. Turn right onto Broad Street. Take first right onto Landmark Square.

Tandet Building, Stamford Hospital

**146 WEST BROAD STREET
STAMFORD, CT 06901**

From Connecticut Turnpike (I-95) SOUTH:

Take Exit 8 (Atlantic Street). Turn left onto Atlantic Street. Turn left onto Broad Street. Broad Street becomes W. Broad Street. Turn left into Stamford Hospital entrance at 146 West Broad Street. Parking for Tandet Building will be on the left.

From Connecticut Turnpike (I-95) NORTH:

Take Exit 7 (toward CT-137 N/Atlantic St.). Merge onto N. State Street. Take the second right onto Atlantic Street. Turn left onto Broad Street. Broad Street becomes W. Broad Street. Turn left into Stamford Hospital entrance at 146 W. Broad Street. Parking for Tandet Building will be on the left.

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Stephen C. Burrows, DPM, MBA, CPHIMS, FHIMSS

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PHYSICAL THERAPY**Kevin Chui, Ph.D.**

Program Director

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Program Director, Athletic Training

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Program Director, Master of Science in Exercise Science and Nutrition

Matthew Moran, PhD

Program Director, Undergraduate Exercise Science

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Associate Dean

Linda Strong, EdD

Program Director, RN-to-BSN and RN-to-MSN Program

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Robert H. Berry, MA, MLS, J.D.

Social and Behavioral Sciences Librarian

Matilde Renata Cioffi, BA, MBA

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Vacant

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